**Responsive Technical Services for Non-Roman Materials Roundtable Discussion**

ALA Annual 2019: Washington, D.C.

Creative Ideas in Technical Services Interest Group

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**Agenda**

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| Introductions, volunteer for discussion recorder | 4:00-4:05 |
| Overview of topic | 4:05-4:10 |
| Discussion | 4:10-4:45 |
| Report outs (no more than 2 minutes per topic) | 4:45-5:00 |

**Overview**

Non-Roman language programs outside of the mainstream in academic institutions can be subject to rapid disruption as federal funding sources, student and faculty numbers, and institutional support fluctuate.

For example, less-mainstream/smaller department Non-Roman UW language programs are heavily affected by [Title VI grants](https://en.wikipedia.org/wiki/National_Resource_Center) – a U.S. Department of Education program providing grants to universities to “establish, strengthen, and operate language and area or international studies centers that will be national resources for teaching any modern foreign language.” These grants are distributed on a 4 year cycle and are largely used to fund student fellowships, which drives the need for a specific language program. Some language programs will get dropped if Title VI funding is not granted, but then may return in later years if funding is granted again, leading to an unstable situation.

How can technical services departments better position themselves to prepare for and respond to the cessation or addition of non-Roman language programs that result in changes to materials being collected?

**Discussion Questions**

* How do you track the stability and status of non-Roman language programs within your institution? Do you partner with language selectors or liaisons to develop priorities and strategies for the acquisition and description of materials?
* Have you engaged in cooperative technical services arrangements between institutions or within consortia for non-Roman materials (e.g. joint collection development, establishing MOUs for exchanging cataloging services, the Big Ten Academic Alliance Cooperative Cataloging Project)?
* How do you mitigate the difficulties of hiring staff with the necessary combination of language and tech services skills? How do you attract remote candidates if you are unable to offer professional positions or higher salaries? How do you assess language skills in candidates when you don’t speak the language?
* Do you “grow your own” tech services staff from in-house iSchools or language programs? Do you fund language training for existing staff to meet emerging needs? How do you reposition staff with language expertise when materials in that language are no longer collected?
* How do you decide when outsourced cataloging for non-Roman materials is an appropriate solution? What kind of data have you gathered to support that decision?
* How do you evaluate cataloging quality of non-Roman materials? Do your cataloging quality standards differ from those of English or Roman languages?

**Resources Consulted**

* “Foreign Language and Area Studies (FLAS) Fellowships.” *The Henry M. Jackson School of International Studies*, jsis.washington.edu/advise/funding/flas/
* “National Resource Center.” *Wikipedia*, Wikimedia Foundation, 29 Aug. 2018, en.wikipedia.org/wiki/National\_Resource\_Center.
* Cronin, Christopher, Mary S. Laskowski, Ellen K. W. Mueller, and Beth E. Snyder. “Strength in Numbers: Building a Consortial Cooperative Cataloging Partnership.” *Library Resources & Technical Services*, vol. 61, no. 2, Apr. 2017, pp. 102–116. *EBSCOhost*, doi:10.5860/lrts.61n2.102
* Mueller, Ellen. “Collective Cataloging: Sharing the Load across a Consortium.” 2018 ALCTS Heads of Cataloging presentation, ALA Annual. <https://docs.google.com/presentation/d/1mqeCQaQI4k0p8Cz3Sv0d5paJjSqtOhLofVeUN0oPviY/edit#slide=id.p>