

Research on Collaborative Subject Service Mode in Academic Libraries

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Abstract. Facing the current information environment and the new situation of knowledge innovation, as an important information center, how to help users make better use of information to the greatest extent has become an urgent task for academic libraries. The increasing demand of users for knowledge and skills in specific fields is beyond the capacity of one library. At present, the contradiction between supply and demand of subject services is constantly highlighted. To further promote subject services, it is necessary to explore and innovate on the basis of existing subject service models and introduce collaborative mechanisms. Collaborative subject services break the barriers of "one room, one library" or "one school" in the past, and increases the breadth and depth of subject service through collaborative teamwork. It has become an inevitable choice for libraries to adapt to the information environment and meet users' information needs to construct and implement the collaborative subject service model.

Introduction

Subject service is a kind of deep, specialization, the initiative information service, with the deepening of the library subject service content, the expansion of the scope of services, the center of gravity of subject service has gradually from the initial communication to deeper service project, the traditional pattern of individual subject service has increasingly can't satisfy the user's information needs. Collaborative subject service in order to improve the quality and level of subject service, according to the user's specific problems and academic environment, subject librarian and the other librarians, faculty teachers outside members of the collaboration way through interactive cooperation or integration directly into the process, to solve the problem for the user to subject information collection, the organization of knowledge the basis of the analysis and reorganization, by comprehensive, multi-channel, multi-level and multiple forms of cooperation. This kind of collaboration can realize the sharing of subject librarians, the co-construction and sharing of subject information resources and subject service platforms.

The Necessity of Carrying out the Collaborative Subject Service

Original subject librarian work mode is generally "one to one" or "one-to-many", a subject librarian in charge of one or several disciplines information service, however, due to the change of information environment and user information demand increases, the traditional mode of the subject librarian "solo" way of working is hard to meet the information demand. Some university libraries realize the importance of interlibrary cooperation and resources sharing, only through strengthen intercollegiate and inter-agency collaboration, in order to strengthen the advantage of the integration of resources and services, the technical advantage, resource advantage, and personnel advantage better to allocate, won't cause waste of manpower and material resources, can provide more quality services to subject resources users. In order to further promote the subject service, it is necessary to realize the transformation from individual to collaborative work on the basis of the existing subject service model. Collaborative subject service is generated in such an information demand environment. Therefore, it is necessary to establish a team of subject librarians composed of various types of personnel and carry out collaborative cooperation.

In 2002, Cunningham and Lanning^[1] *on the frontier trail guides: faculty-librarian collaboration on information literacy* pointed out librarians and faculty members can become mentors through their personal experience, collaboration, and sharing of personal knowledge. They also argue that the best way to teach information literacy is to have librarians mentor teachers and then let them teach their students.

In 2010, American library science expert Malenfant^[2] published the *Leading change in the system of scholarly communication* pointed out "A case study of engaging liaison for outreach to faculty", an investigation on the way of service and thought change of an important subject conducted by the librarians of university of Minnesota library found that collaboration and systematic thinking were the core of such changes, and pointed out that collaboration was A core competitiveness.

Smauel Bandara^[3], a librarian at a university library in Jamaica, argues that "in developing countries it is necessary for libraries and teaching departments to work together on a project. No teaching or research project can be completed without library information and materials. It's like a library that spends a lot of human and material resources to build up its collections in certain areas, but has no corresponding projects to use these resources... Of course, this does not mean hiring subject librarians who are familiar with collections in specific areas, but it is important to make these structural changes so that they are truly engaged in university teaching and research, which is not possible under the traditional library mode.

Types of Collaborative Subject Service Mode

The essence of collaborative subject service is to build a working team for collaborative work. Team members are responsible for discipline liaison, knowledge organization, intelligence research, personalized service and other tasks, and provide systematic and in-depth disciplinary services on the basis of collaborative work. The proposal of this model is based on the idea of subject librarian team proposed by Martin ^[4] in 1996, which holds that in the future, subject librarian team will be replaced by librarian team in the general sense. This kind of team has a new organizational structure, and based on functional collaboration, can provide users with various types of systematic information services.

In general, collaborative subject service model can be divided into two types: internal collaboration and external collaboration, among which internal collaboration mainly includes internal collaboration among team members of subject librarians and collaboration between subject librarians and other librarians. The external collaboration type mainly includes the collaboration between subject librarians and user representatives (including teacher representatives and student representatives), between subject librarians and resource providers, between subject librarians and other institutions, and between different libraries.

Collaboration within the Subject Librarian Team.

The subject librarian team generally refers to the knowledge-based and professional service team which is established with subject librarian as the main body and aims to serve subject users. This kind of subject team is generally composed of a group of librarians who have both library and information knowledge and professional background of different disciplines. When faced with a complex subject service tasks, especially just rely on the power of a particular subject librarians have been unable to solve the problem, the library will be according to the needs of the service, establish a team consisting of various types of personnel to work, team members on the basis of collaborative work, bear subject liaison, resources organization, intelligence research, personalized services, such as different duties, to provide systematic and deep subject services to users.

Collaboration between Subject Librarians and User Representatives.

The ultimate service object of subject librarian is the user, who plays an important role in the whole course of subject service. Subject librarians should cooperate more with user representatives, and improve the level of subject services by integrating and utilizing various resources owned by user groups and their own professional advantages. For university libraries, users mainly refer to teachers and students. However, the user groups of teachers and students are also very large, and

subject librarians cannot know the needs of every user. Therefore, they can only select some user representatives and interact with them.

Collaborative Style between Subject Librarians and Teacher Consultants.

Subject librarian – teacher consultants collaborative refers to choose the high quality librarians with related discipline backgrounds from the library, and at the same time, choose teacher consultants from the departments, schools or scientific research situation who are interesting in the library science, providing subject librarians with the development trend of related disciplines and information requirements of the department, and assisting and cooperating with subject librarians.

Collaborative Style between Subject Librarians and Student Representatives.

Among the users of university libraries, student users not only occupy a large proportion, but also are a special user group, because they are both learners and researchers. Therefore, the subject information needs of student groups are worth paying close attention to. The main responsibility of the student consultant is to timely feedback the information needs of students in the department and the opinions and Suggestions on the library; to assist the subject librarians of the library to carry out various subject services such as lectures, information reference consultation and information needs survey in their respective departments.

Collaboration between Subject Librarians and Functional Experts.

Functional experts integrate modern information technology and library work. Facing the information demand increasingly diverse, subject librarian is difficult to all areas of a person and are proficient in professional knowledge, need to establish a collaborative relationship with other experts, after this collaborative relationship established, the center of gravity of the subject librarian's work is to recommend to the user at the right time for the function of the experts, which in turn by the experts to provide some professional knowledge and services. In this way, the work of subject librarians in the fields of digitalization, academic publishing and research data management is complemented by these experts. [5]

Collaboration between Subject Librarians and Other Institutions.

The cooperation between subject librarians and other institutions is mainly reflected in some highly practical subjects, such as medicine, art, education, etc. Subject librarians in some medical libraries collaborate with a hospital; the subject librarians of art college libraries cooperate with some art practice centers, and the subject librarians of pedagogy cooperate with some schools. The United States, for example, a medical college library of subject librarian, her school teaching hospital to cooperate with them, is the research of evidence-based practice (EBP) to provide support and promote the collaboration between the nurse in the hospital with other hospital nurses, other subject librarian of university library can also contact her through to strengthen collaboration between the hospital nurses.

Case Study

Interlibrary cooperation mode is a new model of human resource sharing, it base on today's digital network environment, according to the actual situation of library and university library subject service demand, through cooperation with other libraries, to realize the co-construction and sharing of resources and promote the process of library service level. In fact, some university libraries have been carried out the joint cataloging and document delivery, and collaborative digital reference consulting work, to some extent, has been serving the disciplines and interlibrary cooperation laid a certain foundation, but, in order to further expand the depth and breadth of subject service, and human resources as an important part of the university library resources, should also realize the co-construction and sharing of libraries.

CUL Collaboration between Cornell University Library and Columbia University Library.

Cornell University Library and Columbia University Library in the United States have a lot of successful experience in interlibrary cooperation and have cooperated for many times. As the abbreviation of the two museums is the same, both are CUL, therefore, the cooperation project between the two museums is also referred to as 2CUL. In 2009, the library of Cornell University and the library of Columbia University, supported by the Andrew Mellon foundation, conducted

innovation cooperation. The key areas of cooperation covered the construction of literature resources, technical services and infrastructure. In addition to sharing resources, skills, opportunities and brand advantages, the cooperation also includes sharing of personnel.

Since 2010, the Cornell university library and the Columbia University library have shared a subject librarian responsible for Eastern European studies and Slavic languages. The subject librarian provides support and services to the resource construction and subject research of the two libraries, and the subject librarian's salary is shared by the two libraries. This is a shared staff mode that not only saves libraries money, but also reduces repeat orders and opens up the possibility of buying deeper, more widely shared collections. In addition, since 2011, Cornell university library and Columbia University library have established cooperation on South Asian disciplines. The South Asian subject librarians of the two libraries are respectively responsible for collection resource construction according to the regional division of labor, providing in-depth subject services for teachers and students of both universities. The library of Cornell University USES the librarians of the East Asia library of Columbia University to purchase relevant literature materials of Southeast Asia for it. As a complement, the library of East Asia of Columbia University USES the Korean catalogers of Cornell University to do the Korean cataloging for it. ^[6] In a similar way, the Cornell university library and the Columbia University library have also conducted in-depth cooperation in disciplinary services in areas such as Latin American studies and East Asian studies. In addition, the two libraries also jointly established an action group on electronic books, with the participation of subject librarians from both sides, to develop strategies to promote the collection and management of electronic books on the basis of investigating the current situation of the electronic book market.

The collaboration of 2CUL not only saves human resources and material resources, but also can save more funds for expanding collection resources and further expanding the depth and breadth of discipline services.

Collaboration between Sino-US Academic Libraries.

In 2012, an information service librarian from Eastern University of the United States collaborated with a librarian from China, they set up a LibGuides page about Chinese history and culture on the website of the Eastern University Library, the two librarians offer subject service to the students and teachers who interested in Chinese history and culture by email and other social media tools to help students and teachers of the Eastern University.

The two cases of interlibrary collaboration mentioned above can well solve the problems of insufficient human resources, insufficient disciplinary resources and insufficient funds. Library should be starting from the actual situation of the library, in full consideration funding, resources, talents, technology and virtual environment conditions on the basis of many sided, communicate and cooperate to share the idea of interactive, notice across different departments, departments, cross-regional, across the coordination and cooperation between the countries, through mutual cooperation, mutual support, stability, discipline services continuously.

Collaborative Subject Service Strategy

As a pattern of co-ordinate subject service, it is based on a collaborative mechanism on teamwork, in order to successfully implement the cooperative mode, must to achieve effective coordination between team members, otherwise may also appear the situation of synergy effect is not ideal and even can be evaded.

The Two Sides Share Common Goals or Interests.

To accomplish something or a project successfully, you must have a clear goal. Especially for team work, without goals, there is no direction for efforts, and the cohesion of team members cannot be gathered. When setting goals, it is better for each member of the discipline team to actively participate in the formulation of common goals and, through brainstorming, jointly formulate goals that are in line with the common interests of the members and in line with the reality.

Establish an Effective Assessment System.

Subject librarian is the subject of subject service implementation, so subject librarian naturally becomes the subject of evaluation and assessment. Professor Ke Ping^[7] once proposed that "the evaluation system for subject librarians should be aimed at both the team and each member. Carry out the evaluation in stages according to the goals and specific work plans made by the team members. When formulating the evaluation system, five measures are adopted, namely, internal team members' mutual evaluation, user satisfaction degree, team self-evaluation, team leader evaluation and library leader evaluation". In particular, it is necessary to establish the corresponding work incentive mechanism, fully mobilize the enthusiasm of subject librarians, and further promote the team to carry out subject services in a more detailed and in-depth way in practice.

Improve the Quality of Subject Librarians.

No matter how the service mode of the subject changes, subject librarian is always the provider and implementer of the subject service. It can be said that subject librarian is in the leading position in the whole subject service system and is the basic element of constructing a good subject service. No matter under what circumstances, people will always be first, the quality of subject service is mainly depends on the person rather than equipment or other, therefore, should pay attention to training and improve the professional ability of subject librarians, information literacy and the active service consciousness, only by constantly improve the level of subject librarians, advanced technology concept and vast amounts of resources to get a better application and promotion. It is possible to achieve more professional disciplinary services.

Focus on Communication.

Collaborative disciplinary service is a team effort, not a solo effort. Keep good communication between team members. In particular, inter-library cooperation between different countries or regions will inevitably lead to regional, cultural and linguistic differences among the collaborators. There are also differences in language, traditional customs and other cultures between different countries and regions. In the course of the cooperation project, we should try to overcome the difficulties caused by such space distance and cultural differences, and actively promote the cooperation between each other under the concept of "seeking common ground while reserving differences". Therefore, more attention should be paid to the communication and exchange between each other. On the basis of respecting each other's original culture, we should further negotiate on how to better promote the progress of cooperation projects with the idea of seeking common ground while reserving differences.

Make Good Use of High and New Technologies.

In today's Web2.0 environment, it is difficult for libraries to provide services without the support of computers and modern network communication technologies, especially for some remote cooperation projects across the distance of time and space, not only some software, platform or database needs in the process of providing disciplinary services, but also the communication and exchange between cooperative members must rely on the support of modern technical equipment and communication software for smooth implementation.

Sustainable Development.

Collaborative learning service mode is an innovative work mode, which may encounter new situations and problems at any time in the process of cooperation. In addition, most of the cooperation project is some temporary or intrusive, especially the interlibrary cooperation this service mode, between partners that distance in time or space, as a collaboration of the project is completed, the good collaboration is likely also ended, in subject service, collaboration, therefore, should pay attention to the sustainable development of the partnership.

Conclusion

The cooperation between libraries and the sharing of information resources have always been the common goal of the library community. Interlibrary cooperation is conducive to the wider realize the complementary advantages and resources sharing, is conducive to a single library subject service team the increase of the overall service level through the synergy between different library

cooperation, and seek a win-win situation, is not only adapt to the environment in today's world, as well as the future trend of the development of library. With the development of communication technology and other modern high-tech and service idea of library itself matures, collaborative subject service is certain to be a great development in the future. At present, some interdisciplinary service alliances have appeared in the field of foreign libraries, and several university libraries in Hong Kong have also carried out various kinds of cooperation similar to interlibrary alliances. However, at present, there is no real discipline service alliance in China, and the realization of this model may be one of the main directions for the future efforts of China's library field in subject service.

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