

EMBEDDED LIBRARIANSHIP IN SCHOLARLY COMMUNICATION: PERCEIVED ROLES OF ACADEMIC LIBRARIANS IN MALAYSIAN RESEARCH INTENSIVE UNIVERSITIES.

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INTRODUCTION

When scholarly communication is placed at the forefront of Malaysian research universities, the need for a research arm to support and facilitate usage, publishing and dissemination of research output becomes crucial has and this has changed the academic libraries' services landscape. This paper reports the results of a study that aims to understand the practices of embedded librarianship in Malaysian research universities. The paper explores the embedded librarian's in the pre-publication and post-publication roles of the scholarly communication process



Malaysian Research Universities

Research University is a public university that has been recognized by the Cabinet on October 11, 2006 to become a hub of excellence for education and research. It consists of five (5) public universities in Malaysia namely:

- a) Universiti Malaya (UM)
- b) Universiti Sains Malaysia (USM)
- c) Universiti Kebangsaan Malaysia (UKM)
- d) Universiti Putra Malaysia (UPM)
- e) Universiti Teknologi Malaysia (UTM)



Embedded Librarianship

Embedded librarianship is a distinctive innovation that moves the librarians out of libraries and creates a new model of library and information work. It emphasizes the importance of forming a strong working relationship between librarian and a group or team of people who need the librarians' information expertise. (David Schumaker).

ACRL defines Embedded librarianship as the part of the overall strategy to provide equivalent library access, resources and services for learner (The Association of College and Research Libraries – ACRL)



Scholarly Communication

Scholarly communication as the process of sharing and publishing research works and outcomes. (Borgman and Furner 2002)

Scholarly communication also as a process through which scholars and researchers communicate research findings to the others. (Graybill, Offord, and Pioron, 2011)

Scholarly communication process as participation in an academic community, sharing of ideas, obtaining feedbacks from peers, receiving intellectual recognition and publishing process.

Scholarly communication also can be defined as the process whereby the result to the scholarship and the scholarly communication process was supported by the library and the librarians, publishers, scholars, learned societies, the legal framework and universities (C. Bailey, 2010)

Embedded Librarianship in Scholarly Communication

- Librarians should become a member of the customer community rather than a service provider standing apart (Schumaker & Nixon, 2012).
- They are embedding themselves with research groups, faculty members, and courses. They are building new relationships and delivering new, valuable services. Yet, as they do so, they raise new challenges for user services management.
- Six types of services to be provided by the embedded librarians which four of it are sophisticated, value added services, in-depth research, competitive intelligence, training that conducted offside (away from library facilities) and shared instructional responsibilities with subject faculty. In Most of the studies shows that the management support is important in supporting the librarians in their embedded roles (Schumaker, 2012)
- Mercer (2011) identifies the librarians tasks to support their researchers and scholars in publishing process which are:
 - a) Provide access to information via printed and non-printed sources and make the information available through cataloguing and information seeking.
 - b) Competency in copyright and law agreements during the pre and the publication process
 - c) Consult the researchers on where and how to publish.
 - d) Dissemination and storage of the scholarly works on institutional repositories.

OBJECTIVE AND METHOD

- Objective: to explore the embedded librarians' practices in supporting scholarly communication in Malaysian Research Intensive Universities.
- This study employed a qualitative research method and was designed as a case study of the librarians' involvements in scholarly communications.
- The population chosen for this study was focused on practicing academic librarians in research intensive universities in Malaysia
- Twelve sample were chosen to participate in the current study using the purposive sampling method with consideration for their involvements in scholarly communications. While two librarians whom meets the characteristics were selected for preliminary study.
- A semi structured interviews were conducted to gather the data and it takes almost two months for the data collections. All respondents were asked to respond anonymous to the study.

Demographic Profile of Research Participants

Participants (Gender)	Position (Case Library)	Working Experience in Library (Years)	RSD	Participation in Conferences	Indexed Publications
Emma (F)	Chief Librarian (A)	32	No	Yes	17 (15 in scopus and 7 in ISI)
Jane (F)	Senior Deputy Chief Librarian (A)	More than 30 years	No	Yes	5 (in Scopus included one article in press)
Bob (M)	Senior Deputy Chief Librarian (A)	22	No	Yes	No
Airene (F)	Deputy Chief Librarian (A)	12	Yes	Yes	5 (4 in Scopus and 1 in ISI)
Kane (M)	Senior Librarian (B)	9	No	Yes	No
June (F)	Librarian (B)	8	No	Yes	No
Rose (F)	Librarian (B)	8	Yes	Yes	No
Adam (F)	Librarian (B)	6	Yes	Yes	No
Ray (C)	Senior Librarian (C)	15	Yes	Yes	1 (Scopus)
Sally (F)	Deputy Chief Librarian (D)	23	Yes	Yes	No
Azry	Senior Librarian (E)	13	No	Yes	1 (Scopus)
Sam	Deputy Chief Librarian (E)	13	Yes	Yes	No



FINDINGS

Embedded Librarians' Roles In Scholarly Communication

► Pre-publication Roles

Pre-publications roles are the embedded librarians' roles before the publications being published. It consists embedded roles in information providers, information service providers, bibliography roles, liaison roles and research counsellor.

► Post-Publication Roles

Librarians play an important roles in the post-publications process after the publications of journal articles is accepted and published by the publisher. This findings is similar to Narin and Hamilton 1996 who's found the publications count used to measure the research productivity and also used for rank the universities, the faculties and the author's productivity (Hart, 2000)

Pre-publication roles

	Roles	Statements
1	Information Provider make available printed and electronic information sources required for scholarly communication.	We acquire and make available print and electronic information sources required for research; We impart information literacy skills; We keep track of the academics' publications via the citation databases; We organize authorship workshops; We meet-up academics and journal publishers. (Emma, Interview , April 10, 2015)
2	Information Service Provider User education programme Research support programmes Pattern verification process	"We librarians can share our experiences with users during the KKM classes [information skill class]. We teaching not only theory but based also on our experiences." (Rose, interview, February 27, 2015)
3	Bibliographic roles	"We provide Information Packaging Services, so when lecturers obtained FRGS or LRGS from the ministry, and so on for group research they will ask for background reports or support data from the library." (Sam, interview, March 20, 2015)
4	Liaison roles	"We are involved in the discussion, mini seminars, collaquioms of PhD and Masters Students." (Adam, interview, February 27, 2015)

Pre-publication roles

	Roles	Statements
5	Research Counsellors	When it comes to research consultation, we as a path finder must willing to solve their problems, if the researchers feel down or unconfident, we have to guide them. We give them counselling to them on information resources.” (Adam, interview, February 27, 2015)
6	Facilities Providers	“Well the library is quite complete in the sense that services and facilities and resources are there but whether we really going forward and help them is a big question. We are presenting everything to them and we are expecting them to come and get it. So behind the scene we have done what we could. Want resources, want services, want facilities everything is there and we wait for them to come.” (Jane, interview, March 3 rd , 2015)
7	Module designers	“Now we are developing a module for thesis writing using MS Words.” (June, interview, February 27, 2015)
8	Policy Makers	“We draft the IR [Institutional Repository] policy. We discussed it in a workshop, we ask inputs from the deans and approval from the top management. So that the policy is belong to the university, not us.” (Sam, interview, March 20, 2015)

Post-publication roles

	Roles	Statements
1	Provision of scientific product and research impact to policy maker	"I manage career advancements and authentication for example, if the lecturers and other academic staff seek career advancement they have to provide details on their past publications which I have to authenticate. At UTM, each publications would be recorded in the yearly reports and I have to check. This is a lot of work. Last year we had 6,676 publication data which we had to authenticate." (Ray, interview, March 29, 2015)
2	Report writings	"Information and reports have to be prepared by us according to the MYRA glossary. Regarding publications, quartile reports, the impact factor, citation analysis, H-Index, My Mohais reports, RU data reports, SETARA, CAPS and KAI data reports for the university." (Ray, interview, March 29, 2015)
3	Promotions	"So only after a publication is deposited in the IR [Institutional Repository] it will be graded, awarded a grant and so on. Only after this will it get visibility." (Sam, interview, March 20, 2015)



CONCLUSIONS

“Since academic library dealt with researchers, dealt with academics how we can help them is the only when we understand what the whole process of scholarly communication is all about. So every librarian must, if not write at least read and present paper, go for conferences so that they understand what the researchers interest and when the researchers know that you have publish the paper how they look at the librarian will be at the higher level than to say the librarian don’t know what you talking about. To gain the attention is good that librarian go into the school.” (Jane, interview, March 3rd, 2015)

- Be prepared for the embedded roles (competencies)
- Update knowledge and skills from time to time
- Ethics in professions
- Management support



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