Guest Editorial

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Emerging Global Trends in the Knowledge Society



The Need to Diversify -

For generations, scholars and library and information professionals have developed more deeply than broadly, have educated and trained in a narrow functional or intellectual area. This approach is sometimes call the "toothpick-shaped" or "|-shaped" model. Our curricula and libraries have developed similarly in support of the "|-shaped" model. We are now realizing that depth (or even multiple areas of depth) and breadth – broad and multifaceted development – are mutually and vitally important.

High-technology professionals, for example, have conceptualized a "T-shaped" model approach to development, with the vertical part of the T representing traditional science/technology learning and the crossbar pointing to competencies form nonscience / nontechnology disciplines.

Likewise, humanist professionals have conceptualized an "H-shaped" professional approach, where the crossbar of the H is field-specific knowledge and skills and the vertical bars relate to areas not specific to field, such as context and community.

Library and information professionals have begun to realize that we too must break out of the "|-shaped" model – the narrow and isolated mold – and diversify. One area of diversification is into the realm of digital knowledge curation, creation, and open access publication.

New Library Roles -

Since the mid-1990s, much of the work of scholars and artists in higher education and beyond has moved slowly but relentlessly into the digital universe, although the pace of movement varies significantly across disciplines. While progressively more of the activity of research, scholarship, and artistic productivity is conducted on the Web/in the cloud/in the digital, the presence, use, and creation of digital collections are uneven across disciplines and favor the STEM (science, technology, engineering, mathematics) and quantitative social science disciplines. Most areas of the humanities (including history, literatures, and art history) and the arts (especially the visual arts) persist in their preference for print and the physical, emphasizing where possible first hand interaction with the printed page and images; physical art objects; and personal, physical viewing, reading, investigating and analyzing of manuscripts and art objects as primary resources.

Since the rise of the World Wide Web over two decades ago, scholars, academicians, artists, and academic librarians have enjoyed progressively greater, more robust, and more effective access to digital scholarly research resources. More robust and more effective access came earlier to academicians, scholars, and artists in the developed world, where funding has been provided for the requisite infrastructure and for fiscal resources to purchase proprietary access to digital collections and tools. Over the last fifteen years, open access (OA movement or initiative), a philosophy promoting equal and open access to scholarly research resources, has grown and evolved to provide more and more equitable access for academicians, scholars, and artists beyond those in the developed, fiscally more endowed areas and institutions. For an informative discussion of open access publishing see "The Development of Open Access Journal Publishing from 1993 to 2009" at http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0020961.

While many of the more traditional roles of academic libraries persist, there is an ongoing and relentless evolution of new roles for libraries, and numerous North American and international studies have highlighted the evolving digital roles of especially higher education libraries. Libraries have been central partners in the open access movement; as such, they have built infrastructures, staffing, and funding models to create, contribute, and publish scholarly research content for open access—access for anyone with Internet connectivity. In many libraries, this creation and dissemination of digital knowledge is referred to as digital publishing into digital institutional repositories (IRs). As these digital knowledge creation activities in libraries have evolved, they have often been described and documented in, and the central subject matter of, scholarly research, presentations, articles and monographs.

This issue of *Trends of Information Management* contributes to our useful knowledge and reveals insights from information professionals and scholars across several countries, cultures and industries. The information, knowledge and insight derive from, and redound to, multifaceted populations with various levels of resources and access. Scholarship, mobile devices, discipline- and content-specific libraries, scholarly communication, knowledge and information in areas of conflict and the emerging wave of open education resources all have found intelligent and articulate expression in the journal's authors. Prof. Nadim Akhtar Khan has succeeded in bringing jewels of knowledge to us for our mass consumption.

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Biography:

Dr. D. Russell Bailey is an international digital humanist and scholar. He is best known for his research, publishing, consultation and presentation work in 1) the Library Commons for Faculty and Students 2001 - 2016, especially the 2008 book "Transforming Library Service Through Information Commons" and 2) the library as creator and publisher of digital open access research knowledge 2008 - 2018, including his most recent work "Creating Digital Knowledge: The Library as Digital Publisher." He holds Ph.D. in German Studies and Master Degrees in German Literature, Gifted Pedagogy and Digital Library Science. He currently serves as Professor and Library Director at Providence College, Rhode Island USA.