

TRAINING OF LIBRARIANS AND INFORMATION PROFESSIONALS IN THE FACULTY OF INFORMATION MANAGEMENT, UiTM: PAST, PRESENT AND FUTURE

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Abstract: *The library and information profession has emerged as the axial profession, providing the knowledge and skills on which society may advance and compete using new critical resource. The Faculty of Information Management (FIM), Universiti Teknologi MARA (UiTM), has played a pivotal role in providing relevant competencies for the continuously emerging need of a new breed of information professionals (IPs). FIM has been the pioneer in the education and training of library and IPs in Malaysia, and this propels it to provide maximum avenue and capacity to facilitate it to remain as the leader in the training responsibility in the country. The increase in the number of programs and student population is in response to its vision and objective to achieve excellence in fulfilling the increasing demand for new breeds of library and IPS. This is in line with the advancement of knowledge in the digital era and the need for new competencies. Since its establishment in 1968, the faculty has evolved in its programs in line with the societal, environmental and technological changes. The development of professional library and information curriculum takes into consideration both the theoretical and the practical knowledge, analytical innovations and averts information overload. The curriculum is developed, with the view for the retraining and reskilling of librarians and IPs. At this critical juncture, new competencies are needed for the new breed of IPs, calling for active process of learning, relearning, and unlearning. The ongoing development of advanced technologies in libraries and information agencies has placed a high priority on ICT and knowledge competencies among library staff and IPs, and the faculty will continue to move according to the needs of the market.*

Keywords: *UiTM, Faculty Information Management, library and information professionals, curriculum development, training, continuous education.*

INTRODUCTION

Library and Information Professionals in Malaysia are in a period in which they are competing and constantly being competed for continued responsibility and control of the information functions. Library and information schools (LIS) continue to be pivotal institution in providing the education and training of new breed of IPs in line with the advancement of knowledge in the digital era which inevitably points to the necessity for new competencies and skills incorporated into the curriculum. The curriculum of the Faculty of Information Management (FIM), Universiti Teknologi MARA (UiTM), for instance reflects

the overarching objective of achieving excellence in meeting with the new market needs. Since it was first established in 1968, the school has evolved in its programs in consonance with the societal, environmental and technological changes.

Rationale for the Professional Curriculum Development

The development of professional library and information curriculum takes into consideration both the theoretical and the practical knowledge, analytical innovations and averts information overload. The curriculum must be developed, with the view for the retraining and reskilling of IPs. Any change in the training of IPs must not neglect the conventional functions of the library and information work, as seen in Figure 1 below.

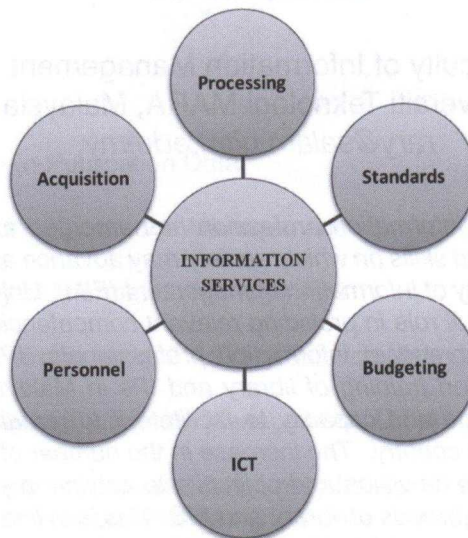


Figure 1 : Conventional setup of a library and information center

As a treasure house of human knowledge, the library must participate in knowledge innovation, and provide important linkages in the knowledge innovation change. It must also be known that information and knowledge are also available in other information agencies and require different types of information professionals. Other agencies, besides libraries are as follows:

- *archives*
- *museums*
- *art galleries*
- *resource centres*
- *registries*
- *community information agencies*
- *records management sections*
- *information technology units*
- *tourist bureau*
- *sections of government departments, such as Social Security, Consumer Affairs, Shopfronts Citizens' Advice Bureau*
- *welfare organizations, such as Lifeline*
- *embassies*

- lobby groups, such as women's electoral lobby, National Farmers' Federation
- non-government organizations (NGOs), such as greenpeace, conservation Foundation, Mercy
- electronic information providers, such as the Internet, bulletin boards.

New information curriculum must therefore, include all kinds of knowledge in organization, storage, dissemination and utilization. Above all, information literacy and skills are regarded as key concept for all types of libraries, especially the academic libraries, in view of the sophistication of the library and information development as compared to the different level of users information skills. Users need to adopt appropriate information behaviour to obtain the multidimensional medium of information, relevant to their information needs, together with the critical awareness of the need to be wise and ethical in the use of information in society (Johnston and Webber, 2003). The contributing factor that leads to the success of the Faculty of Information Management, UiTM as the most prominent information faculty in the country has been the challenges it constantly meets to ensure that a variety of related disciplines are added and developed, as is being done in the developed nations. It would be interesting to see how the faculty has developed from a mere single program library science into a number of programs in information areas.

PAST

The education and training of librarians in Malaysia began to be felt soon after the formation of the Malayan Library Group (MLG) in 1955. One of the initiatives taken by this group was to develop and encourage professional education and training for librarianship. (Fuziah, Indahsah and Mohd Sharif, 1993). It was only in 1968 that the library science program was offered by Institute Technology MARA (ITM). During that time, the university was still under its previous name, *Maktab MARA*, which later became Institute Technology MARA (ITM), and eventually transformed into University Technology MARA (UiTM). Initially, the program was introduced in the *Department of Library Science*, attached to the *School of Administration and Law*. During the old phase of education and learning in ITM, all academic programs offered were based on external examinations, mostly from professional examination bodies in the United Kingdom and a few from Australia. This includes the Department of Library Science which conducted the *Associateship of the Library Association, London (ALA)* examination. Two categories of students were recruited, those with Higher School Certificate (HSC) (since 1968), and those with graduate degrees from other universities (first batch was in 1971). Both categories of students sat for the same examination. This resulted in the creation of two categories of library professionals, one at the undergraduate level, and the other, at the post graduate level. This program ended in 1972, when the local Diploma in Library Science, a three-year program replaced the ALA examination, while the local one-year post-graduate Diploma in Library Science was introduced. In 1975, the three-year Diploma was given recognition by the Public Service Department of Malaysia as equivalent to a university General (Pass) Degree. The first phase of the faculty development has therefore shown that only one area, i.e. Library Science was offered. However, some momentous developments have given impetus for the future improvements in the programs. Some of the success stories that are recorded by the faculty are as follows:

- 1974** Organized the first national seminar on '*Library Buildings*', 22-23 August. Well-attended by professional architects and librarians from Malaysia and Singapore

- 1979** Organised the first international seminar '*Information for Productivity and Development*' jointly with the Regional Institute of Higher Education and Development, Singapore
- 1981** The Public Service Department of Malaysia recognized the Postgraduate Diploma in Library Science as a professional qualification in Librarianship.
- 1986** First national manpower survey of libraries, information services and archives in Malaysia, jointly conducted by the School and UNESCO.
- 1987** Launched '*SISPUKOM – Sistem Perpustakaan Berkomputer*' - the first Made-in-Malaysia library automation software produced by the School in collaboration with a private company.
- 1990** First IRPA project entitled, '*Reading Habits and Reading Interests among Students in Higher Learning Institutions in Malaysia*' a nation-wide study among university students.
- 1991** Converted the three-year Diploma into a four-year Advanced Diploma in Library Science so as to upgrade the qualification to be on par with a university honours degree.
- 1992** Introduced '*Archives and Records Management*' into the syllabus of the academic programme, making it the first programme of this nature in Southeast Asia.
- 1993** Awarded by the Prime Minister's Department for a '*Successful Joint Research Innovation between the Public and Private Sector*', a tribute to SISPUKOM.
- 1993** First among institutions of higher learning to receive the national award from the Prime Minister's Department for a '*Successful Joint Research Innovation between the Public and Private Sector*', a tribute to SISPUKOM.
- 1994** The Public Service Department of Malaysia recognized the Advanced Diploma in Library Science as equivalent to a university Bachelor's with Honours Degree.
- 1994** Launched *ILMU (Integrated Library Management Utility)*, the first Made-in-Malaysia client-server architecture '*Open Database Connectivity*' compliant version of library automation software, a collaborative product between the School of Library and Information Science, ITM, and a private company.
- 2008** Regional Workshop on Training the Trainers in Information Literacy: Measuring the IL Competency, 2008 (UNESCO / UiTM)
- 2011** Organized the 4th Asia-Pacific Conference on Library & Information Education and Practice (A-LIEP 2011), which brought together academicians, researchers, scholars, practitioners, and individuals interested in Library and Information Management.

2011 Jointly organized the 6th World Congress of Muslim Librarians and Information Scientists (WCOMLIS) with International Islamic University Malaysia that gathered information professionals consisting of librarians, information scientists, information managers, etc. from Islamic and non-Islamic countries all over the world.

In 1972, the *School of Library Science* was established as a separate entity from the School of Administration and Law, and new attempts were made to develop an indigenous program to take over the ALA examination to fill the local professional positions. The name of the school was later changed to the *School of Library and Information Science* in 1979 to reflect the extensive changes in the curricular. This is in line with new developments in the library operations and services from basically manual methods to the application of library automation, and subsequently the utilization of various advanced ICT.

In 1992, the school offered the final year students an option to graduate with a 3-year diploma or continue on a 4th year in order to graduate with the advanced diploma, which was then run as a 1-year bridging program. The school began to offer three other specialisations, in addition to library science. They are records management, information system and school libraries. However, it was offered as electives and all students graduated with the advanced diploma in library science, equivalent to an honours undergraduate degree.

The name of the school was again changed to the *Faculty of Information Studies* in 1997 with new developments in the information profession as well as the new university status awarded to the institute. In 2005, the name once again underwent a change to the *Faculty of Information Management*. The changes in the names that occurred over the years since 1971 are a clear testimony of the sensitivity of the faculty over the new changes in the curriculum at the international level (See Table 1). The addition of emerging information programs other than library science, helped reshape the information programs of the faculty.

Table 1
Changes in the Faculty's Name

NAME	YEAR
Department of Library Science, School of Administration and Law	1968-1972
School of Library Science	1972
School of Library and Information Science	1979
Faculty of Information Studies	1997
Faculty of Information Management	2005

Student Intake

When the School of Library Science was established in 1972, the total number of students was only 18. The number of students' intake was very small, 10 in 1968 (only 4 survived), 7 in 1969, 7 in 1970, 15 in 1971, and 11 in 1972. However, in 1973, for the first time in the history of the school, 44 students were enrolled and it was regarded as a very large group. Then, the intake fell back to the 30s until the year 1996. The output from the *first* batch of the ALA program was only 4, the second batch, 6 and the *third* batch, 7. From 1968 to 1995, it was only once, and that was in December 1983, that the school attempted to offer the *second* intake of 25 students, but this was later discontinued. It was only in 1996 that the double intake was once again revived. The school has always been the smallest school in the university with only one program and a small number of students' enrolment. Changes in the international library science curriculum has forced the school to shift its paradigm in accordance to the new needs of library and information professionals, especially with the new application of library automation. More computer-related subjects were embedded into the program. In 1986, four candidates were sent for further their education in the United States in preparation for the future curriculum expansion, in areas like, library science, records management, information resource management, and school and resource centres. This was done in anticipation for the development of new undergraduate programs under the rubric of information management. The students' enrolment was less than 200 in 1995 but by March 2012, the total enrolment rose to more than 6,302, spread over the main campus in Shah Alam, and the four branch campuses, in Kedah, Kelantan, Johore and Sarawak and inclusive all modes of study (full time/ part time/ flexible learning). This number has grown steadily as shown in Table II.

Table II
Student Enrolment March, 2012

CAMPUS	NUMBER OF LECTURERS	NUMBER OF STUDENTS
1. Main Campus, Puncak Perdana	136	3,000
2. Kedah Branch	29	1064
3. Kelantan Branch	25	1068
4. Johore Branch	25	700
5. Sarawak Branch	13	470
TOTAL	228	6302

Source: Taklimat Dekan, Team Building. Shah Alam: Faculty of Information Management, 2012

Faculty Members in Retrospect

When the department of library science was established in 1968, the teaching responsibilities were relied totally on the part-time lecturers. The department was lucky to have the services of the Malaysian pioneers and experienced librarians, namely, *Dr. D.E.K Donald Wijasurya* (University of Malaya Librarian and later Director of National Library of Malaysia), *Mariam Kadir*, (ITM scholar but left for the National Library Malaysia), *George Soosai* (Chief Librarian, Rubber Research Institute of Malaysia), the late *Aziz Shaik Maidin*, (UKM chief librarian) and *R. L. Pearce* (a British Council volunteer). It was not until 1970

that full time lecturers were recruited, beginning with *Radha Nadarajah*, and later, *Molina Nijhar*, *Oli Mohammed*, *Wong Tuck Cheong*, *Fay Chia Yoke Fah* and *Khoo Cheng Eng*, the late *Sharifah Zawiyah S. Kabeer* and *Laila Faisal* (librarian/adjunct lecturer). Other lecturers who came and left were *Linda Yip Seong Chun*, the late *Miss Ajita Thuraisingham Lewis*, *Miss Kamala Rajah*, (the first and the last full-time English lecturer attached to the school) and the four volunteers, *Mark Gaylord*, *Anne Snuggs* and *William Danaher*, *Edie Rasmussen*, from the USA, and *Penelope Husin*, *Siti Hawa bt Yatim*, (Indonesia) *P. Balan* (part time and a Law lecturer from UM), *Vincent Choong* (part-time) and *Ch'ng Saw Keok* (part-time). By 1982, the number of lecturers was only 8 - *Dr. Oli Mohammed*, *Molina Nijhar*, *Wong Tuck Cheong*, *Szarina Abdullah (formerly Saenthong Mahavira)*, the late *Dr. Katni Kibat Kamsono*, *Norma Abu Seman*, *Hasnah Simanjuntak (Indonesian expatriate)* *Raja Abdullah Yaacob*, *Fuziah Mohd. Nadzar*, and *Indahsah Hj. Sidek*. The growth of the faculty members was very sluggish in view of the scarcity of qualified professionals in this area, and the small number of students and its intake. By 1995 the number of lecturers was still at the low ebb with only 16 lecturers. (with the addition of *Salmah Salleh*, *Laili Hashim*, *Mohd Sharif Mohd Saad*, *Hamidah Abdul Rahman*, *Adnan Jamaludin*, *Sohaimi Zakaria*, *Riduan Pardi*, and *Rusnah Johare*). However, beginning 1996 it grew progressively and by 2012 the total number rose to more than 228 lecturers, including 17 with doctoral degrees and four professors (see table II).

Head of School/Dean

The designation for the faculty's head has evolved gradually since 1968. When the department was formed, it was administered by the chief librarian, acting as coordinator. The department was initially placed under the School of Administration and Law. When it became a separate school it was headed by the head of school, and later the dean. It would be of interest to the information community and the general public to record those individuals who had contributed significantly to the growth of the nation's first information faculty, viz. helped develop the nation's library and information profession as shown in table III.

**Table III
Leadership in the Faculty of Information Management – Past and Present**

NAME	DESIGNATION	YEAR
Rugayah Abdul Rashid	Chief Librarian/Acting Coordinator	1968 -1971
Radha Nadarajah	Head of School	1972 -1974
Oli Mohamed	Head of School	1974 -1975
Molina Nijhar	Head of School	1975 -1978
Oli Mohamed	Head of School	1978 -1981
Katni Kibat Kamsono	Head of School	1982 -1984
Szarina Abdullah	Head of School	1984 -1985
Katni Kamsono Kibat	Head of School	1985 -1987
Norma Abu Seman	Head of School	1988 -1989
Szarina Abdullah	Head of School	Jan. 1990 - Dec 1990
Fuziah Mohd. Nadzar	Dean	1991 - 1994

NAME	DESIGNATION	YEAR
Raja Abdullah Yaacob	Dean	1995-2001
Laili Hashim	Dean	2001-2008
Adnan Jamaluddin	Dean	2008-2010
Laili Hashim	Dean	2010-

Faculty's Location

Development and expansion of UiTM has had an impact on the physical allocation of faculty space for the FIM. As seen in the table IV below, the faculty has moved its premises seven times over a period of 43 years (1968-2011) of its existence. The longest that the Faculty had stayed in one premise was about fourteen years, i.e., when it moved to the Jalan Othman Campus for the second time in 1979 to 1993. During 1996 to 2003, the faculty operated from two premises at the Shah Alam main campus; i.e., the Menara SAAS (Sultan Salahuddin Abdul Aziz Shah) building, and the new UMNO (United Malays National Organization) building in section 11, Shah Alam. The shortest period that the faculty stayed was just nine months at the Academic 3 Complex from October 2003 to May 2004, before it finally moved to Puncak Perdana Campus in June 2004 until the present time. The many relocations of the faculty has, however, not impacted on its ability to offer a teaching-learning environment of high standing. (FIM, 2008).

Table IV
Location of Faculty of Information Management

DATE	CAMPUS
1968 - 1972	ITM Jalan Othman Campus, Petaling Jaya.
1972 - 1979	ITM Shah Alam, Menara Building, Levels 12 and 13.
1979 - 1993	ITM Jalan Othman Campus, Petaling Jaya.
1994 - 1996	ITM Shah Alam, Complex Tahir Majid.
1996 - 2003	UiTM Shah Alam, Level 4 (presently named Menara Sultan Salahuddin Abdul Aziz Shah building), and the UMNO Building, Section 11, Shah Alam.
Oct. 2003 - May 2004	UiTM Shah Alam, Academic 3 Complex.
June 2004 - present	UiTM, Puncak Perdana Campus, Section U10, Shah Alam.

PRESENT

Evolution of the Curriculum of FIM, UiTM

The structure of the information professional programs at the faculty has evolved from the strictly Anglo-centric basis into its current form of education and training that takes into consideration local and indigenous needs as well as environment concerns. Moreover, librarianship, archives management, and records management have functioned largely as autonomous disciplines. (Pemberton, and Nugent, 1995). These revised curriculums have been effective in producing librarians and other information professionals to serve in the information industry, equipped with the knowledge and awareness of the realities of the market needs. The faculty regularly revised its curriculum which has resulted in the introduction of new subjects within the field of library and information science, as well as other relevant courses, and the exclusion of outdated or obsolete areas. It is designed in order to link information science courses with specific areas of specialization. Such changes are necessary in conformity with the rapid development of the profession, both from within and outside the country. This is also in line with the vision of FIM that aims at "becoming an excellent and world-class education and research centre in the field of information management and knowledge management." (*Strategic Planning FIM, January 2009-2010*).

The faculty has emerged to be the biggest school providing professional training for IPs. Future development of the faculty would be based on the underlying objectives, guided by its strategic planning for the years 2009-2010. (*Strategic Planning FIM, January 2009-2010*). The objectives are as follows:

- i. to expand the number of research and consultancies
- ii. to intensify refereed writing output among the lecturers
- iii. to increase the number of lecturers with doctoral degree
- iv. to strengthen the program for staff development
- v. to establish close linkages with relevant industries
- vi. to increase the number of lecturers
- vii. to raise the quality of teaching among lecturers
- viii. to increase the number of students
- ix. to enhance the quality of students' academic performance.

Matriculation, Diploma and Undergraduate Programs

In 1997, The faculty was instructed by the University Management to conduct a program in Matriculation Undergraduate in Library Science, a one and a half-year program as an entrance to the under graduate degree in library science. This program was terminated soon after a three-year Diploma in information management was introduced. The graduates of this diploma need to spend two years only to complete the degree program.

The Faculty of Information Management offers four bachelor degree programs in different areas of information management since 1997. The four programs are, the Bachelor of Science in Information Studies (Hons), with specialization in library management, records management, information system management, and information resource centre management and was the transformation from the Advanced Diploma (Equivalent to an Honors Degree) to serve the realities of the market needs.

With effect from September 2011, these degrees have been changed again to Bachelors of Information Science (Hons) in what is thought to be a more concrete rebranding or specialization in specific field namely, library and information management, resource centre management, information system management, and records management, as shown in Figure 2. Such specializations and the new brands of the programs have allowed the faculty, for the first time to meet its critical mass, gain more recognition, serve more confidence and attraction among perspective graduates to enter the program as a career because they can now made their choice to enter into different information programs as opposed to the only library program in the past. The new development in the faculty programs has indeed enabled the faculty to expand, attracting more competitive students from different fields.

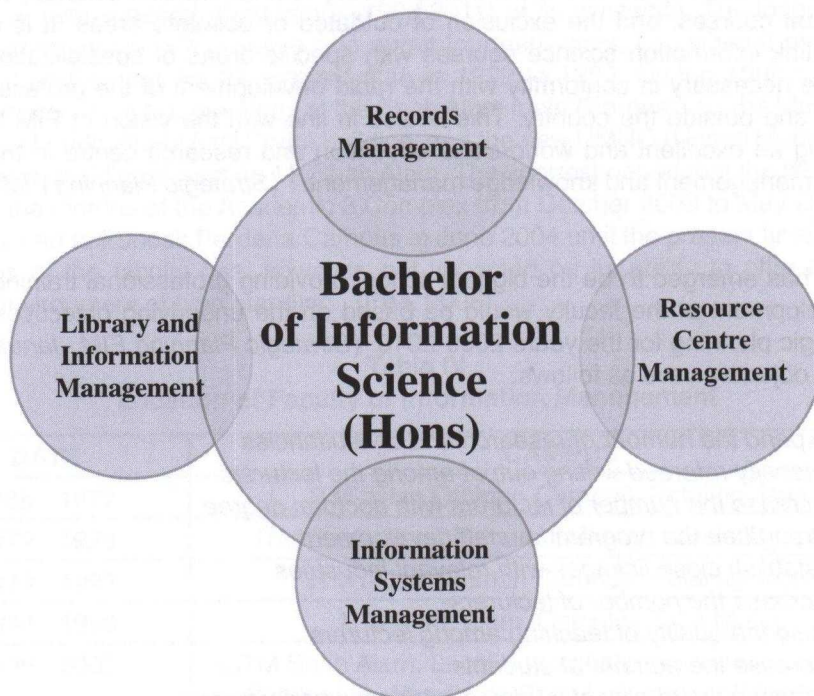


Figure 2: Bachelors in Information Science (Hons)

The criteria for the inclusion of new disciplines has not excluded the ICT elements needed for the successful implementation of the information programs. Other concentration has remained if not improved, such as:

- Elements of digital document creation, standards, records and information management, and electronic records,
- Internet resources, web and networking applications, telecommunications, programming, database management system, information system analysis and design, digital media creation, imaging technology, display, storage and access and human-computer interaction and related technologies,
- The modular system - extending to other disciplines: the general pattern seen in the development of other studies has shown a great interest to include in their learning programs some aspects of knowledge and knowledge management. The modular system allows inter-faculty involvement in terms of the academic teaching.

The education for LIS is no longer only technical, but must consider new cognitive, social and situational processes. Ultimately, it is actually information (the content of the artifact/document) that users want in order to satisfy their information needs. (Myburgh , 2003, 214).

Conversion Program for Holder of Teaching Diploma to Degree in Education, with Specialization in School Resource Centre

The faculty was selected by the Ministry of Education to offer a conversion degree program for Malaysian teachers. This first professional program for these teachers was initiated in 1996 as a result of the government initiative to convert the diploma trained teachers into graduate teachers. One of the programs offered was B.A. in Education, majoring in school libraries and resource centres under the Faculty of Education and Faculty of Information Studies, UiTM. This program was postponed during the economic downturn and only one hundred graduates were able to graduate from this programme. However, these graduates were not able to apply their knowledge when they returned to their respective schools because of the unavailability of a permanent position in the school library system. This conversion program was not revived after a similar program was introduced by the Faculty of Information Studies, leading to the *Bachelor of Science in Information Studies (Hons), specializing in Resource Centre Management*.

Post Graduate Programs

Further developments revealed the need for a much higher educational programs, now that the faculty has produced more graduates who have entered the job market. There is an increasing need to develop indigenous post-graduate programs, not only to fulfill the need for interdisciplinary knowledge and current knowledge in ICT, but also as a requirement for job promotion exercises. The earlier post-graduate program was developed as a one-year post-graduate diploma in library science. This program was carried out along with the undergraduate program in library science and most of the graduates were employed in university libraries. The enrolment was always small and the program was terminated when the masters program was introduced in 1997.

The MSc. in Information Management was introduced in 1997, and became the first masters program to be conducted by the university. This was followed by two other masters programs, MA in Knowledge Management, 2003 and Master in Library Science, 2006. In 1999, the faculty saw the first intake of doctoral candidates (*see table V*).

MSc. In Information Management

Information management (IM) is the planning, control and exploitation of the information resources of an organization in support of its business and is also known as information resources management. Organizations house information in abundance but if they are not well organized it may not be utilized effectively. It is crucial to apply the management principles to the acquisition, organization, control, retrieval, dissemination and use of information, relevant to the effective operations of organizations of all kinds. IM has long been concerned with many areas of other professional groups in the information field, including database and information system design and development, information storage and retrieval, and the economics of information. The growing application of ICT

to all aspects of information management has been a strong formative influence. There is also a wide application of information ideas, developed and accepted in business, and applied increasingly in the public sector organizations. This has resulted in the inclusion of additional concepts such as strategic planning, cost-benefit analysis, information sources and management and project management into the program. A number of courses have been designed to cater for the competencies and skills in information management. The Master of Science (MSc.) in Information Management, the first of its kind in the country was offered in 1997. It was offered as a part time/full time program and became the first masters program to be conducted by the university (JPA. Classified. 130/15-15-1(106). The first batch of intake that was offered was 63 students from different disciplines. To enable more working candidate who wish to take up this program, the faculty introduced the flexible learning mode (FLP) in 2000 with the first batch of 77 students. By 2012 the total of 817 students graduated from this program, including 540 from the FLP mode.

Table V
Number of Post Graduate Students by June 2012

PROGRAM	NUMBER
Doctor of Philosophy (Information Management – IM 950	63
Master of Science (Information Management) by research – IM 750	9
Master of Science in Information Management by course work – IM770	183
Master of Science in Knowledge Management – IM701	39
Master in Library Science – IM772	39
TOTAL	341

MSc in Knowledge Management (KM)

With globalization the credibility of the workforce is determined by how best they can accommodate themselves in the growing challenges of k-economy. Knowledge Management (KM) has been in operation for quite some time. Its close affinity to library and information management is undeniable (Yaacob, and Jamaluddin, and Jusuff, 2010). One pertinent point to note is the need for transformation towards knowledge management in the curriculum because of the transition from the concept, popularly known as information value chain to knowledge value chain. While the information value chain regards technological system as key components in guiding the organization's business processes and treats human as relatively passive processors that implement the application of ICT and the information databases, the knowledge value chain on the other hand, treats human systems as key components that engage in continuous assessment of information archived in the technological systems. The curriculum addressed the fact that knowledge and knowledge management is a concept that have connections between system studies and data, information, knowledge, and wisdom.

The Masters in Knowledge Management was offered in 2003. It would be worth noting that the faculty is the first faculty in Malaysia to offer KM at the masters level. The objectives of this course are to teach students the:

- concept of knowledge management, creation cycle and the factors involved in the process
- factors involved in the process of knowledge creation and the knowledge available in their organizations and develop a system to manage them
- practical knowledge on how to identify, develop and manage the whole knowledge management system by looking at examples on how major organizations in the world manage their knowledge and at the same time discover why knowledge and its management is so important to these organizations
- development of a suitable knowledge management program for their organizations and more importantly, to benefit from this program strategically and monetarily.

Masters in Library Science

The Master in Library Science (MLS) program has its first intake of 11 students in the December 2006 – May 2007 semester. Prior to this, a number of similar programs have been offered by the University of Malaya, the International Islamic University Malaysia (IIUM) and the Universiti Kebangsaan Malaysia (UKM). Although such program has long been conducted by the other universities, the growing number of universities and colleges, as well as the increasing number of librarians seeking further education at the masters level, has made it necessary for the faculty to also conduct this program. The offer of the MLS program by the faculty is intended to provide an avenue for a continuing education for many of the faculty's graduates, who have every intention of continuing to pursue their masters at their alma mater. The program is offered on a two-track mode, i.e., Track I is for students with a bachelor's degree (honors) in the library and information science field; while Track II is for students with a bachelor's degree (honors) in any field from recognized institutions of higher learning. Full-time students complete the program between 1½ - 2 years, whilst the program runs from 2 – 4 years on a part-time basis. Up to the January 2012 semester, 10 batches of students have undergone the Masters in Library Science program at the faculty.

Table VI
Faculty of Information Management, UiTM – Present, 2012

**FACULTY OF INFORMATION MANAGEMENT,
UNIVERSITI TEKNOLOGI MARA (UiTM)**

Diploma Program

- IM 110 *Diploma in Information Management*

Undergraduate Programs

- IM 244 *Bachelor of Information Science (Hons) Library and Information Management*
- IM 245 *Bachelor of Information Science (Hons) Information Systems Management*
- IM 246 *Bachelor of Information Science (Hons) Records Management*
- IM 247 *Bachelor of Information Science (Hons) Resource Centre Management*

Postgraduate Programs

- IM 950 *PhD in Information Management (Research)*
- IM 750 *MSc in Information Management (Research)*
- IM 772 *Master in Library Science (Coursework)*
- IM 701 *MSc in Knowledge Management (Coursework)*
- IM 770 *MSc in Information Management (Coursework)*

FUTURE

The future of FIM will be reflected by the development of new information programs and may be influenced by numerous factors, such as emerging market needs, development of interdisciplinary courses and programs, new areas of research interests, society's demand for more sophisticated information and library personnel, and the advancement of newer information, communication technologies. In addition to the professional skills mentioned, the librarians and information professionals of the future must be equipped with a wide range of personal and transferable skills in order to manage the changing environment in which he or she works. The importance of transferable skills over information technology skills should be highlighted here. Management and interpersonal skills will make librarians more effective managers of networked resources and services (Laili Hashim and Wan Haliza. 2005) The faculty is also gearing up to strength its orientaion on records management, As mentioned by Azman Mat Isa (2009) the accountability of a government can arguably only be achieved when it demonstrates considerable transparency, which in turn can only happen when trust is supported by authentic and reliable records. As for the near future, plans are underway to establish new programs at the diploma, undergraduate and postgraduate levels. The newly approved programs to be offered in 2013 and those programs in the pipeline are illustrated in table VII. Another significant development is the rebranding of our degrees which has also been approved in September 2011 by the government as shown in Table VIII. The student intake as of September 2011 has gone through the program under the new names.

Table VII: New Programs to be Offered

- Diplôma in Library Management (2-year program) (expected to be offered in March 2013)
- Master of Science in Records and Document Management) (expected to be offered in March 2013)
- Master of Science in Health Records and Information Management) (expected to be offered in March 2013)

Table VIII: Comparison of Old and New Degrees

OLD NAME	NEW NAME
BACHELOR OF SCIENCE in INFORMATION STUDIES (LIBRARY AND INFORMATION MANAGEMENT) –IM 220	BACHELOR OF INFORMATION SCIENCE (HONS) LIBRARY MANAGEMENT –IM244
BACHELOR OF SCIENCE in INFORMATION STUDIES HONS (HONS) (INFORMATION SYSTEM MANGEMENT) –IM22I	BACHELOR OF INFORMATION SCIENCE (HONS) INFORMATION SYSTEM MANAGEMENT –IM245
BACHELOR OF SCIENCE in BACHELOR OF SCIENCE INFORMATION STUDIES (HONS) (RECORDS MANAGEMENT) –IM222	BACHELOR OF BACHELOR OF INFORMATION SCIENCE (HONS) RECORDS MANAGEMENT –IM246
BACHELOR OF SCIENCE in INFORMATION STUDIES (HONS) (RESOURCE CENTER MANAGEMENT) –IM223	BACHELOR OF INFORMATION SCIENCE (HONS) RESOURCE CENTER MANAGEMENT –IM247

MASTER IN KNOWLEDGE MANAGEMENT	MASTER OF SCIENCE IN KNOWLEDGE MANAGEMENT
MASTER OF SCIENCE in INFORMATION MANAGEMENT (RESEARCH)	MASTER OF SCIENCE (INFORMATION MANAGEMENT)
MASTER OF SCIENCE in INFORMATION MANAGEMENT	<i>MAINTAIN</i>
MASTER in LIBRARY SCIENCE	<i>MAINTAIN</i>
DOCTOR OF PHILOSOPHY IN INFORMATION MANAGEMENT	DOCTOR OF PHILOSOPHY (INFORMATION MANAGEMENT)

In the current k-economy, there is more data available but less time to reach decisions, leading to executive burn-out and resulting in poor decision-makings. Indeed, a fundamental change in the decision-making landscape in organisations has been created. It is with this regards that Stephen Cahill believes that organisations need a new type of information management. New knowledge and information professionals have to reposition themselves to provide critical support to their organisations. In the course of doing this, Cahill listed five key challenges, some of which have been drawn by the FIM in designing the direction of its information professional programs. These challenges are: i. - to develop new managerial skill sets; ii. - to provide an information assurance role; iii. - Make connections in the information landscape; iv. - to provide a home for the organisation's information assets and management; and v. - to provide a 'quality of decision' mirror to decision makers. In formulating new programs and designing the new curriculum, related aspects recommended from these challenges were embedded, not only in meeting the new needs of the industries but also fulfilling the competencies that reflect the fundamental repositioning of the role of information professionals in organisations.

The faculty has emerged to be the biggest school providing professional training for information professionals. Future development of the faculty would be based on the underlying objectives, based on its strategic planning for the coming two years 2011-2012. (Strategic Planning FIM, January 2011-2012). As shown in Table VIII, the faculty is in the process of developing new programs as it is apparent that knowledge in these areas keeps on growing and there is urgent needs for systematic organization and utilization of information. Programs that are in the pipeline are one at the diploma level, 2 at the bachelor degree, 4 masters degree, and one doctoral degree.

Table VIII : New Programs of Faculty of Information Management

LEVEL OF PROGRAMS	NO
DIPLOMA	1
BACHELOR DEGREES	2
MASTERS	4
DOCTORAL	1
TOTAL	8

¹ (Stephen Cahill is a senior decision maker who has spent over 25 years improving effectiveness in a wide range of organisations. He believes that the time has come for the fundamental repositioning of the role of information professionals in organisations)

Plans are also underway to establish new programs at the postgraduate levels. Another 3 programs that have been approved by Senat are:

- i. Master of Science in Information Entrepreneurship (*in the pipeline*)
- ii. Master of Science in Islamic Information Management (*in the pipeline*)
- iii. Doctorate in Librarianship (*in the pipeline*)

The establishment of the above programs is regarded as inevitable because of the growing demand for personnel who are well versed in these specific information areas. It is well known that the extent of commercial value of information products and the prospects for business ventures is never ending, not only in publishing and book trade but also in ICT and equipments. It is therefore crucial to have adequate entrepreneurial knowledge in information businesses as well as in the medical and health information. The faculty continues to have dialogues with other health information stakeholders whose engagements are needed to develop information programs that meet their needs and requirements. Health informatics is an interdisciplinary field that pursues effective use of data, information and knowledge to support effective decision-making in health field, which subsequently leads to the improvement in the healthcare. (Dalrymple and Roderer, 2010/2011) The abundance of records created in the course of the business transactions in both public and private sectors are unimaginable. However, in reality they are not systematically managed. The need for professional records managers is apparent. Museum information management is now in the forefront in most organizations. There are explosion of institutional collection of artifacts that need to be well managed and exhibited through museum and galleries. Such tasks need very specialized knowledge and application and this program would be appropriate to meet such markets need.

Intake of International Students

The FIM had the opportunity to train library professionals from Brunei and the last batch of students was in 1983. They were basically enrolled in the undergraduate program. International students' enrolment is still at a slow pace. So far, the faculty has very few students from overseas doing the masters and doctoral programs. So far, the faculty has one student from Yemen, three from Indonesia, one from Sudan, and three from Iran. It is hoped that the number will increase in line with the globalization of our university program. At the same time, the faculty has lined up some strategies to draw more international students.

Restructuring of the Faculty Information Management

The faculty is headed by a dean and three deputy deans, one in charge of academic matters, one in charge of of students and alumni, while the other one is in charge of research and industrial linkages. All the nine programs have their own coordinator, (See table VII) a separate coordinator for the Master in Information Management, Flexible Learning Mode, and the diploma, distance learning mode. The need for continuous learning both by the professionals and para-professional makes it apparent for the faculty to have formal continuous programs. A coordinator was appointed to head the continuous learning programs, in addition to a head for the R&D division. It would be interesting to note the number of administrative and management staff of 20 has helped run the faculty effectively.

Table X
Management of the Faculty of Information Management, 2012

POST
Dean
Deputy Dean (Academic)
Deputy Dean (Students and Alumni)
Deputy Dean (Research and Industrial Linkages)
Deputy Registrar
Assistant Registrar
Head of Center of Studies Library and Resource Center Management
Head of Center of Studies Records and Information System Management
Head of Center Post Graduate
Program Coordinator IM244
Program Coordinator IM245
Program Coordinator IM246
Program Coordinator IM247
Program Coordinator IS110
Program Coordinator Post Graduate (Coursework)
Program Coordinator Post Graduate (Research)
Program Coordinator Post Graduate (FLP)
Program Coordinator Under Graduate (FLP)

New Facilities of the Faculty

At the present, the faculty has at its disposal the following facilities to support the training programs. These facilities will be upgraded while other facilities will be added as the needs arise.

- The main library, one of the earliest branch library housing library and information management materials
- Cataloguing laboratory
- Computerized cataloging laboratory
- Computer Laboratories
- Experimental library
- Electronic records laboratory
- Preservation laboratory

Systematic Records Management Program at the Faculty's Administration

The records management degree program which was introduced in 1997 is the first and the only one program of its kind in the region. The ultimate goal of this management program is to ensure organizations achieve economy and efficiency and that the nation history will be well preserved. It is therefore crucial for the faculty to set the example of the systematic records management practice so that it can become the benchmark for other departments

and agencies to follow. At the same time it could offer as the nearest practical ground for the students undergoing this program. To this effect, it is hoped that a position of Records Officer will be created in the near future to make this program a reality.

Expansion of under-graduate programs in the branch campuses is part of the FIM planning. Each branch campus will offer the following programs:

- i. UiTM Machang - *Information System Management (IM 245)*
- ii. UiTM Kedah - *Library and Information Management (IM 244)*
- iii. UiTM Johore - *Records Management (IM 246)*
- iv. UiTM Sarawak - *Resource Center Management (IM 247)*

This will fulfill the faculty's intention to select different branch to undertake the development of specific undergraduate program, known as regional/perwilayahan program.

New Campuses

In order to meet the aspiration of the main management of UiTM for expansion, the faculty plan to extend its feelers to more campuses. In the near future, it suffices to begin with the fifth branch at Rembau, Negeri Sembilan campus. One of the criterias to successfully implement the plan is to increase the academic staff which the faculty is actively doing, and active promotional exercises for its academic program in view of great competition among universities to recruits students.

Towards World Class Faculty

In response to the vision of the university to become a world-class university, a concerted effort is being taken by the faculty to ultimately meet this new challenge. For a start, the faculty has begun to recruit international students while at the same time establish many programs in the information management areas. The faculty has geared up its infrastructure by having a separate coordinator to manage the faculty's:

- i. Research and development
- ii. Journal and publication
- iii. Continuous education
- iv. Audit system
- v. Promotion of programs.

Table XI
Special Committees at the Faculty of Information Management, 2012

POST
• Coordinator FIM Journal
• Coordinator Research & Consultancy
• Coordinator UPENA
• Coordinator Short Courses
• Head of Quality Unit
• Faculty Internal Auditor

• Chairman Examination
• Coordinator Promotional
• Corporate Communication
• Coordinator Experimental Library

The FIM is planning to undertake a number of steps to help the information professionals and staff to continuously enhance and update their knowledge in this areas through new programs for Continuous Education, such as short courses and initiating of conferences. In addition to that, the faculty hopes to establish new professional information association that can represent adequately all sectors of the information management, such as records and archives management, information management and knowledge management. To date the Library Association of Malaysia (Persatuan Perpustakaan Malaysia) has contributed very well in representing the library profession but it is not the representative of the other information management areas.

The FIM has been actively involved in research and consultancy in the areas of library science, records management, electronic records management and knowledge management. One of the greatest achievements of the faculty is the appointment of it's faculty member to head a consultancy job of developing a records management system and program for the state of Sarawak. In 2009, the faculty has achieved a number of recognition on its R&D, including some of the following awards:

R & D AWARDS 2009:

- i. Website of Records Management Portal - Silver
- ii. Oral History Management System - Silver
- iii. Electronic Records Management System (ERMS) Awards - Bronze
- iv. E-Registry Management System - Bronze
- v. Website E-Mentor - Bronze

R & D AWARDS 2010:

- i. Intranet Portal Assessment Tool (I-PAT) - Gold
- ii. Library Portal Effectiveness Assessment Tool (L-PEAT) - Silver
- iii. International Project on the Preservation of Authentic Permanent Records in Electronic Systems (InterPARES) - Bronze
- iv. Knowledge Management (KM) Competencies
- A Qualitative Investigation of Practitioners' Experiences
in KM Initiatives - Bronze
- v. The Preservation of Primary Research Data and Records
for Research in Research Institutions in Malaysia - Bronze

- vi. Knowledge Transfer between the Knowledge Providers and Paddy Farmers in Selangor, Malaysia - Bronze
- vii. Electronic Assignment Submission (e-Assub) - Bronze
- viii. Recordkeeping Functional Requirements for the Superior Courts of Malaysia - Bronze

Quality Control

In ensuring that the FIM reach the goal of a becoming world-class faculty continuous evaluation is done in providing quality teaching, learning facilities and services. The FIM has been awarded the ISO certification of the Quality Management System, approved by the Lloyd's Register Quality Assurance. This quality control exercise is also backed by the appointment of one external examiner since 1972, shown below, as well a panel of advisors representing all types of libraries and the information industry. Edith Rasmussen has been appointed as the new examiner. The external examiners are appointed from among renowned experts in the field of librarianship and information studies, as shown below.

- i. D.E.K. Wijasuriya 1972
Acting Director General, National Library of Malaysia
- ii. Frank Hogg 1972-1973
Principal, College of Librarianship Wales, Abersytwyth, Wales, UK
- iii. John R. Gardner 1972
Library Advisor, the British Council, Kuala Lumpur.
- iv. Lim Huck Tee 1972
Chief Librarian, Universiti Sains Malaysia. Pulau Pinang
- v. John Escott Dean 1973-1977
Head, School of Librarianship, Western Australian Institute of Technology, Perth, Australia
- vi. John Horner 1973
Assistant to John Escott, Dean, Western Australian Institute of Technology, Perth, Australia
- vii. Professor Peter Havard-Williams 1978-1985
Head, Department of Library and Information Studies, Loughborough University of Technology, UK
- viii. Professor Marta Dosa 1990-1994
School of Information Studies, Syracuse University, New York, USA

- x. Professor Robert D. Stueart 1995-2006
Executive Director, Center for Library and Information Resources, Asian Institute of Technology, Bangkok, and the past Dean, Graduate School of Library & Information Science, Simmons College, Boston
- ix. Professor Edith Rasmussen 2008-
Chair, Ph.D program, Professor in the School of Library, Archival and Information Studies, University of British Columbia, Vancouver, BC, Canada.

CHALLENGES AND RECOMMENDATIONS

The Faculty of Information Management, UiTM has, since 2001, produced 2333 diploma, 2859 undergraduates, 489 master's degrees, and 6 doctorates. By 2012 academic year, the faculty, including the 4 branch campuses has the total of 6302 students working on diploma and undergraduate degrees and 70-80 working towards a master's and doctoral degrees. An average of 80 students graduate each year from the masters programs in the faculty. The total number of lecturers for the faculty and the branches is 228. (FIM Official Records, 2011). There are currently 63 students enrolled in the Ph.D. program. At FIM, UiTM, no coursework is required for the Ph.D. Candidates generally work on a thesis topic with one or two advisors for three to four years. The total number of lecturers at the faculty and the branches are 228, including 2 full-time professors and 2 contract professors. (FIM Official Records, 2011)

The current and the future development of the curriculum is based on certain guidelines. The FPM follows one of the curriculum guidelines recommended by UNESCO which consist the followings (UNESCO Bangkok):

- Fosters development of libraries and information professionals who will assume an assertive role in providing services
- Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from various and relevant fields
- Integrates theory, application, and uses of technology
- Responds to the needs of a rapidly changing technology and global society
- Provides direction for future development of the field
- Promotes commitment to continuous professional growth

Changes have take place in the schools' approach to teaching, learning, and research, and in the practitioner community's support for education in general and continuing professional development in particular. (Johnson, 1998)

A shift of focus in LIS curricula is therefore required to give students a better understanding of relevant issues and to maximise their ability to leverage intangible assets for the purpose of organizational effectiveness. (Hazeri, Martin, and Sarrafzadeh 2009, p.161.)

New curriculum in library and information management should embark on the knowledge skill and programs to accommodate future workforce with adequate skills, necessary to develop into versatile information professionals in all fields of specializations. This is what the FIM has dynamically developed to remain, not only relevant but also sought after by perspective students and employers.

With the advent of advanced ICT at an increased and indomitable rate, librarians and IPs are forced to make and accept changes in their workforce. A more specialized and sophisticated information needs require for more active roles of IPs in the information industry in Malaysia. The competencies and skills of the IPs must be closely related to what they do at work. The core competencies must be addressed first in addition to all levels of ICT needed by these workers. They must have an opportunity to practice the skills/competencies to create a solid foundation and ways to help workers maintain the skills and competencies.

Qualities, such as, "entrepreneurism" become the consensus among many employers. There move towards a holistic approach to the management, transfer and use of information and knowledge has opened new fields of endeavor to information professionals. The new breed of IPs should also apply the business intelligence competency; Internet and intranet Webmasters; and information-industry work, such as market development, sales and customer support of information services and products.

CONCLUSION

The guiding principle has always been governed by the acceptance of the philosophical as well as the functional values of the training program. IPs of today would now embark on the knowledge and the ICT skills and programs to accommodate adequate skills necessary to develop into knowledge workers, a culture inherent in current globalization era and to inculcate the habit of continuous reading, keeping abreast with knowledge, and researching and proceeding with the on-going learning. The faculty will always play a pivotal role in providing relevant competencies for continuously emerging need of new breed of information professionals. IPs should now play the role as the creators of information who can develop and produce information and knowledge products and services. They need to understand the technology and the extent that they can exploit its potential. They also need to be able to make information system works in the best possible ways and should be easy to switch from one system to another. Information professionals should be able to manage change and orientate staff to new ways of working. The faculty would continue to understand and identify new expected roles of IPs, while providing avenues for continuing education in the newer areas.

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