

A Study of Research Practices of Scholars in Asian Studies at the University of Colorado Boulder

December 2017

Xiang Li

Chinese & Asian Studies Librarian

University of Colorado Boulder Libraries

Table of Contents

Acknowledgments	ii
Introduction	1
Methodology	2
Asian Studies	2
Subject Selection	2
Research Design	3
Findings	3
Research Focus and Research Methods	3
Information Discovery and Access	6
Information Management and Storage	9
Scholarly Communication	11
Recommendations	12
Appendix: Interview Protocol	13

Acknowledgments

This project could not have been completed without support from many institutions and individuals to whom I owe deep gratitude. The Henry Luce Foundation provided generous funding, which made it possible to conduct the study of the research practices of scholars in the Asian Studies field. Ithaka S+R provided the overall design and leadership for the project. Dr. Deanna Marcum helped secure funding for the University of Colorado Boulder (UCB) to join the project. Dr. Danielle Copper, our Ithaka S+R consultant, offered valuable training and guidance on research methodology and data analysis. I would also like to thank everyone at the UCB Libraries who supported me in undertaking this research project. My deepest gratitude, however, is due to the Asian Studies scholars at UCB who agreed to participate in the study and generously offered their time and knowledge.

Introduction

In spring 2017, the University of Colorado Boulder (UCB) participated in a nationally coordinated research project that examined the changing research practices and support needs of scholars in the field of Asian Studies. Through in-depth ethnographic interviews with Asian Studies scholars, this project aimed to better understand the changing research resources and services Asian Studies scholars needed to be successful in their research.

This project is one of a series of studies in Ithaka S+R's *Research Support Services* program¹ that investigates the research support needs of scholars by their disciplines. Previous projects in the program explored history, chemistry, art history, agriculture, religious studies and public health. Asian Studies is the most recent field to be examined in the program.

In this *Research Support Services for the Field of Asian Studies* project, as a project facilitator and research partner, Ithaka S+R brought together eleven participating Universities² in the United States, trained the librarians from participating universities in qualitative research methodologies, provided the framework to guide data collecting and analysis, and engaged in research and analyzed a sample of the collected data towards creating a capstone report on the state of the Asian Studies field, which will be made publicly available in 2018 on the Ithaka S+R website <http://www.sr.ithaka.org/publications/>.

Librarians from each participating university served as local researchers in the project. Under Ithaka S+R's facilitation, participating librarians conducted semi-structured interviews with Asian Studies scholars at their universities, analyzed interview data collected locally and formed a report on the research practices and support needs of the scholars.

The current report summarizes our local, UCB-specific findings around four themes: research focus and research methods; information discovery and access; information management and storage; and scholarly communication. It concludes with recommendations for improving library support for Asian Studies scholars at UCB as they pursue their research.

¹ "Research Support Services," Ithaka S+R, accessed December 20, 2017, <http://www.sr.ithaka.org/services/research-support/>.

² The 11 participating universities are Arizona State University, Claremont Colleges, Harvard University, Indiana University, Lafayette University, Trinity University, University of California Los Angeles, University of Colorado Boulder, University of Maryland College Park, University of Texas Austin, and University of Washington.

Methodology

This research project is based on semi-structured, qualitative interviews with scholars in the broadly-defined discipline of Asian Studies.

Asian Studies

There is no single, widely accepted definition of the term Asian Studies. In this project, Asian Studies is defined broadly as an academic field of research and scholarship pertaining to Asia. The geographic scope of Asia is also generally defined as how people commonly accepted it. More importantly, when delimiting and recruiting scholars for interviews, the investigator of this project relied on UCB scholars' self-identification. Members on the list of affiliated faculty of UCB's Center for Asian Studies³ were seen as Asian Studies scholars at UCB. The Center for Asian Studies at UCB is an interdisciplinary center that brings together faculty, scholars and students across campus to advance knowledge of Asia through research, teaching and outreach programs. Currently the Center has over 120 affiliated faculty who engage in various aspects of Asian scholarship related to all areas of Asia.

Subject Selection

An invitation for interview was sent to selected members on the Center's affiliated faculty list via email. The selection was made based on a number of criteria:

- Faculty who hold the ranks of assistant professor, associate professor or full professor, as scholars included within this project are defined as individuals who are employed with research as a significant component of their capacity as opposed to primarily teaching.
- Scholars' disciplinary affiliation and geographic areas of study were considered in order to maximize the possible variation of scholars interviewed in relation to scholars' disciplinary affiliation and how Asia is geographically conceived.
- Other demographic characteristics (e.g., age, gender) are held out of the scope of this project.

As a result, a total of twelve UCB faculty were interviewed during April to June of 2017. Since even the smallest amount of information may often reveal the identity of the participants, only a fragment part of information from the sample is provided here.

- Disciplinary affiliation: Department of Asian Languages & Civilizations; Department of History; Department of Geography; Department of Sociology; Department of Women & Gender Studies; College of Media Communication and Information.
- Geographic areas of study: China, Japan, Korea, Taiwan, Tibet, Indonesia, Philippines, Pakistan, India.

³ "CAS Affiliated Faculty," Center for Asian Studies, University of Colorado Boulder, accessed December 20, 2017, <https://www.colorado.edu/cas/people/cas-affiliated-faculty>.

Research Design

The interviews were face-to-face conversations held at the scholars' primary workspace on the UCB campus. Each interview lasted from 30 to 90 minutes. All interviews were digitally recorded for the purposes of transcription and analysis.

The interviews were guided by an interview protocol (see the Appendix) which was developed by Ithaka S+R in consultation with an advisory committee of academics. While the protocol was used to provide general guidance for the interviews, the topics covered in each conversation may vary based on the research interests and geographic area of study of the scholar. However, the interview questions generally focused on four fundamental areas: research focus and methods, information access and discovery, dissemination practices, and state of the field.

All the in-person interviews were conducted and recorded by a single investigator, Xiang Li, the Chinese & Asian Studies Librarian at UCB Libraries. Once collected and transcribed, the interview data were categorized and analyzed by using thematic analysis toward the current local report.

Findings

Research Focus and Research Methods

Asian Studies is a multidisciplinary field that draws scholars from different disciplines to conduct research on Asia-related topics. The disciplinary affiliations of scholars aimed at for interviews in this project reflect the breadth and diversity of the Asian Studies field. Scholars who study Asia may be found in humanities departments such as Asian Languages and Civilizations, History, and Religious Studies⁴ as well as in social sciences disciplines such as sociology, women & gender studies, anthropology, and political sciences. The list of affiliated faculty of the UCB Center for Asian Studies shows that scholars in the sciences, technology and applied fields may also identify themselves as Asian Studies scholars. There seem to be research interests on Asia from all areas of the humanities and social sciences as well as from areas in the sciences, technology and applied fields.

⁴ It is not surprising that many of the different information needs and challenges reported from UCB interviews are very similar to those found in the Ithaka S+R's projects on history and religious studies. Historians and Religious Studies scholars who conduct research on Asia-related topics are identified as Asian Studies scholars after all. For comparative reading, see Jennifer Rutner, Roger C. Schonfeld, et al.. *Supporting the Changing Research Practices of Historians*. Ithaka S+R, 2012. <http://www.sr.ithaka.org/wp-content/uploads/2015/08/supporting-the-changing-research-practices-of-historians.pdf>; Danielle Cooper, Roger Schonfeld, et al.. *Supporting the Changing Research Practices of Religious Studies Scholars*. Ithaka S+R, 2017. http://www.sr.ithaka.org/wp-content/uploads/2017/02/SR_Report_Religious_Studies_020817.pdf

Some Asian Studies scholars were trained in Asian Studies programs. But more received their training in and are affiliated with the other disciplines (as opposed to Asian Studies) and closely identify themselves with those disciplines.

I am primarily a historian. That's where I identify.

My discipline is sociology.

Often scholars see their work as falling primarily in the discipline with which they are affiliated while seeing only the content of their work as aligned with Asian Studies. One interviewee explained, "My entry to Asian Studies, I think, is first and foremost through Gender Studies. It's very much Feminist Studies, Gender Studies, Queer Studies and then from there, there would be the layer of the areas." Another scholar noted, "I see myself as a historian but historian of Asia, an Asian historian." Or "I am a media scholar who also studies Asia related issues."

As such, scholars interviewed reported a wide range of methods in conducting their research. The research methods that were mentioned frequently in the interviews are textual analysis, discourse analysis, archival study, site visit, survey, questionnaire, interviews, and ethnographic observation. Generally speaking, the research methods scholars utilize are more aligned with the disciplines in which they were trained. For instance, social science scholars may rely more on qualitative research methods, e.g., interview, focus group and observation, which distinguish them from their peers located in the humanities disciplines. However, scholars do not adhere to one research method or one type of research methods. It is just as an interviewee stated, "I use whatever methods that are most appropriate to answer the research questions I have raised."

Asian Studies scholars do not work within a single discipline. They draw from a variety of disciplines to do their research. All interviewees but one described their research as cross-disciplinary, multidisciplinary or inter-disciplinary.

I actually think it is very important to do things kind of cross disciplines, kind of more multidisciplinary.

It's very interdisciplinary, yeah. Certainly sociology, Asian studies, gender studies and religious studies. Yeah, it crosses those four areas.

Disciplinary wise my own subfields I would say are political ecology and development studies, and then I'm a human geographer, so I do that. My work speaks to anthropology specifically, social and cultural anthropology as well.

Many scholars become interested in topics that cross areas or cultural boundaries, for instance, colonial literature in East Asia, transnational relations represented in call centers, connections between mandate Palestine and British controlled India. These topics require comparative and transnational analyses. Another trend identified in this project is that research has become steadily larger in scale and more complex. For instance, a study on the media narrative and its implication for the consumption of tea involves history of tea planting, tea workers' labor conditions, health conditions, gender inequality, environmental impacts, globalized market etc.

The trends of expanding scholarly interests in Area Studies as well as more and more large-scale transnational research topics were observed in a 1999 Mellon/ARL study on the trends in global

information resources in ARL member libraries.⁵ From the interviews at UCB, it becomes clearer that Asian Studies scholarship is no longer literature-history-culture-emphasized or single-area/single-period-focused or intra-disciplinary. Rather, it is cross national, multicultural, cross disciplinary and interdisciplinary. Such trends are getting more and more powerful to the point that the traditional scope of information needs for Asian Studies has been significantly broadened, diversified and complexed, and the Asian Studies librarians are facing enormous pressures on adjusting their collection development strategies to keep up.

Digital methods, such as GIS data, text mining, information visualization and social network analysis, do not appear to be widely utilized by Asian Studies scholars. However, while scholars did not generally report consistent and ongoing engagement with specialized digital methods, some did express an interest in exploring further or are at least aware of such methods.

I work with people who work with remote sensing imagery. I try to bring together and I don't analyze that myself, but we try to bring together that analysis with more historical textual methods.

Actually, a scholar just contacted me about my former project, this letter writing project, and whether I was interested in doing something data analysis wise, who wrote whom letters, who were they connected with, because I have this long list of who wrote letters in early medieval China, but to be honest, I think that's interesting and productive, but at the moment I feel kind of artificial if I did anything like that.

I just went to a talk. It's about digital humanities. They use big data. Digital humanities is a big one. I'm very interested in digital humanities, but all the talks I went to do not deal with Asia per se, right? But I'm sure the methodology can do that, but I want a more Asia specific workshop on digital humanities.

New digital methods are probably viewed by interviewees more as an interesting novelty or a possibility for future projects. But because of a current heavy research load or habitual research activities, few have committed considerable time and effort in learning or utilizing such methods. In the meanwhile, interviewees considered digital methods a possibility for the next generation of Asian Studies scholars and strongly recommended graduate students to explore further.

I am from an old generation. I do research very old-fashion. And I am gradually phasing out. It's for the young generation to define what Asian Studies is and decide what future methods they might use.

There is actually going to be a workshop. I think it is a digital humanities workshop in the University of Georgia this summer. I recommended it to one of my graduate students and said you should be interested.

⁵ "Chapter 1 Research Libraries in a Global Context." *Journal of Library Administration* 27, no. 3-4 (June 23, 1999) ; "Chapter 3 Shifts in Area and International Studies and Information Needs." *Journal of Library Administration* 27, no. 3-4 (June 23, 1999).

Information Discovery and Access

Scholars' research interests and methodological approaches determine the kind of primary sources they work on and how easily they can collect or access these sources. Asian studies scholars work with a wide variety of primary sources, including text, image, film, TV shows, archives, interview data, census data, government publications, newspaper, blogs, websites, etc. Some of the resources are widely circulated or easily accessible digitally (e.g., Chinese transmitted texts). But for most scholars, the primary sources are not easily available at UCB Libraries and require research trips or buying trips to overseas.

Almost every interviewee in the project has visited or is regularly visiting Asia to collect research materials.

I would also collect each like instructional manuals, like how to be a good call center agent. So if you went to a bookstore in the Philippines, the equivalent like Barnes and Noble, or you know, even the local bookstores, they might have a section. So the bookstores there, it is called national bookstore, they might have a how-to-guide to instruct aspiring workers, call center agents. Here's how you do an interview. Here's how you talk to American customers. Or here's how you, em, here are the cultural patterns of the people that you talk to.

If I go to Japan, I know exactly what I want and I will buy most stuff. I'll go to the secondhand shop and buy them cheaply because I want, I need a lot now, a lot of fictions, so I buy them by boxes, and then I ship them back.

I buy books, and I put them on my bookshelves. And I make photocopies, so I go to places like the National Diet Library in Tokyo. I requested photocopies, and they made them for me so I have vast files.

I have brought back a ton of that kind of stuff that I have at home. So those are the kind of primary source materials that I'm sure I'll draw on in that research. And I wouldn't have been able to get those, I think, without going there.

Or they have to acquire the materials through interlibrary loan.

In our library, there are very good collections in Chinese literature, and then religious studies, but not for my field. So the very possibility of the primary sources needed, that's kind of a problem for me. All my primary sources now, they are coming to me through the interlibrary loan.

I rely a lot on interlibrary loan to get published primary sources.

It is clear from the interviews that campus library collections are not a resource of primary materials for many Asian Studies scholars. Only a minority of scholars rely on print or digital resources in the library. More scholars rely on personal purchases and interlibrary loan whenever possible to gather primary materials for their research. This may be due to the highly specialized research pursuit of individual scholars, the exponential growth of available foreign resources, and the increasingly stringent library budget for foreign materials. An interviewee explained,

The thing is like, in the entire CU system, I'm the only scholar who would be using it, would you buy it? See that's the thing. The entire collection could be several thousand dollars. That's not really easy for you, so.

Archives remain a principal source of primary materials for Asian Studies research. Two interviewees in this project conduct archival research and have had to visit archives located in Asia. Their experiences with overseas archives have shown the challenges of accessing and collecting information that necessitates careful planning and possible workarounds.

At this point, getting to Pakistani archives is a real challenge and I actually got a grant a few years ago to go and then just couldn't get a research visa because it is a low point in U.S.-Pakistani relations and that whole cohort of scholars just didn't get to go that year. Getting to Pakistani archives is the biggest problem. The other challenge for a current project on India-Palestine connections is that there are very good accessible archives on the Israeli side, but on the Palestinian side archives have been destroyed or held by individual families and are much more difficult to access.

But some of the archives I've used in Pakistan basically don't have finding aids or have finding aids that are only slightly related to what they actually have and actually accessible so sometimes it's just dumb luck.

A lot of the websites for Japanese libraries and archives are, you know, like, for U.S. collections it's pretty standard to have like a finding aid or subject guide or something like that. Japan really doesn't have anything like that, aside from a few, like Minpaku, they do that for some of the [collections], but I'm interested in using other collections where the information about them are just really minimal. You just don't know what the documents are going to be. It's hard to know how many days I need to budget to be there. You know, how long my trip should be and that kind of thing. That's been kind of a challenge, I would say. I don't think there's anything you could do about that. I will say Japan can have its challenges, but working in Chinese archives was way worse. I was in Dongbei, which is I think notoriously bad. There are other places that are better, but, especially in Dalian. That was pretty tight information control. A few years before I got to Dalian, a Japanese scholar had illicitly copied a lot of primary sources and then published them with a Japanese press. So they were really worried about anybody using certain materials. And a lot of times I would ask for something and it was always *zai zheng li* [being sorted out]. And I learned, you know, over time, you got to know the archivists. Everybody was really nice and then sometimes, you know, you request the same material four or five times and finally they bring it to you, or sometimes one of the archivists would say something like I'm going out to lunch now and, you know, she wouldn't exactly say it, but she sort of implied if I needed to take pictures, this would be the moment to do it.

Social sciences scholars often rely on non-traditional library resources as the primary sources for their research, such as ethnographic interviews, observations, Facebook posts, blogs, and TV programs. The challenges of locating and collecting these types of resources deserve a separate study.

Nevertheless, similar to Religious Studies scholars,⁶ Asian Studies scholars often work as collectors. The contents they collect include books purchased from overseas bookstores, materials interlibrary loaned from other libraries nationally or internationally, materials produced while visiting Asian libraries or archives (including photocopies and notes taken), data collected while conducting field work in an Asian country. No matter which type, scholars eventually own these resources in their personal possessions after overcoming all difficulties of collecting them. This results in challenges of information management and storage, which will be discussed in the following section. It also brings up the question of whether the library should play an active role in helping with preserving these resources and making them widely available.

Few scholars have reported challenges with discovering, locating and accessing secondary sources in English. It was clear from interviews that finding and accessing English secondary source materials is pretty straightforward for Asian Studies scholars. Interviewees reported working from a combination of platforms to find secondary sources, including library catalogs, WorldCat, Google, specific databases, and scholars' social networks. As for accessing the materials, no complaints were raised during the interviews. The widespread digital availability of secondary sources apparently provides scholars with much better opportunities. When a book or article is not available in the library's collections, interlibrary loan will provide access. Scholars consistently praised the interlibrary loan service. "So I think probably around 60% [of my materials are from interlibrary loan]. I'm making heavy use of interlibrary loan. Interlibrary loan is a fantastic service."

There have been a variety of challenges in finding and accessing secondary resources in Asian languages reported from the interviews. A couple of interviewees highlighted the difficulties in getting access to Asian journals.

I used to have some problems using online journals because in Korea they have some journal databases. They have two or three large journal databases that they upload all of their academic journals on, so they're not online journals, but they have that database that captures all of the journals published in Korea. We used to not have the subscription for the service so I had to use my library funding to buy that database. So that was hard.

[we don't have a good database for Taiwanese publication] so that's why I don't get much Chinese languages research from Taiwan I guess.

Some scholars mentioned acquiring secondary sources from the open web with concerns over copy right violation.

I'm not great at finding pdfs online. I also kind of shy away from it because I know it is kind of a gray zone. But some of my students sometimes come up with pdfs.

Many scholars may not have explicitly expressed dissatisfaction with access to secondary sources in Asian languages. However, it is noteworthy that for some of our interviewees, their research topics are relatively new and there is not much related scholarship produced in Asian

⁶ Danielle Cooper, Roger Schonfeld, et al.. *Supporting the Changing Research Practices of Religious Studies Scholars*. Ithaka S+R, 2017. http://www.sr.ithaka.org/wp-content/uploads/2017/02/SR_Report_Religious_Studies_020817.pdf. p 37-38.

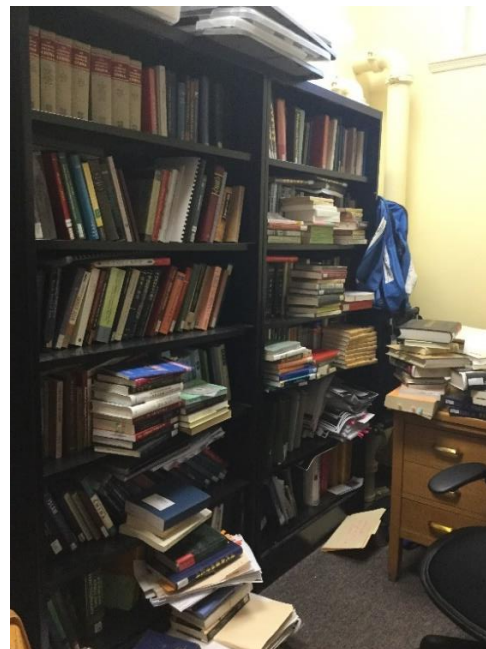
languages. For others, they might have acquired the secondary sources during their trip to Asia or from their networks with Asian scholars. The UCB Libraries' Asian collections still have many gaps to fill in order to adequately support scholarly research on campus.

No matter whether the need is for primary sources or for secondary sources, it is clear that digital format has been widely accepted among scholars. Nearly all interviewees reported using electronic sources. They stated that it was convenient to do so. Some scholars cited the benefits of the ability to search in the text. Search capabilities appear to have had a profound effect on scholars' research practice.

This might sound very strange, but I would love google books to be really good and bigger. Because actually this has changed my research massively, the availability of all kinds of books, and even if I don't plan it, sometimes you read something and then they refer to a book, and then I go to the library and I order it. It takes a couple of days. Now I can just check, and often they have what I'm looking for on google books. If this could be really expanded and I don't insist on google books, if it were through the library, sort of online availability of everything, because sometimes you need a book not to read it, but just to check something. Sometimes I just need like two pages. I mean the author of the book might be disappointed that I'm not reading their book, but I think it's not only my experience. This is how probably many people nowadays work.

Information Management and Storage

Asian Studies scholars often have a large personal collection of materials they acquired from overseas either by purchasing printed copies or by photocopying materials from archives or libraries. These printed materials are usually stored in a scholar's home office or office on campus. As shown in the following photos, this often causes space issues.





An interviewee explained, “you know, like at my home, it’s like this, and my basement, it’s full of book shelves, and I am running out of space. And some of the old things, I don’t really use them every day, I need to get rid of them. But it’s very difficult for me.” Another interviewee noted, “It’s problematic because I only have this space and there are so many books and I have books more than this. I usually, when I go to China, I buy a lot of books, so right now, I try to digitize them.” To save space, the scholar spent a lot of time scanning the materials and storing them in his computer. A more serious challenge is related to the lack of disaster preparedness. One of the scholars interviewed lost his collection during the 2013 Boulder flood. Many of the materials in that collection were precious and irreplaceable.

Interviewees also reported storing information digitally on personal computers. These materials include articles downloaded through the internet, scans of library or interlibrary loaned materials, and some other resources. Scholars are generally aware of data loss issues and seek ways to back up data from time to time. As one interviewee noted,

So I used to use thumb drives. When CU started having an account or arrangement with Google Drive, I started putting pretty much everything on Google Drive and every year or so, I will make backups on DVD roms. And sometimes I then cleared out of Google Drive the stuff that I've backed up. So when this book is finally finished, I'll probably clear that stuff out of Google Drive and just keep the backup, but mostly it works fairly well. There are times when I, after not using something for a long time, I’m trying to figure out where it is. Is it on one of these backups; is it still on Google Drive?

Information may be duplicated or scattered across different storage mechanisms, and as a result scholars may struggle with remembering where their information is stored.

In addition, scholars intuitively rely on common tools to organize information. Most often their organizing systems are folder-based approaches where contents are organized by topic or project or some other criteria that are meaningful for the scholar himself. Scholars did not generally report using new methods to organize digital content.

Citation management is a vital task for scholars. Overall, however, there was very low adoption of citation management software among interviewees. Some scholars have tried citation management tools, such as EndNote or Zotero, but reported frustration with these systems.

The citation management is so annoying for foreign languages and once you have multiple foreign languages, none of the systems are remotely flexible. I entered, for my last project, I entered everything into endnote, but it was such a waste of labor because I had to go through it manually to fix everything and then it wasn't [what I expected]. I ended up just doing all of the footnotes by hand, which is so much waste, you know. If there was a better system, or I may just hire grad students at this time around or something, but it was just enormously tedious to go through and check. Is this the first citation, you know, like, do I have the format right? Am I being consistent, like capitalizing publishers, like, showing capitalized, like, it's, Yeah, yeah, honestly endnote probably wasted hundreds of hours of my time and now I'm just kind of leery of doing that again. Last time I did all of those footnotes I was a post doc, on leave when I had plenty of time. Now I'm teaching.

I played around a little bit with Zotero and stuff like that, and I actually don't find it all that useful.

Other scholars are unaware of such tools and their functionalities but expressed interest in receiving support to learn how to use these tools. Generally speaking, Asian Studies scholars manage citations by hand in a highly personalized way they have developed over the years.

Scholarly Communication

Asian Studies scholars' primary scholarly outputs are peer-reviewed journal articles, single authored scholarly monographs, and chapters in edited volumes. No other formats of publication were reported as scholarly outputs. In terms of language used, most interviewees reported publishing mainly in English. Only two interviewees mentioned their Asian language publications.

The key concern regarding publishing research is connected to the tenure requirement. When being asked about whether they have disseminated their research beyond scholarly publication, scholars replied,

I try to stick with the peer review just because of the tenure requirements. But I've done a couple of blog posts. Well, one blog post for the *Gender and Society* as a way of promoting the articles, so part of the way that they try to disseminate or draw traffic to the journal is to then publish a blog post that coincides with the release of the article.

I would love to when an opportunity arises. I have not really actively sought out those opportunities because I've been trying to get tenured.

The tenure process for scholars is often an area of concern in discussions about open access. The majority of interviewees reported very little engagement with open access publishing. When being asked about why they had not published with open access journals, interviewees primarily expressed that their priority was to publish in appropriate venues for tenure promotion and that open access journals are apparently not the best venues for that purpose. One interviewee explained, “I guess I worry a little bit that it would make that research less valuable in the eyes of the promotion committee.” Another interviewee stated, “you know, to get credit by my department, I have to publish in certain journals, with a certain university press. And they are not open. Philosophically, I don’t have any objection to open access, but, until now, I don’t think open access journals have that kind of academic credential.”

Besides the uncertainty of open access as an appropriate venue for publishing a work to meet the tenure requirement, there are misunderstandings regarding open access publishing. For instance, some scholars consider social platforms such as academia.edu or ResearchGate as open access publishing and indicated that their publications are available on those platforms for colleagues to download. Some other scholars thought publishing in open access journals must cost a lot of money and are not aware of different open access models or the financial support from the library for publishing in open access journals.

Scholars are generally embracing the idea of making their scholarly research easily and widely accessible but are concerned with compliance with copyright issues.

I also worry that not making it easily accessible is a problem, particularly for scholars in Pakistan, and I do regularly get requests from scholars in Pakistan who say that I am interested in your work, but I don’t have access to it. Can you send me a copy? And it’s often a little bit tricky to know how to respond to that.

You know you were not supposed to [share your article on Academia.edu], right? with the copyright of the articles, right? They belong to the journal. But I've seen senior people in the field putting their articles out there from the same journal. So there's a reason that some people are doing that.

Recommendations

In response to the major findings from this study, the following are some suggestions for the UCB Libraries and librarians to consider in better supporting the research activities of Asian Studies scholars on campus.

Collection Development

- Revise the collection development policy to better support interdisciplinary and multicultural studies.
- Work closely with scholars to understand their current and future research focus.
- Make customized plans in developing the library’s collections to support scholarly research.
- Identify and fill gaps in the library’s Asian collections.
- Encourage scholars to purchase materials for the Libraries during their research trips to Asia.

- Encourage scholars to donate their personal collections to the library.
- Increase investment in electronic resources, including monetary investment on subscriptions and purchases and staff time investment on identifying and collecting freely available online resources.
- Continue to advance Interlibrary Loan service and enhance borrowing partnerships, especially with libraries in Asia.

Library Services

- Develop training programs on digital research methods specific to Asian Studies.
- Work with graduate students to develop digital humanities projects in Asian Studies.
- Provide information and/or training on information management and preservation, including those for print and digital resources.
- Provide support for identifying and adopting citation management tools that best address Asian Studies scholars' needs.
- Identify more opportunities to promote open access as well as library support for open access publishing.

Any of these suggestions cannot be pursued without close collaborations within the libraries. It is vital for the Asian Studies librarians to actively connect to and work closely together with other subject specialists, collection development librarians, digital scholarship librarians and other librarians.

Appendix: Interview Protocol

Research focus and methods

1. Describe your current research focus/projects.
2. How is your research situated within the field of Asian Studies? [Probe for how does their work engage with any other fields or disciplines?]
3. What research methods do you typically use to conduct your research? [Probe for how those methods relate to work done by others in Asian Studies/in the other fields they engage with]
 - a. Do you collaborate with others as part of your research? [If yes, probe for what these collaborations entail, who typically works on them and what the division of work is]
 - b. Does your research elicit data? [If so, probe for what kinds of data is typically elicited, how they incorporate this data into their final research outputs and how they manage and store this data for their ongoing use]

Information Access and Discovery

4. [Beyond the data your research produces] What kinds of primary information do you rely on to do your research?
 - a. How do you locate this information?
 - b. What are the greatest challenges you experience working with this kind of information?
 - c. How do you manage and store this information for your ongoing use?

5. What kinds of secondary information do you rely on to do your research, e.g., monographs, peer reviewed articles?
 - a. How do you locate this information?
 - b. What are the greatest challenges you experience working with this kind of information?
 - c. How do you manage and store this information for your ongoing use?
6. Think back to a past or ongoing research project where you faced challenges in the process of finding and accessing information.
 - a. Describe these challenges.
 - b. What could have been done to mitigate these challenges?
7. How do you keep up with trends in your field more broadly?

Dissemination Practices

8. Where do you typically publish your scholarly research? [Probe for kinds of publications and what disciplinary audiences they typically seek to engage]
 - a. Do you disseminate your research beyond scholarly publications? [If so, probe for where they publish and why they publish in these venues]
 - b. How do your publishing practices relate to those typical to your discipline?
9. Have you ever made your research data, materials or publications available through open access? (e.g., through an institutional repository, open access journal or journal option)
 - a. If so, where and what have been your motivations for pursuing open dissemination channels? (i.e., required, for sharing, investment in open access principles)
 - b. If no, why not?

State of the Field and Wrapping Up

10. If I gave you a magic wand that could help you with your research and publication process [except for more money or time], what would you ask it to do?
11. What future challenges and opportunities do you see for the broader field of Asian Studies?
12. Is there anything else about your experiences as a scholar of Asian Studies and/or Asian Studies as a field that you think it is important for me to know that was not covered in the previous questions?