The Role of the Academic Libraries in Promoting Awareness among Faculty Members: The Case of the Main Library at Sultan Qaboos University, Oman

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Abstract. The current study aims to examine the reality of the role that the main library plays in promoting information awareness among faculty members of the College of Arts and Social Sciences (CASS). To achieve this goal, the study looked at the communication between the librarian at the Main Library and the faculty members of CASS. The study also looks at the way Main Library promotes awareness among the faculty members at CASS. In addition, the study attempts to identify difficulties that the Main Library faces in promoting awareness among CASS faculty members.

1. Introduction

In general, libraries play a vital role in users' lives as   they provide free access to education and training, information and culture (Lison, 2016). Actually libraries, as well as librarians can provide access to education through making knowledge available to users; users can get training about the information literacy (IL). Users from different ages need (IL) to identify when information is needed and they have the ability to find, access, evaluate, and use effectively the information needed for a particular issue or problem at hand (Marvel, 2015). This ability is the key to learning, economic success and better quality of life. In addition, the training will include the use of databases available at the library as well as the search strategies. The users, whatever their discipline is, will need technical skills to help them to search the information as Ahmad (2009) said, "in an age of

specialization, technical skill is perhaps the most familiar one, required of the greatest number of people".

Academic libraries play a massive role in users' development (students', faculty members', staffs') as they provide the users with the latest information with the help of state of art technology depending on their needs. The information and the technology skills that the users obtain from libraries will, as Oyeronke (2012) said, speed up the level of their progression as well as educational development. The development that the user makes will be in different aspects: social, educational, health, etc. Whatever educational qualifications users might have, they will need to refresh and upgrade their information, knowledge and technological skills. The role for new information in users' life, as Yusuf (2007) asserted, "bridges the gap between knowledge and ignorance".

For faculty members, the existence of a library is very important as it helps them to carry out their research. In fact, apart from the faculty members and researchers the community benefit from it too. Since academic libraries, are part of an educational process, they have a mission and Thachill (2008) explained this mission as which is to support students, staff and academic faculty in their research and education by procuring and making the best print and electronic resources available.

Similarly, for faculty members to produces papers, academic libraries have to play a massive role in promoting their awareness There is a need for communication and collaboration between the academic library and the colleges. Montiel-Overall & Grimes (2013) believe a considerable amount of time and experience is needed to prepare teachers and librarians to collaborate on instruction. Students and faculty members will need the academic libraries to enhance their awareness about new issues and trends in their fields of study and also how to deal with these issues. According to Kuh & Gonyea (2015), librarians should augment their collaborative efforts to promote the value of (IL) and help create opportunities for students and faculty members to evaluate the quality of the information they obtain. If academic libraries help and guide faculty members and provide them with the (IL) skills, faculty members will master content and extend their investigation, become more self-directed, and assume greater control over their own learning. In turn, they will impart their knowledge and skills to their students. With IL faculty members will know the right place of information for their research and they will also know how to access it. In addition to IL, faculty members and students will need computer and information literacy (CIL) which Rohatgi, et al. (2016) describe as students' and faculty members achievement with technology in different contexts. In fact, with IL and CIL, faculty members and students will master information skills and ICT skills.

2. Study Background

The Main Library at Sultan Qaboos University (SQU) in Oman is an example of an academic library that plays a role in creating awareness and development of the SQU community that consists of faculty members (Omanis and non-Omanis), staff and students. The Main Library's mission is to "raise information awareness among library users through the preparation of information services and marketing programs" (see http://www.squ.edu.om/libraries/Main-Library/Library-Mission). Historically, the Main Library was established in 1986 and since then it has a great impact on the society and it "aspires to provide excellence and leadership in the field, to provide an intellectual influence on the community, and to move forward towards the high ranks of advanced academic libraries through the provision of distinct information resources and services". (See http://www.squ.edu.om/libraries/Main-Library/Library-Mission.)

According to the Main Library website, "the Main Library conducts different courses and workshops on information skills for students, employees, SQU faculty, and also for people from outside the university. These workshops include search skills on electronic resources and Google Scholar. Such workshops are effective and rich with information which benefits researchers in general and also those who are interested in scientific research". (See: http://www.squ.edu.om/libraries/Library-Services/Workshop-and-Tours.)   As evidence, we have provided below a list of activities and training provided by the Main Library, for the researchers in 2014.

Table (1) Training Program conducted by SQU Main Library in 2014

No	Workshop title	Category of users	Number of trainee
1	Information awareness	BA students College of Arts and Social Science	1107
2	The use of Arabic databases	Faculty members at College of Arts and Social Science and PG students	20
3	Google collaborative tools	PG, BA, researchers and staff	62
4	Endnote Web	PG, BA, researchers and staff	59
5	The Skill of use the search of electronic resources	PG, BA, researchers and staff	63

Table 1 reveals that in terms of themes the workshops conducted by the Main Library, there were a variety of topics in the field of information science were covered, and in terms of users, it served different types of categories of SQU.

In addition to the Main Library, there are other different libraries in SQU as shown in, table 2 below.

Table (2) Academic Libraries at SQU

No	Name of the library	Total staff	Databases	
1	Main Library	85	121	
2	Medical Library	15	37	
3	College of Economics & Political Science (CEPS)	18	12	
4	Omani Studies Center Library (OSC) *	5	121	OSC, CASS, CE and ML depend on the Main library and connected directly to their databases
5	College of Arts and Social Science library (CASS*)	2	121	
6	College of Education Library *(CE)	1	121	
7	Mosque Library* (ML)	2	121	

Table 2 shows that SQU has seven libraries in addition to the Main Library. These are the Medical Library, Library of College of Economics & Political Science (CEPS), Omani Studies Center Library (OSC), College of Arts and Social Science library (CASS), College of Education Library (CE), and the Mosque Library (ML). The table also gives an idea that the Main library is the biggest academic library among the libraries at SQU. It is big in terms of staff (librarians) and databases, where it has 85 staff and 121 databases if we compare CEPS and Medical Library in terms of databases, Medical library has 37 databases as compared to 12 in CEPS. Furthermore, Table 2 shows that CASS, CE and ML libraries are smaller libraries in terms of staff and are connected directly to the databases in the Main library.

The fact that the main library has a huge databases - about 121, as Table 2 suggests, that SQU community needs awareness and training to use these databases.

3. The Problem of the Study
Although the Main Library was established in 1986, and it is supposed to play a crucial role for SQU community, especially for the colleges. In spite of the fact

that it is an academic library and the academic libraries support the academia there is not even a single study conducted about the role of the Main Library and its impact on the community. There are no studies which explore its role in terms of creating information awareness or the development especially of the faculty members or other aspects such as collaboration between the librarians at the Main Library and the faculty members. It is very important to establish collaboration between libraries and faculty members as Brasley (2008) believes information literacy is best integrated into student learning through meaningful collaboration between faculty members and librarians and through strategic, curricular, and program efforts that align it with an institution's mission and outcomes. Besides that, although the Main Library has conducted thousands of workshop and training courses the library could provide the researchers with statistics for 2014 only. In other words, neither do have accurate figures about the number of the workshops by the Main Library nor any study that shows the benefits that the colleges have gained from such workshops. Furthermore, we have no study that could identify the difficulties that the Main Library faces in training the faculty members. Training the faculty members of is an important issue because they need to renew, update and upgrade their knowledge, search strategies and technological skills as they teach students, produce research papers as well as they are the models for students in their knowledge and skills. College of Arts and Social Science (CASS) in Oman is one of the colleges at SQU, as other colleges it has an international and multicultural faculty members- i.e. both Omanis and non-Omanis and therefore the impact of the role that the Main Library plays can be significant and resonates on the development and information awareness of the faculty members at CASS. Because of this, in the past, CASS has conducted some workshops in collaboration with the Main library.

4. Research Questions and Aims of the Study

In light of the above discussion, the study aims to answer the following questions:
1. What is the role that the Main Library plays in promoting information awareness among CASS faculty members?
   From this main question a sub question emerges which is:
   1.1. Is there any communication between the librarian at the Main Library and the CASS faculty members?
2. How does the Main Library promote awareness among the CASS faculty members?
3. What is the frequency of this role?
4. What are the difficulties that the Main Library faces in promoting awareness among CASS faculty members?

5. Literature Review

There are many studies which agree that academic libraries have a an obligation to enhance teaching and research missions of their parent institutions through provision of library services (Hinson & Amidu (2006), Namugera (2014), Ahmad, (2009), Fraillon et al. (2013). In 1995 Roberts showed that lack of knowledge among library users of the services their university libraries provide

is a growing concern in academic librarianship. This is caused due to poor communication and inadequate interaction between users and the library, coupled with the library's failure to apply marketing strategies to promote its services. This is in agreement with Wijayasundara (2008) study who explored how faculty- library collaboration makes students information literate and finally makes them life-long learners. The purpose of this study was to describe the conceptual model for faculty- library collaboration based on the extensive literature review and some strategies used by librarians at University of Colombo to collaborate with the academics. Data was collected through questionnaire from 6 librarians of the main library and 6 lecturers of the Faculty of Management selected through sampling. Both groups were from the University of Colombo. The study found that librarians need to collaborate with the faculty and be encouraged to embark on programs which add information skills knowledge and methods to teach content in universities. The learning community of the universities will be able to identify, select, locate, organize and evaluate the required information from the mass. Librarians should always initiate programs to improve the faculty–library collaboration with the objective of fostering life-long learning in universities. Collaboration will lead to better use of information and to support the students to become independent and life-long learners.

A qualitative study by Montiel-Overall & Grimes (2013) about collaboration between teachers and librarians in science instruction. indicated that that there is an apparent lack of experience with inquiry-based science, particularly in schools with a culture of direct instruction. The study highlights teachers' lack of awareness of librarians' role as instructional partners. Greater communication between the professions is urged if TLC is to be successfully implemented as a way to bolster student achievement and stay updated in important fields, such as science, where instruction appears to be lagging behind.

Junisbai, Lowe & Tagge (2016) conducted a study about the information literacy and how to teach students the skills for searching for information. This project sought to assess the impact of programmatic changes and librarian course integration on students' information literacy (IL) skills. Using an IL rubric to score student papers (n = 337) over three consecutive first-year student cohorts, the study shows that when faculty collaborate with librarians to foster IL competencies, there is a statistically significant improvement in students' demonstrated research skills. The study also reveals a collaboration "sweet spot": the greatest gains accrue when librarians provide moderate input into syllabus and assignment design, followed by one or two strategically placed hands-on library sessions. Successful collaboration thus need not entail completely overhauling content courses so as to make library instruction the centerpiece. Quite the opposite, librarians can help reduce the potential burden on faculty by supporting discipline- and course-specific research goals, as well as by sharing resources and best practices in IL pedagogy.

Perini (2016) explores the role-relationship between tenure-track faculty members and academic librarians at St. Jerome. According to the study, there exists a huge literature about the actual role of academic librarians and how their function in the higher education community compares to that of the tenure-track faculty, as both engage in similar activities such as research, instruction, and service. This study discusses the specific roles of the academic librarians at St. Jerome with respect to these three categories of activities. The study found, while the direct comparison will vary by individual sample, the contention in this case is that the academic librarians' role at St. Jerome does not compare equally with the tenure-track faculty due to the differences in the quality of research, instruction, and service obligations. For example, service for librarians could involve everything from helping a student at a reference desk to buying books for the collection to attending conferences.

Lorenzetti & Powelson (2015) conducted a study about the monitoring of the academic libraries. According to the study the most important finding of the study is that the mentoring needs of academic librarians mirror those of other academic faculty. Mentoring programs are introduced into academic libraries to facilitate the socialization of new librarians into the profession, assist them in obtaining tenure and promotion, and promote the development of teaching and research skills. The study conducted a scoping review of the literature on academic library mentoring programs. The following sources were searched to identify relevant studies: ERIC, Education Research Complete (Ebsco) LISA, Library & Information Sciences Source (Ebsco), Scopus, the TRIP database, Web of Science and the grey literature. Some of the results were: among 802 unique abstracts, 42 studies reporting on 40 unique programs were selected for inclusion in this review. Of these, 28 programs were specifically designed to facilitate the development of junior or untenured librarians. Common program elements included participant input into mentor/mentee selection; written guidelines, mentor training, and senior administration support. Notably, only 18 authors (42.8%) reported on program evaluation methods and outcomes. The conclusions that can be drawn from this are: despite the prevalence of the literature that exists on this topic, mentorship programs in academic libraries have been insufficiently explored. Rigorous and ongoing evaluation is required to determine the importance of mentoring programs to the career development of academic librarians, and identify design elements critical to their success.

Bendriss, Saliba & Birch (2015) conducted a study about the partnership between faculty members and librarians at the institution in the Gulf State of Qatar. According to the study, upon faculty request information literacy instruction was fully integrated into English for Academic Purposes course for non-native English speaking students pursuing a medical degree at a U.S. institution in the Gulf State of Qatar. Adopting the flipped classroom modality, librarians designed modules to meet the students' information literacy needs while adapting the content to the course syllabus. Content was uploaded to the learning management system, Canvas. Readings, online tutorials, quizzes and

assignments were created to achieve the outcomes of each session. Completion of information literacy modules is factored in the overall grades of students in the English for Academic Purposes course. The study found before establishing a focused partnership between the English as a Second Language (ESL) faculty and the librarians at the institution, IL instruction was irregular and sporadic.

Walster, Charbonneau, & Kumasi (2016) conducted a study about the role that an academic librarian can play to help the students to be successful. The study used an exploratory approach and it applied analytic induction to examine the content of seven prominent library research journals in terms of the characteristics evidenced in reports of research. The study aimed to find answer for the following questions: How does one differentiate a research report from other types of scholarly writing? What are the issues that impact success in effectively searching for and finding a report of research? Where do students encounter stumbling blocks in successfully reading and understanding a research report? The study found that academic librarians could help students become proficient at finding research reports by looking for inconsistencies in the print journal's TOC and the publisher's website version of the same issue. Also prior to helping students conduct a search for a research report, academic librarians could become familiar with research methods commonly used in the student's field of study and can help themselves and others craft appropriate search strategies to locate research reports in the scholarly literature by completing full text searches for unique phrases or markers such as "independent variable" if one is looking for an experimental study or "trustworthiness" if trying to find a qualitative study.

In a study about importance of students' support in conducting research and the role of librarian, Badke (2012) conducted a study and concluded that the teaching of research processes has not been given priority in academic institutions. Reasons for this include a misunderstanding among both students and professors of the learning task demanded; a lack of support from academic administrators, etc. The fact that the major literature on research processes instruction resides in the library literature rather than in the higher education literature there is a false notion that students learn research processes on their own and that the new technologies make students more able to accomplish good research. The other factors are: faculty culture that puts more stress on content than process; a lack of regard in academia for the contribution that academic librarians can make; and a lack of clear direction from agencies that set educational standards. In essence, the teaching of research processes is not a priority because a very few people recognize that there is a problem to address.

From the literature review above, we can conclude that there exists an agreement on the need of collaboration between faculty members and academic librarians. This in turn will affect students' outcomes, their learning and their IL. Also, the studies showed that, librarians can help reduce the potential burden on faculty by supporting discipline- and course-specific research goals, as well as

by sharing resources and best practices in IL pedagogy. However, to start collaboration academic librarians have to create awareness about IL, CIL and other related aspects.

6. Methodology

Because this study aims to explore the role of that the Main Library plays in promoting awareness among faculty members at CASS, the most suitable paradigm is the interpretive research paradigm. Therefore, this is a qualitative study which is descriptive in nature. According to Andrade (2010), an interpretive research paradigm provides deep insights into "the complex world of lived experience from the point of view of those who live it" (Schwandt, 1994, p. 118).

6.1. Methods of the study

To capture the lived experience from the point of view of those who lived it to and to achieve the study aims, two methods were applied:

a) **Unstructured interviews**: The researchers held formal interviews with the Head of Information Marketing Department (HOIMD) at the Main Library to assess his experiences and perceptions about the role that the Main Library plays in promoting awareness among CASS faculty members. Face-to-face interviews were conducted as the researchers met staff member four times. They also had permission to contact him by telephone and to text him via WhatsApp, any time, in case some of the answers were not clear and need more Elaboration or clarification.

b) **Content Analysis (CA):** The second method applied in this study was content analysis. Using this tool, the researchers analysed the training booklet that CASS has published. It contains all the workshops that the college conducted for faculty members since 2012.

6.2. Limitations of the Study

6.2.1. Subject limitation: The subject of this research is limited only to the subject of role of the academic libraries in promoting awareness among faculty members.

6.2.2. Place limitation: The research is limited in terms of the area or place-**The** case of the Main Library at SQU, Oman.

6.2.3. Time limitation: Academic year 2016-2017.

7. Findings of the Study

7.1. The reality of the role of that the Main Library plays in promoting information awareness among CASS faculty members.

With regard to this question the head of the marketing department at the Main Library reported that the Main Library believes in the importance of training and information awareness of the faculty members, and they reflect their belief in marketing for training programmes every semester before they start any training program for any of the colleges at SQU. Table 3 below shows

communication between the Main Library and all the colleges before 2012 and CASS is one of these colleges. The information presented in table 3 was collected from the interview with the Head of Marketing Department.

Table 3 the communication between the Main Library and various colleges before 2012

Item	
Communication between Main Library and colleges before 2012 **Yes**	Yes
No	-
How	Before the start of the training program, the Marketing Department has to market these program which are mainly workshops at the colleges (public training program)
Ways of marketing	Main Library website, send e mails through public relations, Facebook and twitter
Frequency of marketing	Every semester
Target of the programme	Students , staff and faculty members
How	There is an individual programme for each of the targets. However in some training programmes, the target can be both students and faculty members
Acceptance to training	The acceptance for training is low among colleges
Importance of faculty members	They participate in resources selection and evaluation of these resources
Why they need awareness	They need up to date information to produce their research papers and they are the knowledge producer for the students

It appears from Table 3 that the Main Library believes in the importance of promoting the information awareness for the faculty members. And to achieve this, they start communication with the colleges by marketing their services

every semester. The researchers think the Main Library starts the communication first because they practice their role and reflect their belief about training the community, and because they have resources and services the community does not know about. This is in agreement with (Dennis, 2012; Hanna, Cooper, & Crumrin, 2011; MacKenzie, 2014). They believe academic libraries implement diversity programming and outreach activities to promote and market their services, resources, and facilities, reaching out to their diverse user population through their outreach efforts. So to reach to their users they use different channels such as Main Library website, send e mails through public relation, Facebook and twitter. The researchers thus believe that the Main Library would like to reach to the faculty members and students wherever they are. To do this they use multiple channels since they know users have different attitudes towards technology. The Main Library depends on the social media such Facebook because they believe, as Patil & Pradhan (2014) think, new technologies such as YouTube, blogs; wikis attract the young users and provide an opportunity to libraries to innovate their services.

Table 3 also shows that the Main Library targets students, staff and faculty members. , The researchers believe that being the main library, it has a role to serve the SQU community because each unit from the community has different needs and the main library has to try to respond and gratify these needs. .This is in accordance with Miller (2016) who thinks; fundamentally libraries serve as a mechanism for making knowledge available in communities and organization. This finding, however, is not in agreement with Xia (2009) who found in his study that Face book groups targeted only students and he thinks groups should target not only students but also faculty members and staff in support of their research and teaching. Actually, the Main Library at SQU targeted the whole community: staff, students, and faculty members. Although there are some specialized libraries at SQU as mentioned in Table 2 however, the Main Library has to play it is role in supporting the community and provide knowledge, resources and services for them. In addition some colleges at SQU do not have specialized library so they find their needs in the Main Library, and the Main Library at SQU is considers as the central library at SQU. This is similar to what Costello (2017) says, academic libraries serve diverse populations and groups of users with very different needs as well as serve academic users in library outreach to academic departments.

Table 3 also indicates that although Main Library targets different groups of users, it arranges training workshops for each group separately from the other group. We think this is because as Chatterjee (2017) believes users are categorized to provide effective and efficient services.

If the Main Library has to succeed in it is role in serving the community, it is necessary to identify the precise needs of the users and also the way they seek information.

With regards to the acceptance of the training program, although the number of faculty members was low, the Main Library did not give up and continued to market their training programmes every semester. The researchers believe it is

good to offer training constantly, as this can help in creating a culture of training. Gavrishina & Zaharov (2015) found that the continuity of training is one of the reasons that help graduates to learn mathematics and gain new skills. In fact, a fixed time of training programme will help faculty members to plan for their training. The importance of faculty members training and renewing skills is explored by Al-Hattami, Muammar & Elmahdi (2013). They found students lack basic skills for college-level work which is the result of lack effective teaching skills of faculty members. So attending training programs will help faculty members to renew their skills.

On the other hand, the interview with the head of the Marketing Department with respect to willingness of CASS to the training programme, that the Main Library offers, , showed that although the Main Library markets its programmes the acceptance for training was low among CASS faculty members. The researches, however, believe that there are several reasons for this low of acceptance for training. One of them is the training programmes do not meet the needs of the faculty members, or may be the faculty members are not interested in training programme. Detlor & Lewis (2015) found that one of the factors that encouraged faculty members to attend training program by academic library about research was that the faculty members had a strong background and interest in library research. The reason not to attend such programmes could also be because may be the time was not convenient as reported by Khan, Ramasesh & Venkatesha (2016). They found (91.7%) of their sample reported that one barrier to attend faculty members training about the use of assistive technology for accessing grey literature by the visually challenged members of the academic libraries was the timing.

With respect to faculty members who have interest in the Main Library, Table 3 revealed that faculty members contribute in selecting and evaluating the resources. So the Main Library has to give them attention. In addition, the researchers believe that Main Library pays a lot of money on their resources so if these resources are not used by the SQU community, the library will fail in its mission and they do not want to look as Munro & Philps (2013) said, spending public money is no easy task. According to this, the faculty members play a crucial role in the efforts of the Main Library in choosing and selecting the right resources for educational needs. And this is what Munro & Philps (2013) think that the selection of materials of the library has to be shared responsibility between librarian and faculty members. Moreover, librarian should not make assumptions about users' needs, and that material requested by users should be selected, ensuring its relevance for the research and teaching need for institution. The Main Library has several databases that are results of a lot of effort and money. This is done because faculty members need to update their skills so they have to use the databases available at the Main Library and their use will affect students' outcome.

The faculty members at SQU, like other faculty members globally, need awareness to refresh their information and skills. This is because they need up to date information to produces research papers to renew their information about their subjects, and the place that they can trust and depend on is the library. Libraries are supposed to play a role in the development of the faculty members. According to Itsekor (2011) library and librarian are meant to be agents of changes academically, socially, politically, economically and otherwise. Actually, if the faculty members benefit from the library and the librarians, it will assist and improve students' performance and also the quality of the academic or research paper will improve.

7.2. The reality of the role of that the Main Library plays in promoting information awareness among CASS faculty members since 2012

Table 3 presents the communication between the Main Library and the colleges in general as well as the communication between Main Library and CASS before Fall 2012. The results show that there is a reality for the role that the Main Library plays in promoting information awareness among the faculty members at colleges in general and CASS in particular. However, this was a general role or public training were the Main Library announced its workshops for the all the faculty members at SQU and a very few number of the faculty members from CASS registered for this. Since Fall 2012, CASS opened a channel of collaboration and communication between faculty members at CASS and the Main Library and we can call this as period of collaboration for guided or specific training. This could happen because a new assistant dean for training and community services was hired. The new assistant dean believed in the importance of training of faculty members as they train and teach generation, so she gave all the support for faculty members for training. The researchers are of the opinion that the higher people in administration always play a role in building the human capital or destroying them. Alrahlah (2016) found in his study a positive relationship between the support from supervisor and the impact on productivity of academic research. The study found that there was a lack of proper support from the supervisor or co-worker support.

From 2012, there has been a guided and specific collaboration and communication between both parties - CASS and the Main Library Table 4 illustrates this collaboration.

Table 4 Workshops offered by the Main Library for CASS from 2012 -2015

No	Title of the workshop	Year
1	The use of electronic database	2012
2	The use of Scopus and Web of Science databases	2014
3	Cloud storage	2015
4	The use of Web Endnote programme	2015

Table 4 shows the reality of the role that the Main Library plays in promoting information awareness for the CASS faculty members as there were four workshops offered for the CASS faculty members from 2012 to 2015.

7.3. Communication between the librarian at the Main Library and the CASS faculty members

With regard to the communication between the librarian at the Main Library and the faculty members at CASS, it is clear that between 2012 and 2015, there was communication between both sides. The information about preparation and selection of the workshops that are presented in table 4 comes from the Assistant Dean for Training and Community Services at CASS. The issues of the workshops were in response to the faculty members needs at CASS. The researchers believe that the topics of the workshops have to emerge from the faculty members themselves because they will look for what they exactly need and may be this explains the low number of the faculty members who attended the workshops announced and organised by the Main Library. May be the workshops that were arranged before 2012 were about new trends in the specialisation, nevertheless it did not consider the needs of the faculty members. This is in agreement with Kol, Ilaslan & Turkay (2017) who say in order to increase the participation of nurses in in-service training and to ensure the efficiency of training programs, before all else, training needs should be clearly determined and topics necessitating training should be integrated into the educational plan accordingly. So after the Assistant Dean for Training and Community Service studied the exact needs of the faculty members, she contacted the Main Library and told them about the needs and requested them to arrange the training workshop.

7.4. How does the Main Library promote awareness among the CASS faculty members?

Table 4 shows that the Main Library at SQU promotes awareness among faculty members at CASS through practical workshops. In fact, when the Main Library and CASS planned their training programme kept in mind, the aim of the proposed training programme is to provide the faculty members two main skills: computer skills and the effective use to evaluate information. So to achieve this aim, they have to run the training programme through practical workshops. The practical skills that combine computer skills and information calls (CIL) will help the CASS faculty members to use the information effectively with computer skills. Fraillon et al. (2013) define CIL as an "individual's ability to use computers to investigate, create, and communicate in order to participate effectively at home, at school, in the workplace, and in society" (p.17). In fact, with IL and CIL, faculty members and students can master information skills and ICT skills. According to Inzerilla (2017) collaboration between librarians and teaching faculty is essential for developing effective foundations for information literacy education. Such partnerships make it possible for students to become lifelong learners.

In fact, even the method of delivering the course should be chosen very carefully so as to consider the lack of time for faculty members as they are busy with teaching schedules. It will also help in playing a significant role in training as well as to achieve the training goals for the Main Library and CASS as workshops are good methods to deliver the course. Baruzzi & Calcagno (2015) found that that many librarians teach workshops on a wide-range of research-related topics, from the more traditional literature review and use of specific resources to citation management and software to the newer data management training. Also Fong, Wang, White & Tipton (2016) in their study say that 68% of the samples preferred workshops as a mode of training than online training in the form of videos or tutorials (52%).

The researchers believe workshops are the best method that the CASS and the Main Library has chosen. This is because the definition of the workshop is "an educational meeting where a small group explore some subject, develop a skill or technique; carry out a creative project, etc." Karslı & Özker (2014). This means both parties choose an educational tool to develop their training, and ensure the message of the training reaches the audience. It was found that the number of requests to attend a workshop was less than the number of requests to attend seminar. The workshops that were conducted in CASS were run in a computer lab and the maximum capacity of this lab is 35 computers. As far as the average of the faculty members' participation in the workshops is concerned, it was between 8-12 faculty members. In addition to that, workshops focus in practical training compared to the seminar that is almost a talk to a huge number of attendees. Also the definition of the workshop is that "a small group of people will attend to explore some subject" this means the training will add new value and knowledge to them. If we link this to information in Table 4, the workshop training booklet that CASS issued in 2016 approved four workshops mentioned were on new subjects. Hopefully, the training programmes arranged by CASS and the Main Library contributed to the faculty members' skills development and it helped them to be creative at their search for information and their daily use of the computer. This is what Emandi (2015) has found that the English workshops are different from the classic learning system in terms of: the size of the groups is smaller, the arrangement of the room facilitates communication, and there is no syllabus that requires examinations.

7.5. The frequency of the role that the Main Library plays

In terms of the frequencies of conducting the training course, presented in collaboration between CASS and the Main Library, Table 4 shows that four different workshops were offered between 2012 and 2015. Also Table 4 indicates that in 2013, no workshops were offered by the Main Library. If we look at the workshop training booklet that CASS issued in 2016 shows that the total number of the workshops presented at CASS from Fall 2012 to 2015 was 24 on different topics related to teaching, research, technology, information science etc. Table 4, however, presents information on the workshops offered by the Main Library. With regard to 2013, the workshop training booklet shows a

total number of 5 workshops were offered but t they were not with the Main Library. They were offered in collaboration with different parties outside and inside of SQU. These are Omani Research Council (outside the campus), College of Education at SQU, CASS and the Centre of Educational Technology. Table 4 proves that there is a continuity and consistency in r the time of the training workshops conducted by the Main Library. Reisdorph et al. (2013) found that the intensive hands-on workshop formats and its consistency provide an effective model for presenting essential lecture and laboratory information in a relatively short amount of time for Genomics and proteomics undergraduates. This mean in terms of frequencies it is like CASS and the Main Library will run a single workshop training course in each academic semester and thus maintaining a continuity and consistency for this training and role.

7.6. The difficulties that the Main Library faces in promoting awareness among CASS faculty member

With regard to the difficulties that the Main Library faces in promoting awareness among faculty members at CASS, the HOIMD identified several difficulties that they while promoting their role as shown in Table 5.

Table 5 the difficulties t faced by the Main Library in promoting awareness among CASS faculty members

No.	Difficulties
1	A large number of faculty members register but do not attend
2	Small numbers of faculty members attend
3	Lack or low English language abilities
4	Lack of CIL

Table (5) illustrates that there are four main difficulties that the Main Library confronts in promoting awareness among faculty members at CASS**.** First of all**,** a large number of faculty members from CASS register then on the training day more than half of them will not show up. The researchers think that may be the faculty members who register at the announcement of the training programme have the desire to get trained as they know the importance of training in improving their skills. This is echoed in Pankowski (2003) who found faculty members believe in the importance of training and also have the desire to make use of additional opportunities after they have begun instructing in the online format. The researchers think, may be on the training day the desire that they had before dissapears or something some other circumstances prevent them from attending the training. However, whatever happens, faculty members have to keep in mind signing or conforming to attend training programme is a commitment and they should respect it. In fact, when the Main Library had an

agreement with CASS, some of the terms were: being on time, provide the right trainer, submit the materials, etc.

The second difficulty that the Main Library faced is that a small number of faculty members attend the training workshops. This difficulty is related to the first one. , In fact as Karslı & Özker (2014) define, a workshop is an educational meeting that small group of people attend it. However, the difficulty here is that the small number lesser than the lab capacity and the message that the Main Library would like to deliver to CASS community through training will not reach to the accepted number. Also the faculty members need to understand, that the students will follow the way their instructors do. This means the small numbers of the faculty members attending the workshop will not be enough to introduce the huge databases and services available at the Main Library. Earlier, we mentioned that the attendance from faculty members at each workshop is approximately between 8 to 12 and the lab capacity is 35. So if at least, if the numbers of attendees get increased to 20 the message will reach and get disseminated to a large number of faculty members and students. In a study by Veletsianos & Kimmons (2016) about the effect of the use of the digital world specially twitter in the dissemination of scholarship and education the study found scholarly use of social media can "enhance the impact and reach of scholarship" and "foster the development of more equitable, effective, efficient, and transparent scholarly and educational processes. Similarly, Mewburn & Thomson (2013) found that universities are increasingly encouraging researchers and educators to expand their online presence (Mewburn & Thomson, 2013). In fact, if the faculty members at CASS would like to disseminate their knowledge, skills and their publications to their colleagues and their students they have to learn about database and attend training; this will help them to gain skills and they will reach to the well-known academic research community; publish online and in turn the world will know about them. Specially for the scholars there are some very famous tools available online to identify, cite and citing references. Some of these tools are Scopus, Web of Sciences and Google Scholar and Research Gate. Briggle & Mitcham (2009) explain that networking technologies may help to represent research practice by fostering network creation between researchers, subjects, and the environment. Also Mullen & Hartman (2006) found with regard to Google Scholar that some librarians concede that Google Scholar shows a great deal of scholarly promise as an efficient and open-access "alternative to federated search products" and other scholarly portals.

Third, also the HOIMD mentioned the language of e- resources that the Main Library subscribed to is a barrier that prevents a large number of faculty members from attending the training and as a result not use the e- resources. Table 6 reveals the refined number of the database that the Main Library subscribes to. The table shows that the total number of the e – resources available at the Main Library is 378. Eight of them are Arabic databases. And the fact is that most of the faculty members at CASS are from Arab countries. A

large number of those faculty members do not use English language in daily life, in teaching and as a media for writing academic papers, so it is hard for them to use it as a tool to access and use database. This may cause a problem where some of the faculty members are excellent as researchers but they are weak in English so they will not achieve the international recognition. Barner-Rasmussen & Aarnio (2011) found a foreign language at work can become a reason for employees to avoid taking up new assignments that require higher proficiency in the foreign language and disrupt the career trajectory of an employee within a firm. However, the researchers believe it is not the English language which is the barrier to use the database. In general, there is reluctance towards the use of the e- resources whether it is in English or Arabic. , where there is the (8) Arabic databases however, The Main Library complains that there is an extremely low use of Arabic sources out of the 8 databases.

Table 6 Number of the refined e- resources available at the Main Library

no	*Refine E- Resources*	*numbers*
1	All E- Resources	124
2.	Arabic databases	8
3	Colleges	95
4	Multidisciplinary	22
5	Subjects	27
6	Type	102
Total		378

http://www.squ.edu.om/libraries/E-Resources

Fourthly and finally, the Main Library faces the problem of lack of CIL among CASS faculty members. Actually the important for CIL is to combine two components - computer and information skills and if the students gain these two components they can master their job in the future as it will assist the graduates to find and use the information effectively as well as the computer skills. Saunders (2012) says, , in general, stakeholders within higher education seem to agree with librarians that the ability to find, access, evaluate, and use information in effective and ethical ways is necessary to a students' success within their educational program and afterward in their work and personal lives. To guaranty that the students will gain the CIL skills the faculty members have to be skilled in it and in turn they will transfer their knowledge to their students. In particular, the importance of IL is that, if the students gain it, it might correct the students' attitudes towards the use of electronic databases and directory and search engines. For instances, instead of using search engine such as Google,

students can use Science Direct, Scopus, Web of Knowledge etc. It will also provide the right search strategy use by students in addition to the students' perception about library. Indeed, the Degree Qualifications Profile (2012) describes the use of information resources as one of five broad competency areas that transcend disciplinary boundaries and enhance learning across different fields and programs. Saunders (2012) also agrees with the Degree Qualifications Profile about the importance of IL. she thinks academic librarians, in particular, point to IL as a way for college and university libraries to directly support the educational mission of their institutions, align with institutional goals, and regain some of their historical centrality on campus.

8. Conclusion

This paper's aim was to explore the role of the Main Library, as an academic library at SQU in Oman, in promoting awareness among CASS faculty members. The study shows that the Main Library is the biggest library at SQU in terms of librarians and the numbers of database that it subscribes to. Because of this the SQU academic community expects a lot from it. The study showed that, although the Main Library was established in 1986 there has not been a study yet to explore the role of the Main Library and its impact on the community specially the colleges in terms of creating information awareness or the development among the faculty members. So this study, at CASS has addressed this gap. The study explored in terms of the reality of the role that the Main Library plays in promoting information awareness among faculty members at CASS. It has found that the Main Library plays a clear role in promoting information awareness among CASS faculty members by two ways. The first one is through conducting a training programme for all the faculty members at SQU and this can be called a public training program. Secondly, through the guided or specific training that targets CASS faculty members. With regards to the communication between the librarian at the Main Library and the faculty members at CASS, the study reached to conclusion that there are two ways for communication between the librarian at the Main Library and the faculty members at CASS. , The first one is the public communication; where the Main Library markets its services and training program to all the faculty members at SQU through e mails, library websites and social media. The second way is through the communication via college itself where the college studies the needs of CASS faculty members and communicates this to the Main Library to run the program. With respect to the way or the method that the Main Library uses to promote awareness among the faculty members at CASS, the study illustrated that they depend on the practical workshops. The study also shows that the frequency of the training programme should continue. In addition, the study showed that there are four difficulties that the Main Library faces in promoting awareness among faculty members at CASS. In general, the study shows that when there is a communication and collaboration between faculty members and Main Library the awareness and the training program e succeeds as it will be based on their needs.

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