# CULCON31

## February 18-19, 2026

## Okinawa


**INFORMATION ACCESS AND SHARING**

**IN THE DIGITAL AGE WORKING GROUP**

**FINAL REPORT**

# Contents

# Introduction

The U.S.-Japan Conference on Cultural and Educational Interchange (CULCON) is a binational advisory panel that serves to elevate and strengthen the vital cultural and educational foundations of the U.S.-Japan relationship, and to strengthen connections between U.S. and Japanese leadership in these fields. It works to ensure that the best new ideas for cultural, educational, and intellectual activity and exchange are implemented as operational programs.

CULCON organizes working groups whose members examine issues of shared Japan-U.S. national interest and then make actionable policy recommendations to address them. These working groups generate strategies and initiatives that are shared with both governments and relevant stakeholders in the public and private sectors for implementation. CULCON also provides support, often in the form of self-sustaining programs.

CULCON established the Information Access and Sharing in the Digital Age Working Group (IAS WG) in October 2022. The IAS WG brought together experts from the U.S. and Japan, with a focus on enhancing access to fact-based, balanced, and affordable resources to foster mutual understanding and knowledge exchange. Enhancing access to these resources bolsters the development of accurate and impactful research and educational materials; it also attracts and sustains a new generation of professionals to learn about and invest in U.S.-Japan relations. The Working Group’s overarching mission and goal were to explore ways for U.S. and Japanese citizens to learn about each other's societies and challenges. An interim report was presented on October 6, 2023, at CULCON30 in Atlanta, Georgia. This final report of policy recommendations was completed as of February 19, 2026, and presented at CULCON31 in Okinawa, Japan.

The working group identified various risks that must be mitigated at scale with a balanced and ethical approach to advance its mission. One such risk is the delicate balance between sharing information and maintaining privacy and security, particularly in the context of digital innovation and cybersecurity. Access to vetted sources is essential for public education and the advancement of professional research on U.S.-Japan relations. Region-wide comparative studies, for example, require accurate and comparable data on each country. Cross-border collaboration to expand access to digital resources and information, however, must ensure the protection of individuals' data privacy and take sufficient steps to counteract cyber threats to national security. Another risk is that the proliferation of free information brings about harmful and often unintended consequences, including the dissemination of mis- and disinformation, issues of fraud, and the misuse of new technologies to replace skill training or reduce the labor force. This necessitates appropriate countermeasures at scale.

These risks and others are the backdrop to the following recommendations for enhanced access to reliable digital resources and accurate information on the United States and Japan in order to expand the study of Japan in the United States and the study of the United States in Japan. While periods of political transition naturally bring uncertainty about policy directions, the scholarly and cultural partnerships that enable information access have proven resilient across administrations. We remain committed to ensuring that these vital collaborative frameworks continue to strengthen U.S.-Japan relations.

To achieve the overarching goal, the working group identified and created recommendations to reduce or eliminate barriers to accurate and reliable information and digital resources. In discussing the issues, the group recognized three broad "pillar" categories to organize recommendations. These pillars afford enhanced clarity of objectives and more focused implementation of efforts.

# Pillars

1. Support digitization efforts leading to more access to Japan & U.S. collections
2. Promote sustainable models and networks for resource sharing, consortia, and increasingly open digital collections
3. Promote educational training for new technology use and implementation in the fields of Japan Studies and American Studies

Additional context for each pillar and corresponding recommendations are listed below.

## 1. Support digitization efforts leading to more access to Japan & U.S. collections

This pillar recognizes the importance of supporting teaching and research on the U.S and Japan by making historical and cultural information accessible through digitization. Learners who encounter difficulties in accessing verifiable information sources may produce less accurate research findings and be demotivated to continue their studies. Conversely, gaining access to rich and credible digital collections can sustain individual interest in Japan and the U.S. This attracts new generations of students to Japanese Studies and American Studies by leveraging curiosity and expanding interests beyond pop culture.

Primary and historical materials, including government, institutional, business, and personal archival records; manuscripts such as literary works, correspondence, and diaries; and rare or limited-edition books on Japan and the United States are often siloed in select academic

institutions. These institutions do not always maximize discoverability. Access is often required in-person, and some institutions, in either country, may limit access to materials to those who can demonstrate acceptable research credentials or institutional affiliation. In the U.S., these institutions are also increasingly deprioritizing collecting physical materials about Japan due to funding and space limitations.

Digitizing materials is one way to address challenges of access to physical materials, as digital materials require different methods of storage and may be accessed remotely. The latter is particularly significant when dealing with great distances, which is the case for those in the United States studying Japan and those in Japan studying the United States.

Digitizing materials for education and research purposes requires more than scanning pages. To ensure awareness and usage of materials, appropriate cataloguing and discoverability mechanisms are necessary. This includes generating item-level descriptive metadata, like the generation of recognized text from audio, handwriting, or typescript, and other mechanisms. This critical work determines how the digitized materials are made available online and integrated into research workflows, which then reflects on usage. Usage of digital materials is measured and used to determine the allocation of funding and support for further digitization work. Already, this critical work requires a level of funding and human labor that often exceeds current availability for most institutions. Cataloguing and discoverability are also exacerbated by limitations around the language ability of both digitizers and researchers. Careful attention to the details of these processes is necessary to avoid negative feedback loops. As an additional note, digitization efforts within many institutions often prioritize textual materials. To address the breadth of experiential exchange and experience, efforts must also include images, audiovisual content, and 3D objects.

The materials mentioned above, textual and non-textual, are not always available in academic library databases—at least, not to a broad user base. Academic library databases in both Japan and the U.S. are typically provided through licensing agreements that libraries sign with publishers or database vendors. These licenses determine who is allowed to use the resources—typically current students, faculty, and staff affiliated directly with the institution. Therefore, access to the database is usually controlled through campus networks, logins, or proxy servers. Because these databases are subscription-based and often very expensive, they are restricted to authorized users covered by the license. In sum, not everyone can freely access according to their needs or interests digital resources such as scholarly journal articles, ebooks, and datasets that are already available. Many libraries have taken steps to ensure they maintain control of their digitized collections, sharing them online through their own platforms instead of through publishers or database vendors. While this opens resources to a broader public, it creates its own challenges, again, of discoverability.

## Recommendations:

1. Promote the arts, the humanities, and social sciences as fields of equal importance to STEM when focusing and putting into language efforts to expand information access and sharing.

2. Identify successful digitization initiatives to emulate or support. Through greater collaboration, a single repository of such examples could be developed. Some examples include:

   A. **SPARC Japan** undertook digitization work for Society Journals from 2003 – 2018. Progress in the digitization of scholarly journals has stimulated a rapid change in the way research results are distributed; however, scholarly journals in Japan have not kept pace with this trend toward digitization and international distribution. The project was launched in 2003 through support by the Ministry of Education, Culture, Sports, Science and Technology, and it encourages digitization of scholarly journals, especially English language journals published in Japan (https://www.nii.ac.jp/sparc/en/about/)

   B. **The National Institute of Japanese Literature (NIJL)**'s efforts in digitizing historical materials and reinforcing access and sharing to global researcher network. Supported by Ministry of Education, Culture, Sports, Science and Technology (MEXT), the National Institute of Japanese Literature aims to build an international collaborative research network for pre-modern Japanese texts through the project "International Joint Research Network Construction Plan for Historical Documents of the Japanese Language (2014~2023)," which was followed by the project "Creation of Data-Driven Problem Solving Humanities-Development of Next-Generation Humanities Research through Building and Utilizing Data Infrastructure (2024~2033)."

   C. **The Ritsumeikan University Art Research Center (ARC)** aims to become a global hub for digital humanities research. Since its establishment in 1998, the ARC has built rich digital archives on Japanese cultural resources. Examples include classical books, ukiyo-e prints, traditional arts, maps, statistics, and other resources such as video games, Japanese films, and television commercials. These archives of digital data are freely available to the public on the internet to access and search.

   D. **"Japan Past & Present" (JPP)** is an online project through a collaboration between The Yanai Initiative at UCLA and Waseda University, with support from the Japan Foundation. "Japan Past & Present (JPP)" serves as a global information hub for researchers and educators interested in Japan-related subjects, spanning various disciplines but primarily focusing on the humanities. Aspiring to be multilingual, collaborative, and largely copyright-free, JPP aims to offer equitable access to Japan-related tools and materials for scholars and non-scholars alike.

E. **The Toyo Bunko (Oriental Library)** holds one million primary resources of ancient documents related to Asian studies. They accelerated a digitization project by securing the financial support of 25 companies affiliated with the Mitsubishi Group for a five-year digitization project starting in 2023. Since the documents are often fragile, digitization requires careful attention and procedure. As a result, the project has become a dual initiative of digitizing the books while simultaneously restoring the physical originals. The data from these books is transferred to an open database called OPAC (Online Public Access Catalog), where users can view all scanned books.

F. **CiNii** is a Japanese academic database service provided by the National Institute of Informatics (NII). It provides access to a wide range of academic information, including scholarly articles, books, and dissertations, with a focus on Japanese and English works published in Japan. CiNii Articles and CiNii Books will be incorporated to CiNii Research by the end of March 2026. (https://cir.nii.ac.jp/?lang=en )

3. Encourage the National Diet Library to continue its laudable efforts to digitize materials for researchers, and to expand the number of libraries in the U.S. and outside of Japan that can and do subscribe to its digital services. CULCON and its partners should also continue to explore NDL's capabilities in enabling the transmission of digitized materials to individuals residing overseas.

A. **The National Diet Library of Japan (NDL)**, the Digitized Contents Transmission Service for Libraries aims to make digitized versions of out-of-print or otherwise difficult-to-obtain materials available to all university libraries subscribing to the service, as well as the wider public within Japan. However, accessing NDL digitized materials is a complex process for Japanese study researchers living outside Japan. CULCON has been conducting ad-hoc meetings with NDL based on the discussions of the IAS WG, Japan Studies researchers, librarians, and representatives with the North American Coordinating Council on Japanese Library Resources (NCC). Most recently, NCC convened a meeting inviting NDL representatives to join librarians and scholars in North America in March 2025 in Columbus, Ohio. Both the U.S. and Japan CULCON Secretariat members were present and facilitated the exchange of ideas to reduce barriers to access for NDL digital services. This meeting allowed NDL representatives to hear directly from librarians and researchers, and motivated librarians to renew their efforts to register for NDL services. NDL announced that they had eased some rules and regulations for the application procedures. The number of libraries subscribing to the service in the U.S. increased from two in 2023 to six as of December 2025. (https://dl.ndl.go.jp/en/soshin_librarylist#idx4)

4. Advocate for more public funding for digitization initiatives to digitize and consolidate resources on accessible platforms; encourage institutions to also engage the private sector for financial support.

    A. Advocate for libraries and academic institutions and the importance of their expertise and work for digitization efforts that increase access to research and scholarly materials.

    B. Other institutions, both public and private, should be considered and engaged in the work. Examples might include public museums such as the **Tokyo National Museum (TNM)** and private museums such as the **Nezu** or **Suntory**, as well as public and private university archives such as those at **Kyoto University** and **Doshisha** (extensive holdings on people such as Neesima).

    C. Identify and, as appropriate, partner with corporations in both Japan and the US who would be interested in contributing to funding digitization efforts. Corporations that may be interested in funding digitization efforts include Amazon, Google, or a large publishing house that would want to fund this as a philanthropic endeavor.

        i. **Google Books Project** is a successful digitization project with global effects that should be considered. It aimed to digitize vast amounts of content, although copyright laws restrict access to much of this material. During the pandemic in 2020-2021, The **HathiTrust** temporarily lifted copyright restrictions on these digitized items, allowing broader access to digital content. (https://www.hathitrust.org/)

    D. Promote a broadened focus on types of materials to digitize, expanding from texts to also include as priority the need for digitization and access to archival materials, 3D objects, and images.

        i. At least in the US, some libraries are divesting in these other forms of digitization (3D scans, for example). It is essential to demonstrate the returns on impact from digitization and digital availability as part of the effort to secure ongoing funding to support this vital work.

5. Promote implementable methods for not just online availability but also the widest possible usage of digital materials to achieve impact. This can encourage institutions to strategically place digitized materials on platforms and services integrated into user community workflows. Encourage institutions to not only do digitization but also consider metadata application and the provision of full text through **OCR (Optical Character Recognition)** or transcripts. This is essential for discovery and usage.

A. Consider access for machine readers alongside human readers in discussions about copyright and access restrictions.

B. Promote the embracing of scale and the adoption of new technologies to reduce digitization costs

6. Create more opportunities for Japanese/U.S. researchers to collaborate with researchers in the Indo-Pacific region to address global challenges. The **Japan Foundation Indo-Pacific Partnership Program (JFIPP)** is a model case.

## 2. Promote sustainable models and networks for resource sharing, consortia, and increasingly open digital collections

Digitized content is often promoted as *access expansive*. This pillar recognizes, however, that once digitized, access and sharing encounter other barriers. Digital resources, for example, are often kept behind paywalls or other barriers, replicating the siloing effect of vetted physical resources. Institutional financial disparities discourage investment in publicly accessible database creation and maintenance, as subscription fees cannot be accumulated to offset purchasing, exacerbating accessibility issues. Copyright regulations can also be a barrier when they stymie efforts to share resources, specifically digitally and across national borders. These regulations have limited communicability across languages and national borders, creating issues of accountability. Copyright holders, such as publishers with profit incentives, are also disinclined to support expanded access to materials and the digitization of materials; they may drive up prices in institutional purchases and/or prevent sharing altogether.

There is thus an increased need for collaboration and resource-sharing networks to leverage limited human resources, funding, and space. There is also an increased need for collective representation and leadership for resource-sharing institutions to identify and communicate needs, and to take collective action.

Education and research institutions, as well as information communities more generally, in Japan and the U.S. would benefit from considering **Open Access** (OA) and its associated practices, including Creative Commons licensing, for digital collections it seeks to make more broadly available. OA is the practice of making scholarly research outputs—such as journal articles, books, and data—freely available online without financial, legal, or technical barriers. Rather than being locked behind subscription paywalls, OA materials can be read, downloaded, shared, and reused by anyone, often under permissive licenses like Creative Commons. As a practice, open access promotes transparency, equity, and wider dissemination of knowledge by ensuring that research is not limited to those with institutional or financial means. Its significance lies in advancing global scholarship, accelerating innovation, and supporting the principle that research,

especially that which is publicly funded, should be a public good, accessible to all. We recognize OA costs may not be affordable for all researchers.

OA also provides meaningful benefits to data holders and copyright owners by increasing the visibility and impact of their works, reducing administrative burdens related to permissions, and enabling new value-added services and business models. By allowing materials to reach broader audiences—including researchers, educators, and the general public—rights holders can strengthen their institutional reputation, extend the longterm preservation and relevance of their collections, and promote wider engagement with the cultural or scholarly resources they steward.

The **consortia model** is anticipated to yield significant benefits in the future and should also receive serious consideration for its impact on access expansion. Consortia agreements allow institutions to formalize systems for resource sharing, including collaborative purchasing. It also allows libraries, archives, museums, and other resource-sharing institutions to collectively negotiate and advocate for their needs. Consortia may be an apt answer to sustainability problems when it comes to finances and space. Some examples include the effective collaboration between the **National Institute of Japanese Literature (NIJL)** and **Japan Past & Present (JPP)** to collect digital resources for Japan Studies, and consortia in the United States like the **BTAA (Big Ten Academic Alliance)** whose libraries are committed to sharing resources across institutions.

As a note: for consortia and discussion of collective purchasing power, as well as copyright and sharing regulations, a distinction must be made between physical and digital resources, which are collected and stored differently and require different care and methods for access.

## Recommendations:

1. Advocate for models for resource sharing, including enacting consortia purchasing agreements and expanding ILL agreements and resource-sharing networks to provide broader access across institutions. This includes identifying successful business models for information access outside the U.S. and Japan, and negotiating for their appropriate and selective application. Binational consortia and/or binational agreements should be considered.

    A. **Interlibrary loan (ILL)** services are a model that has been practiced in libraries for decades within North America. ILL services facilitate access to materials not available in the user's institution, thereby enhancing researchers' access to a wealth of knowledge.

        i. While this model has thrived in the print environment, challenges persist for electronic or digital resources, primarily due to publisher and technical

restrictions rather than copyright laws, although publishers often cite copyright as justification for such restrictions.

B. **Japan Alliance of University Library Consortia for E-Resources (JUSTICE)** is another model, specific to Japan.

   i. JUSTICE is placed under the Cooperation Promotion Council, a joint forum established by the Japanese Coordinating Committee for University Libraries and the National Institute of Informatics (NII) works on this at present: https://contents.nii.ac.jp/en/justice

2. Call for public and private funding to facilitate cooperation among universities to form consortia, develop ILL, and build a resource network.

3. Promote consortia purchasing agreements, like those practiced in India and countries in Europe, where national governments negotiate whether to purchase content or not, adopting a model of consolidating or aggregating demands. This approach ensures scholars' access to materials without universities worrying about costs. Care is encouraged, however, to avoid the stripping of resources from the humanities to direct them only to STEM.

4. Create, connect, and leverage organizational leadership, or “digital collections champions,” for greater information access.

   A. To expand access to digitized/digital publications and collections, and ensure their long-term preservation, the US benefits from several organizations that serve as organizational leaders or champions. These not-for-profits benefit tremendously from scale. To do so, they aggregate the demand of libraries, leverage opportunities to secure public sector funding where possible, and can act at scale in terms of technology acquisition/development, publisher relations, content processing and management, etc. This set of organizations can be referred to as "digital collections champions."

      i. Example organizations include: **BioOne, HathiTrust, Project Muse, and Ithaka (JSTOR/Portico).**

   B. Organize a symposium or workshop, perhaps at annual conferences like the **Association for Asian Studies (AAS)**, with the digital collections champions to help them learn about the needs of the Japan Studies community and determine what opportunities they may have to strengthen their offerings.

   C. Consider establishing a targeted grant program to incentivize one or more Digital Collections Champions to create a set of Japan Studies collections or programs.

5. Identify, promote, and support Open Access / Open Science Policies and networks working on Open Access in Japan, the U.S., and across U.S.-Japan.

    A. To address paywalls, negotiate shifts from paying to access toward paying to publish, which can promote open access to scientific publishers, as seen in European models.

    B. Japan and the United States should continue to strengthen and align their open access/open science policies to ensure that publicly funded research remains freely available, advancing global scientific collaboration and equitable knowledge sharing.

    C. Several communities in Japan and the United States support Open Access. A sampling of these communities is listed in Appendix A and Appendix B.

6. Provide more support for students and researchers

    A. Consolidate more information on credentialing, and what types of introductions/qualifiers are necessary to individually access US/Japan archives and collections; if a system of credentialing can be established for individual scholars, do so.

    B. Encourage national and local governments and academic institutions in Japan to host academic conferences and provide more opportunities for Japanese scholars to network with international researchers

## 3. Promote and expand educational training for new technology use and implementation in the fields of Japan Studies and American Studies

With the proliferation and development of new technologies, specifically emerging digital and A.I. programs, there is a growing need for educational programs at scale that address individual understanding of applicability. This pillar recognizes that in the fields of Japan Studies and American Studies, there is ample need for expert coordination and direction on ethical and appropriate technology use.

Research and educational programs in higher education that advance U.S.-Japan mutual understanding often encourage multi-area or transnational research, and some students and researchers are turning to translation technologies as assistance tools. These tools can be incredibly beneficial in fostering mutual understanding. If not utilized properly, however, they risk decontextualizing sources and actively exacerbating miscommunication or disinformation in their work, complicating binational coordination. While public focus is often directed to larger debates and hypotheticals around new technologies, U.S.-Japan specialists and specialists-in-

training are best served by focusing on the limited funding and attention to education or training programs for appropriate and ethical use.

Librarians and information science specialists who curate and maintain resources about Japan and the United States need support in utilizing these tools in their work and educating others. Training Programs are occurring in various places - for example, at NII there are training events during the year: **NII Open Forum** (https://www.nii.ac.jp/openforum/2024/).

Educators and students, as well, need practical training that starts in the classroom and expands out to real life application. Instead of leaving practical issues unaddressed, understanding and/or skills for using new technologies can be fostered in the classroom, and in ways that mitigate unintended, harmful consequences to cross-national, cross-cultural collaboration.

## Recommendations:

1. Incorporate or promote the use of binational online data collection via surveys to offer new avenues for innovative research, cross-border collaboration, and potential bridging of divides.

2. Propose to the relevant Government agencies and professional associations to foster digital literacy education/training. Propose to academic institutions to initiate exchanges between Japanese and U.S. students to collaborate on digital literacy by studying the delicate balance between digital innovation and privacy.

3. Utilize emerging digital technologies to enhance cultural and educational exchange between the United States and Japan. Consider collaboration platforms like **Massive Open Online Courses (MOOCs)** or **Collaborative Online International Learning (COIL).**

4. Consider how digital twin technology can be employed to virtually simulate historical sites, providing U.S. and Japanese students with immersive experiences. The technology needs to be used responsibly, respecting cultural sensitivities.

5. Emphasize a bottom-up approach to the use of any A.I. technologies; such an approach should facilitate dialogue and collaboration between academia, industry, and layperson communities on needs, and if/how A.I. technologies may address them.

    A. This includes fostering cross-sectoral dialogue with researchers from the Humanities and Social Sciences that prioritizes Ethical, Legal, and Social Issues (ELSI), as well as consideration of how to promote Data Free Flow with Trust (DFFT) by implementing Privacy Enhancing Technologies (PET) to protect user data. Data Free Flow can facilitate innovation, economic growth, and international trade.

B. **"US-Japan Digital Innovation Hub"** is a good example. The US-Japan Digital Innovation Hub is an initiative that brings together universities, companies, and government agencies from the United States and Japan to promote international collaboration in cutting-edge fields such as A.I. and quantum technologies.

6. Provide training programs/internship opportunities/online workshops to empower the supporting staff of Japan Studies and Studies of the United States.

   A. Two examples are NDL's support programs for librarians and the University of Hawai'i's Japanese Studies Librarian training program (https://manoa.hawaii.edu/japanese-studies/2025/09/17/hamilton-library-launches-japanese-studies-librarianship-training-program/).

7. Emphasize an interdisciplinary approach that encourages continued investment in human expertise around language and culture, and innovative investigation into how new technologies, including Large Language Models (LLMs), may best be of assistance in advancing educational efforts.

8. Consider how best to incorporate language and translation technologies in digital access. This needs to be done responsibly and not as a replacement for language learning initiatives.

9. Where necessary, establish or promote frameworks for responsible use of any A.I. technologies in the classroom, teaching users to consider the privacy and ethical implications, as well as how to evaluate the reliability and validity of generated content. Two (of many) examples include:

   A. UNESCO: https://www.unesco.org/en/articles/what-you-need-know-about-unescos-new-ai-competency-frameworks-students-and-teachers

   B. University of Delaware [PDF]: https://www.udel.edu/content/dam/udelImages/artificial-intelligence/Considerations_for_Integrating_AI_Within_Teaching_and_Learning_FINAL.pdf

# Appendices

## A. Japan Communities of Practice:

### Open Access Communities

- **SPARC Japan** – advocacy group for open access and scholarly communication in Japan. https://www.nii.ac.jp/sparc/
- **JPCOAR (Japan Consortium for Open Access Repositories)** – national-level collaboration of repositories advancing interoperability and shared advocacy. https://jpcoar.repo.nii.ac.jp/

### Copyright Communities

- **CRIC (Copyright Research and Information Center)** – provides resources and advocacy around copyright issues in Japan. https://www.cric.or.jp/
- **Japan Library Association Copyright Committee** – supports libraries in navigating copyright compliance and policy. https://www.jla.or.jp/

### Digital Publishing Communities

- **Japan Association of Scholarly Publishers** – supports scholarly publishers and promotes digital workflows and OA models.
- **Electronic Information and Communication Society (IEICE) Publishing Division** – engaged in digital scholarly publishing initiatives.

### Library Publishing Communities

- **JUSTICE (Japan Alliance of University Library Consortia for E-Resources)** – focuses on electronic resources and open access initiatives. https://www.justice.ac.jp/
- **SPARC Japan Seminar Series** – community-driven discussions on library publishing and open education resources.

  https://www.nii.ac.jp/sparc/event/

### Digital Archives Communities

- **National Diet Library Digital Collections** – provides open access to digitized cultural and scholarly materials.
  https://dl.ndl.go.jp/

- **Japan Search** – national platform for integrated access to digital archives.
  https://jpsearch.go.jp

## B. United States Communities of Practice:

### Open Access Communities

- **SPARC (Scholarly Publishing and Academic Resources Coalition)** – advocacy group for open access, open data, and open education.
  https://sparcopen.org

- **US Repository Network (USRN)** – national-level collaboration of repositories advancing interoperability and shared advocacy
  https://usrepositorynetwork.org

- **Coalition of Open Access Policy Institutions (COAPI)** – network supporting implementation of OA policies at U.S. institutions.
  https://sparcopen.org/coapi

### Copyright Communities

- **Authors Alliance** – supports authors who want to share their work broadly through copyright reform and rights management.
  https://www.authorsalliance.org

- **ALA Office for Information Technology Policy – Copyright Advisory** – resources and advocacy around copyright in libraries.
  https://alair.ala.org/handle/11213/9260

- **Center for Media and Social Impact (CMSI)** – provides best practices on copyright and fair use for creative and educational work.
  https://cmsimpact.org

### Digital Publishing Communities

- **Library Publishing Coalition (LPC)** – a collective of academic libraries engaged in scholarly publishing.
  https://librarypublishing.org

- **Digital Library Federation (DLF)** – community of practitioners advancing digital publishing, preservation, and access.
  https://www.diglib.org

- **Association of University Presses (AUPresses)** – supports scholarly publishers, increasingly engaged with digital workflows and OA models.
  https://aupresses.org

### Library Publishing Communities

- **Educopia Institute** – supports community-driven publishing and open infrastructure projects.
  https://educopia.org

- **Open Education Network (OEN)** – focuses on open educational resources, often intersecting with library publishing initiatives.
  https://open.umn.edu/oen

- **OASPA (Open Access Scholarly Publishing Association)** – an international association with strong U.S. institutional involvement.
  https://oaspa.org

### Digital Archives Communities

- **Society of American Archivists (SAA)** – a professional body supporting archival practice in digital and analog environments.
  https://www2.archivists.org

- **National Digital Stewardship Alliance (NDSA)** – a collaborative for long-term preservation of digital materials.
  https://ndsa.org

- **Internet Archive** – nonprofit providing open access to digitized cultural, scholarly, and web-based materials.
  https://archive.org

## C. Membership of CULCON Information Access and Sharing Working Groups (alphabetical)

**Japan CULCON Member:**

- TAKAHASHI Yuko, President, Tsuda University (Japan WG Chair)

**U.S. CULCON Members:**

- Trevor A. Dawes, Vice Provost for Libraries and Museums and May Morris University Librarian, University of Delaware (U.S. WG Chair)
- M. Diana Helweg Newton, Director of the Tower Scholars Program and Senior Fellow, John Goodwin Tower Center for Political Studies, Southern Methodist University (SMU)
- Samuel Morse, Howard and Martha Mitchel Professor, History of Art and Asian Languages and Civilizations, Amherst College

**Japan-WG Members/Resource Persons:**

- MAESHIMA Kazuhiro, Professor, Sophia University
- SAKURAI Tetsuya, Professor, University of Tsukuba; U.S.-Japan Digital Innovation Hub, Executive Research Director, Center for Artificial Intelligence Research (C-AIR)
- Kristopher Tate, President, General Development Officer and CEO, ConnectFree Corporation
- HARA Hideki, Managing Director, Global Partnerships Department, The Japan Foundation

**U.S. WG Members/Resource Persons:**

- Jennifer Beamer, Visiting Program Officer, U.S. Repository Network
- Roger Schonfeld, Vice President, Organizational Strategy, ITHAKA and Ithaka S+R

## D. Membership of CULCON

**U.S. CULCON**

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**Vice Chair**
Dr. William Tsutsui
Chancellor and Professor of History, Ottawa University

**Panelists**
Mr. Trevor A. Dawes
Vice Provost for Libraries and Museums and May Morris University Librarian, University of Delaware

Dr. Samuel Morse
Howard and Martha Mitchel Professor of the History of Art and Asian Languages and Civilizations, Amherst College

Ms. M. Diana Helweg Newton
Director of the Tower Scholars Program and Senior Fellow, John Goodwin Tower Center for Political Studies, Southern Methodist University (SMU)

Dr. Cynthia Teniente-Matson
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Mr. Chris McCaghren
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Senior Bureau Official,
Representing the Assistant Secretary of State for Educational and Cultural Affairs,
U.S. Department of State

Mr. Michael George DeSombre
Assistant Secretary of State for East Asian and Pacific Affairs
U.S. Department of State

**Honorary Member**
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Former U.S. Ambassador to Japan

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**Vice Chair**

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**Panelists**

AKITA Hiroyuki
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KOBAYASHI Izumi
Member of the Board of Directors, OMRON Corporation,

Independent Director, Fujitsu Limited

SATO Yuri
Advisor (Japan Studies, Global Partnerships, Branding and Communication), The Japan Foundation

SHIMATANI Hiroyuki
Executive Director, The Museum of the Imperial Collections, Sannomaru Shozokan

President, National Institutes for Cultural Heritage

SUGIURA Yasuyuki
Managing Director, Toyo Bunko (The Oriental Library)

TAKAHASHI Yuko
President, Tsuda University

TSUCHIYA Motohiro
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Professor, Keio University Graduate School of Media and Governance

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# Glossary (Organized Thematically)

## 1. Organizations/ Groups

| English Name | Japanese Name | Website/Notes | Definition |
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| National Diet Library (NDL) Japan | 国立国会図書館<br>（NDL） | https://www.ndl.go.jp<br>https://www.ndl.go.jp/en<br>NDL Digital Collections | Japan's national library, responsible for collecting and preserving all publications produced in Japan, which in this report supports digitization efforts through services like the Digitized Contents Transmission Service, enabling overseas libraries to access out-of-print or otherwise difficult to obtain materials while addressing access challenges for U.S.-based Japan researchers. |
| National Institute of Japanese Literature (NIJL) | 国文学研究資料館<br>（NIJL） | https://www.nijl.ac.jp<br>https://www.nijl.ac.jp/en | Japan’s national inter-university research institute devoted to collecting, preserving, and studying Japanese literary materials, especially classical manuscripts and books. It builds large-scale archival and digital resources so that scholars in Japan and abroad can access and research Japan’s literary heritage. |

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| The North American Coordinating Council on Japanese Library Resources（NCC） | 北米日本研究資料調整協議会（NCC） | https://guides.nccjapan.org/homepage | An organization that serves as a coordinator to improve access to Japan-related resources through international collaboration and to meet the needs of libraries and researchers. NCC's Resource Sharing Committee aims to provide basic guidance to North American scholars who need to use Japanese library resources by conducting workshops and seminars. |
| SPARC (North America) Scholarly Publishing and Academic Resources Coalition | SPARC（北米）学術出版・学術資源連合 | https://sparcopen.org/ | A nonprofit advocacy organization, originally founded by academic and research libraries, that works to advance open systems for research and education, including open access to scholarly outputs and open education initiatives, primarily across North America. |
| SPARC Japan（Scholarly Publishing and Academic Resources Coalition） | SPARC Japan 学術出版・学術情報資源連合 | https://www.nii.ac.jp/sparc/en/<br><br>https://www.nii.ac.jp/sparc | SPARC is a global advocacy coalition for open access and equitable scholarly communication; SPARC Japan, launched in 2003 with Ministry of Education, Culture, Sports, Science and Technology（MEXT） support, specifically promotes digitization and international distribution of Japanese scholarly journals, particularly English-language ones, to overcome lags in global research sharing. |

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| National Institute of Informatics (NII) | 国立情報学研究所<br><br>（NII） | https://www.nii.ac.jp/en/<br><br>https://www.nii.ac.jp | Japan's leading academic research institute for informatics. It operates key national information infrastructures for universities and research institutions, such as high-speed research networks and platforms for research data management and discovery. It also facilitates digital resource sharing through initiatives like the Japan Alliance of University Library Consortia for E-Resources (JUSTICE) and hosts training events such as the NII Open Forum to advance open science and technology integration in the humanities. |
| Japan Past & Present (JPP) | ジャパン・パスト＆プレゼント(JPP) | https://japanpastandpresent.org/en | A multilingual, collaborative online hub developed by UCLA's Yanai Initiative and Waseda University with The Japan Foundation support, aggregating copyright-free tools and materials for global researchers and educators on Japan-related humanities topics, exemplifying equitable access beyond pop culture. |

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| Digital Collections Champions | デジタルコレクション推進団体 | Examples:<br><br>https://www.hathitrust.org/<br><br>https://www.jstor.org/<br><br>https://muse.jhu.edu/ | Nonprofit organizations or consortia in the U.S., such as HathiTrust, JSTOR, and Project MUSE, that aggregate library demand, secure funding, and develop scalable technologies for digitizing, preserving, and providing access to scholarly collections, acting as leaders to meet the Japan Studies community's needs for sustainable digital infrastructure. |
| JUSTICE (Japan Alliance of University Library Consortia for E-Resources) | 大学図書館コンソーシアム 連合 | https://contents.nii.ac.jp/en/justice | A Japanese cooperative under the National Institute of Informatics and university libraries, focused on negotiating collective licenses for electronic resources with publishers to reduce costs and expand access, serving as a model for consortial purchasing in the report's recommendations. |
| BTAA (Big Ten Academic Alliance) | BTAA（ビッグ・テン・アカデミック・アライアンス） | https://btaa.org/ | A U.S. consortium of 14 major research universities that shares resources, including libraries committing to interlibrary loans and digital collections, to enhance access to Japan-related materials and demonstrate effective models for bilateral U.S.-Japan resource networks. |

## 2. Technical / Policy Concepts:

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| Digitization | デジタル化 | | Digitization is the process of converting information from a physical format (such as text, images, audio, or objects) into a digital format that can be stored, accessed, and managed electronically. This process involves creating digital representations—often through scanning, photography, or encoding—that preserve the original content while enabling new possibilities for preservation, searchability, and sharing. In libraries, archives, and museums, digitization is a key strategy for safeguarding fragile materials and improving access to cultural and scholarly resources.<br><br>Society of American Archivists. (2017). A glossary of archival and records terminology. Retrieved from https://dictionary.archivists.org/entry/digitization.html |

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| Open Science | オープンサイエンス | | Open Science refers to a movement and set of practices that aim to make scientific research, data, and dissemination accessible to all levels of society. It promotes transparency, collaboration, reproducibility, and the free exchange of knowledge by encouraging open access to publications, open research data, open methodologies, and open-source tools. Open Science is both a philosophy and a practical framework intended to accelerate discovery, enhance trust in science, and ensure that publicly funded research benefits the widest possible community.<br><br>UNESCO. (2021). UNESCO Recommendation on Open Science. Paris: United Nations Educational, Scientific, and Cultural Organizations. https://unesdoc.unesco.org/ark:/48223/pf0000379949 |
| Open Access (OA) | オープンアクセス<br><br>(OA) | Suber, P. (2012). Open access. MIT Press. https://doi.org/10.7551/mitpress/9286.001.0001 | Open Access (OA) refers to the free, immediate, online availability of research outputs, such as journal articles and books, without financial, legal, or technical barriers. With open access, users are permitted to read, download, copy, distribute, print, search, or link to the full text of works, often under open licenses, ensuring wider dissemination and impact of scholarly knowledge. |

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| Metadata (especially “item-level descriptive metadata”) | メタデータ（特に「アイテム単位の記述的メタデータ」） | | Data that describes individual resources at a granular level, including details like titles, creators, dates, subjects, and formats, to enhance discoverability and usability in digital collections; item-level specifics ensure precise searching and contextual understanding for researchers across languages and borders. |
| Persistent identifier (PID) | 永続識別子 (PID) | | A PID (persistent identifier) is a stable, unique code assigned to a digital (or sometimes physical) object, person, or organization so it can always be reliably found and cited, even if its web address or storage location changes. PIDs are central to scholarly communication because they disambiguate similar names and prevent “broken links” over time.<br><br>Common examples include:<br><br>• DOI (Digital Object Identifier) for articles, books, datasets, and other research outputs.<br><br>• ORCID iD for individual researchers.<br><br>• ROR ID for research organizations and institutions. |

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| Optical Character Recognition (OCR) | 光学式文字認識<br><br>(OCR) | | A technology that scans and converts images of printed or handwritten text into editable, searchable digital text, crucial in the report for making digitized historical Japanese and U.S. documents accessible and analyzable without manual transcription, though it requires quality checks for accuracy in non-Latin scripts. |
| Digital twin technology | デジタルツイン技術 | | Virtual replicas of physical sites or objects, such as historical landmarks, created using 3D modeling and simulations to provide immersive educational experiences; the report suggests its responsible use for U.S.-Japan cultural exchange while respecting sensitivities in representation. |
| Data Free Flow with Trust (DFFT) | 信頼性のある自由なデータ流通<br>（DFFT） | | A Japanese-led policy framework promoting seamless cross-border data exchange for innovation, balanced by privacy protections and ethical standards; the report supports binational AI and digital collaborations in humanities research without compromising user trust. |

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| Siloed collections | サイロ化されたコレクション | | Isolated resources inaccessible outside originating institutions; the report identifies this as a key barrier, recommending de-siloing via networks for broader U.S.-Japan access |
| Desiloing | サイロ化解消 | | The process of breaking down isolated storage of resources in specific institutions or formats to make them interconnected and accessible via shared platforms; the report advocates this for U.S. and Japanese collections to improve discoverability and collaborative use. |
| Discoverability | 発見可能性 | | The ease with which users can find and access digital resources through search tools, catalogs, and metadata; barriers like language or poor integration hinder this in the report, reducing engagement with Japan and U.S. studies materials. |
| Interoperability | 相互運用性 | | The ability of different digital systems, databases, or platforms to communicate and exchange data seamlessly; the report emphasizes this for binational resource networks to enable efficient sharing without technical or format incompatibilities. |

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| Machine-readable vs human-readable data | 機械可読データと人間可読データ | | Machine-readable data is structured (e.g., in code or databases) for automated processing by computers, enabling analysis and AI use; human-readable data is formatted for direct comprehension (e.g., PDFs with clear text); the report stresses balancing both for accessible yet analyzable U.S.-Japan archives. |
| Binational collaboration | 二国間協働 | | Joint efforts between U.S. and Japanese entities in research, digitization, and policy to address shared challenges, exemplified in the report by CULCON working groups and consortia for equitable information access. |
| Credentialing (in archival access) | 認証（アーカイブアクセスにおける） | | The verification process requires researchers to prove institutional affiliation or research legitimacy to access restricted archives; the report calls for streamlined systems to ease U.S.-Japan cross-border access without compromising security. |
| Resource-sharing networks | 資源共有ネットワーク | | Interconnected systems among libraries and institutions for exchanging physical and digital materials; the report promotes these to overcome funding and space limits in Japan Studies and American Studies. |

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| Consortia / consortial purchasing | コンソーシアム（共同体）／コンソーシアム型共同購入 | | Group negotiations by allied institutions for licenses or resources to lower costs and expand access; models like JUSTICE and BTAA in the report illustrate this for sustainable digital collections |
| Interlibrary Loan (ILL) | インターライブラリーローン（ILL） | | A service allowing libraries to borrow materials from each other for users; the report notes its success for physical items but challenges for digital due to publisher restrictions, advocating expansion for U.S.-Japan exchanges. |
| Licensing agreements / proxy access | ライセンス契約／プロキシアクセス | | Contracts between libraries and publishers dictating resource use, often limiting access to affiliated users via campus networks or logins; proxy access authenticates remote users, but the report critiques high costs and calls for fairer terms. |
| Accessibility (in digital contexts) | アクセシビリティ（デジタル環境における） | | Ensuring digital resources are usable by diverse audiences, including those with disabilities, through features like alt text or screen-reader compatibility; the report ties this to broader equitable access for global U.S.-Japan researchers. |

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| Digital humanities | デジタル・ヒューマニティーズ | | The intersection of computational methods and humanities scholarship to analyze cultural data; the report highlights initiatives like Ritsumeikan's Art Research Center for digitizing Japanese resources to support interdisciplinary U.S.-Japan studies. |
| MOOCs (Massive Open Online Courses) | MOOCs（大規模公開オンライン講座） | | Large-scale online courses open to anyone, often free, for broad educational reach; the report recommends them for binational training in digital literacy and technology use in cultural exchanges. |
| COIL (Collaborative Online International Learning) | COIL（協働型オンライン国際学習） | | Virtual international partnerships integrating cross-cultural projects into curricula; the report proposes COIL for U.S.-Japan student collaborations on digital innovation and privacy topics. |
| Ethical, Legal, and Social Issues (ELSI) | 倫理的・法的・社会的課題（ELSI） | | Considerations of how technologies like AI impact society, rights, and equity; the report urges ELSI-focused dialogues in humanities to guide responsible U.S.-Japan AI applications in research. |

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| Japan Studies / American Studies | 日本研究／アメリカ研究 | | Academic fields exploring Japan's or the U.S.'s culture, history, and society interdisciplinarity; the report seeks to sustain these through digitized resources to attract students beyond pop culture and support professional pipelines. |
| Experiential exchange | 体験型交流 | | Immersive, hands-on cultural interactions, such as virtual site visits; the report emphasizes digitizing non-textual materials (e.g., images, AV) to enable these for U.S.-Japan mutual understanding. |
| Digital literacy | デジタルリテラシー | | Competencies in navigating, evaluating, and creating digital content ethically; the report recommends training in this for students and librarians to counter AI misuse in cross-cultural research. |
| Language/translation technology | 言語／翻訳技術 | | AI-driven tools for converting text across languages; the report advises responsible integration as aids, not replacements, for language learning in U.S.-Japan studies to avoid decontextualization. |

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| Cultural sensitivity (in technology design/use) | 文化的配慮（技術設計／利用において） | | Awareness of cultural norms in creating or applying tech; the report stresses this for digital twins and AI to prevent misrepresentation in binational educational tools. |
| Mis- and disinformation | 誤情報と偽情報 | | Unintentional (mis-) or deliberate (dis-) spread of false info; the report warns of its rise from unregulated digital access, urging vetted sources for accurate U.S.-Japan societal knowledge. |
| Fraud (in digital information environments) | 詐欺（デジタル情報環境における） | | Deceptive practices like fake credentials or phishing in online research; tied to the report's cybersecurity risks, it threatens trust in binational data sharing. |
| Decontextualization | 文脈からの切り離し | | Loss of original meaning when materials are digitized or translated without full context; the report cautions against this in AI use for U.S.-Japan archives, advocating metadata safeguards. |
| Harmful consequences of unregulated access | 規制のないアクセスによる有害な結果 | | Unintended effects like privacy breaches or reduced skill training from over-reliance on free digital tools; the report balances open access benefits with mitigations like training. |

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| Human labor cost of digitization | デジタル化に伴う人的労務コスト | | Intensive manual work for scanning, metadata creation, and quality control; the report notes that funding shortages exacerbate this, calling for public-private support to scale efforts. |