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NCC'S THIRD DECADE (3-D) CONFERENCE REPORT TO JEAL

NCC's two-day once-in-a-decade conference took place at the University of Pennsylvania on March 22-23, 2010 directly prior to the Association for Asian Studies Annual Meeting. The 3-D (Third Decade) Conference was a parallel to that held by NCC in March 2000. The 3-D Conference has provided NCC with a roadmap for services through the year 2020, similar to the way that Year 2000 recommendations have guided our programs for the last decade (2000-2010).

The 3-D Conference brought together 115 international participants to discuss the changing library and information needs of the field of Japanese studies worldwide and to make recommendation to the NCC for programs and services to be created or expanded to better underpin the needs of faculty, students and the general public interested in Japan. Given the global economic crisis that began in 2008, discussions at 3-D were especially focused on ways that collaborative strategies can be deepened and new Internet-based services can be created to provide more freely available reference services to all those interested in Japan.

Keynote speakers at the 3-D Conference were Makoto Nagao, National Diet Librarian of Japan (speaking via video) and Deanna Marcum, Associate Librarian of Congress. A faculty panel discussed changing needs for scholarly information and examined the challenges faculty in various disciplines and from different types of institutions face in locating the resources they need for teaching, research and publications. Faculty speakers included Doug Slaymaker of the University of Kentucky, Kyle Ikeda of the University of Vermont, Julie Davis of the University of Pennsylvania, and A. Maria Toyoda of Villanova University.

Using a small-group breakout format the 3-D Conference engaged participants in detailed discussions of six important topics related to the changing knowledge needs of Japan scholars. These were divided into propositions to be discussed by attendees with recommendations made to NCC, and sessions that focused on developing best practices for librarians to adopt to make their collections and services more broadly available to users everywhere.

The **Proposition #1** session led by Dawn Lawson, East Asian Librarian of NYU focused on the expanding range of Japanese digital resources and the difficulty with which foreign users, especially those at smaller and less well endowed institutions, have in gaining subscriptions to many such resources. To date, digital resource licenses have been largely held by the major research libraries most active in Japanese studies, leaving the vast majority of potential users without access. Shrinking budgets have made affording corporate-priced digital resource licenses increasingly difficult even for major institutions, and simultaneously the costs of research travel to Japan have become increasingly prohibitive.

Broadening access to new users and preserving what many currently enjoy will require negotiations with database creators, a more varied range of licensing options, and consortial/quasi-consortial arrangements. The 3-D Conference produced a strong consensus on the need for a "national" strategy for digital licensing for Japanese databases (similar to that existing for Korean databases). NCC was encouraged to be one of the central institutions

facilitating that strategy with NCC possibly providing an “umbrella” for such services and a source for the online instruction and advice needed by many users. It was universally acknowledged that such an undertaking would require greater staff and infrastructure than the NCC currently possesses, and the implementation of such a strategy would require extensive buy-in by stakeholders in the US and Japan. A multi-year timeline will be required and considerable new fund-raising would be needed. The matter was referred to NCC’s governing council for further discussion, which (at its September 2010 Meeting) recommended that NCC work with Japanese database creators and publishers to advocate for a change in the business model according to which digital resources are made available to academic users. The NCC Council designated that project to be a top funding priority for the NCC and a major focus of a just-completed application to the Japan Foundation-Center for Global Partnership. It will be a centerpiece in future funding proposals, including those to the Japan-US Friendship Commission.

Best Practices #1, led by Kuniko Yamada McVey Librarian of the Japanese Collection at the Harvard-Yenching Library highlighted seven distinctive collections from the perspective of actual and potential users to ask the following question: What can be done with these collections — individually, collectively, virtually — to enable these assets to serve new dynamic uses, in which scholars and others can make use of these collections in productive new ways?

Taking as its cue Clifford Lynch’s assertion that “Special collections are a nexus where technology and content are meeting to advance scholarship in extraordinary new ways,”¹ discussions focused on new technologies and strategies for bringing important images in our collections to wider audiences, especially students and those who may not read Japanese fluently.

Discussion raised these further questions: In making previously hidden visual images available online are there new strategies for collective cataloging that are productively being employed? How can a new understanding of the best practices for such efforts be articulated and broadly disseminated?

There is a growing consensus that it is better to upload images to the web first and develop the cataloging records thereafter, allowing people to contribute to the records. The Library of Congress’s successful project mounting visual images on Flickr allowing individuals to freely tag images was noted as one interesting example.

Outlining appropriate uses of media for outreach to undergraduates was also noted as an important use of tagging capabilities. Professor Patricia Steinhoff stressed the need for more English annotations in the bibliographical records so that users who do not read Japanese fluently can find the materials more easily. She cited the example of University of Hawaii’s Takazawa Collection website (<http://www.takazawa.hawaii.edu/default.aspx>), which has such

¹ <http://www.arl.org/resources/pubs/fallforumproceedings/forum09proceedings.shtml>

annotations. It was also mentioned that some libraries now have tagging features that can indicate the level of Japanese language proficiency required by each resource.

The **Proposition # 2** breakout session, led by Sharon Domier of the University of Massachusetts, Amherst, focused on changing information literacy needs of diverse groups of faculty, students and the general public. One of NCC's principal mandates is to focus on the needs of faculty and student users of Japanese and Japan-related information and to facilitate access to resources for such users. To broaden discussions about the various contexts in which faculty and students must be information literate, this session was broken into five discussion topics, each of which focused on a specific group of users and the information they need. Those groups were language learners at all levels of study; students planning to study abroad in Japan; young researchers and graduate students just getting started on a research project and needing to learn about the kinds of resources available to them in libraries and digitally; midcareer scholars and senior faculty who need to learn about new sources of information and to become adept users of digital resources; and Japanese scholars and students coming to teach or do research overseas.

Recommendations to NCC were principally for services that might be housed on NCC's expanded Website and fell largely into two categories: 1) strategies, methods, and venues for user-training instruction, including recommended expansion to NCC's online tutorials and information literacy instruction materials; and 2) strategies for beefing up the Information Literacy Components of NCC Website's to make it a true clearinghouse for information on Japan.

Best Practices #2 "The Well Connected Librarian, Managing the Tools for Optimal Engagement" organized by Maureen Donovan made recommendations focused on future expansion of NCC's Website, and highlighted additional Web 2.0 projects in Japan and elsewhere in the field. The use of Twitter and Blogging are two examples of social networking technologies that can be harnessed to help us be more effective in building long-distance collaborations and in sharing our resources more effectively. Makoto Okamoto, President/Producer, Academic Resource Guide, Inc. spoke on Recent Trends from Japan for Mastering the Art of Connecting in Today's Global Society, including the rapid rise in the use of Twitter and media such as USTREAM, which was used to upload reports on the 3-D Conference for access to users in Japan enabling them to track and comment on the conference in real-time. The session concluded with a presentation from Tao Yang, East Asian Studies Librarian, Rutgers University entitled "Open Access, the Deep Web, and Online Collaborations in East Asian Studies; The FOREAST Experience" focused on the Web 2.0 project promoting open access to East Asian Studies data using a blog platform and Google as a collaboration tool. There is tremendous potential for free and open access to scholarly resources on the web; however, often freely available information is difficult for users to locate because of the limitations of browsers and the difficulties of delving into the Deep Web. FOREAST (www.foreast.org) is working to facilitate discovery and use of open access resources using Web 2.0 technologies - blogging, tagging, and social bookmarking.

Proposition #3 led by Toshie Marra, Japanese Studies Librarian at UCLA, reviewed existing NCC services and made recommendations about their future, featuring three separate

discussions, one each that focused on the Multi-Volume Sets Project and cooperative collection development, on interlibrary loan and document delivery and the Global ILL Framework (GIF), and a third that enlisted recommendations about ways NCC can further expand its collaborations with organizations abroad and serve as a more vocal advocate for the needs of Japanese library and information resources.

Subtopic #1: Cooperative Collection Development: Facilitators Michael Bourdaghs Professor of East Asian Cultures, University of Chicago and Sanae Isozumi, Japanese Studies Librarian University of California, San Diego, outlined the history of the Multi-Volume Set Project (MVS), which is NCC's oldest program, established in 1992. MVS was created to leverage scarce funds for the purchase of Japanese language materials not otherwise held in North America. The cooperatively developed MVS Collection now circulates from over 30 institutions throughout the US.

The cost of Multi-Volume Sets of Japanese resources means that few smaller libraries have been able to apply. Additionally, the current economic climate has made it difficult for a growing number of institutions who have traditionally been regular MVS applicants to apply.

Participants were tasked with reviewing MVS after nearly 20 years and recommending whether or not MVS is working in the present format.

Discussants expressed the view that fundamental shifts have occurred, as seen in the transition from the dominance of print to digital formats, requiring an overall rethinking of cooperative collection development strategies, including MVS. Participants strongly expressed the view that NCC is in the position to take the lead in helping to transform notions of cooperative collection development from print to digital (national licensing and/or mass digitization projects). Participants also expressed the view that there should be renewed national and regional coordination of cooperative collection development (in all formats).

Specific comments about MVS and the possible alternative uses of MVS funding were:

- The gap between large and small libraries has widened, and if MVS continues, a two-tiered program with separate categories for large and small libraries should be adopted (That has been done).
- A lower cost-share percentage should be reconsidered for smaller institutions. (Also done).
- Because there is no longer funding for basic materials perhaps a portion of MVS funds should be allocated for more basic/reference sets.
- A number of participants recommended that if JUSFC permits, MVS funds should eventually be re-purposed to digital licensing. However, such a program would require a long lead-time for planning and implementation during which time MVS should continue with only minor modifications.
- Digital resource licensing makes sense as a cooperative collection development priority because small libraries cannot afford digital licenses, nor can they afford to apply to MVS.

- Digital resources (compared to traditional formats including print, microfilm and VHS) would better fit a national/cooperative collection development program because recent technology makes it possible for digital resources to be more widely available to multiple libraries and researchers. (However, despite the technical feasibility of such levels of sharing, most providers do not currently allow broad distribution under their contract terms).
- NCC should further explore ways of coordinating Japanese library resource and collection development efforts with the Center for Research Libraries (CRL) and the Library of Congress (LC).

Strategies for National Database Licensing: (also discussed in Proposition # 1)

- The Korean Collections Consortium (which was originally patterned after NCC) developed a system of subscriptions for Korean databases in the US and Canada. The KCC system negotiates subscription prices for participating libraries by size, funding up to 40% of subscription costs. NCC should consider this model, which would especially benefit smaller libraries, for Japanese database subscriptions.
- If NCC negotiated a national licensing strategy for Japanese databases it would provide a model useful to subscribers everywhere.
- It was suggested that NCC serve as the umbrella to assist libraries in forming a consortium for database subscription.
- It was pointed out that Canadian libraries are not allowed to apply for MVS because all the funds come from US government sources. However, Canadian libraries have adapted the KCC plan, and there are already Japanese database consortia in Europe, all of which may benefit from an umbrella licensing strategy.
- An entirely different project that was suggested was to consider re-purposing some portion of MVS funds to digitizing existing Japanese materials/resources housed in the North American libraries to make them freely available to researchers and students online.

Subtopic #2: International strategies for resource sharing and the Global ILL Framework (GIF):

Michiko Ito, Japanese Studies Librarian at University of Kansas and NCC ILL/DD Committee co-chair, facilitated the session. The Global ILL Framework (GIF) was formed to support Interlibrary Loan and Document Delivery (ILL/DD) services between North American and Japanese academic libraries and now has nearly 240 institutional members. In addition to GIF ILL services, Waseda and Keio Universities and the National Diet Library all offer ILL/DD services. 3-D Conference participants were asked to review GIF services and to recommend improvements to the management teams on both sides. Discussions focused particularly on: education for current and potential users of GIF; expanded support services for ILL staff (especially those without Japanese language fluency); and strategies for more broadly promoting GIF services and expanding its membership. Possible ways that the GIF network might work to strengthen general communications and collaborations with Japanese libraries and to facilitate reciprocal borrowing were discussed more fully in the section on promoting international collaboration, directly below.

Subtopic #3: Recommendations for improving international cooperation and resource sharing

The session, facilitated by Akio Yasue, former librarian National Diet Library and past NCC Japan Liaison, addressed the following questions: In what new areas should NCC work with counterpart organizations? What roles should NCC play more actively? How can the US and Japan more effectively streamline communication? How can both sides collaborate to seek institutional support and outright funding to improve international cooperation and resource sharing?

Recommendations of the session including deepening collaboration to better promote reciprocal onsite access to academic libraries for foreign scholars; creating a directory of Japanese academic libraries, archives and think tanks on the NCC Website; expanding NCC's global networks to deepen collaborative resource development, including the joint creation of e-learning materials; promoting broader opportunities for librarian exchanges; and creating a directory of digital collections and projects. (Also discussed in Best Practices #1)

Haruko Nakamura Librarian of the Japanese Collection at Yale University and Professor Susanna Fessler University of Albany jointly led the Best Practices #3 session. The session addressed ways that faculty and librarians can better collaborate to benefit undergraduates. Recognizing that the majority of undergraduates interested in Japan come to the subject with limited Japanese language skills, this session addressed ways that faculty and librarians can nurture that interest in Japan and strongly encourage the support and creation of quality information on Japan in languages other than Japanese to deepen student's knowledge of Japan and allow them to carry out research projects of some depth and sophistication.

The twin goals of this session were: To identify exemplary resources, both print and online, that students can use for English-language research on Japan, and To share successful examples that will help to develop methods of bibliographic instruction that engage students with Japanese books and assist them in finding and evaluating non-Japanese language resources on Japan. To that end Haruko Nakamura allowed participants to preview the Website she is creating to index Japanese resources available in English.

Discussants noted the extreme difficulty individual faculty face in keeping up to date on developing resources. There are so many sources that all must work together to make one another aware of newly developed resources. Ideally, there should be some coordination and collaboration among libraries to avoid the duplication of efforts and to comprehensively uncover all appropriate resources, many of which are not explicitly aimed at a Japanese studies audience. By finding ways to share the burden we can better learn from each other.

Professor Fessler discussed some classroom challenges she has encountered in teaching her undergraduate Japanese bibliography course:

- 1) Undergraduates are generally terrified of Japanese,
- 2) Faculty do not always cooperate with library staff to offer a seamless experience,
- 3) Students don't see the library as a place to find knowledge (but as a place to study),
- 4) Students are increasingly unaware of print materials and may not even understand the difference between an index and a table of contents, for example. [Follow-up note: in her

spring 2010 bibliography course, Professor Fessler had one student comment in an annotated bibliography that a book was “unusual” because it had footnotes at the end of every chapter, “unlike most books.” This shows an increasing unawareness of print formats that we can probably expect to continue.]

To respond to these challenges, Professor Fessler suggests that librarians 1) collaborate with faculty to structure bibliography courses, 2) get known as *the* Japanese reference person among students, 3) pull a parlor trick or two to make them respect you and come back for more, 4) walk a fine line between pandering and slave driving, and if the librarian is not a non-native speaker, 5) find a non-native speaker to serve as a role model to help students overcome their language-learning fears.

Professor Fessler emphasized the need for librarians to hold bibliography courses at small institutions and for undergraduate students. She noted that at many institutions a bibliography course that involves some language components might qualify as a credit course at the undergraduate level. As an example, professor Fessler shared the course syllabus and materials she used for one of her bibliography courses (<http://www.albany.edu/eas/EAJ205/>).

Peter Young, Chief of the Asian Division of the Library of Congress acted as facilitator for the wrap-up sessions on both days of the 3-D Conference. Detailed summaries of each session of the 3-D conference are contained on the 3-D Website at <http://www.nccjapan.org/3DConference/index.html>.

Not only do NCC’s once-in-a-decade conferences lay the groundwork for new programs, they have also been important opportunities for NCC to reach out to its constituencies, to seek their advice, and to enlist their collaboration for new initiatives for the next decade. The coming decade will demand that NCC and all organizations in the field of Japanese studies devise strategies that leverage increasingly scarce funding and that make increasing use of new Internet-based technologies. The coming decade must also be one of transformation for the NCC. In the next decade NCC must fortify its infrastructure, make provisions for a permanent staff, and secure new funding. The March 2010 3-D conference was a resounding success. NCC is now poised to undertake a number of major new projects, has already begun implementing 3-D Conference recommendations, and has begun fund-raising to enable NCC to implement 3-D recommendations.