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Tsinghua University Library Subject Services: 20-Year Retrospect and Future Prospects Post- print

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Full Text

Preamble

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Subject Librarian Service in Tsinghua University Library: Twenty Years' Review and Future Prospects

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Abstract

[Purpose/Significance] This paper systematically summarizes the establishment of the subject librarian system and the development of subject services at Tsinghua University Library, providing a reference for academic libraries implementing subject services. **[Method/Process]** Through literature and web research, this paper reviews the origins of Tsinghua University Library's subject librarian system, 梳理 the expansion of subject service content over the past 20 years and the optimization of its management model, and discusses bottlenecks encountered in development and future prospects. **[Result/Conclusion]** Twenty years of practice have proven that subject service is a powerful measure for the service transformation of university libraries. The continuous expansion of subject service content will inevitably bring requirements for service standardization. In the future, building a sustainable high-quality subject librarian team, evaluating subject service performance, and investigating user needs will become key points and difficulties in breaking through bottlenecks and improving service effectiveness.

Keywords: subject service; subject librarian; Tsinghua University Library; university library; academic library

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In 1998, Tsinghua University Library pioneered the establishment of a subject librarian system in China, assigning dedicated personnel to liaise with corresponding academic departments [1]. Since then, the “subject librarian” position and “subject service” have entered the 视野 of China's library community. Over the past two decades, university libraries nationwide have established their own subject librarian systems according to local conditions and developed distinctive subject services. Meanwhile, “subject librarian” and “subject service” have become sustained research hotspots in both the library profession and academia.

The establishment of the subject librarian system represents both an expansion of library service content and an innovation in library position design and librarian role definition, marking one of the symbols of modernized academic library services. From 1998 to the present, Tsinghua University Library has steadily advanced in subject service practice and research. After 20 years of deep cultivation, it has developed characteristics of standardized service content, systematized management, and improved service effectiveness. Summarizing the past serves the future better. On the occasion of the 20th anniversary of China's subject librarian system, this paper reviews the origins of Tsinghua University Library's subject librarian system, 梳理 the expansion of subject service content and optimization of management models over the past 20 years, and discusses bottlenecks in development and future prospects.

2 The Origin and Development of Tsinghua University's Subject Librarian System

2.1 A Measure to Implement the “Reader First” Principle During Library Transformation

In 1993, Tsinghua University proposed the goal of building a world-class university within a limited timeframe, along with the overall approach of developing a comprehensive, research-oriented, and open world-class university [2]. Building a world-class university and conducting world-class research required the library to provide sufficient and accessible literature resources. Moreover, the library's service targets expanded from primarily serving student populations to addressing the research needs of faculty members.

In 1995, the China Education and Research Network (CERNET), hosted by Tsinghua University, was officially launched, becoming an important information infrastructure for China's education and research sectors. In 1996, Tsinghua University Library introduced the integrated library management system from U.S.-based Innovative Interfaces, Inc., achieving automation in acquisition, cataloging, bibliographic retrieval, and circulation. The establishment of internet-based information infrastructure became the prerequisite for changes in reader information-seeking behavior. At that time, internationally, numerous high-quality secondary literature databases and full-text journal databases had emerged, and the morphology of academic information resources began to change. Simultaneously, the library community was undergoing transformation, with academic libraries entering an accelerated development period transitioning from traditional to digital libraries. In summary, the introduction of digital academic information resources and adjustments in the university's educational approach provided the basis for libraries to expand their user base.

In 1998, Professor Liu Guilin, then director of Tsinghua University Library, visited Cornell University Library and discovered that Cornell's librarians had direct contact with departmental professors: “Basically, professors decided which journals to add or cancel. Sometimes professors could even call administrators in the evening asking them to find certain materials” [3]. This left a profound impression: only such libraries could be inseparable from the development of a world-class university and have vitality, serving as a model for “research libraries” and high-level “deepened services.” Additionally, Tsinghua University Library investigated universities in Hong Kong and Taiwan, finding that Subject Librarian positions were common.

By analyzing changes in the external library environment and learning from effective experiences of academic libraries at home and abroad, Tsinghua University Library officially announced the establishment of a subject librarian system in 1998, creating a bridge between academic departments and the library to provide targeted assistance to faculty in library utilization and alleviate their concerns. This became a new attempt to implement the “reader first” service principle and deepen services under new circumstances.

2.2 The 20-Year Development Journey of Subject Services

Tsinghua University's subject librarian system has traversed 20 years, exploring and improving step by step. The process of gradually expanding and deepening subject services has also been one of continuous adjustment and standardization.

In 1998, Tsinghua University Library assigned 14 librarians with professional academic backgrounds from the Information Reference Department as "subject librarians," establishing contact with 12 departments through designated "library-professor liaisons" (professors appointed by departments to coordinate with subject librarians). This initially opened doors in some departments, focusing on user training, resource promotion, organization of web-based subject resources, and collecting user suggestions, primarily targeting faculty and graduate students [1].

In 1999, the library established dedicated subject librarian positions in its job appointment system, assigning clear responsibilities. In spring 2002, subject librarians previously scattered across various service teams formed a dedicated Subject Librarian Group, with nine subject librarians working in a centralized office. This provided full guarantees in human resources, materials, and time while assigning more tasks and responsibilities [4]. In 2005, the group was renamed the Subject Service Group, strengthening subject service responsibilities. Subject librarians were responsible for liaising with nearly 50 departments across 12 schools, devoting more energy to expanding in-depth subject services [5].

In 2006, subject librarian positions expanded from the main library's Information Reference Department to some specialized branch libraries. Where conditions permitted, branch library directors assumed the role of "specialized library subject service coordinators." For example, the Li Wenda Medical Library began conducting academic activities closely related to discipline construction, providing in-depth information integration services, and offering characteristic services to professional readers through website platforms based on the specific characteristics of their professional service targets [6]. Simultaneously, taking the opportunity of reappointing library-professor liaisons, adjustments were made to rename "library-professor liaisons" as "faculty advisors," clarifying their responsibilities in four areas: resource construction, suggestions and feedback, subject service guidance, and expert consultation for novelty searches. Additionally, "student advisors" were appointed among undergraduate and graduate students [5]. In 2007, subject librarians proactively contacted university functional departments responsible for discipline construction and talent recruitment, 挖掘 decision-level information needs and began advancing subject intelligence analysis services.

In 2009, subject librarians began undertaking foreign language book selection. From 2011-2012, led by Tsinghua University Library, the CALIS Phase III "University Library Subject Service Project" was launched, effectively promoting the development of subject services in numerous university libraries nationwide and introducing and applying foreign subject service resources and analysis tools

such as LibGuides, organizing a series of related training activities and expanding subject services oriented toward research projects.

In 2012, significant adjustments were made to the organizational management model of subject librarians. Based on the original subject librarians, novelty search librarians were integrated into the subject service team, establishing subject service teams. The main library's subject librarian team expanded from 12 to 25 members, with more diversified responsibilities. In 2013, various subject service teams made breakthroughs by focusing on building subject information navigation and developing subject lectures, with substantial progress in embedded teaching and subject analysis services.

In 2016, Tsinghua University Library completed a new round of job appointments. Subject librarian positions were distributed between the main library's Information Reference Department and specialized libraries such as the Humanities and Social Sciences Library, Art Library, and Finance Library, totaling 19 subject librarians. After this adjustment, subject services, novelty searches, and intelligence analysis work in the main library established separate administrative groups. Subject services returned to a model where individual subject librarians conduct work primarily while maintaining close cooperation with novelty search and intelligence analysis librarians—an adjustment made according to actual human resource conditions at the time.

Additionally, to coordinate library-wide subject services and strengthen planning and management, the library established a library-level Subject Service Leadership Group, which organizes work reports and exchanges each semester to share information and work ideas.

3 Expansion of Subject Service Content at Tsinghua University Library

Reviewing the evolution of Tsinghua University Library's subject services from 1998 to 2018 reveals that in terms of organizational models and librarian teams, the library has experimented with different models according to human resource conditions at different times—from individual subject librarians to subject service teams and back to individual subject librarians. Currently, the library has adopted a model where one subject librarian serves one or multiple departments (institutes) and other teaching and research units. Subject service content has consistently focused on user liaison, reference consultation, user training, and subject resource construction, while providing personalized services according to user needs. However, due to changes in users' information environment, growth of library information resources, and adjustments in Tsinghua University's discipline construction and talent recruitment and evaluation policies, subject service content has also expanded. Previous works by Jiang Airong, Shao Min, and Guo Yiqun have already 梳理 subject service content from 1998-2008. This paper focuses primarily on developments after 2009, 梳理 the expansion of subject service content in the past decade, mainly manifested in emphasizing subject resource

construction and promotion, actively promoting embedded services, and the formation of intelligence analysis services as a new business growth point.

3.1 Emphasizing Subject Resource Construction and Promotion

Similar to the origins of the subject librarian system in the United States, which was primarily responsible for subject collection development, Tsinghua University Library's subject librarians have clear responsibilities for subject resource construction. Initially, because of close contact with departments and familiarity with subject resource distribution, subject librarians frequently provided suggestions for collection adjustment and subject resource construction [5]. To ensure limited foreign language book funds were used effectively, in 2009 the library explicitly included foreign language book selection in subject librarians' job responsibilities, allocating book purchase funds according to subject needs. Subject librarians send monthly foreign language book lists to departments to solicit recommendations, giving faculty and students full voice in subject resource construction. Beyond selecting from available order lists, subject librarians also hold book exhibitions in departments, conduct web and literature research to understand teaching reference books and classic works in relevant disciplines at foreign universities, and proactively order foreign language books that various disciplines might need to ensure subject information guarantee. Additionally, to make reader-driven book recommendation processes more automated and systematic, subject librarians proposed development requirements for a book recommendation system and participated in functional design and selection. Currently, "Shui Mu Book Recommendation" has become a convenient new channel for Tsinghua faculty and students to recommend books (both print and electronic) [7].

In recent years, the proportion of Tsinghua University's literature resource construction budget allocated to electronic resources has continued to increase, rising from 60% in 2014 [8] to 76.2% in 2017 [9]. With the reduction in print resource subscriptions and adjustments in library position division, subject librarians' responsibilities in subject resource construction have shifted to electronic resources. The library holds electronic resource subscription coordination meetings each semester, before which subject librarians must collect departmental faculty and student opinions and leverage their understanding of subject literature needs to propose suggestions for renewal and new subscriptions.

Revealing and promoting subject resources is another routine and important task. Initially, subject librarians established subject web pages integrated into the library website's "Subject Services" column. Beginning in 2011, they utilized the internationally popular content management platform LibGuides to build subject service web pages for subject resource and service revelation. Currently, Tsinghua University Library has established 18 LibGuides subject resource navigation pages [10].

In resource promotion, subject librarians generally offer integrated resource uti-

lization lectures by subject, conduct publicity for new resources, and introduce important resource usage methods. In 2018, subject librarians began publishing a “Mining” column on the “Tsinghua University Library” WeChat official account, 挖掘 content value in resources and writing in-depth introduction articles. Ten articles have been published so far, receiving positive reader feedback.

Simultaneously, subject librarians conduct analysis and research on subject resource guarantee and utilization status. Based on annual resource usage statistics and per-article cost increase/decrease data provided by the Resource Development Department, they analyze reasons and devise methods to improve resource utilization rates.

3.2 Actively Promoting Embedded Subject Services

Traditional libraries are characterized primarily by physical space and location-based services. Embedded services break the concept of library physical space—library buildings are no longer the main 阵地 and venues for librarians’ knowledge services [11]. Subject librarians widely embed library resources and services into departmental curriculum teaching, research processes, and decision-making processes.

In 2006, the National Science Library of the Chinese Academy of Sciences (now the National Science Library) proposed the subject service concept of “integrating into the front line and embedding into the process,” implementing a new subject service model and mechanism that marked the domestic transition from first-generation to second-generation subject librarians with “embedding” as the hallmark [12]. Tsinghua University Library’s embedded teaching services began flourishing at multiple points starting in 2009. Subject librarians actively communicated with departmental faculty, attempting to embed literature retrieval and tool-method courses or lectures into professional courses offered by departments, with embedded content lasting 2, 4, or 9 class hours. For example, information science subject librarians have been repeatedly invited to teach 2 class hours on literature resources and retrieval methods in the School of Software’s “Information Retrieval Technology” course; Marxism subject librarians have been invited to co-teach the “Literature Retrieval and Utilization” (Marxism) course. From 2015 to the present, embedded courses have developed on a large scale, manifested in two aspects: the number of embedded courses increased to more than a dozen, and subject librarians embedded information literacy education content into multiple undergraduate general education courses such as “The Way of Scholarship,” “The Origin of University Spirit,” and “National Culture and National Destiny.” On the other hand, the coverage of cooperative units expanded beyond departmental scope, with the Student Development Guidance Center, Shenzhen Graduate School, multiple affiliated hospitals, and the Basic Industrial Training Center approaching the library to jointly develop relevant courses and launch personalized customized lectures and courses. After multiple rounds of embedded cooperation, these have become routine annual cooperative projects.

In recent years, subject librarians have also made substantial progress in embedding themselves as subject information experts into research processes. For example, the architecture subject librarian embedded into the “Jing” research group in the School of Architecture to provide literature support and research assistance; the physical education subject librarian was invited to participate in sports policy research project groups; and the mechanical engineering subject librarian assisted a professor in the Department of Thermal Engineering in establishing a gas turbine national major project database.

In visits to university functional departments, subject librarians learned that these departments needed substantial data support during decision-making processes and hoped the library would provide decision-support data analyzed by professional librarians that included intellectual labor. Combining newly subscribed analysis tools such as ESI and InCites, subject librarians gradually began providing services embedded in decision-making processes, offering required decision-making data.

3.3 Intelligence Analysis Services Taking Shape as a New Business Growth Point

Tsinghua University Library’s bibliometric and intelligence analysis services originated from SCI Consultation Center’s paper statistics work. On June 25, 1998, the Tsinghua University Administrative Meeting reviewed and approved the “Ten Opinions of Tsinghua University on Increasing the Quantity and Quality of SCI-Indexed Papers.” Under this guidance, the university established the SCI Consultation Center at the library. The SCI Consultation Center regularly sent SCI-indexed paper statistics of benchmarked universities to the Science and Technology Office (now the Research Office), which further identified our university’s papers and forwarded them to departments so that faculty and graduate students could know at any time whether their papers were SCI-indexed.

Bibliometric and intelligence analysis work gradually began after 2007, completing some bibliometric analysis reports. After 2013, intelligence analysis services achieved breakthrough development. Drawing on experiences from peer libraries, Tsinghua University Library began planning this service systematically, moving from initially exploratory research and sporadic report writing to planned, demand-driven service provision. Focusing on central work such as university personnel system reform, 13th Five-Year discipline planning, the fourth round of Ministry of Education discipline evaluation, and talent recruitment, the library organized teams to complete a series of high-quality in-depth discipline analysis reports, providing important decision-making references for the university’s “Double First-Class” construction and receiving affirmation from departments and functional offices. Through cooperation, the library established long-term contacts with the Research Office, Personnel Office, Graduate School, Discipline Office, and International Office, providing personalized intelligence analysis services and data support, embedding library services into functional departments’ decision-making processes. In September 2014, the library offi-

cially launched three new services: bibliometric analysis service [13], patent information service [14], and literature survey service [15], formally announcing service content on its website.

In 2016, subject librarians received suggestions from departmental faculty hoping the library could regularly provide ESI highly cited papers and hot papers data. After careful planning, the library formally launched ESI highly cited papers and hot papers notification and retrieval services.

In 2016, the library conducted a new round of position setting. To further expand and deepen subject services, the Information Reference Department established dedicated intelligence analysis positions. In 2017, bibliometric and intelligence analysis work proceeded smoothly, completing 96 data collection and statistical analysis reports throughout the year, playing an increasingly significant role in university discipline planning, talent cultivation, research management, and international cooperation.

Additionally, Tsinghua University Library has been involved in patent information analysis services since 2012, continuously expanding over the years to complete a series of personalized in-depth patent analysis reports such as the “OLED Patent Analysis Report” and “Patent Analysis Report of Tsinghua University’s Department of Automotive Engineering.” With the cultivation of patent information service talents and construction of analysis tools, in 2015 Tsinghua University Library, together with Peking University, Tongji University, and Shanghai Jiao Tong University, jointly established the University Patent Information Service Work Promotion Group, working together to establish the University Intellectual Property Information Service Center Alliance. In 2018, Tsinghua University Intellectual Property Information Service Center was formally established, affiliated with the library. It is anticipated that intellectual property information services for departments will become a new business growth point in the coming period.

4 Standardization of Subject Services at Tsinghua University Library

After 20 years of development, Tsinghua University Library’s subject services have achieved basic coverage, comprehensive development, and prominent highlights. However, problems have also emerged, such as low awareness and recognition of subject services, uneven service efforts across disciplines, insufficient and aging subject librarian staff, and lack of effectiveness evaluation and assessment mechanisms. In 2017, to improve subject service quality, clarify requirements, and standardize service content, Tsinghua University Library launched the development of a subject service assessment indicator system, taking the opportunity of the university’s staff reform and position re-description to categorize and standardize subject service work content.

The subject service assessment indicator system divides subject service content into four major categories: departmental liaison, subject resource construction

and revelation, information literacy education, and teaching and research support, with specific work indicators subdivided under each category. Additional categories include “Understanding Departments” (preparatory work for effective subject services) and “Other” (content not fitting the above categories). The following sections introduce the indicator system. It should be noted that the subject service assessment indicator system is currently in a trial operation phase and will be continuously summarized and improved in practice.

4.1 Departmental Liaison

Includes three main indicators: information bulletin distribution, face-to-face communication with departmental faculty and students, and consultation responses.

Information Bulletin Distribution: Subject librarians should distribute library resources and services related to departments at least once per month.

Face-to-Face Communication: Subject librarians should proactively and frequently communicate face-to-face with faculty and students to understand teaching, research, and learning needs regarding library services and provide timely responses, promoting resources and services. Subject librarians should conduct purposeful departmental visits at least once per month and write “Departmental Visit Record Forms.”

Consultation Responses: As liaisons between the library and departments, subject librarians should respond promptly to reader inquiries. This includes inquiries from departmental faculty and students as well as database consultations under their responsibility.

4.2 Subject Resource Construction and Revelation

Includes three main indicators: building and maintaining subject resource navigation, subject literature resource selection and promotion, and subject literature resource evaluation.

Building and Maintaining Subject Resource Navigation: To display the library’s subscribed and open-access subject resource information, subject librarians should create at least one subject resource navigation page per discipline. Each discipline should build subject information navigation including various subject resource information and utilization guides, displayed through LibGuides, subject web pages, or portal navigation. Related pages should be regularly maintained and promoted to increase usage. Special databases co-built with departments are included in this indicator.

Subject Literature Resource Selection and Promotion: Subject librarians participate in subject literature resource selection (including print and digital resources) and can provide reference opinions on adding or canceling resources. Specific work includes: monitoring utilization of important subscribed subject

resources and new resource developments, mastering subject resource development trends; actively soliciting departmental needs and proposing subscription suggestions; recommending the “Shui Mu Book Recommendation” platform to readers; cooperating with departments to hold book exhibitions; promoting cooperative subscriptions between departments and the library; proactively promoting resources to departments through multiple channels; conducting annual database access statistics analysis; and cooperating with database vendors to hold lectures.

Subject Literature Resource Evaluation: Including subject literature resource guarantee evaluation; conducting overall assessments of whether collection subject literature resources meet discipline development needs and providing short-age analysis.

4.3 Information Literacy Education

Includes two main indicators: subject-specific training lectures and customized training lectures (including embedded courses).

Subject-Specific Training Lectures: Emphasizes training lectures proactively designed by subject librarians for specific disciplines or topics, including subject literature or special lectures incorporated into the library’s “Information · Resources · Research” training series, and proactively organizing small salons and other interactive exchange-style training lectures. Each subject librarian should conduct at least one special training lecture per discipline per semester.

Customized Training Lectures (including embedded courses): Refers to providing personalized customized lectures for departmental faculty and student needs, or embedded courses for departmental teaching needs. Each subject librarian should conduct at least two customized training lectures or embedded courses per semester.

4.4 Teaching and Research Support

Includes three main indicators: teaching support, providing SDI services for research projects, and support for research management.

Teaching Support: Subject librarians actively understand departmental teaching needs and provide support from the library perspective, including supporting teaching reference books through teaching reference service platforms and providing teaching condition support.

SDI Services for Research: Cooperating with departmental research projects to conduct in-depth Selective Dissemination of Information services, providing literature information, sci-tech novelty search reports, literature survey reports, or patent analysis reports.

Support for Research Management: Subject librarians respond to and participate in departmental needs for subject intelligence analysis work, including

academic output statistical analysis, hotspot mining analysis, discipline/talent evaluation reports, as well as ESI highly cited papers and hot papers analysis and distribution, and promotion and construction of Tsinghua University scholar databases.

5 Discussion and Outlook

After 20 years of development, the subject librarian system has not only advanced steadily at Tsinghua University Library, but China's academic library community has also reached consensus: subject service is one of the core services reflecting academic library competitiveness. Tsinghua University Library's subject services have entered a relatively stable development phase after continuous expansion during the startup period. However, how to break through bottlenecks and inertia patterns to win greater development space for the future remains an important research topic before us. The author believes three aspects should be emphasized.

First, high-quality subject services require high-quality subject librarian teams. As the main body of subject services, subject librarians are the executors of subject services. Their competencies and capabilities determine service quality. A qualified subject librarian needs not only service spirit but also service capability and, more importantly, the ability to continuously learn and update skills. While launching the subject service assessment indicator system, Tsinghua University Library also launched a subject librarian competency development plan, hoping to help subject librarians continuously improve oral and written communication skills, interpersonal cooperation skills, and reference consultation skills adapted to user environments. On the other hand, the number, age structure, and disciplinary backgrounds of subject librarians should adapt to the actual conditions of the academic institution's discipline construction, while considering the training period before subject librarians formally take up positions, cultivating them as early as possible.

Second, standardizing subject service content promotes performance evaluation. Compared with traditional library services, subject services have distinct characteristics: personalized service, proactive service, embedded service, and marketing-style service. Under these characteristics, is standardizing service content counterproductive? The author believes that what subject service content standardizes are only required actions, while leaving space for subject librarians to develop optional services. Standardizing subject service content helps alleviate the contradiction between limited subject librarian positions and continuously growing user needs, facilitates position management of subject services, and benefits subject librarians' personal career development. Standardized subject service content helps develop subject service menus. For many years, subject librarians struggled with how to concisely and completely explain subject service projects to departmental faculty and students. Standardized subject service content greatly eliminates this communication 障碍 and promotes effective service information transmission. Standardized subject service content also facilitates

evaluation of service effectiveness.

Finally, user needs investigation should be strengthened in subject services. Services disconnected from user needs cannot gain user recognition and are merely subject librarians' self-entertainment, wasting human and material resources. Only when services align with needs will subject service effectiveness truly manifest. Deeply understanding user needs will become persistent work content for subject librarians. Subject services targeting faculty should thoroughly understand the full lifecycle of teaching and research, with future improvements needed in service depth and embedding degree. Subject services targeting students require more in-depth information literacy education and various interactive activities. Subject services targeting functional departments should match the university's key development directions.

Over 20 years, China's library subject librarian system has developed from scratch, and subject services have grown from sparks to become basic services. Through the joint efforts of several generations of subject librarians, Tsinghua University Library's subject services have remained true to their original aspiration, continuously explored, and gradually formed scale advantages and standardization effects. By grasping user needs, leveraging subject librarian strengths, providing professional and personalized services for different user groups, and offering deep support for teaching, research, and discipline construction, we have confidence in continuing to deepen this work.

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Author Contributions

Wang Yuan: Proposed research ideas and framework, wrote and revised the paper, and finalized the manuscript;
Fan Aihong: Wrote and revised the paper;
Han Lifeng: Wrote and revised the paper;
Zhao Chenggang: Revised the paper;
Ren Yi: Revised the paper.

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Abstract: [Purpose/significance] This paper systematically summarizes the establishment of subject librarian system and the development of subject services in Tsinghua University Library, providing reference for academic libraries' subject services. [Method/process] Through literature and network research, this paper reviews the origin of establishing subject librarian system in Tsinghua University Library, combs the continuous expansion of subject service content and the continuous optimization of subject service management mode in the past 20 years, and discusses and prospects the bottlenecks encountered in the development of subject services. [Result/conclusion] The practice of 20 years

has proved that subject service is a powerful measure for the service transformation of university libraries. The continuous expansion of subject service content will inevitably bring about the standardization requirements of service content. In the future, sustainable high-quality subject librarians, performance evaluation of subject services, and investigation of user needs will become the key and difficult points to break through the bottleneck of subject services and improve service effectiveness.

Keywords: subject service; subject librarian; Tsinghua University Library; university library; academic library

Note: Figure translations are in progress. See original paper for figures.

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