Library and Information Studies Centre

University of Cape Town

Annual Report

2018

for the

Library and Information Studies Centre Advisory Board Meeting

15 November 2018

Contents

1. Introduction

The Library and Information Studies Centre (LISC), in its current form, has been in existence for six years since 2012 when Library and Information Studies (LIS) was re-instated at the University of Cape Town (UCT). LISC has been located organisationally within the University of Cape Town Libraries and offered, through the Faculty of Humanities, five programmes: the Postgraduate Diploma in Library and Information Studies (PGDipLIS); two masters by coursework (the MLIS and the MPhil (specialising in Digital Curation)); masters by research (MPhil(Res)); and, the PhD. The Humanities Faculty oversaw registration of LISC's students, had academic oversight of both its curricula and programmes, and its quality assurance.

In April 2018 LISC underwent an academic review as part of UCT's programme of reviewing academic departments at 10-year intervals (except that in LISC's case, the review period was 2012 (year of re-instatement) to 2017). A significant recommendation of this review was for LISC's full integration into a faculty. This led to a series of discussions and consultations resulting in the decision for LISC to be both organisationally as well as academically located in the Humanities Faculty from 1 January 2019.

LISC currently has four permanent full-time academic posts: a Head at Associate Professor level, a Senior Lecturer, and two Lecturers. It also has a full-time permanent Administrative Assistant (PC7). LISC continues to be supported, but since 2016 only in the area of research supervision, by two emeritus associate professors who are paid on a pay-on-claim basis. Their one-third contract relationship with LISC (involving teaching and supervision) ceased at the end of 2015 as part of LISC's Business Plan for skills transfer to and mentoring of younger LISC academics towards the latter assuming full responsibility for their teaching and supervision. The resignation of a Senior Lecturer in December 2017 resulted in the appointment of two part-time lecturers while recruitment for the post was underway in 2018 – an appointment has been made with the Senior Lecturer incumbent due to take up appointment on 1 January 2019. In 2018 LISC's application to UCT's Employment Equity (EE) Fund to address LISC's equity profile challenges, succession planning issues and the limited pool of black South Africans with PhDs in LIS from which to make appointments, was successful. The application was for a three-year Lecturer appointment of a young black South African currently registered for a PhD in LISC. The incumbent will take up appointment on 1 January 2019, under the mentorship of the LISC HOD in the hope that funding for this EE post will be absorbed into the LISC budget at the end of three years.

This is the sixth meeting of the Advisory Board of the Centre since the establishment of the Board in 2012 (while an annual report was produced in 2015, an Advisory Board meeting was not held due to #RhodesMustFall student protests). 2017 saw the end of the second three-year term of Board members (which began in 2015), as per the Terms of Reference of the Advisory Board, and the establishment of a new Board from 2018.

This, the seventh Annual Report for the 2018 Advisory Board Meeting of the Library and Information Studies Centre, (like the previous one for 2017) takes a slightly different format from past reports in that it focuses on more succinct and accessible presentation in the form of tables, figures and bulleted lists instead of detailed narratives (except where necessary). Further, instead of repeating historical and background details, the reader is referred to the following link (http://www.lisc.uct.ac.za/LISCAnnualReports) on the LISC website for LISC Annual Reports from 2012 to 2017. However, similar to past reports, this annual report too highlights the activities of LISC, for the 2018 academic year, in response to its *Strategic Directions*.

2. LISC Strategic Directions 2018-2022

Figure 1: Graphic representation of LISC Strategic Directions

UNIVERSITY OF CAPE TOWN STRATEGIC FRAMEWORK

Our Vision is to be the school of choice in Africa for Library and Information Studies

Our Mission is to take the leadership role in providing transformative and innovative Library and Information Studies teaching, learning and research, informed by our location in Africa and by global scholarship

Operational plans

Strategic actions

Transformative and relevant curricula

Innovative teaching and learning

Research excellence

Recruitment and retention of students and staff

Collaborative relationships

Social and professional engagement

Education for library and information environments in South Africa and the African continent

Niche areas

Sector specialisation

Academic and research libraries

Public libraries

Subject foci

Digital curation

Research librarianship

Impact analysis and assessment

Knowledge and skills competencies

Resource description and representation

Level of study specialisation

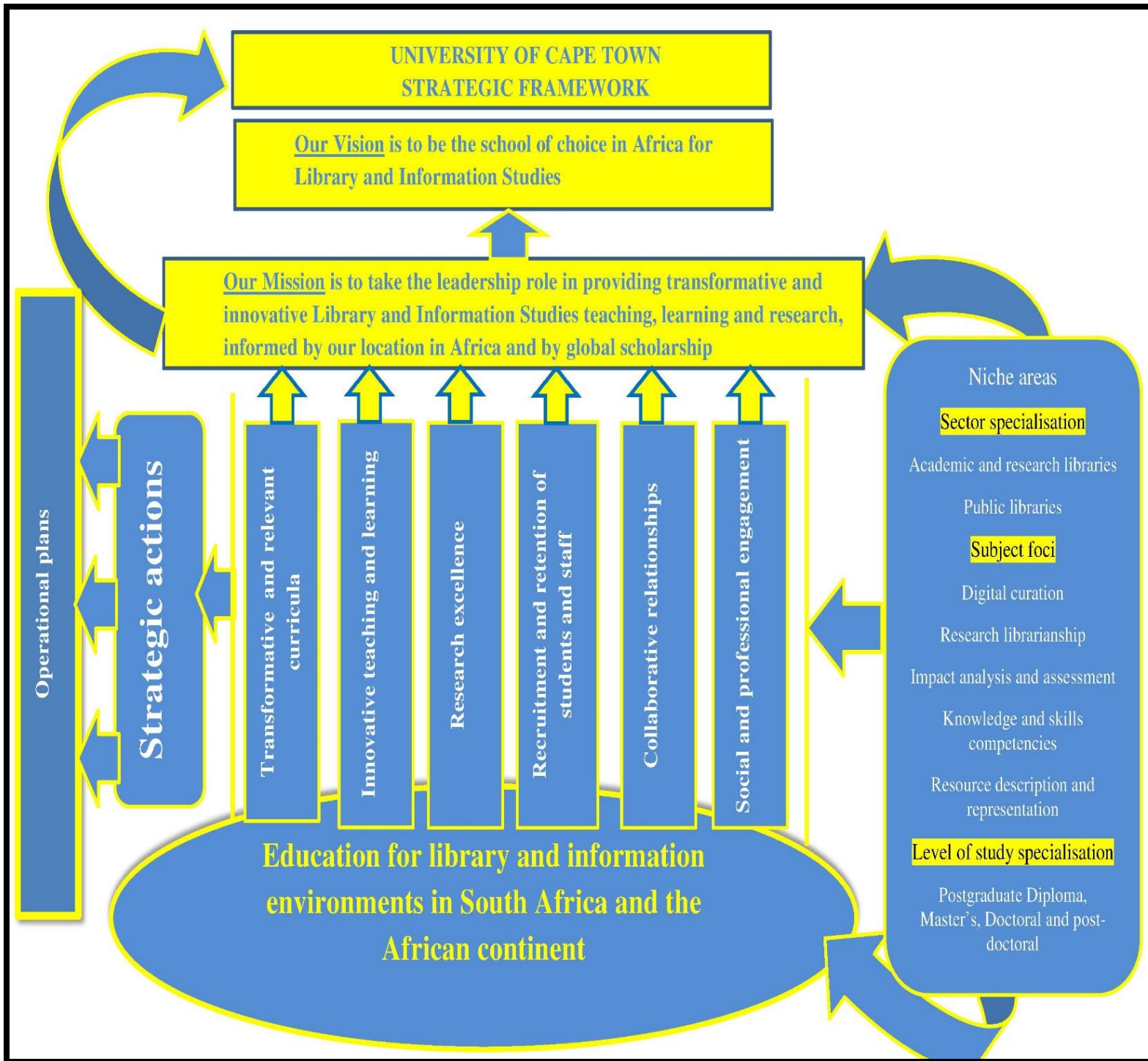Postgraduate Diploma, Master's, Doctoral and post-doctoral

Figure 1 represents strategic planning for the next five years building on *LISC Strategic Directions 2012-2016* and regular review of this document for currency and relevance, especially in the context of UCT's re-focused transformation/decolonisation agenda in the wake of its #RhodesMustFall and #FeesMustFall experiences of 2015 and 2016, respectively. In the context of these sea-changing events, LISC waited for the finalisation in 2017 of UCT's *Strategic Framework* before crafting [*LISC Strategic Directions 2018-2022*](http://www.lisc.uct.ac.za) which is summarised in *Figure 1* and available on LISC's website (http://www.lisc.uct.ac.za). As with its first iteration, *LISC Strategic Directions* serves as a tool to guide LISC's transformative curriculum development, innovative teaching and learning, research excellence, collaborative relationships, and social responsiveness.

3. Curriculum relevance and renewal

LISC continues to make tangible efforts in the curricula of all three of its coursework programmes to respond to issues of transformation and decoloniality, as detailed in its 2017 Annual Report. Course content continues to be constantly under review for alignment with the objectives and supporting theories of decoloniality and transformation in themes and aspects covered. Teaching exemplars are deliberately chosen for local relevance and to illustrate contemporary problems in LIS. Topics such as information access and retrieval, ontology (cataloguing, classification and taxonomy systems), language hegemony, leadership and management actively question Western assumptions that pervade LIS practice and require students to think critically about the position and agency of information institutions and practitioners in the contemporary global South. The 2018 LISC Academic Review Panel commented as follows:

> "*The panel commends the effort to transform curricula, incorporating local content and context in what and how LISC teaches, as well as the implementation of a variety of delivery strategies to cater to its market. This sense of authentic commitment to decolonisation within the curriculum was felt by students who could apply classroom engagements to their own lives.*"

PGDipLIS

LISC is a fully postgraduate academic unit. The PGDipLIS serves as its 'tap-root' qualification and, as a professional qualification, offers a conspectus of the field of LIS. Six years on since LISC's re-conceptualised offering of the PGDipLIS in 2013, LISC remains cognizant of trends re-defining the LIS sector and delivery of information and information-related services in a technology-driven information environment. Trends ingested into the PGDipLIS curriculum since its re-curriculation in 2012, include:

➢ Digital curation
➢ Research data management

- New means of scholarly communication (institutional repositories, open journal publishing, open book publishing, open educational resources (OERS), digital humanities, etc.)
- Digitisation and preservation
- Bibliometrics and altmetrics in research impact analysis
- Social media in the information service space
- New resource description standards (RDA)
- Metadata for large data sets
- HTML (HyperText Markup Language) and XML (Extensible Markup Language) in digital bibliographic control
- Web content management
- Knowledge mobilisation and brokering
- Competitive intelligence
- Teaching and learning in LIS services
- Epistemological, ontological and theoretical approaches informing the research process

The 2018 Academic Review Panel was supportive of LISC's suggestion for expansion of its offerings into the undergraduate space via an undergraduate servicing module in Humanities and even beyond, on the epistemologies and stewardship of managing data, information and knowledge. However, the panel cautioned that it *"would not encourage such an approach without additional capacity"*. LISC is hopeful that an increased staff complement in the future would allow it to embark on this undergraduate service course (the Review Panel found LISC *"severely understaffed"* and recommended "*additional staffing capacity in order to ensure that it continues its current growth trajectory"*. LISC has included in its 2019 budget ask for a "*senior hire*" as recommended by the Review Panel).

MLIS

Also re-curriculated since the re-instatement of LIS at UCT in 2012, the MLIS continues to address deeper level knowledge and skills specialisation required by the modern LIS sector in the areas of Digital Curation, Research Librarianship, LIS Leadership & Management and Teaching & Learning for LIS Professionals. These specialisation offerings at masters level are particularly directed to the academic and public library sectors that are identified in LISC's strategic framework as sector specialisations (see *Figure 1*). Ongoing curriculum review and renewal to address emerging knowledge and skills requirements of the LIS sector and beyond in cognate disciplinary areas, have included:

- Curation of digital objects and the associated challenge of developing archiving and governance infrastructure for the description, management, access and sharing of digital content
- Pedagogical theory and practice for instructional roles of LIS professionals in equipping users with knowledge and skills to mediate a technology-driven information environment
- Research librarianship

- ➢ Scholarly publishing and open access
- ➢ Research data management
- ➢ eResearch, eScience & Digital humanities
- ➢ Alternative approaches to measuring research impact (Altmetrics)
- ➢ LIS leadership and management with a social and cultural focus within a transforming/decolonising context

MPhil (specialising Digital Curation)

LISC entrenched its educational lead (in South Africa and on the continent) in the emerging discipline of Digital Curation and its sub-discipline of Research Data Management by curriculating for and offering (in 2015 for the first time) a full masters coursework programme specialising in Digital Curation. The programme is designed to attract LIS and non-LIS applicants and hence its location within UCT's generic MPhil suite of masters offerings. This means entry into this masters specialisation stream can be from an HEQSF Level 8 qualification in any discipline, and not necessarily in LIS, providing LISC with an opportunity to use its inherent interdisciplinarity to diversify its offerings and thus widen its potential markets. The programme has been drawing applicants from the LIS sector as well as from disciplines such as Media Studies, Journalism, Fine Arts, Education, History, Public Administration, Philosophy, Psychology, Information Technology and Accounting. The curriculum is principles-based, engages solidly and critically with theory, and provides heuristics to support a rapidly and dynamically changing technology environment. A strong emphasis is placed on theory, as well as the epistemological context of Digital Curation, incorporating Philosophy of Science, Information Theory and Information Technology Theory, particularly in Constructivist, Critical and Postmodern paradigms. Theories used draw widely from diverse disciplines including Management, Physics, Sociology, Fine Arts, History, Education and Computer Science. Since the inception of this specialisation stream, LISC has maintained curriculum content currency in areas such as:

- ➢ Theory and philosophy underpinning Digital Curation
- ➢ Information architecture and metadata
- ➢ Research data management
- ➢ Curation for digital media and formats
- ➢ Technology enablers for digital curation

The 2018 LISC Academic Review recognised LISC's "*MPhil in Digital Curation as its niche, and* [remarked that] *this needs to be supported and augmented with resources to ensure its effective sustainability and growth*".

4. Teaching and learning

In this core area too LISC has, particularly post #RhodesMustFall and #FeesMustFall, continued to address issues of transformation and decoloniality, as detailed in its 2017 Annual Report.

LISC academics allow their teaching to be informed by relevant learning theories (cognitivism, constructivism, critical theory) and match learning styles to the classroom needs of their students. LISC is sensitive to a constructivist approach to teaching and learning where students, coming from a diversity of backgrounds, are considered to be significant role players in the co-construction of knowledge in the classroom (physical or virtual). In such a learner-centred context, the following curriculum delivery methods are used to promote collaborative learning and critical thinking: debate and discussions; group engagement; peer learning; case-study; self-directed learning; reflective practice; work-integrated-learning; on-site engagement; and, hands-on computer laboratory sessions involving exposure to a variety of information resources in a state-of-the-art academic library as well as to Web 2.0/Web 3.0 technology (wikis, blogs, Google docs, tag clouds and other crowd-sourcing content instruments). The 2015 roll-out of blended learning via Adobe Connect and Vula, piloted in 2014 (in the MLIS programme) and cascaded to all coursework Masters programmes from 2015 onwards, allows for interactive virtual learning in online chat rooms and opportunities to contribute content to wikis and other crowd-sourcing content instruments. Blended delivery (online plus contact sessions) provides a transformative learning experience for learners and LISC educators alike in an e-learning higher education environment. It has also contributed to increased registrations for the coursework Masters programmes, drawing from markets outside of Cape Town and from across the continent and sometimes even beyond (Namibia, Zimbabwe, Nigeria, Lesotho, Kenya, Cameroon, Dubai). A variety of formative and summative assessment methods are employed in LISC coursework programmes, depending on the nature and content of the course.

2018 LISC Academic Review: "*LISC is commended for offering students a rich learning experience as attested by the students interviewed*".

PGDipLIS

➢ Continues to be offered full-time (1 year), part-time (2 years) and by block release (1 year) – providing an array of options for those with a bachelor degree wishing to attain a LIS professional qualification
➢ Block release option now established as a niche for UCT - LISC is the only of the 10 LIS schools in South Africa with this delivery method for the PGDipLIS; provides LISC with an opportunity to draw students from across the county (this year from Gauteng, Eastern Cape, Western Cape beyond the greater Cape Town area (Worcester)) or even beyond (Namibia, Malawi, Lesotho, Zimbabwe)
➢ Offered by contact only; conscious decision not to go blended (online in combination with face-to-face teaching and learning) because of the nature of some of the course content as well as the professional preparation involved
➢ 2018 registrations: 6 part-time; 5 full-time; 11 block release; (total=22 – drop in registration; hence marketing stepped up)
➢ Anticipated 2018 graduations: 20 with 2 part-timers targeting 2019 for completion

- While maintained total registration of 30 or over since 2014 despite both the University of the Western Cape as well as UNISA beginning to offer the PGDipLIS in 2012 and 2016, respectively, current drop seems to be part of a UCT-wide drop in postgraduate student numbers – hence new marketing efforts by LISC
- Continued presence of international students over the years (Namibia, Malawi, Lesotho, Zimbabwe – in 2018, however, there were no international students in the PGDipLIS); young bachelor degree graduates from UCT and other institutions; mature students from LIS and other work environments; gender inclusive class composition
- Constructive approach to teaching and learning, consistently cognisant of diversity in cognitive, age, cultural, social and language backgrounds of students and the implications of this for learning styles and different levels of intervention required
- Variety of formative and summative assessment methods employed
- Work integrated Learning (WiL) placement (three weeks distributed between the Winter and September vacations) to relate theory to practice included the following hosts: UCT Libraries, City of Cape Town Libraries, the National Library (both the Cape Town and Pretoria campuses), St Cyprian's School and the Johannesburg Public Library. With block release students (who are mostly already employed in libraries) making up the bulk of the students, fewer placements were required this year than in previous years
- Academic orientation (for extra-curricular support) included: Vula (UCT's online learning platform); referencing; citation management; academic writing; plagiarism & Turnitin; presentation skills
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT's Career Service, was once again timetabled into the PGDipLIS programme. CV preparation and other career related assessments counted 5% to one of the PGDipLIS courses and required 80% attendance for students to benefit from the programme
- Annual Prize-giving Ceremony (09 November 2018) brings the PGDipLIS academic year to a close with prizes (R500 'book' vouchers) for Best Academic Performance in the PGDipLIS, for Leadership, and for Dedication & Perseverance, amongst other certificate and specialist awards – the event is intended to provide students with an incentive to strive for quality in their performance in preparation for delivery in the work environment and/or for the pursuit of further postgraduate studies
- As at 18 October 2018: 33 PGDipLIS applications for 2018 (23 accepted thus far (some still to be processed); 7 provisionally accepted) – applications close 31 January 2019

2018 LISC Academic Review: "*All* [PGDipLIS] *students interviewed spoke highly of the valuable classroom engagement and interaction, which they felt enhanced their experience of the programme…Combination of* [assessment] *approaches is in line with international practices and demonstrates the attention to the best approaches for student learning*." Minor gaps in the PGDipLIS were also identified by the Review Panel, and these have been responded to/addressed in the Improvement Plan.

MLIS

> ➢ 2018 registrations: 43 (12 new registrations and 31 returning students)
> ➢ Of the 43, 29 were registered for the minor dissertation in 2018; 4 graduations in 2018
> ➢ Delivery is by blended format (online with contact weeks twice a semester) using Adobe Connect and Vula for online delivery – has contributed to increased registrations drawing from markets outside of Cape Town and across the continent (Namibia, Botswana, Zimbabwe, Nigeria, Lesotho, Kenya, Cameroon) at no additional cost to the university
> ➢ Blended delivery provides a transformative learning experience for both learners and educators to become online-focused in an e-learning higher education environment
> ➢ Digital Curation and Teaching & Learning for LIS Professionals are also offered as occasional courses – responding to growing knowledge and skills needs in these areas among individuals who already hold masters degrees but who are seeking continuing professional development
> ➢ As at 18 October 2018: 39 MLIS applications for 2018 (2 accepted thus far (many still to be processed)) – applications close 31 January 2019

The MLIS was not selected for review in the 2018 LISC Academic Review. The PGDipLIS and MPhil(DC) were selected – the review process only requires two programmes to be identified for review.

MPhil (Digital Curation)

> ➢ 2018 registrations: 26 (4 new registrations and 22 returning students) – drop in new registrations is a concern; hence targeted marketing (including Facebook & Twitter) for 2019
> ➢ Of the 26, 22 were registered for the minor dissertation in 2018; 5 graduations in 2018
> ➢ Delivery is by blended format (online with contact weeks once/twice a term/semester, as applicable) using Adobe Connect and Vula for online delivery – has contributed to increased registrations drawing from markets outside of Cape Town and from across the continent (e.g. Namibia, Uganda, Nigeria and Dubai), and again, at no additional cost to the university
> ➢ Blended delivery provides a transformative learning experience for both learners and educators
> ➢ Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area
> ➢ As at 18 October 2018: 24 MPhil(Digital Curation) applications for 2018 (11 accepted thus far; 5 provisionally accepted) – applications close 31 January 2019

2018 LISC Academic Review: "*This program reflects the growing international focus on digital curation and is in line with emerging international trends in LIS education. The*

curriculum places UCT at the forefront of this trend." Gaps identified by the Review Panel have been addressed in LISC's Improvement Plan.

MPhil (Research) & PhD

- ➢ 2018 MPhil (Research) registrations: 5 returning; 3 graduations in 2018; 1 on leave of absence
- ➢ 2018 PhD registrations: 12 (1 new registration and 11 returning students); 1 graduation in 2018
- ➢ With only one PhD holder in 2018 in LISC (one resigned), Emeritus Associate Professors Nassimbeni and De Jager have been supporting PhD supervision but the bulk of PhD supervision sits with permanent staff in LISC
- ➢ One PhD (Thomas Matingwina) was completed in 2015 (first registered in 2012), one graduates in December 2018 (Patrick Mapulanga - first registered in 2016)) and a further two (Christine Kanyengo & Francois Hendrikz) are poised for completion before the end of 2018
- ➢ LISC continues to hold an Annual Research Day (this year on 23 September 2018) at which masters and PhD students (including minor dissertation students) present (physically or virtually) their research-in-progress; annual event provides research students with an opportunity to share their progress as well as their challenges with LISC academics and fellow research students
- ➢ LISC continues to hold its annual Research Seminar Series and Research Workshops (alternating contact and online) to support the growing number of LISC students engaged with dissertation preparation as well as academics growing supervision skills. The seminars and workshops target theory integration in research and the broader epistemological, ontological and methodological issues informing the research process
- ➢ As at 18 October 2018: 15 PhD applications (1 accepted; 14 declined)
- ➢ As at 18 October 2018: 1 MPhil(Research) application (0 accepted; 1 declined)

2018 LISC Academic Review: "*LISC was critically in need of one or two more senior staff to … manage the bottleneck of students who are yet to complete the research element of their studies.*" LISC currently has 73 masters students and 12 PhDs requiring supervision. The Improvement Plan as well as current developments at UCT for the re-location of and additional staffing for LISC address these and other supervision related challenges pointed out by the Review Panel.

5. Research

The 2018 LISC Academic Review found that LISC "*was in need of … senior staff … to boost research output*". The Improvement Plan addresses this and other research related gaps identified by the Review Panel. Notwithstanding these observations LISC staff attempted in 2018, within their current capacity, to balance both teaching (including a heavy supervision load) and research, namely, conducting independent research and writing papers for conference presentations and for

journal publication. Refer to *Table 1* for 2018 research output (including conference presentations and papers with students).

Table 1: 2018 Conference presentations and publications

Journal publications	Conference presentations	Book/Book chapters/White Paper
Kahn, M. & **Underwood, P.G.** 2018. Space planning in libraries: for students, by students. *Education for Information*. [In press]: 1-12.	**Dabengwa, I**., **Raju, J.** & Matingwina, T. 2018. The interpretive repertoires of Zimbabwean academic librarians. **IFLA Africa Section Satellite Meeting, World Library and Information Congress 84th IFLA General Conference and Assembly**, Kuala Lumpur, Malaysia, 22-23 August 2018.	Raju, R. and **Raju, J**. 2017. Academic libraries in Africa. In Abdullahi, I.H. (Editor-in-Chief). *Global library and information science*. 2nd ed. (IFLA publication nr. 174). pp. 42-81. Berlin: De Gruyter. (ISBN: 978-3-11-041303-8). doi: https//doi.org/10.1515/9783110413120-003.
Johnson, G. & **Raju, J**. 2018. Knowledge and skills competencies for humanities librarians supporting postgraduate students. *Libri: International Journal of Libraries and Information Studies* [In press].	**Raju, J.** with IFLA BSLISE Working Group. 2018. An international approach to quality assessment and qualification in the library and information profession: a White Paper review. **World Library and Information Congress 84th IFLA General Conference and Assembly**, Kuala Lumpur, Malaysia, 22-23 August 2018.	IFLA BSLISE Working Group. 2018. *Building strong LIS education: a call to global and local Action – an IFLA BSLISE Working Group White Paper*. Cape Town: University of Cape Town Libraries. doi: http://dx.doi.org/10.15641/0-7992-2542-6 (**Jaya Raju** is one of two lead authors and Co-Chair of the IFLA BSLISE Working Group which produced this White Paper)
De Jager, K., **Nassimbeni, M**., Daniels, W. & D'Angelo A. 2017. The use of academic libraries in turbulent times: student library behaviour and academic performance at the University of Cape Town. *Performance Measurement and Metrics*. 19(1): 40-52.	**Raju, J.** 2018. Embracing new trends in scholarly communication: from competency requirements in the workplace to LIS curriculum presence. **19th Information Studies Annual Conference: Navigating the Digital Economy**, Richards Bay, KwaZulu-Natal, 12-14 September 2018. (Keynote Speaker)	
Malapela, T. & **De Jager, K.** 2018. Theories of value and demonstrating their practical implementation in academic library services. *Journal of Academic Librarianship.* [In press].	**Raju, J**., **Mfengu, A**., **Kahn, M.** & Raju, R. 2018. The transition to open: a metrics analysis of discoverability and accessibility of LIS scholarship via the *South African Journal of Libraries*	

	and Information Science. Paper presented at the **19th Annual LIASA Conference: Libraries and Information Services: Agents of Community Development and Social Transformation**, Cape Town International Convention Centre, Cape Town, 8-12 October 2018.	
Hart, G. & **Nassimbeni, M**. 2018. The value of information in South Africa's new Democracy. *Library Management*, 39(5): 322-335. http://dx.doi.org/10.1108/LM-09-2017-0087	**Raju, J.** 2018. Juried panel: LIS qualifications, certification and the meaning of 'professional' around the world. **ALISE [Association for Library and Information Science Educators] 2018: The Expanding LIS Education Universe**, Denver, Colorado, USA, 6-9 February 2018.	
	Raju, J. 2018. Within and without: international perspectives on LIS education. Presented on challenges for and responses to LIS education in Africa at the International Library Education Special Interest Group. **ALISE [Association for Library and Information Science Educators] 2018: The Expanding LIS Education Universe**, Denver, Colorado, USA, 6-9 February 2018.	
	Raju, J., Chu, C.M. & Kawooya, D. 2018. Setting the stage for building strong LIS education in Africa. **Standing Conference of Eastern, Central and Southern African Library and Information Associations (SCECSAL XX111): Positioning Library and Information Services to Achieve Sustainable Development – Innovations and Partnerships**, Entebbe, Uganda, 23-27 April 2018.	

	Malapela, T. & **De Jager, K**. Theories of library service and practical approaches to their implementation in Academic libraries. **10th QQML (Qualitative and Quantitative Measures in Libraries) International Conferenc***e*, Chania, Crete, Greece, 22 - 25 May 2018.	
	Higgs, R. 2018. Archiving as a political act: maintaining authenticity in contingent and fluid realities. Keynote address delivered to the **South African Society of Archivists Conference**, East London, 3-5 July 2018.	
	Higgs, R. 2018. Evaluating wikis for formative learning and assessment *AND* Leveraging controversy for learning: campus artworks and the curriculum. Papers presented at the **UCT Teaching and Learning Conference**, 17 July 2018.	
	Gillis-Webber, F. & **Higgs, R.** 2018. Conversion of the *English-Xhosa Dictionary for Nurses* to linguistic linked data. Poster presented at **The International Conference on Formal Ontology in Information Systems**, **Cape Town**, 17-21 September 2018.	
	Higgs, R. 2018. The digital remove: discontinuous gazes on the 'Hottentot Venus'. Paper presented at **The Inclusive Museum Conference, Granada, Spain,** 6-8 September, 2018 and at **the LIASA Conference**, Cape Town, 8-12 October 2018.	
	Schäfer, S. & **Higgs, R.** 2018. Perceptions and experiences of a digital visionary environment. Paper presented at **The Inclusive Museum**	

	Conference, Granada, Spain, 6-8 September, 2018.	
	Mapulanga, P., **Raju, J.** & Matingwina, T. 2018. A research-based framework for communicating and disseminating health research findings for policy formulation. Paper presented at the **19th Annual LIASA Conference: Libraries and Information Services: Agents of Community Development and Social Transformation**, Cape Town International Convention Centre, Cape Town, 8-12 October 2018.	
	Mapulanga, P., **Raju, J.** & Matingwina, T. 2018. Levels of research evidence in health policy assessment: the case of selected health policies in Malawi. **19th Information Studies Annual Conference: Navigating the Digital Economy**, Richards Bay, KwaZulu-Natal, 12-14 September 2018.	

Independent research and collaboration

Associate Professor Jaya Raju and Emeritus Associate Professors Mary Nassimbeni and Karin De Jager are currently NRF-rated researchers. *Table 2* reflects 2018 independent research and collaborations in LISC (greyed out spaces: funding years and project are over but output and further building on these research areas continue).

Table 2: Independent research and collaborations

Principal investigator	Project	Funding	Collaborators
Emeritus A/Prof. Mary Nassimbeni	Measure for measure: developing a values matrix for the academic library	NRF Competitive Funding for Rated Researchers	UCT Libraries
A/Prof. Jaya Raju	Development of a national LIS skills statement for the	NRF Competitive Funding for Rated Researchers	Masters & PhD students

	higher education sector in South Africa		
A/Prof. J. Raju	'Content, Conduit & Context': curriculating for the academic librarian as a blended professional in a pluralist information environment	NRF Competitive Funding for Rated Researchers (2018-2020)	Dr Neil Evans, University of Zululand; Prof. Jennifer Arns/Ass. Prof. Dick Kawooya, University of South Carolina; A/Prof. Dick N'gambi, School of Education, University of Cape Town; Masters & PhD students
A/Prof. J. Raju	Towards development of an international quality assessment framework that promotes quality in LIS education programmes	IFLA (International Federation of Library and Information Associations and Institutions) project funding – 2017-	IFLA's Building Strong LIS Education (BSLSE) – an active global network of LIS academics and researchers under: IFLA Section on Education and Training; and IFLA Section on Library Theory and Research

Research output from independent research and collaboration captured in *Table 2* are reflected in *Table 1* as well as in previous years' annual reports (http://www.lisc.uct.ac.za/LISCAnnualReport) LISC academics have also accessed UCT based development and start-up funds (see *Table 3*) for research related activities as well as for buying teaching time so that they may dedicate time to research.

Table 3: Development and start-up grants

LISC academic	Grant	Amount
Michelle Kahn	Research Development Grant (UCT Emerging Researchers' Programme - ERP) UCT New Academic Practitioners Programme (NAPP)	R29 306 R5 000
Richard Higgs	CILT Teaching & Learning Grant UCT New Academic Practitioners Programme (NAPP)	R17 000 R5 000

UCT austerity measures have limited research travel and study visit opportunities via the LISC budget and hence LISC academics (including emeritus professors) have successfully accessed (based on their publications) funding via the **University Research Committee (URC), Faculty Block Grants** and the **NRF's Knowledge Interchange and Collaboration (KIC) International Travel Awards.**

Research awards

A/Prof. J. Raju: SCECSAL (Standing Conference of Eastern, Central and Southern African Library and Information Associations) 2018 Author of the Year award (Journal Articles Category) for the journal article 'Information professional or IT professional?: the knowledge and skills required by academic librarians in the digital library environment' published in 2017 in *Portal: Libraries and the Academy*, 17(4): 739-757.

6. Staff and students

Staff

LISC has a permanent Administrative Assistant (Ms Alison Davids) at Payclass 7. UCT's Development Dialogue process frames her annual performance evaluation and monitoring of her development paths. *Table 4* reflects current LISC academic staff and their teaching/supervision loads. LISC follows the Humanities Faculty's academic performance review process in the assessment of academic staff performance. Development areas are identified, interventions put in place, where necessary, and progress is monitored.

With the resignation of Senior Lecturer, Dr Bitso, in January 2018, her new supervision responsibilities were transferred to the part-time appointment made for this purpose and her other dissertation students (including those near completion) were transferred with care and attention to suitable supervisors (including LISC's emeritus professors) within LISC. Many of her minor dissertation students have completed under replacement supervisors and those who were in the midst of their research are progressing well.

Table 4: LISC academics

Academic (and year of first appointment)	Status	Average no. of lectures per week (26 t/wks)	Current supervision (sole/main supervisor) as at October 2018	Completed supervision (sole/main supervisor)
Michelle Kahn (Lecturer) - 2014	Permanent	**7.78** plus repeat lectures for block release, as required	**14** (12 minor dissertations)	1 minor/d (2017) 1 minor/d (2018)

Richard Higgs (Lecturer) - 2014	Permanent	**4.92** plus repeat lectures for block release, as required	**15** (1MPhil(Res); 14 minor dissertations)	1 minor/d (2015) 2 minor/d (2017) 3 minor/d (2018)
A/Prof. Jaya Raju (HoD) - 2012	Permanent	**56** lecture periods for the year (plus repeat lectures for block release, as required) + headship	**18** (5 PhDs; 3 MPhil(Res); 4 minor dissertations; working with 5 PhDs and 1 MPhil(Res) on proposals for reg.)	2 PhDs (2015) 1 minor/d (2015) 1 MPhil(Res) (2016) 2 minor/d (2017/18) 1 PhD (2018)
Senior Lecturer	**Permanent**	**To take up appointment in January 2019**		
Patrick Mapulanga	Lecturer (part-time) - 2018	**24** lecture periods for the year	**6** (minor dissertations)	–
Jenny Wood	Lecturer (part-time) - 2018	**134** lecture periods for the year (plus repeat lectures for block release, as required)	–	–

Note: 1) Two part-time appointments (one for teaching; one for supervision) while recruitment for Senior Lecturer position was in process in 2018; 2) LISC staff carry administrative duties and these are overseen by the Head in terms of fair distribution; 3) Three courses in the MPhil(DC) were not offered in 2018 (drop in student numbers) – hence Richard Higg's reduced teaching time which he was able to put into supervision, research, etc.

LISC 2018 Academic Review: "*LISC should be mindful of the need to diversify the demographic representation of its academic staff and, the current vacancy may be a good opportunity in which to do so*".
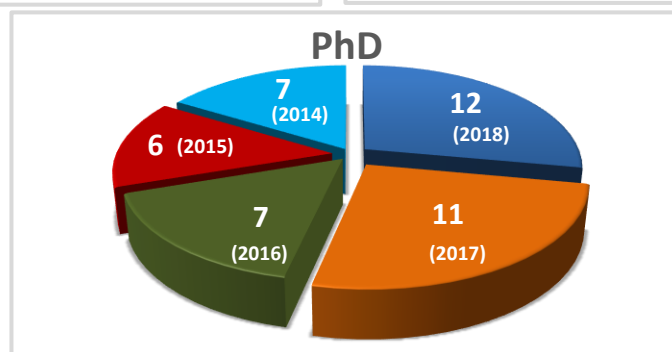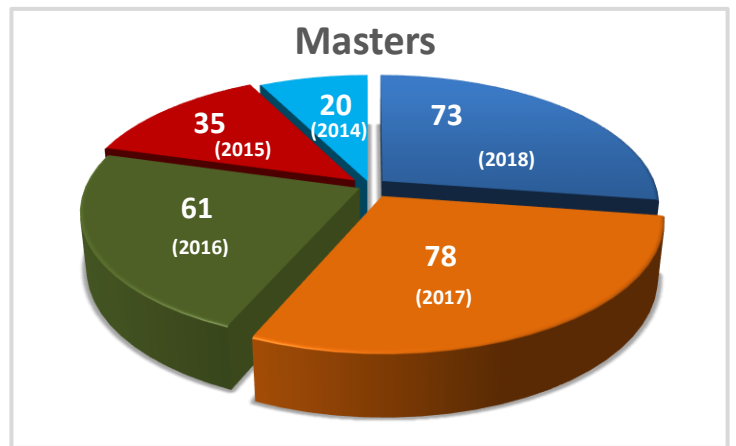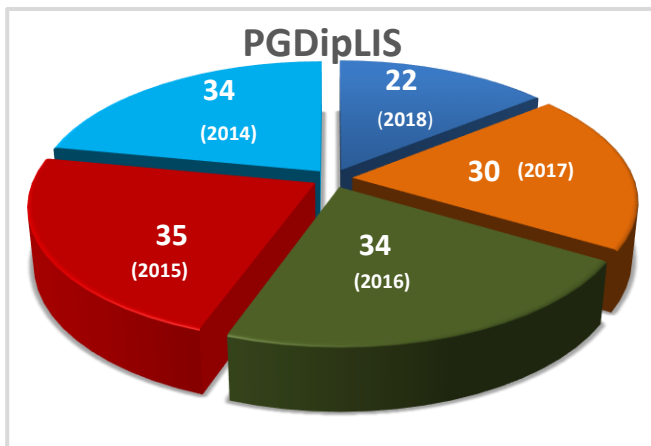
Students

When LIS was re-instated at UCT in 2012, its PGDipLIS registrations stood at 20 (compared to 3 and 6 for the years 2010 and 2011, respectively). In 2013 it climbed to 23, surpassing Business Plan projections and also creating a critical pool of students from which to draw masters students. *Figure 2* reflects the growth in student numbers across all five of its programmes from 2014 up to and including 2017. 2018 saw a drop in numbers (as explained earlier) for the PGDipLIS and MPhil(DC). But MLIS and PhD numbers show an upward trajectory. The research degree totals need to take into account completions. Section 4 of this annual report provides student application statistics for 2018 across all five programmes. LISC's student demographics across all its programmes are reflective of the country's national demographic profile. Like with many other disciplines, LIS too is acutely aware, in a context of transformation, of drawing into its research (MPhil(Res) and PhD) programmes more South African Africans. Every effort is made to do so, particularly at the level of support and intervention once students are accepted into the research or other programme. Occasional Course registrations at HEQSF Level 9 (mentioned in Section 4) are

also used to ease individuals, who have had a hiatus from academic study, into senior degree programmes. The 2018 Academic Review pointed out minor gaps as far as students are concerned as well as the issue of the drop in student registration figures - these have been rigorously addressed in the Improvement Plan.

Figure 2: Student registration 2014-2018

Registration totals					
	PGDipLIS	**MLIS**	**MPhil (DC)**	**MPhil (Research)**	**PhD**
TOTALS for 2018	**22**	**43**	**26**	**4**	**12**
	22 PGDipLIS in 2018	Total of 73 masters students in 2018			**12 PhDs in 2018**
TOTALS for 2017	**30**	**37**	**32**	**9**	**11**
	30 PGDipLIS in 2017	Total of 78 masters students in 2017			11 PhDs in 2017
	34 PGDipLIS in 2016	Total of 61 masters students in 2016			7 PhDs in 2016
	35 PGDipLIS in 2015	Total of 35 masters students in 2015			6 PhDs in 2015 (*1 LOA plus 1 graduation*)
	34 PGDipLIS in 2014	Total of 20 masters students in 2014			
					7 PhDs in 2014

PGDipLIS
- 34 (2014)
- 22 (2018)
- 30 (2017)
- 34 (2016)
- 35 (2015)

Masters
- 35 (2015)
- 20 (2014)
- 73 (2018)
- 61 (2016)
- 78 (2017)

PhD
- 7 (2014)
- 12 (2018)
- 6 (2015)
- 11 (2017)
- 7 (2016)

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LISC budget summary for 2018

Table 5 provides a LISC budget summary for 2018 reflecting fee income, subsidy earnings, staffing and operating expenditure as well as Humanities Faculty administration costs.

Table 5: LISC budget summary for 2018

LISC budget summary 2018			
	2018	**2018**	
Revenue excl. charges		**(7 632 522)**	
Tuition Fees	(3 097 740)		
Subsidy	(4 534 782)		
Expenditure		**4 325 185**	**100.00%**
Staffing and Operating Expenditure	3 746 124		86.61%
Depreciation	5 543		0.13%
Faculty Administration Costs (20%)	573 518		13.26%
Net (Surplus)/Deficit		**(3 307 337)**	

Marketing

The following LISC branded promotional material, designed with the support of UCT Libraries' Marketing Librarian, and other marketing strategies, continue to form the basis of LISC's marketing drive:

➢ 1700 copies of attractive double-sided A/4 flyers (updated annually) with content details of LISC courses in its various programmes, 1500 of which were placed in 2018 as inserts in the popular professional body magazine, *Liasa-in-touch* sent by LIASA to 1500 addresses

➢ Annually updated A/5 flyers, together with A/4 flyers, distributed on UCT Campus, at other relevant institutions and at important LIS related events

➢ 50 copies of LISC Strategic Directions 2018-2022 – for use at special events e.g. LISC Advisory Board meeting, collaboration meetings, etc.

➢ LISC table overlays, buttons, pens, bookmarks, stickers, folders, branded flyer holders, PowerPoint presentations and banners used for special events locally and continently, as appropriate

➢ e-Copies of flyers distributed throughout the year via listservs such as Liasaonline, Sabinews, the HELIG list, irtalk and Africa-L as well as on Vula (UCT)

➢ Annual bursary advertising (R40 000 each – 4 in 2018) from the Buyskes and Spilhaus Funds

➢ Exhibition stand at the Annual LIASA Conference

> ➢ Promotional presentations at Cape Town City Libraries and, where possible, at academic libraries in the Western Cape

New additions to LISC's marketing toolkit since 2017, and used in 2018, include a 3-minute video available on YouTube (https://www.youtube.com/watch?v=3rNAbQWyeVY) and an attractive pocket with matching card inserts giving details of each of LISC's five programmes. LISC participated in newly inaugurated Postgraduate Showcase, hosted by the Careers Service, in July 2018. We were joined at our stand by representatives from City of Cape Town Libraries who marketed their bursaries for LIS university study and the LIS profession in general, to prospective students. This, we hoped, would boost interest in our programmes in particular. The stand was busy throughout the day and LISC staff had discussions with many interested students about our range of programmes. Our promotional banners and stands and our marketing material made for an eye-catching stand.

LISC makes every effort to present the academic unit and the delivery of all its programmes (coursework & research) with quality and excellence as it believes that this is the ultimate marketing tool for attracting high quality students, PhD candidates, postdoctoral fellows, research collaborators, visiting scholars, and for achieving national and international recognition for the School.

The LISC website (http://lisc.uct.ac.za) continues to be an integral part of LISC's marketing and publicity. The integration of LISC's Twitter feed into the homepage since August 2018 has seen a definite relative increase in referrals from social media, although direct access (most likely driven by email campaigns) continues to account for the bulk of visits to the site (around 50%), with organic search still driving most of the remainder of visits. Content relating to academic programmes is still the most popular (PGDipLIS: 20% of sessions, MPhil specialising in Digital Curation: 13% and Masters programmes 7%). Site visitors based in South Africa account for around 70% of traffic, with Nigeria and the USA following at about 1% each (a decrease since last year in both the proportion of traffic originating in the rest of Africa, as well as the African countries represented). The number of unique visitors and sessions remains stable at around 6 000 and 8 000, respectively. While most visitors to the LISC website seem to be primarily interested in content about academic programmes, fees and vacancies account for the most internal searches. Other popular search terms worth noting are "digital curation", "bursary" and "handbook", which reflect users' drivers and interests. News items are not inherent drivers of traffic or user retention, but they do contribute to an overall positive impression of the site and of LISC if they are current and relevant.

LISC is cognizant of its social media presence. It has a continued presence on Twitter and on Facebook. In 2018, UCT Libraries staff were a great help in keeping the social media current, retweeting and reposting relevant posts to the LISC accounts. As at October 2018, LISC had 1,107 Facebook followers and 329 Twitter followers. Total tweets were at 450. On Facebook, a post on

the PGDipLIS students visiting Central Library earlier in the year reached 328 viewers, making it the most popular post for 2018.

7. **Collaboration**

Table 6 reflects current collaborative efforts in order to build research and other partnerships at the national and at international levels; and to cultivate a healthy research environment in which to build research projects that attract funding, strong LIS academics, good postgraduate students and post docs - particularly in the research niche areas identified in LISC's strategic framework.

Table 6: Collaborative relationships

LISC academic	Collaborators/Institution	Targeted outcomes
LISC academics	Joy Davidson; Sarah Jones; and academics from the Department of Information Studies – University of Glasgow	MoU in existence since 2015; Joint research publications in Digital Curation and RDM; Teaching and research collaboration; Research co-supervision
A/Prof. J. Raju	Prof. David Lankes, A/Prof. Dick Kawooya; Prof. Jennifer Arns - School of Library and Information Science, University of South Carolina	Visiting scholars (done on both ends engaging both staff and students) Research co-supervision; Research collaboration (LIS knowledge and skills research; framework for quality assessment of international LIS education)
A/Prof. J. Raju	International Federation of Library Associations and Institutions (IFLA) BSLISE Global Working Group (members from 15 countries)	Framework for quality assessment of LIS education internationally; Global collaborative work; International data collection; While Paper published; International conference/panel presentations; Journal publications
Richard Higgs	Iziko Planetarium	Internship opportunities for Digital Curation students; Digital Curation research
Richard Higgs	Biological Sciences Department, UCT	Internship opportunities for Digital Curation students
Richard Higgs	Dr Grant McNulty; Prof. Carolyn Hamilton - Five Hundred Year Archive (FHYA) Project	Minor dissertation co-supervision; Funding for LISC research students

8. Social and professional engagement

LISC staff continue to provide input into forums contributing to LIS professional development as well as advancing community development and social justice. Social and professional engagement is one of the strategic themes (*see Figure 1*) informing LISC's programmes and activities and is also part of LISC's contribution to addressing issues of transformation and decoloniality. Examples are captured in *Table 7* and are an indication of LISC as a source of intellectual guidance for policy-making and professional and community development.

Table 7: Social and professional engagement

Social/Professional engagement	LISC academic
Editor-in-Chief: *South African Journal of Libraries and Information Science* (*SAJLIS*)	A/Prof. J. Raju
Language and Layout Editor: *SAJLIS*	Michelle Kahn
Reviewing for local and international journals; serving on Editorial Advisory Boards	LISC academics
Co-Editor – ALISE (Association for Library and Information Science Education) Book Series	A/Prof. J. Raju
Appointed Subject Chair of the Scopus Content Selection & Advisory Board (CSAB) for LIS journals – reviewing LIS and related journal applications for Scopus listing	A/Prof. J. Raju
Board member: National Library of South Africa (NLSA)	Em. A/Prof. Mary Nassimbeni
ASSAf (Academy of Science of South Africa) journal evaluation panel	Em. A/Prof. Karen de Jager
Member of the Department of Environmental Affairs *Marine Information Systems* Steering Committee (Data Curation Project)	Richard Higgs & Michelle Kahn
Member of the Department of Arts and Culture commissioned LIS Policy Task Team	Em. A/Prof. Mary Nassimbeni
Founding member of the L/IS Heads of Schools Forum	A/Prof. J. Raju
Co-Chair of IFLA's Building Strong Library and Information Science Education (BSLISE) global working group	A/Prof. J. Raju
Member of the CHE National Reference Group for developing a national benchmark standard for LIS education	A/Prof. J. Raju
Short course development and facilitation for the LIS community in emerging skills areas	Michelle Kahn
Appointed to DHET Research Outputs Sub-Panels for the Evaluation of Scholarly Books and Conference Proceedings from universities (for subsidy claim)	A/Prof. J. Raju
Chairing and/or participation in academic reviews (UCT and other universities)	A/Prof. J. Raju
Higher Education Access Response Team (HEART) – represents interests of various UCT disability stakeholder groups to the University	Richard Higgs
Serving as members of various Humanities Faculty (UCT) committees	LISC academics
Responding to UCT Libraries' requests for knowledge and skills development	LISC academics
Member of the Higher Education Access Response Team (HEART) – represents interests of various UCT disability stakeholder groups to the University	Richard Higgs

LISC 2018 Academic Review: "*The Panel … noted that LISC's approach to social responsiveness is consistent with its strategic actions to position LISC as an intellectual leader within relevant communities for development – this is encouraged by the Panel.*"

9. Conclusion

LISC continues to be physically located on the Hlanganani Level of the Chancellor Oppenheimer Library Complex. Once again, it thanks UCT Libraries for support in terms of comfortable working space with modern IT hardware and software support, especially for online teaching. UCT Libraries also generously provided LISC with two (in 2018) dedicated teaching venues. Bigger classes were taught in Hoeriwaggo 3A (part of mainstream UCT class scheduling). LISC wishes to thank UCT Library colleagues for their professional enrichment, from time to time, of LISC curricula. It also wishes to thank Library Finance, Library HR and Library Marketing for support in these critical areas. Further thanks to the Humanities Faculty for overseeing registration of LISC's students and for academic oversight of its curricula and programmes, and its quality assurance. A special thanks to Emeritus Professors Mary Nassimbeni and Karin de Jager for their continued support of LISC as well as to LISC staff (including the LISC Administrator), who despite challenges from time to time, remain committed to this small academic unit and the work it does for the LIS professional sector, the University and for academia generally.

LISC is very satisfied with the outcomes of its 2018 Academic Review. It wishes to thank the panel of reviewers for the time and effort they put into the review process as well as UCT's Institutional Planning Division (IPD) for facilitating the review process. LISC welcomes the identification of areas for improvement for which it has provided plans in its Improvement Plan (submitted to IPD, UCT Libraries and to the Humanities Faculty). Plans for the full integration of LISC into the Humanities Faculty, a name change to accompany this and more accurately reflect the diversity of its curricula offerings beyond just libraries as well as addressing its staffing shortfall (critical recommendations emanating from its Academic Review), are currently underway. LISC wishes to thank the Board of the Humanities Faculty for so generously supporting the re-incorporation of LIS into the Faculty. Very importantly, a special thanks to the Acting Dean, Prof. David Waddle, for the leadership he showed in the transitioning of LISC's organisational location within a PASS structure (UCT Libraries) to an academic one (Humanities Faculty).

As LISC prepares to leave UCT Libraries in the coming months, it will do so remembering that UCT Libraries provided it with a home and shelter in the dark days of threat of closure. For this, LISC will always be grateful.

Associate Professor Jaya Raju (with input from LISC staff)
Head: Library and Information Studies Centre, UCT
October 2018