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Library and Information Studies Centre

Library and Information Studies Centre

University of Cape Town

Annual Report

2017

for the

Library and Information Studies Centre Advisory Board Meeting

29 November 2017

University of Cape Town • iYunivesithi yaseKapa • Universiteit van Kaapstad

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 is located organisationally within the University of Cape Town Libraries and offers, 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 oversees registration of LISC's students, has academic oversight of both its curricula and programmes, and its quality assurance.

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.

This is the sixth meeting of the Advisory Board of the Centre since the establishment of the Board in 2012. 2017 sees 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.

This, the sixth Annual Report for the 2017 Advisory Board Meeting of the Library and Information Studies Centre, 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. 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 2016. However, similar to past reports, this annual report too highlights the activities of LISC, for the 2017 academic year, in response to its *Strategic Directions*.

2. LISC Strategic Directions 2018-2022

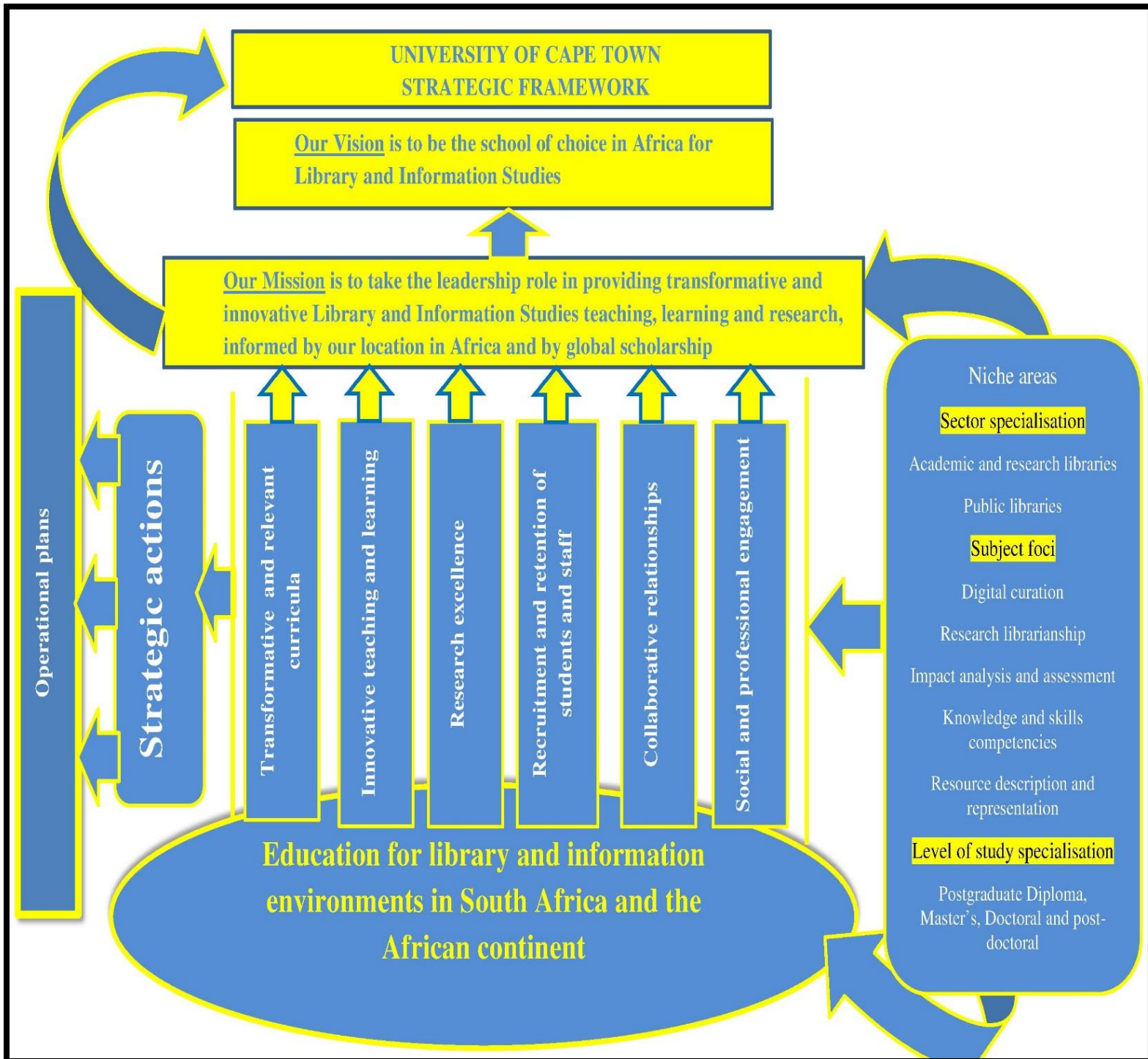*Figure 1: Graphic representation of LISC Strategic Directions*

Figure 1 represents strategic planning work-in-progress for the next five years building on *LISC Strategic Directions 2012-2016* and regular review over the past four years 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* which is summarised in *Figure 1* as work-in progress. 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 has made, and plans to make, further tangible efforts in the curricula of all three of its coursework programmes to respond to issues of transformation and decoloniality. Some examples are captured in Table 1.

Table 1: Addressing transformation and decoloniality in the curriculum

PGDipLIS	MLIS	MPhil (Digital Curation)
• 'Africanising' the curriculum through increased grounding in South African and African library history and information society through literature selection and guest presentations by stalwarts in the industry • Rigorous use of African exemplars in the context of Eurocentric and Anglo-American resource description models. Students are required to engage critically with dominant models of information representation and classification • Knowledge brokering and knowledge mobilisation for social cohesion in unequal societies has been	• The LIS Leadership & Management curriculum has been revised to focus on the social and cultural role and impact of libraries in contemporary South Africa. Decolonisation, diversity and problems of access to information are used as a core, unifying idea for most of the themes in the course. Formative and summative assessments deal directly with topics of decolonisation, patriarchy, African scholarship and a critical view of the legacy of Western and apartheid librarianship and management disciplines • The Teaching & Learning for LIS Professionals	• Content in the curriculum is aggressively focused on southern Africa, using locally relevant examples wherever possible. • Formative and summative assignments focus on current issues facing South Africa and southern Africa and confronting students with social, academic and economic issues, including decolonisation, intellectual property, indigenous knowledge, globalisation, ICT4D, society, and regional developments that impact on the discipline • Students are required to question their assumptions and to think critically about the

included in the curriculum • Civics and ethics of library and information work in contemporary South African context and in the context of social change are specifically included in the curriculum • Substantial grounding in research epistemology, ontology, methodology and theory is provided at this level in order to capacitate students for senior research degrees	curriculum includes learning theories and learning styles which speak to issues of cognitive and cultural diversity in the South African classroom as well as to African pedagogical development challenges generally • The transformative role of the librarian in the research lifecycle leading to knowledge creation is critically engaged with in the Research Librarianship curriculum. Open access as scholarly communication is interrogated as a social justice construct in the African context	roles of and attitudes toward IT in Africa and about historical and current issues around the capture, storage and dissemination of African artefacts and knowledge • Epistemology and ontology are tackled from multiple, plural and complementary perspectives. The intention is for students emerge from the programme equipped to work within the unique challenges and constraints that they are likely to face in employment, at the levels of technology, content and social context
• Open Science and the general Open Movement are leveraged as much as possible across all programmes in content and delivery, linking them to African philosophy, African development interests, and African research • Indigenous and Traditional Knowledge Systems are covered in course themes across all programmes • Experiential learning is supported in the PGDipLIS and both coursework masters programmes through WiL (work integrated learning), internship, real-world projects and teaching practice experience		

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. Five years on since LISC's re-conceptualized 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)
- ➢ HTML (HyperText Markup Language) and XML (Extensible Markup Language) in digital bibliographic control
- ➢ Web content management
- ➢ Knowledge mobilisation and brokering
- ➢ Epistemological, ontological and theoretical approaches informing the research process

LISC looks forward to introducing into the PGDipLIS in 2018 an understanding of pedagogical theory and practice for purposes of equipping the end-user with the necessary knowledge and skills to mediate a technology-intensive information landscape. This is in response to research reflected in the literature (Westbroch & Fabian, 2010; Davies-Hoffman et al., 2013; Hall, 2013; Raju 2017)[1] that this is an area neglected by LIS schools globally, especially at the professional qualification level.

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 which 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

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[1] Westbrock, T. & S. Fabian. 2010. Proficiencies for instruction librarians: Is there still a disconnect between professional education and professional responsibilities? *College & Research Libraries* 71(6): 569-590.

Davies-Hoffman, K. et al. 2013. Keeping pace with information literacy instruction for the real world: Will MLS programs wake up and smell the LILACs. *Communication in Information Literacy* 7(1): 9-23.

Hall, R.A. 2013. Beyond the job ad: Employers and library instruction. *College & Research Libraries* 71(1): 24-38.

Raju, J. 2017. To teach or not to teach?: the question of the academic librarian's pedagogical competencies in the digital age. *South African journal of higher education*, 31(2): 251-269. doi: http://dx.doi.org/10.208535/31-2-1096

> Scholarly publishing and open access
> Research data management
> 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 and Philosophy. 2017 saw applicants from Psychology, Information Technology and Accounting. 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

4. Teaching and learning

In this core area too LISC has, particularly in the past year (post #RhodesMustFall and #FeesMustFall), addressed issues of transformation and decoloniality. *Table 2* captures some examples.

Table 2: Addressing transformation and decoloniality in teaching and learning

PGDipLIS	MLIS & MPhil (Digital Curation)	Research supervision - MPhil (Res.) & PhD
• Addressing diversity in 'academic preparedness' with extra-curricular offering in academic orientation • Students from designated groups with research potential are identified for senior research degrees • Annual Prize-giving Ceremony not only acknowledging the efforts of academic achievers but also targeting equity categories for recognition of effort and diligence as incentives for aspiring to senior degrees • Recommendations (upon request) to UCT Libraries for possible development post incumbents, focus not necessarily on students with the best marks but on those with potential from designated groups	• While the blended learning format does create some barriers (in electronic literacy as well as bandwidth restrictions), these restrictions are carefully planned for and mitigated wherever possible. Support for competency with electronic learning tools and platforms is provided both proactively and on demand, and lowest common denominators for accessibility are taken into account, making the most of limited bandwidth through small file sizes and minimising data loads for synchronous learning tools • Synchronous and asynchronous online learning tools are approached critically, rather than simply for their own sake • Afford research and graduate assistant opportunities for students at this level through involvement in teaching & learning grant projects, lab demonstrator roles in PGDipLIS computer laboratory classes, etc. • Minor dissertation research into local issues and problems is encouraged to stimulate	• Rigorous proposal development and review processes to ensure quality of output and success • Research topics are reviewed for relevance and trends in an African context • Successful students are targeted for potential further study, particularly those from designated groups • NRF grant-holder bursaries are made available, to the benefit of students from designated groups • Opportunities (using grant-holder funds) are provided to present research-in-progress at doctoral forums and other scholarly meetings • Mentorship is provided during research and writing for publication with supervisors • PhD students (full-time) are provided with opportunities to supervise and teach as part of a programme of growing the next generation of LIS academics • Post-doctoral fellowship (via NRF grant-holder funding) opportunities made available to grow LIS academics for the African continent

	Afrocentric research and publication	

- Early identification of 'at risk' students for appropriate intervention
- Disadvantages in education are compensated for as far as possible through ongoing support, which includes intensive supervision for weaker students, particularly in the dissertation year. Support is offered in the areas of academic writing, theory and methodology, and academic rigour

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, KwaZulu-Natal) or even beyond (Namibia, Malawi, Lesotho, Zimbabwe - 2017)

➢ 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

➢ 2017 registrations: 12 part-time; 8 full-time; 7 block release; 3 repeating individual courses (total=30 - see *Figure 2* for comparison with other years)

➢ Anticipated 2017 graduations: 24 with 6 part-timers targeting 2018 for completion

➢ 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.

➢ Continued presence of international students (Namibia, Malawi, Lesotho, Zimbabwe - 2017); 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, the National Library, City of Cape Town Libraries, ETV, Inyathelo Resource Centre, South African Astronomical Observatory Library, Iziko Social History Museum, Peter Clarke Art Centre Library, Library of Parliament and Sanlam

➢ 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 (24 November 2017) brought 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 15 November 2017: 31 PGDipLIS applications for 2018 (21 accepted; 3 provisionally accepted) – applications close 31 January 2018

MLIS

➤ 2017 registrations: 37 (16 new registrations and 21 returning students)

➤ Of the 37, 23 were registered for the minor dissertation in 2017; 2 completed during the course of 2017 and many more are expected to complete 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, 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 15 November 2017: 18 MLIS applications for 2018 (6 accepted; 12 declined) – applications close 31 January 2018

MPhil (Digital Curation)

➤ 2017 registrations: 32 (10 new registrations and 22 returning students)

➤ Of the 32, 23 were registered for the minor dissertation in 2017; 2 completed during the course of 2017 and many more are expected to complete 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 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 15 November 2017: 15 MPhil(Digital Curation) applications for 2018 (9 accepted; 4 provisionally accepted) – applications close 31 January 2018

MPhil (Research) & PhD

- 2017 MPhil (Research) registrations: 9 (3 new registrations and 6 returning students)
- 2017 PhD registrations: 11 (4 new registrations and 7 returning students)
- With only two PhD holders in LISC, Emeritus Associate Professors Nassimbeni and De Jager are 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 is targeted for completion in December 2017 (Christine Kanyengo) and a further two (Patrick Mapulanga & Francois Hendrikz) by August 2018
- An MPhil (Research) (Glynnis Johnson) was completed in September 2016, one is targeted for completion in December 2017 (Israel Dabengwa) and a further two Elizabeth Moll & Anna Ngula) in the first half of 2018
- LISC continues to hold an Annual Research Day (this year held on 29 September 2017) 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 15 November 2017: 11 PhD applications (3 accepted; 8 declined)
- As at 15 November 2017: 6 MPhil(Research) applications (3 accepted; 3 declined)

5. Research

LISC staff attempt, 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 3* for 2017 research output (including conference presentations and papers with students).

Table 3: 2017 Conference presentations (8) and publications (8)

Journal publications	Conference presentations	Book/Book chapters
De Jager, K. 2017. Approaches to impact evaluation in academic libraries: a review of a new ISO Standard. *IFLA Journal,* 43(2): 282-287. DOI: https://doi.org/10.1177/0340035217696321	**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. Paper presented at the **International Conference on Performance Measurement in Libraries, Oxford, England, 31 July - 2 August 2017**	**Raju, J.** 2017. *LIS professional competency index for the higher education sector in South Africa*. Cape Town: University of Cape Town Libraries. ISBN: 978-0-7992-2536-5. doi: http://openbooks.uct.ac.za/LISindex
Malapela, T. & **De Jager, K**. 2017. Evaluating electronic journal use and access among academic staff at the Faculty of Agriculture, University of Zimbabwe. *Performance Measurement and Metrics,* 18(2): 110-117	Johnson, G. & **Raju, J.** 2017. Knowledge and skills competencies for humanities librarians supporting postgraduate students. Paper presented at the **18th Annual LIASA Conference: Re-envisioning the Role of Library and Information Services**, Birchwood Conference Centre, Johannesburg, 2-6 October 2017	Raju, R. & **Raju, J.** 2017. Chapter H: Africa. In ACRL Student Learning and Information Literacy Committee (Eds.). *Global perspectives on information literacy: fostering a dialogue for international understanding*. pp. 77-86. Chicago, Illinois: ACRL (Association of College and Research Libraries), a division of the American Library Association. Available: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/GlobalPerspectives_InfoLit.pdf
Matingwina, T. & **Raju, J**. 2017. A Salutogenic assessment of the health information needs of undergraduate students in Zimbabwe. *Innovation: journal of appropriate librarianship and information work in Southern Africa*, 10(54): 31-47	**Kahn, M.** 2017. Space planning in libraries: for students, by students. Paper presented at the **18th Annual LIASA Conference: Re-envisioning the Role of Library and Information Services, Birchwood Conference Centre, Johannesburg, South Africa, 2-6 October 2017**	
Matingwina, T. & **Raju, J.** 2017. An integrated framework for disseminating health information to students in Zimbabwe. *Libri: international journal for libraries and information*	Madumo, K. & **Bitso, C.** 2017. Re-envisioning Ekurhuleni Metropolitan Municipality Library and Information Services for the ECD sector through an information-seeking behaviour study. Paper presented at the **18th Annual**	

services, 67(1): 1-16. doi: 10.1515/libri-2016-0054	**LIASA Conference: Re-envisioning the Role of Library and Information Services, Birchwood Conference Centre, Johannesburg, South Africa, 2-6 October 2017**	
Raju, J. 2017. Information professional or IT professional?: the knowledge and skills required by academic librarians in the digital library environment. *Portal: Libraries and the Academy*, 17(4): 739-757	Rajkoomar, M. & **Raju, J**. 2017. Blended learning: innovative or just a new way of describing the old? Paper presented at **The International Academy of Business and Public Administration Disciplines Winter Conference**, Crowne Plaza Hotel, Orlando, Florida, USA, 2-5 January 2017	
Raju, J. 2017. To teach or not to teach?: the question of the academic librarian's pedagogical competencies in the digital age. *South African journal of higher education*, 31(2): 251-269. doi: http://dx.doi.org/10.208535/31 -2-1096	**Raju, J**. 2017. The global shape of information literacy: perspectives from around the world. Panel presentation at the **[American] Association of College and Research Libraries (ACRL) 2017 Conference: At the Helm: Leading Transformation, Baltimore Convention Center, Baltimore, Maryland, United States of America, 22-25 March 2017**	
	Raju, J. with IFLA BSLISE Working Group. 2017. Building strong LIS education: work-in-progress and critical engagement. Presentation at the **World Library and Information Congress 83rd IFLA General Conference and Assembly, Wroclaw, Poland, 19-25 August 2017**	
	Uugwanga, N. & **Bitso, C.** 2017. Information-seeking behaviour of Faculty of Agriculture and Natural Resources' students at UNAM: the case of Neudanm Campus. Paper presented at the **International Conference on Agriculture and Natural**	

	Resource, Ogongo Campus, University of Namibia, Namibia, 16-17 October 2017	

Independent research and collaboration

Associate Professor Jaya Raju and Emeritus Associate Professors Mary Nassimbeni and Karin De Jager are currently NRF-rated researchers. *Table 4* reflects 2017 independent research and collaborations in LISC.

Table 4: 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 higher education sector in South Africa	NRF Competitive Funding for Rated Researchers	Masters & PhD students
Dr Connie Bitso	Intervention for 'at risk' students in higher education	British Academy Newton Mobility Grant	Dr Nocera & Dr Ousenna (University of West London); Dr Chiware (CPUT)

Research output from independent research and collaboration captured in *Table 4* are reflected in *Table 3*. LISC academics have also accessed UCT based development and start-up funds (see *Table 5*) for research related activities as well as for buying teaching time so that they may dedicate time to research.

Table 5: Development and start-up grants

LISC academic	Grant	Amount
Dr Connie Bitso	UCT Start-up Grant	R20 000
	Research Development Grant (UCT Emerging Researchers' Programme - ERP)	R30 000
	CILT Teaching & Learning Grant	R30 000

Michelle Kahn	Research Development Grant (UCT Emerging Researchers' Programme - ERP)	R29 306
Richard Higgs	CILT Teaching & Learning Grant	R17 000
	UCT New Academics' Programme (NAP)	R5 000

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 6* 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. As per the original Business Plan (when LISC was re-instated in 2012) and the Humanities Faculty position on involvement of retirees (Dean's Circular DC03/2016), Emeritus Associate Professors Mary Nassimbeni and Karin de Jager have been lessening their presence in the Centre having spent the last five years generously mentoring and transferring skills to younger LISC academics – they no longer engage in active teaching in LISC and have confined their support to supervision, where capacity is lacking, and in such instances, with a co-supervisor from LISC to allow for capacity building. They are paid-on-claim for work done.

Table 6: LISC academics

Academic (and year of first appointment)	Status	Average no. of lectures per week (22 t/wks)	Current supervision (sole/main supervisor)	Completed supervision (sole/main supervisor)
Michelle Kahn (Lecturer) - 2014	Permanent	**6.23** plus repeat lectures for block release, as required	**12** (12 minor dissertations)	1 minor/d (2017)
Richard Higgs (Lecturer) - 2014	Permanent	**7.29** plus repeat lectures for block release, as required	**15** (1MPhil(Res); 14 minor dissertations)	1 minor/d (2015) 2 minor/d (2017)
Dr Connie Bitso (Senior Lecturer) - 2013	Permanent	**6.94** plus repeat lectures for block release, as required	**13** (2 PhDs; 1 MPhil(Res); 10 minor dissertations	4 minor/d (2017)
A/Prof. Jaya Raju (HoD) - 2012	Permanent	54 for the year (plus repeat	**17** (5 PhDs; 5 MPhil(Res); 4	2 PhDs (2015) 1 minor/d (2015)

|		lectures for block release, as required) + headship	minor dissertations; working with 2 PhDs and 1 MPhil(Res) on proposals for reg.)	1 MPhil(Res) (2016) 2 minor/d (2017)

Note: LISC staff carry administrative duties and these are overseen by the Head in terms of the teaching load averages e.g. Michelle Kahn carries the heaviest administrative load.

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. Section 4 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 registration 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.

2017 registration totals					
	PGDipLIS	**MLIS**	**MPhil (DC)**	**MPhil (Research)**	**PhD**
TOTALS	**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
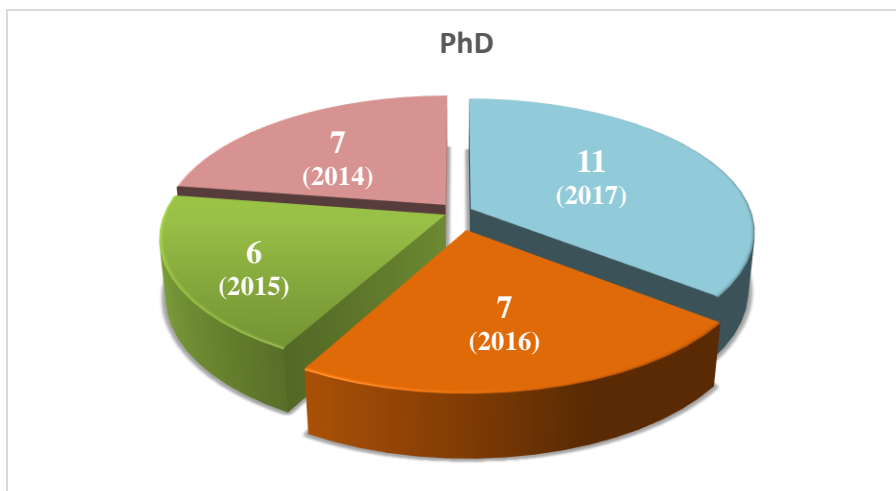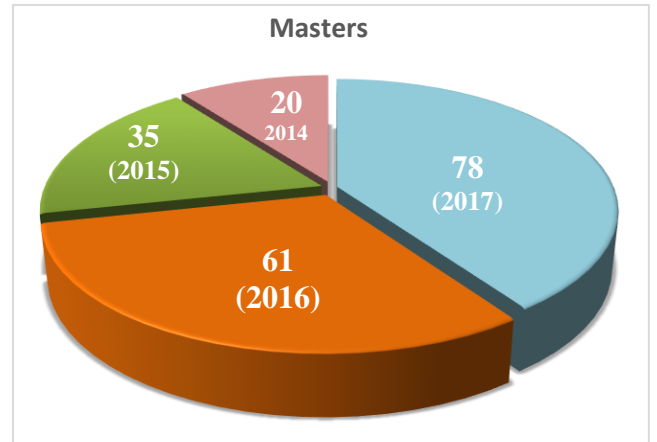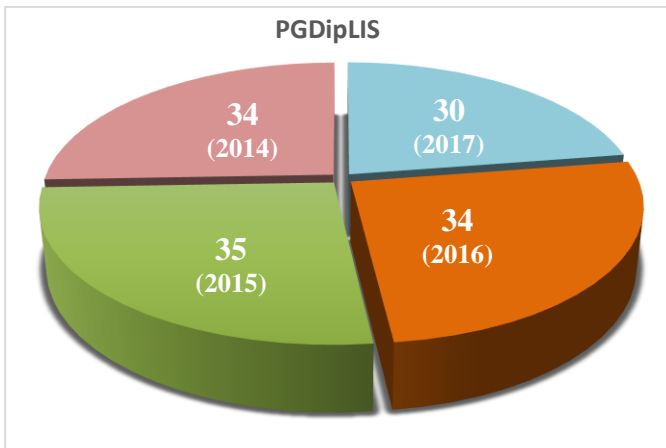
LISC budget summary for 2017

Table 7 provides a LISC budget summary for 2017 reflecting fee income, subsidy earnings, staffing and operating expenditure as well as Humanities Faculty administration costs.

Table 7: LISC budget summary for 2017

LISC budget summary 2017			
	2017	**2017**	
Revenue excl. charges		**(6 763 673)**	
Tuition Fees	(2 784 891)		
Subsidy	(3 978 782)		
Expenditure		**4 017 823**	**100.00%**
Staffing and Operating Expenditure	3 496 904		87.03%
Depreciation	5 543		0.14%
Faculty Administration Costs (20%)	515 376		12.83%
Net (Surplus)/Deficit		**(2 745 850)**	

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:

- ➢ 1500 copies of attractive double-sided A/4 flyers with content details of LISC courses in its various programmes, 1300 of which are placed as inserts in the popular professional body magazine, *Liasa-in-touch* sent by LIASA to 1300 addresses
- ➢ A/5 flyers, together with A/4 flyers, distributed on UCT Campus, at other relevant institutions and at important LIS related events
- ➢ LISC table overlays, buttons, pens, bookmarks, stickers, 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 (appr. R36 000 each) from the Buyskes and Spilhaus Funds
- ➢ Promotional presentations at Cape Town City Libraries and academic libraries in the Western Cape

New additions in 2017 to LISC's marketing toolkit 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 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 of the LIS school.

The LISC website (http://www.lisc.uct.ac.za) is an integral part of marketing and promoting LISC to the outside world, show-casing its academic programmes, research and activities. For the current year, as at 21 November 2017, the LISC website enjoyed around 6 000 unique users (65% of whom are new visitors to the site) and 8600 unique sessions. Average session duration is about 3.5 minutes, with the PGDipLIS page being the most popular, and the other academic programmes taking the bulk of the remaining user share, either as direct entry points or as final destinations. Slight peaks in usage are noted in July, August and November, indicating that users are most likely potential students. While around 72% of visitors to the site are from South Africa, the majority of the remainder of traffic originates in Nigeria, Zimbabwe, Namibia, and the USA, which is consistent with the international demographics of LISC's student cohort and research collaboration opportunities. While 'search' is seldom used (just 2% of visits), the most popular search terms are "digital curation" and "fees".

LISC's social media performance cited in this annual report is at 17 November 2017 and shows that LISC's social media presence continues to grow. LISC's Twitter account enjoyed 444 tweets (compared with 355 in 2016 at the time reporting for the Annual Report), it follows 41 accounts (31 in 2016) and has 311 followers (compared with 197 in 2016).

Facebook impact it is now measured by *Reach* and *Engagement* statistics which is determined by *post clicks* of shared information and *reactions* (that is, number of posts shared and comments on the posts). The major highlight for 2017 is reaching 1800 Facebook accounts, 710 post clicks and 96 reactions from posting graduation pictures. For marketing purposes, LISC should leverage postings about LISC graduations because historically graduation pictures have, for LISC, made most impact on Facebook. From the statistics, it is evident that although LISC's Facebook posts reached many people, they generated less engagement.

7. **Collaboration**

Table 8 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 8: Collaborative relationships

LISC academic	Collaborators/Institution	Targeted outcomes
LISC academics	Joy Davidson; Sarah Jones – Digital Curation Centre (UK) & University of Glasgow (Humanities Advanced Technology and Information Institute – HATII)	MoU in existence since 2015; Joint research publications in Digital Curation and RDM; Teaching and research collaboration; Research co-supervision
A/Prof. Jaya Raju	Prof. David Lankes, A/Prof. Dick Kawooya; Prof. Jennifer Arns - School of Library and Information Science, University of South Carolina	MoU in process; 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)
Dr Connie Bitso	Dr Nocera and Dr Ousenna (University of West London); Dr Chiware (CPUT)	MoU signed 2017; Joint journal publications on interventions for 'high risk' students; Exchange visits and joint seminars in research area
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 development; 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 McNulty; Paul Weinberg; Prof. Caroline 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 9* and are an indication of LISC as a source of intellectual guidance for policy making and professional and community development.

Table 9: Social and professional engagement

Social/Professional engagement	LISC academic
Chair of the Research, Education and Training Interest Group (RETIG) of the Library and information Association of South Africa (LIASA)	Dr Connie Bitso
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
Board member: National Library of South Africa	Em. A/Prof. Mary Nassimbeni
ASSAf (Academy of Science of South Africa) journal evaluation panel	Em. A/Prof. Karen de Jager
University-School-Community partnership based in Khayelitsha (Cape Town), working towards developing and sustaining functional school libraries (as part of UCT's Schools Improvement Initiative (SII)	Dr Connie Bitso
Appointed to the Bookery Board of Trustee, NGO dedicated to establishing school libraries in under-resourced communities	Dr Connie Bitso
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 (e.g. RDM – responding to requests in 2017 from the Durban University of Technology and the University of Zululand)	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

9. Conclusion

LISC continues to be physically located on the Hlanganani Level of the Chancellor Oppenheimer Library Complex. 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 provides LISC with two dedicated teaching venues. Bigger classes are 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. A special thanks to Executive Director Gwenda Thomas for her support of LISC staff and programmes and for LISC budget and marketing support. LISC also wishes to thank the Humanities Faculty for overseeing registration of LISC's students and for academic oversight of its curricula and programmes, and its quality assurance. Last but not least, 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 looks forward to its academic review in April 2018, for which preparations are underway in LISC in the preparation of its self-review portfolio and at the University's Institutional Planning Division (IPD) in setting up the review panel and other making other logistical arrangements. Terms of Reference for the review have been provided by LISC and approved by the Humanities Faculty.

Associate Professor Jaya Raju (with input from LISC staff)

Head: Library and Information Studies Centre, UCT

November 2017