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INTRODUCTION
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In recent years, the academic library community in North America has been exploring different organizational models and new ways to do business to meet the new challenges of the changing horizon of academic libraries and higher education. In the larger context of the digital revolution, streamlining, and resource sharing, subject specialty libraries such as East Asian libraries within the university library system in North America bear the brunt of such challenges. East Asian librarians are compelled to ask hard questions: What type of library organization can best support East Asian studies academic programs? Do we still need the administrative unit of an East Asian library? What are the most efficient ways to organize staff and collections to achieve the mission of academic libraries?

In searching for answers to these questions, we ponder the pros and cons of changing from one organizational model to another. Change is expensive; are we changing for the better? Does organizational remodeling enhance library services? Does it solve our problems? In the past two years, to address these concerns and anxieties resulting from such questions, the Council on East Asian Libraries (CEAL) has initiated public discussions during CEAL annual meetings. The articles in this issue of *Journal of East Asian Libraries (*JEAL) are derived from and inspired by the 2016 CEAL presidential debate and the 2017 vice-president's roundtable discussion about the organizational models of future East Asian libraries. As CEAL Vice President and President-Elect, I chaired the 2017 roundtable.

The roundtable speakers included librarians from large to medium-sized EALs of private and public universities, representing a diverse sampling of organizational models. Some of their libraries have gone through recent organizational changes. The speakers identified topics and issues for discussion and shared them with CEAL members before the roundtable:

1. What are the core needs of our main users, the East Asian studies faculty and students?
2. How can EALs ensure effective and customized services for our users?
3. How to balance between saving money and providing high quality services?
4. What are the pros and cons of centralized technical services vs the holistic services of an East Asian Library that manages its own technical services?

We identified six organizational models currently adopted for East Asian collections and services in North America:

A. Standalone comprehensive East Asian library with its own service points and fully-functioning public and technical services

B. Standalone East Asian library with technical services staff in a separate/centralized location reporting to the director of East Asian Library
C. Standalone East Asian library with technical services staff on its premises but not reporting to the director of East Asian Library
D. Standalone East Asian library with technical services staff and functions centralized in a separate location and not reporting to the director of East Asian library
E. East Asian collection with its own service points such as reference area/reading room and/or collection stacks, with East Asian librarians reporting to the director of an international studies unit or some other department in the main library
F. East Asian collections without distinct East Asian collection space, service points, or administrative unit; East Asian librarians are part of an international studies unit or part of a subject librarian or public service group.

There are nine articles in the special section of this issue of *JEAL* speaking from the experience of each individual library. In addition to those by most of the roundtable speakers, we include articles by other concerned CEAL members. Also, the current president of CEAL, Jim Cheng, has contributed his 2016 debate notes to the issue. We have invited Mr. Eugene Wu, a pioneer East Asian librarian and founding leader of CEAL, to write the foreword.

The 2016 presidential debate centered on the following hypothetical thesis: "Resolved: Whenever possible, the various East Asian collection operations in academic libraries should be ***functionally integrated*** with their corresponding library departments rather than organizationally ***united*** as one East Asian Library or Collection."

The debate was held during the CEAL annual meeting's plenary session on March 30, 2016, and the participants were Ellen Hammond, then CEAL President, and Jim Cheng, then CEAL Vice-President and President-Elect. Ellen took the position in support of this hypothetical thesis, while Jim disputed it. Not being able to obtain Ellen's debate notes, here we only include Jim's debate notes. The debate candidly put in the open this sensitive question that has been on the minds of concerned East Asian librarians. Thus began an exciting discussion among CEAL members.

The UC Berkeley article presents a comprehensive model through its C.V. Starr East Asian Library's successful experience for excellence. "Essential to the comprehensiveness of its collections is having a staff that is competent in all functional areas, that can cross into other areas when necessary, and that can work synergistically." Technical Services is the center of the synergistic structure at the EAL; Head of EAL Technical Services is a member of the Berkeley library system's Catalog and Metadata Council, ensuring effective communication and compliance with technical standards of the main library.

UCLA's article shares the outstanding success of their EAL, another comprehensive model, in undergraduate education in the CJK languages and cultures. It demonstrates the core roles the EAL, as an administrative unit, plays in leading and implementing such initiatives, tackling the "relevance" challenges facing all academic libraries. The high efficiency in cataloging and acquisition services of EAL also testifies to the advantages of a comprehensive EAL organizational model. "As a central place, the EAL provides a venue for intellectual,

social, and informational exchanges of the East Asian studies community on campus and a central place for East Asian studies communities in Southern California. Through programs and activities, the EAL has increased its visibility, and its invaluable collections and services have been recognized and appreciated."

The director of the Cheng Yu Tung East Asian Library at the University of Toronto compares two different models of the EAL at UT and the Asian Library at the University of British Columbia Library in Canada through her experience as the director of both institutions. Both are major centers of East Asian studies; UT employs the comprehensive model with its technical services staff located physically in the central technical services but reporting to the EAL director, whereas UBC Asian Library's technical services staff is located in and reports to the central tech services. The article points out that the most effective organization would be to have technical services an integral part of the EAL supervised by the coordinator of CJK technical services for quality control, training, and coordination with the main library technical services.

The East Asia Library of Stanford University represents a standalone and comprehensive organizational model at a flagship research university for East Asian studies. The Stanford article shares its successful story in collections and services, as well as community outreach through its newly acquired library space.

Duke University's model is an East Asian Collection (EAC) within an administrative department of International and Area Studies (IAS). The EAC maintains separate CJK language stacks and a reading room. This model was adopted when the IAS and EAC were first created in the early 1990s. The Duke article focuses on the advantages of this model and the best ways to make it work, while also pointing out the challenges in advocating for technical support for EAC. Training for EA cataloging is another area often not addressed in the centralized system.

The following four articles are from libraries that have gone through organizational changes in recent years, mostly changed from the comprehensive model.

Princeton University's East Asian Library and the Gest Collection went through an organizational change in 2008 that moved the reporting line of the EAL technical services to the main library's technical services department. The Princeton EAL article discusses the pro and cons as well as the circumstances, in which the change took place and how such an important decision was communicated.

The University of Pittsburgh downsized its East Asian Library in 2013. The EAL technical services staff was merged into the main library's centralized technical services at an off-campus location. This change took away half of EAL's regular staff; it happened "suddenly" and was accomplished within two months. The article by the current EAL head, who was appointed to the position after the organizational change, described how the EAL fared during the sudden change and made the new system work to continue quality user services and new initiatives. Theirs is a success story of how an individual librarian could make a difference in his/her areas regardless of the organizational structure.

University of California at San Diego Libraries have gone through a largescale reorganization since 2011 under a campus-wide budget crisis. One result was the disbanding of their previously well-known International Relations & Pacific Studies Library, which was largely the counterpart of East Asian/Asian libraries at other universities. Their East Asian collections, however, continue being shelved separately. Although the article describes the reorganization as a radical response to a financial emergency, it depicts the change as positive.

Also, during similarly radical organizational restructuring in 2010, the comprehensive Asian Library of the University of Illinois was merged into a newly created International and Area Studies Library (IASL). In addition, the entire Asian collection was centralized into the main library's stacks. In contrast to the UCSD article, the Illinois article points out some serious problems resulting from this organizational change.

As reflected in these articles, the circumstances or reasons for reorganization to "centralize" or "mainstream" EAL/AL collections, staff, or its technical services were frequently the result of campus-wide financial emergencies. In some cases, centralization took place in such a hurry that proper communication was compromised and EAL staff left out of the decision process.

Experience shows that centralizing the EAL by breaking it up does not really save the university money. Rather, it will likely waste money and resources as well as weaken services. Large centralized departments are models of the past, particularly the 1970s. In today's digital times, research libraries must be nimble and agile. Large, central technical services are not the model for the future. EAL's technical services provide a good example of making the research libraries more attached to the forefront of user services and activities of supporting research, teaching, and learning. We must tear down functional walls that isolate technical service staff from collections and user services.

We hope this discussion helps us gain some deeper understanding of these questions:
1) Is there a correlation between a library's size, history, location and program and the EAL/AL model a particular library adopts?
2) What is the value of maintaining a comprehensive EAL?
3) What are the potential drawbacks to using a one-size-fits-all approach?

University libraries should choose the models that best enable them to meet the local and global needs of their users reflecting the universities' historical, cultural, and institutional traditions and strengths. Major EALs with broad academic programs and a wide range of users at universities aspiring to be centers of East Asian studies will continue to rely on the good practices of the comprehensive model. In the not-too-distant future, American universities will have to rely on flagship EALs of the prominent research universities.

This discussion we have started at CEAL is still preliminary. Instead of providing answers to the many questions, we hope to start a conversation that can lead to in-depth discussions. We encourage more librarians, especially the younger generation of East Asian librarians, to

reflect on and explore the future of our profession. This will not only contribute to the direction of East Asian librarianship, but also to the future of academic libraries.