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Body of professional knowledge required for the academic librarian in Japan.

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Body of Professional Knowledge Required for the Academic Librarian in Japan

*Asia-Pacific Conference on Library & Information Education and
Practice, Singapore, 5th April, 2006*

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Research Aims of the Academic Library Study Group of LIPER

**To evaluate the past and present activities of the
institutions that have nurtured and trained librarians**

- To define the range of professional knowledge and skills necessary in academic libraries
- To clarify how these responsibilities will be shared among the educational institutions

Research framework

Rapid Social Progress and IT innovations after 1989 UT survey

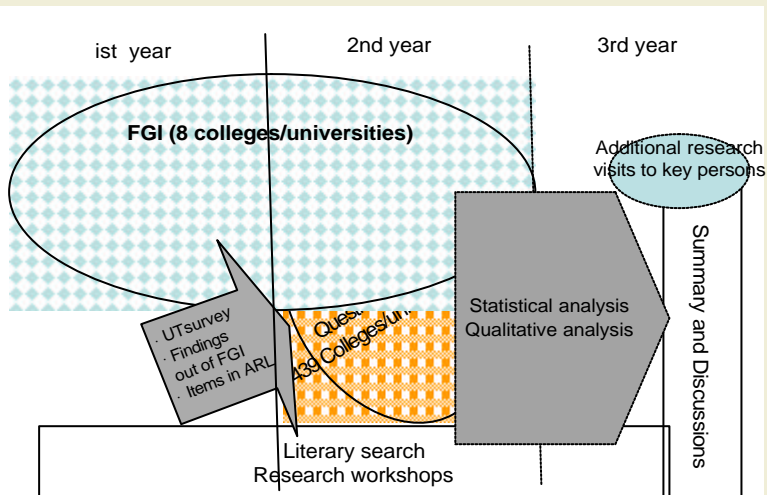
- Expectation for higher education has changed
- Library Process Model is changing



New Research framework is required in order to update UT survey

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Our research process



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FGI's preferred topics

- Status of staff allocation and related systems (i.e. recruitment, positioning, personnel evaluation, transfer, etc.)
- Duties of staff and setting of outsourced services
- In-service training and requests to the training/educational institutions
- Specialized and basic knowledge and skills considered necessary for librarians
- Relationship between librarians and other information professionals placed at different facilities such

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Required knowledge and skills for academic librarians in FGI

- a) **Generic knowledge and learning**
- b) **Subject knowledge**
- c) **Knowledge of library and information practice**
- d) **Information technology**

Interviewees at most libraries emphasized a) Generic knowledge, and learning, which included such abilities as planning, rich ideas and presentation skills. They felt that these were the traits of the librarians who could flexibly respond to the new situations surrounding today's libraries.

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The paper survey

	targets (responses)	head librarian	manager	middle staff	junior staff
private university	525(317)	276	279	273	288
national university	88(72)	63	71	85	59
prefectural/municipal universities	74(50)	43	45	46	59
total	687(439)	382	395	404	384
response rate	63.9%	55.6%	57.5%	58.8%	55.9%

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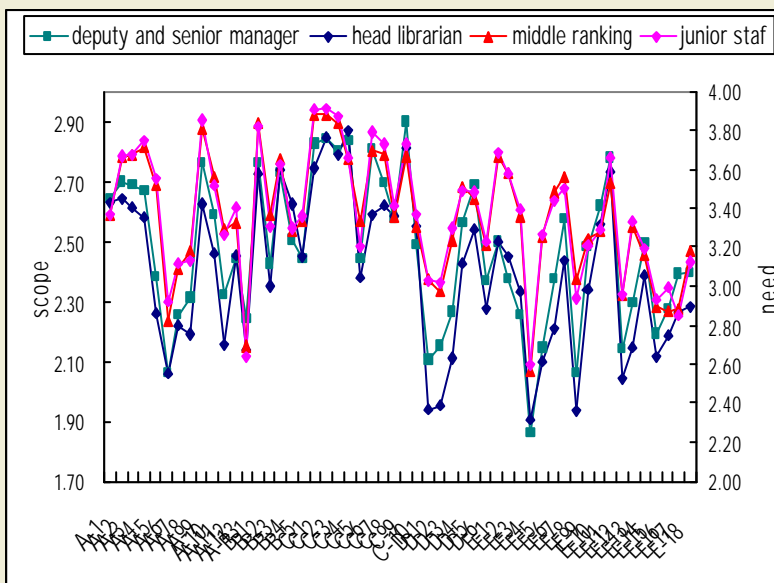


Figure Level of (staff) and scope (head librarian and managers)⁶of necessity

Comparison with 1989 UT survey (only managers were asked)

Down: Library system management, English language skill, Knowledge of academic subjects

Up: Reference service, Information literacy instruction, Intellectual property/ Copyright

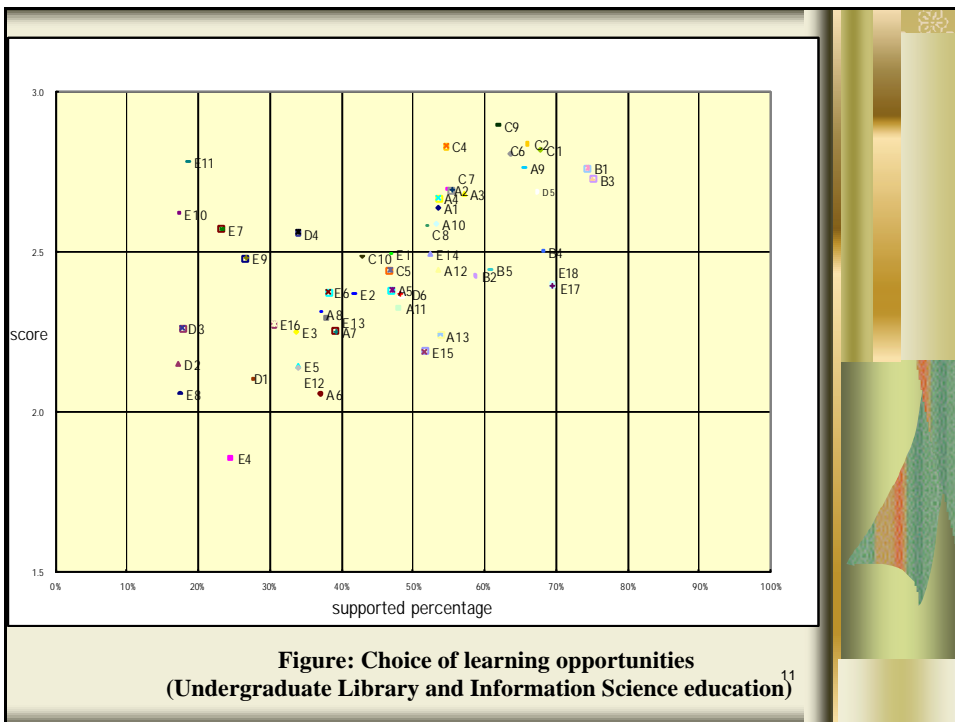
■ **To sum it up, in contrast to 1989 UT survey, the serviceability and knowledge of digitized media are highly appreciated in this survey**

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Learning opportunity preference

- **1. LIS education (added up undergraduate and graduate)**
- **2. OJT**
- **3. Trainings**
- **4. Recurrent education**

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The importance/necessity of professional knowledge and skills

The assessment of professional knowledge and skills for the library staff is greatly influenced by the actual circumstances.



It is obvious that the inappropriateness of placing all the items of knowledge and skills in one dimension

Table: Body of knowledge and skills necessary for academic librarians

Core schema	<p>? Traditional services Secondary information compilation, Cataloging/Online catalog, Reference service, Information retrieval skills, Bibliographic instruction (information literacy), Reader services</p> <p>? Books and libraries Antiquarians, Preservation/Conservation, History of media, Services for handicapped, Library building & facilities, History of libraries, Bibliography</p> <p>? New services Network information resources, Serials control, Electronic journal, Government publications/Patents, Non-book material & its equipments, Document delivery services, Library system management</p> <p>? Organization of information: Metadata, Classification/Subject heading, Indexing and Abstracting, Secondary information compilation</p> <p>? Collection building: Specialized materials/Sources, Selection of materials, Collection building/Evaluation, Knowledge of academic subjects</p>
Application environment	<p>? Library standards and networks: Intellectual property/Copyright, Library network/Corporation, users' privacy, Library statute & standards</p> <p>? Information flow / publishing industry: Intellectual freedom/Censorship, Overseas academic libraries, Higher education</p>
Generic and transferable skills	<p>? Communication: Customer care, Public relations, Building/Maintenance of web content, Presentation skills, Writing skills/Planning, Oral communication skills, Research methods, Teaching methods for library use instruction</p> <p>? IT technology: Database management, Network management, Programming</p> <p>? Business administration: Management theory/Methods, College/University administration, Budget control/Accounting</p> <p>? Foreign language English, Other foreign languages</p>

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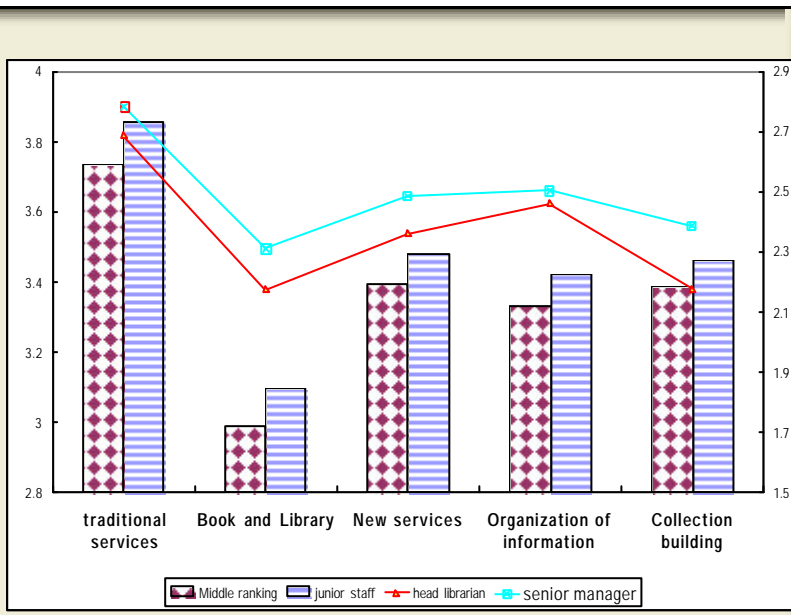


Chart : Core schema

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conclusion

Through actual media and service methods currently in use at the libraries, the body of knowledge and skills expected of academic librarians were confirmed

- ◆ **The items pertaining to the service were shown to have a high “level of necessity,” and the importance of “New services” is rapidly growing**
- ◆ **Generic knowledge and skills emphasized in the focus group interviews were also confirmed to be essential.**

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Thank you very much
for your kind attention!

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