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Library and Information Studies Centre

Library and Information Studies Centre

University of Cape Town

Annual Report

2016

for the

Library and Information Studies Centre Advisory Board Meeting

30 November 2016
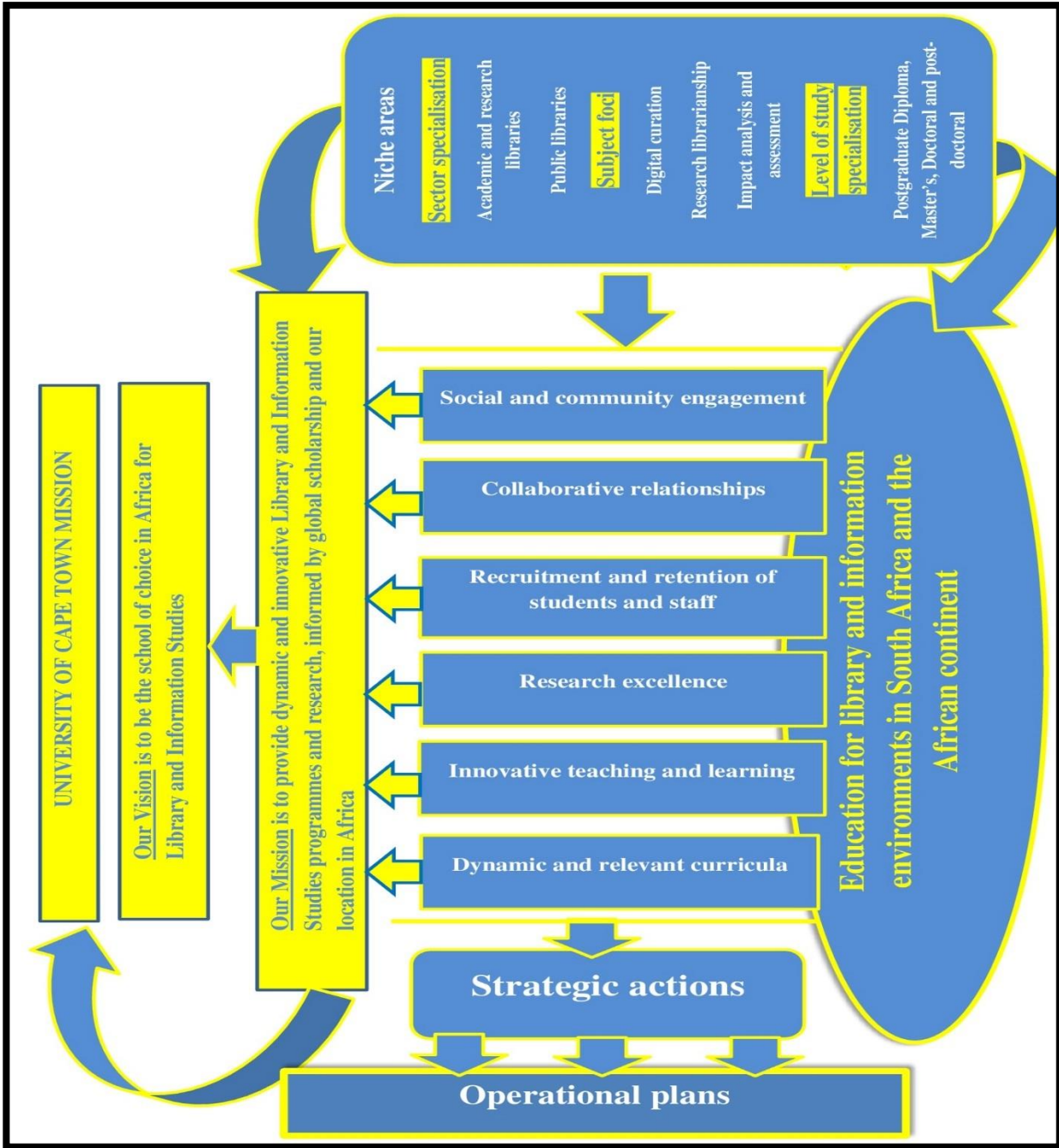
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1. Introduction

It has been five years since the re-instatement of Library and Information Studies (LIS) at the University of Cape Town and this annual report has been prepared for the 2016 meeting of the Advisory Board of the Library and Information Studies Centre. The board was established in 2012. Board members serve a three-year term, as per the Terms of Reference of the Advisory Board.

In 2012, the University of Cape Town (UCT) re-affirmed its commitment to the continuation of Library and Information Studies at UCT. The Library and Information Studies Centre (LISC) continues to be located organisationally within the University of Cape Town Libraries and offers, through the Faculty of Humanities, five programmes in Library and Information Studies: the Postgraduate Diploma in Library and Information Studies (PGDipLIS); two master's by coursework (the MLIS and the MPhil (specialising in Digital Curation); master's by research (MPhil); 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, through its teaching and research programmes, offers the library and information services sector a postgraduate route for attaining professional qualifications and further specialisations, as well as research scholarship. Its programmes are also useful in servicing the wider professional information market. While LISC was re-instated in 2012 with contract posts only (including that of the Head), the Centre now has four permanent full-time academic posts: a Head at Associate Professor level; a Senior Lecturer; and two Lecturers. In 2016 the Centre continued to be supported by two of its Emeritus Associate Professors, now on paid-on-claim contracts. LISC has a full-time permanent Administrative Assistant. Programme offerings continue to be enriched by specialist experts from UCT Libraries and from other sources within and outside of UCT. With the re-instatement of LIS at UCT, LISC in 2012 undertook a radical review of its teaching and research programmes which are firmly located within a focused strategic framework (see Section 2 of this report) informed by the strategic directions of its parent organisation, the University of Cape Town. This annual report highlights the activities of LISC, for the 2016 academic year, in response to these strategic directions.

Founded as the School of Librarianship in 1939, the Library and Information Studies Centre, in 2014, celebrated 75 years of professional education in Library and Information Studies – making it the oldest source of such education on the African continent.

2. LISC Strategic Directions 2012-2016

Figure 1: Graphic representation of LISC Strategic Directions

Niche areas

Sector specialisation
- Academic and research libraries
- Public libraries

Subject foci
- Digital curation
- Research librarianship
- Impact analysis and assessment

Level of study specialisation
- Postgraduate Diploma, Master's, Doctoral and post-doctoral

UNIVERSITY OF CAPE TOWN MISSION

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

Our Mission is to provide dynamic and innovative Library and Information Studies programmes and research, informed by global scholarship and our location in Africa

- Social and community engagement
- Collaborative relationships
- Recruitment and retention of students and staff
- Research excellence
- Innovative teaching and learning
- Dynamic and relevant curricula

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

Strategic actions

Operational plans

LISC Strategic Directions 2012-2016 are summarized in *Figure 1*. It is intended to be robust, dynamic and fit for purpose to provide LIS teaching, learning and research for a new generation

of library and information professionals. The mission and the vision are aligned to that of the University of Cape Town and for a 21st century library and information environment. Based on a set of core values (namely, Academic and intellectual leadership, Excellence in scholarship, Excellence in teaching and learning, Relevant and cutting-edge LIS research and Social justice) these strategic directions provided LISC with focus and direction in its curriculum development, teaching and learning, research, and social and community engagement. LISC re-visited its strategic directions in 2014/2015 in terms of its growth over the past four years, and, based on this, made adjustments to the strategic framework which are reflected in *Figure 1*. As work-in-progress and in preparation for its next five-year strategic projection (2016-2020), Collaborative Relationships has been added to the strategic themes and Digital Curation has been added to the subject foci. Intensive workshops among LISC staff in 2015 on strategic actions and operational plans that speak to these strategic actions, addressed issues of curriculum transformation as well as transformation of pedagogic and research practices in response to UCT's re-focused transformation agenda in the wake of its #RhodesMustFall experience at the beginning of 2015. In view of the capacity of staff in 2016 (with the Head on sabbatical in the second half of the year), it was decided to revise the strategic directions document in 2017, for the period 2017-2020. This document will guide LISC's curriculum development, teaching and learning, research, collaborative relationships, and social and community engagement for the next four years.

3. Curriculum renewal

PGDipLIS

In 2016, LISC continued with delivery of the re-curriculated Postgraduate Diploma in Library and Information Studies (PGDipLIS), ingesting new trends in LIS into the curriculum. Particular attention was given to trends re-defining the LIS sector and delivery of information and information-related services, particularly those in the academic and public library sectors which are identified in LISC's strategic framework as sector specialisations. The PGDipLIS is curriculated at NQF Level 8, with a significant Research Methodology component (24 credits), and allows for direct articulation to master's studies. This professional qualification, the 'tap-root' qualification for this postgraduate LIS School, offers a conspectus of the field of LIS. In 2016, the consolidation of a critical core of full-time permanent academic staff saw a continuation of a trend begun in 2014 towards greater independence on the part of LISC in the delivery of the PGDipLIS (and less reliance on retired staff – who no longer teach but provide research support in the programme – and on staff from UCT Libraries who complement the teaching). While LISC is appreciative of the contribution from specialist practitioners from UCT Libraries, it, as always, ensures that the conceptual core and epistemological grounding of the LIS discipline are the responsibilities of LIS academics.

Enhanced attention has been given to academic orientation, in order to equip students who have had, for various reasons, limited exposure to academic writing and its protocols, with tools to enable them to articulate knowledge effectively within an academic environment, according to various paradigms and taking into account various knowledge systems.

In line with the imperatives for transformation and decolonisation of curricula, significant effort continues to be made in ensuring that content is relevant in the African and local socioeconomic context, incorporating issues that are pertinent to the LIS discipline, such as non-canonical knowledge systems and ontologies. Contemporary and local issues of information access for emancipation, information ethics, and literacies are consciously and deliberately included in the curriculum and debated in the classroom.

MLIS

2016 saw a fourth round of delivery of a re-curriculated coursework master's programme (Master of Library and Information Studies (MLIS) which addresses skills specialisation required by the modern LIS sector in the areas of Digital Curation, Research Librarianship, LIS Leadership & Management and – the newest offering – Teaching and Learning for the LIS Professional. This new offering is a response to a gap in the LIS education and training market. It addresses the need for LIS professionals in academic and public library settings to understand pedagogical theory and practice for purposes of equipping the end user with the necessary skills to mediate a technology-intensive information terrain.

Once students complete the coursework component of the programmes, they are assigned a supervisor and move on to the minor dissertation phase of the programme. Students work towards completing the minor dissertation in a year.

MPhil (Digital Curation)

In 2015, LISC offered its MPhil specialising in Digital Curation for the first time. The programme includes a compulsory 48-credit course on Principles of Digital Curation; 24-credit electives in Curating in Context, Curation for Digital Media & Formats, Technology Enablers for Digital Curation (not offered in 2015 but introduced in 2016), Information Architecture & Metadata, Research Data Management; and a 96-credit research component in the form of a minor dissertation. Entry is dependent on an NQF Level 8 qualification in any discipline, thus widening the potential market from which LISC may obtain applicants. The first cohort of MPhil (Digital Curation) students are now registered for the minor dissertation part of the degree and we should see the first graduates from this programme in June 2017.

LISC continues to offer all its master's courses via blended format (online and face-to-face) after successful piloting of this delivery mode in 2014.

Occasional courses

LISC has opened three of its master's courses to occasional students. The MLIS Digital Curation and Teaching and Learning for the LIS Professional courses (48 credits each) and the MPhil Research Data Management course (24 credits) may be taken by students not registered for the full programmes but which earn them the full credits of each course towards a master's degree in a cognate discipline and a UCT academic transcript as evidence of completion of the course at NQF Level 9. While 2016 saw fewer occasional students than before, possibly due to their registration for the full master's programmes and/or one of our short courses, LISC will continue to offer this option to prospective students as an opportunity for continuing professional development.

Short courses

Short courses were introduced as a way for the department to accommodate the demand for training in emerging skills areas from individuals who either do not meet the NQF Level 8 entrance requirement for LISC's master's-level courses in Digital Curation and Research Data Management, or as a response to requests for particular training. In 2016, LISC offered two short courses: Research Data Management and Resource Description & Access, both presented for the first time after successfully applying to the Humanities Faculty Short Course Committee for approval. The Short Course in Research Data Management (30 March-1 April 2016), designed and facilitated by Michelle Kahn, was attended by 12 participants from such institutions as the MRC, NWU, HSRC, UFS, BITRI, VUT and UCT. Seven staff from the City of Cape Town Libraries' Cataloguing and Development Unit participated in the Short Course in Resource Description & Access (22- 24 June 2016), which was designed by Dr Connie Bitso in response to a request by the City of Cape Town.

While LISC is cognisant of its staff capacity, in 2017 it aims to offer all three of its approved short courses: the above-mentioned two, as well as the Digital Records and Digitisation short course (previously, Records and Digital Content Management). The Short Course in Resource Description & Access will, in 2017, be open to anyone meeting the entry requirements.

These short courses generate income (R6 000-R10 000 per participant), but, for LISC, a more important motivation in offering them is the community outreach that it makes possible. Short course offerings do not take precedence over mainstream programmes and are hence offered intermittently.

4. Teaching and learning

LISC academics are encouraged to allow their teaching to be informed by relevant learning theories (behaviourism, cognitivism, constructivism, critical theory, edupunk) and to match learning styles to the classroom needs of their students. For example, popular among classroom facilitators is the constructivist approach to teaching and learning where students, coming from a diversity of backgrounds, are significant role players in the co-construction of knowledge in the classroom. 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 roll-out of blended learning via Adobe Connect and Vula allowed for interactive virtual learning in online chat rooms and opportunities to contribute content to wikis and other crowd-sourcing content instruments. A variety of formative and summative assessment methods are employed, depending on the nature and content of the course.

PGDipLIS

The PGDipLIS continues to be offered full-time (over a year), part-time (over two years) and by block release (over a year).

The latter option, which is viable for individuals already employed in LIS services and wishing to obtain a professional LIS qualification over a year, was taken up by fewer this past year (seven registrations compared to 2015's 13), with LIASA's Carnegie-funded Next Generation Public Librarian Scholarship Programme (NGPLS Programme), which funded block release students in previous years, ending in 2015. (In 2015, eight PGDipLIS students were holders of LIASA-Carnegie Scholarships.) The UCT LIS school continues to be the only school in the country to offer the block release option, which is still an attractive option for those from across the country. The current cohort of block release students is employed at such libraries as Stellenbosch University, Cape Peninsula University of Technology and UCT; one student is from Mangaung Library Services. UCT Libraries continued, as it had done since 2013, to formally incorporate the block release option into its HR-approved Academic Librarian Development Programme whereby the Library facilitates the opportunity for staff members who wish to pursue the PGDipLIS and who meet its entry requirements, to do so in one year via the block release option.

In 2016, there were 10 part-time registrations for the PGDipLIS (12 for 2015). Full-time registrations increased in number from 11 in 2015 to 17 in 2016. LISC's vigorous advertising and

marketing on the UCT campus seems to have had an impact, as more than half of the full-time students are young, recently-graduated bachelor degree holders, a continuing trend from previous years. LISC's Postgraduate Diploma is an attractive proposition for general degree graduates at UCT and other universities, seeking a practical qualification in today's job market. Some out-of-town students have been given the opportunity by their employers to attend UCT on a full-time basis for the year, with one student from the University of Venda library and another from the Directorate of Education Arts and Culture, Namibia. UNISA's PGDipLIS, offered for the first time in 2016, did not seem to impact the number of registrations for PGDip in 2016.

Of the group of 34 registered PGDipLIS students in 2016, LISC hopes to see 29 graduate at the end of the academic year; the remaining five are part-time students with still a year to go before completion. As at 31 October 2016, LISC had made 25 firm and conditional offers for entry into the PGDipLIS for 2017. Conditional offers depend on completion of a bachelor degree at the end of 2016. LISC closes for applications for all its taught programmes on 31 January 2017.

As has been mentioned in previous reports, the growing number of students in the programme brings with it more diversity in terms of age, cultural backgrounds, work experience and cognitive abilities among the student cohort of which LISC continues to be cognisant. LISC strives to assist students wherever possible to graduate within UCT assessment guidelines, with academic staff making themselves available for consultation, offering optional extra classes, and inviting full-time students to attend block release classes if they feel they need a refresher. Unfortunately, it is the case that not all students take advantage of the help extended to them. Differences in academic ability and experience demonstrate to LISC the importance of its Academic Orientation Programme (introduced in 2015) which includes time-tabled sessions on: navigating Vula (UCT's learning management platform); plagiarism; the use of Turnitin (plagiarism checker); general writing skills; academic writing; and, referencing. Notwithstanding the efforts of the staff, 2016 has seen a handful of students struggling with the curriculum and consequently being at risk of failing the diploma. LISC will continue to offer interventions where they are appropriate and within UCT guidelines.

PGDipLIS lectures are held in the late afternoon/early evening so that part-time students are accommodated without necessitating 'double teaching'. Some double teaching, however, is unavoidable to accommodate block release students. This is kept to a minimum through the block release option being used closely with UCT's learning management platform, Vula, to manage teaching and learning during students' 'away weeks'. This fifth round (2012 was the first) of synchronising full-time, part-time and block release options allowed a committed team of academics opportunities to fine-tune aspects in the delivery of their individual courses so that students gain maximum benefit from the teaching and learning experience. Computer laboratory

sessions continued in 2016 to include the use of the RDA Toolkit (purchased with multiple simultaneous use for classroom teaching of resource description and access) and Web Dewey.

LISC will continue to be creative and innovative in the synchronised delivery of the three PGDipLIS options for maximum educational benefit and quality of delivery. This diversity is incorporated into the constructivist teaching and learning methodologies adopted, to elicit a rich and satisfying classroom experience. Students at risk are identified early in the programme, and interventions are put in place immediately to assist them. The end of the first semester of 2016 saw all students in the PGDipLIS class pass courses completed to date. All LISC course evaluations are undertaken online via Vula. While evaluation reports have been largely positive, students have also made some useful suggestions which LISC will consider for course improvement during its 2017 planning discussions scheduled to take place at the end of 2016.

MLIS

In 2016, the MLIS (commonly done over two years) saw 11 new registrations added to the returning 18 MLIS registrations from 2015 (now registered for minor dissertations), giving a total of 29 MLIS registrations for 2016. In the MLIS programme, the 11 new registrations in 2016 compared well to the 12 in 2015 and just five in 2014. MLIS students are required to complete two elective courses (48 credits each) and a minor dissertation (96 credits). In 2016, the Digital Curation course attracted five students (10 in 2015), Research Librarianship attracted four students (10 in 2015) and LIS Leadership & Management garnered 8 students (four in 2016). The fluctuations of number of registrations per course each year indicates a diversity of interests of our students. In 2016, to cater for this diversity of interest, LISC introduced a new course, Teaching and Learning for the LIS Professional, for which there were five registrations. While LISC realises that each new course offering dilutes the numbers for the other courses, it is crucial for LISC to be proactive in addressing areas of growing importance in the LIS sector. LISC offers all its MLIS electives each year to cater for all choices. To date (as at 31 October 2016), LISC has already accepted or conditionally accepted 16 MLIS applications for 2017. It is interesting to see a high refusal rate (12 already), indicating the large amount of interest in our MLIS. The reason for most of the refusals is the candidates not being in possession of an NQF level 8 qualification or for not meeting the 65% minimum requirement. In both cases, applicants are directed towards our PGDipLIS and, in some cases, towards the MPhil (Digital Curation), which has a 60% minimum entrance requirement.

MPhil (Digital Curation)

2015 saw the first offering of this programme. From a modest start of nine students in 2015, students registering for the programme for their first year of study in 2016 numbered 15. Students

are required to complete a compulsory course in the Principles of Digital Curation (48 credits), hence all 15 students registered for this first-semester course. Students are required to complete two electives (24 credits each) in the second semester and then proceed to register for a minor dissertation (96 credits) in their second year of registration. In the second semester, nine registered for Research Data Management and Information Architecture & Metadata electives respectively; six for Curation for Digital Media & Formats; and, three for Technology Enablers for Digital Curation (LISC had taken a decision not to offer this course in 2015 so 2016 was its first iteration); there were two registrations for Curating in Context, a site-based research exercise.

Political activism on campus at the beginning of the year provided a unique opportunity in the MPhil (Digital Curation) for direct engagement with current social events at the interface with learning. The removal and obscuring of artworks on campus provided the impetus for students to engage with critical questions around curation, and this resulted in a group digital curation project, conceptualised, managed and curated by the students, centred on the Dianne Victor Pasiphaë artwork in the Molly Blackburn Hall, which had been covered up as a result of its problematic subject matter. One of the outcomes of this project can be viewed online at: http://doesthisoffenduct.wordpress.com

Last year's cohort of nine students, the first to complete the coursework component of this new programme, registered for their minor dissertations in 2016, which most aim to submit in early 2017. To date (31 October 2016) LISC has made 11 offers (firm and conditional) from applications received for study in 2017.

In total for 2016, LISC has 60 master's students: 29 from the MLIS programme, 24 registered for the MPhil (Digital Curation) and seven registered for the research master's (MPhil).

Research seminar series

After positive feedback from students in 2015 and in view of the continual growth in numbers of LISC students engaged in research (minor dissertations and full research degrees), as well as in the interest of growing a strong research culture in the Centre, LISC continued to offer its research seminar series aimed primarily at master's and PhD students. This year the invitation to attend the seminars was opened to UCT Libraries in view of research support. The seminar series was presented during the university mid-year vacation. Seminars were facilitated by LISC academics, including the post-doctoral researcher (Thomas Matingwina) and Emeritus Associate Professors Mary Nassimbeni and Karin de Jager who brought their considerable research experience to each seminar. Seminars covered the following areas: research paradigms & approaches; data collection, sampling & data analysis; basic statistics in research; research ethics; role of theory in research; teaching & learning theory; information behaviour theory; technology, systems & complexity theory. Seminars were well attended by current students as well as UCT Libraries staff. Seminars

were designed for active involvement of participants and it was gratifying to see much participation in discussions and articulation of research problems and objectives. This year, seminars were recorded for out-of-town research students and the recordings uploaded to Vula. The online evaluation once again received overwhelmingly positive comments from students.

Blended learning

In 2015 LISC offered all its taught master's courses, both in the MLIS and MPhil (Digital Curation) programmes, by blended delivery This combination of face-to-face and online learning opens up enrollment opportunities for LISC outside of Cape Town: in 2016, more than 10 of our coursework master's students were based outside Cape Town (including one international student in Dubai) and would have found it difficult or impossible to register for our programmes had the seminars been entirely classroom-based. As mentioned in a previous report, blended delivery provides a transformative experience for both students and academics to become online-focused in an e-learning higher education context. Conveners may choose how to present online seminars, for example, via UCT's learning management system, Vula, or web conferencing software, Adobe Connect. While the emphasis in online teaching at LISC is on interactive learning, the contact weeks have been found to be essential for one-to-one meetings, in-depth discussion, guest presentations, site visits, and for students to connect with each other more personally. All courses include contact weeks: two, in the case of 48-credit courses (over 12 weeks) and one in the case of 24-credit courses (over 6 weeks). Students adapt to the online learning space to differing degrees. Continuous connectivity is still a problem for some, but for others, the ability to remove themselves from their places of work for the duration of the class is a problem. While conveners are finding the online learning space easier to navigate after negotiating a steep learning curve over the past two years, the effort to keep all students engaged and focused on the topic, while at the same time negotiating the technology, cannot be underestimated. Evaluations have been conducted for all blended delivered courses (for both content and delivery); the outcomes of these evaluations will be unpacked at LISC's 2016 evaluation / 2017 planning workshop in December 2016, with the intention of improving, where necessary, both content and delivery.

The resourcefulness of the LISC staff in developing online teaching without incurring additional costs for software, infrastructure or course material development, and without significant external assistance from vendors, is noteworthy. This approach entails no risk of dilution of UCT's intellectual property or intellectual capital, or undue dependence on external providers.

The delivery of the PGDipLIS is still by contact only, because of the nature of this professional programme in which all five 24-credit courses are compulsory. At the 2015 end-of-year evaluation, LISC decided that the PGDipLIS remain a contact-only programme for the foreseeable future.

WIL (Work Integrated Learning) and PPDP (Personal and Professional Development Programme)

The purpose of WIL in the PGDipLIS programme is to ensure that students have an opportunity to relate theory to practice and to gain some practical knowledge of different types of information work, routine procedures and managerial problems. WIL is a compulsory part of the PGDipLIS programme. LIS colleagues in Cape Town have been most accommodating of the requests for placement from the WIL convener, resulting in students carrying out their WIL in places such as City Libraries, e.tv, Iziko Museum libraries, Nampak, NLSA, SAHRA, SANBI Library, South African Astronomical Observatory research library, the Navy museum, Stellenbosch University Library, local school libraries, and at law firms Webber Wentzel, Norton Rose Fulbright, Bowman Gilfillan and Fairbridges.

Once again in 2016, an inclusion in the PGDipLIS programme has been a Personal and Professional Development Programme (PPDP), developed and delivered for LISC by UCT's Career Services. PPDP is time-tabled for a double period once a week and is part of the Resource Planning & Use course. PPDP aims to equip PGDipLIS students with skills to plan their careers, bearing in mind the new qualification they will have obtained by the end of the year. The short programme provides participants with self-awareness and self-assessment tools, helps them develop CVs and covering letters, explores their career options, and takes them through the job search process. 80% attendance and an assignment (preparation of a CV) count 5% towards the total course assessment for Resource Planning & Use. This year, an addition to the programme was a 'Careers Café' which saw LIS graduates, working in such diverse fields as data centres, law firms, provincial libraries, academic libraries, and school libraries, share their career story with the class. Students receive a PPDP certificate on successful completion of the programme. All students, including those already employed, are required to attend. UCT Careers Service traditionally caters for students getting started in their careers, but it has fashioned the PPDP offering to cater for all LISC students. The Careers Service has recently appointed a Head: Careers Advisory Service who has been working closely with the convener of the Resource Planning & Use course to ensure that offerings continue to reflect the needs of students.

Culmination of the 2016 academic year

In September and October 2016, UCT, like many tertiary institutions in the country, was severely disrupted by #FeesMustFall and other protests. While negotiations between protesters and UCT management were underway, campus activities were only intermittently ongoing and sometimes completely suspended for a number of weeks.

Throughout the campus disruptions, LISC staff made a concerted effort to carry on teaching at the master's level, where students are often based elsewhere in the country and meet online. Where students agreed, teaching carried on, with deadlines shifted as necessary.

Teaching in the PGDipLIS proved to be more difficult, as the programme is classroom-based and students are more diverse in terms of access to ICTs. LISC is acutely aware that, for many students registered for the PGDipLIS, completing the programme in a year is essential for their entry into the job market or as a way to increase their earning potential. The Centre therefore took a decision to make every effort, within the confines of the faculty and the university, to complete the teaching for the year and give its students a chance to graduate in December 2016. LISC therefore arranged an off-campus venue to teach the block release students who travelled to Cape Town in a pre-arranged week soon after the protests began (19-23 September) With this week having been successful, and with a number of full-time and part-time students without the necessary equipment for online learning (computers, laptops, modems, data), LISC arranged a second off-site venue for the following block release week (17-21 October), which fell in what was initially timetabled as consolidation week for full- and part-timers. All PGDipLIS students were invited to attend so that the teaching could be concluded for the year. While attendance at class was encouraged, it was not obligatory. Alternative arrangements would have been made for any students not willing to attend class at that time. LISC staff made every effort to ensure that these teaching weeks went smoothly and to put students at ease at a time in which many felt very stressed and unsure of what the end of the year would bring. The teaching was successfully concluded and new deadline and examination dates agreed upon, with students given the opportunity during the teaching week to consult with lecturers and fellow classmates in an environment conducive to learning.

The campus disturbances have affected LISC staff in many ways. Staff have taken strain working in this climate of uncertainty. The extended academic year will mean that staff will be busy with final marking and assessments while planning for the 2017 academic year. As with UCT Libraries staff, LISC academic and administrative staff were without access to their offices during the times that UCT Libraries, or parts thereof, were closed.

On 25 November 2016, the PGDipLIS students would have concluded the academic year with a prize-giving ceremony with prizes (R500 'book' vouchers) for Best Academic Performance in the PGDipLIS, for Leadership, and for Dedication & Perseverance. Certificates of Excellence as well as Certificates of Acknowledgement will also have been awarded. As indicated in previous annual reports, LISC believes that a prize-giving culmination of the academic year provides 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.

5. Research

In 2016 LISC continued, as per its strategic framework, to balance both teaching and research. This included supervising master's and doctoral studies, writing papers for conference presentations and for journal publication, and conducting independent research.

Master's and PhDs

In 2016, LISC had 60 master's and seven PhD students. Eight master's students were registered for the research master's, three of which completed their dissertations during the course of the year and are due to graduate in December 2016. LISC is working with potential PhD and MPhil (Research) candidates in anticipation of submission of research proposals for registration in early 2017. As with other academic departments in the Humanities Faculty, LISC has since 2012 been assisted with supervision capacity, where necessary, by external supervisors. LISC's two Emeritus Associate Professors, Mary Nassimbeni and Karin de Jager, are currently playing a significant role in the supervision of master's and PhD students and will continue to provide this support to LISC's young academics and research supervisors. External expert co-supervisors have come from LISC's collaborations with the Digital Curation Centre (based at the Universities of Glasgow and Edinburgh, UK) and potentially from Professor Dick Kawooya from the University of South Carolina. LISC has established additional opportunities for engagement with research students in the form of the Research Seminar Series and LISC's annual Research Day, at which registered master's and PhD students present their research-in-progress. The Research Day has this year been cancelled due to the extended academic year, which has meant that supervisors will be immersed in assessment and processing of examinations results for their taught courses well into December. The Research Day will be reinstated in 2017 as it is a valuable opportunity for senior research students to share their progress and challenges in their research.

Conferences and publications

In 2016, LISC academics have reported findings from research conducted at both local and international conferences. Some of these important meetings in 2016 included: the IFLA World Library and Information Congress 2016 (Columbus, Ohio, USA); SCECSAL XXII Conference (Standing Conference of African National and University Libraries in Eastern, Central & Southern Africa) (Ezulwini, Swaziland); the 17th Annual LIASA Conference (Durban); the 17th Information Studies (IS) Annual Conference (Richard's Bay); and the International Conference on Quantitative and Qualitative Methods in Libraries (QQML) (London, UK). The staff of four full-time permanent academics currently in LISC continue to work towards publishing in accredited journals and peer-reviewed books. LISC has nurtured the trend of supervisors working with their students to publish papers from their completed studies. Thus far in 2016, one supervisor has

published with her student and at least six others are in the process of writing up papers for submitting to accredited journals. Students are listed as the main author; supervisors as second authors.

Journal management

LISC Head of Department, Associate Professor Jaya Raju has recently had her tenure as Editor-in-Chief of the *South African Journal of Libraries and Information Science* (*SAJLIS*) extended to a second term. *SAJLIS* is an open access, DHET-accredited journal and is published biannually. Michelle Kahn serves as the Language and Layout Editor for the same journal. The journal has successfully reapplied to be retained in the Directory of Open Access Journals (DOAJ). Senior academics and emeritus staff in LISC all serve on the Editorial Advisory Boards of various accredited journals both within and outside of South Africa.

Research and rating

One permanent academic and two emeritus academics in LISC (Jaya Raju, Mary Nassimbeni and Karin De Jager) are currently NRF-rated researchers. Both Emeritus A/Prof Mary Nassimbeni and A/Prof Jaya Raju are currently fund-holders in the NRF's competitive *Programme for Rated Researchers*. Emeritus A/Prof Nassimbeni is the principal investigator of a team project with other LISC staff as co-investigators and in collaboration with UCT Libraries. Her project *Measure for measure: developing a values matrix for the academic library,* has master's and PhD students attached to it. A/Prof Raju is the principal investigator for *Development of a national LIS skills statement for the higher education sector in South Africa*. Her project has master's and PhD students as well as post-doctoral fellows participating in it. Both projects run for three years (2014-2016) and involve annual awards of grant-holder bursaries to master's and PhD students in LISC working in the research areas of the principal investigators. Both principal investigators have published from the preliminary aspects of their research and are currently in the midst of the main data collection, with Emeritus A/Prof Nassimbeni extending her study to include values studies in public libraries (in keeping with LISC's strategic focus on academic as well as public libraries). Dr Thomas Matingwina (Bulawayo, Zimbabwe) was a post-doctoral fellow for the period 1 July 2015 to 30 June 2016, working with A/Prof Raju on her skills statement research while gaining exposure in teaching, research supervision and writing for publication in LISC.

Three LISC staff members, Connie Bitso, Michelle Kahn and Richard Higgs, are registered for the UCT Research Office's Emerging Researchers' Programme which offers support to academics in their establishment as researchers, including the opportunity to apply for early career research development grants. While on contract, the Emeritus Associate Professors were generous in their support of student and younger academics' conference registration, travel and bursaries. LISC's

GOB also paid for instances of conference registration and travel. As the younger academics grow to be more independent, and as part of LISC's contribution to austerity measures at the university, the permanent members of the academic staff have indicated their commitment to making greater efforts at bringing in research funding of their own. As such, in 2016 academics successfully applied for University Research Committee start-up grants, research development grants and block grants.

Collaboration

As reported previously, LISC seeks to partner with appropriate establishments and funding agencies in order to build research 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 its strategic framework.

LISC continues its relationship (via its Digital Curation convener, Richard Higgs) with the Five Hundred Year Archive Project (based at UCT) where the latter have undertaken, where possible, to make available scholarships to students registered for LISC's new MPhil specialising in Digital Curation if they choose to focus their dissertations on aspects of the Five Hundred Year Archive (FHYA). This is a new digital archival initiative that aims to make available, through a single, searchable portal, the digitised collections of various South African and international institutions. LISC also has an arrangement with acclaimed photographer and curator, Paul Weinberg, who undertakes to provide sites in photographic collections for MPhil (Digital Curation) students wishing to register for the Curating in Context elective with the photographic context in mind. Both Paul Weinberg and Professor Carolyn Hamilton from the FHYA are also willing to serve as co-supervisors in LISC students' Digital Curation minor dissertation research projects.

LISC continues its relationship with the Digital Curation Centre (DCC, UK) which has close ties with the Humanities Advanced Technology and Information Institute (HATII) based at the University of Glasgow. Joy Davidson and Sarah Jones from the DCC/HATII are currently serving as expert external co-supervisors for LISC PhD studies. A formal MoU between the University of Glasgow and UCT is in place. In the spirit of this MoU, Richard Higgs spent a week at the University of Glasgow in 2015 engaging primarily with academics and departments that have programmes and courses related to Digital Curation. HATII Lecturer in Digital Humanities / Information Management, Yunhyong Kim, will visit LISC in 2017 for a similar visit, should HATII funds allow. John Briggs (University of Glasgow Vice-Principal looking after African collaboration) met A/Prof Raju and Richard Higgs in Cape Town in April 2016 to keep the collaboration between HATII and LISC going.

Also in April 2016, Professor Dick Kawooya from the School of Library and Information Science at the University of South Carolina (USC), visited LISC. Although his trip was funded from A/Prof Raju's research funds, Professor Kawooya participated in a full programme involving LISC academics, LISC postgraduate students and UCT Libraries. Professor Kawooya commented on the level of student engagement, academic delivery and technology exposure he encountered at UCT. He indicated his enthusiasm to work with LISC on future projects; one such project will be the co-supervision of a PhD which is currently at the proposal stage. A/Prof Raju, in turn, visited USC for a week in August 2016 for her own research purposes.

Dr Connie Bitso, Senior Lecturer in LISC, is collaborating with the Cape Peninsula University of Technology (CPUT) Library and the School of Computing, University of West London (UWL), in a one-year project that has been funded by the British Academy as a Newton Mobility Grant. The project focuses on socio-cultural interventions for at-risk students in higher education institutions in South Africa. It will involve capacity building, research and exchange visits between UWL, CPUT, Stellenbosch University and UCT.

Dr Bitso continues to be involved in a University-School-Community partnership with the Bookery, UCT's Schools Improvement Initiative (SII) and selected primary schools in Khayelitsha, Cape Town. The partnership has formed a community of practice that aims to develop and sustain functional school libraries. Dr Bitso has recently been appointed to the Board of Trustees of The Bookery.

LISC's new collaboration with the Department of Environmental Affairs (DEA) sees the DEA hosting MPhil (Digital Curation) students for their site-based research elective, Curating in Context; Richard Higgs and Michelle Kahn serve as consultants on the department's Marine Information Management System (MIMS) Steering Committee.

75th Commemorative Conference

As has been mentioned in previous Annual Reports, LISC successfully planned for and hosted in November 2014 a commemorative conference, with the theme *LIS Education and Research in a Dynamic Information Landscape*, to mark 75 years of education in Library and Information Studies at the University of Cape Town. The papers from the conference have now been published in a peer-reviewed open access monograph, edited by Drs Connie Bitso and Reggie Raju, which can be accessed at http://openbooks.uct.ac.za/lisc75/index.php/lisc75.

6. Recruitment of staff and students

Staff

In 2016 the delivery of LISC teaching and research was carried out by four full-time permanent academic staff (one associate professor, one senior lecturer and two lecturers) and two paid-on-claim retirees. An additional lecturer was employed on a six-month contract to cover sabbatical leave for A/Prof Jaya Raju in the second semester. Emeritus Associate Professors Mary Nassimbeni and Karin De Jager, who were on one-third contracts from 2012-2015, no longer have teaching and administrative responsibilities in the department, having mentored younger academics to take over these areas, and are now on post-retirement, paid-on-claim contracts with the university. LISC is grateful to these highly-respected LIS academics for their support and guidance and commitment to the University and to LISC; they continue to be active in LISC in the areas of research, postgraduate supervision and publication and LISC values their close association. Their ongoing willingness to continue with postgraduate co-supervision is valued, especially with the large numbers of master's students completing their coursework and requiring research supervision.

From July-December 2016, Head of LISC, A/Prof Raju, is on sabbatical leave. During that time, Dr Thomas Matingwina (whose post-doctoral fellowship came to an end in June 2016) has been appointed as a replacement lecturer. Dr Connie Bitso has been appointed the Acting Head of Department, with Michelle Kahn assisting as far as possible.

Students

LISC continues to market its programmes vigorously in order to attract good quality students (including students from outside of South Africa) to it programmes. As has been mentioned, to date (31 October 2016) LISC has accepted 25 applications for the PGDipLIS for 2017; we are confident that the target of 30 registrations will be reached, though we hope to reach 38 in 2017. To date, LISC has made offers to more than 11 MPhil (Digital Curation) applicants and to 16 MLIS applicants. These numbers do not include returning master's students. Applications are still being processed and only close on 31 January 2017; possibly later, due to the campus disruptions of earlier this year. Master's by research (MPhil) and PhD applications involve iterative reviewing and crafting of the research proposal before an applicant is allowed to proceed with registration (which may in essence take place at any time of the year). For both these research qualifications, LISC academics work with identified applicants in the hope of registering them as soon as they are ready.

Marketing

LISC has been vigorous in its marketing of all its programmes in 2016, introducing monthly departmental marketing meetings to keep track of current activities and brainstorm new approaches. It once again updated and printed about 1,400 of its attractive double-sided A4 flyers which carry content details of each of LISC's courses in the PGDipLIS, the MLIS and the MPhil (Digital Curation). Most of the flyers were inserted into the mid-year issue of the professional body magazine, *Liasa-in-touch*, which is delivered to 1,300 addresses. The remaining flyers were used as promotional material at opportune times, such as at the Annual LIASA Conference held in Durban in October 2016, where LISC's eye-catching banners were also used to good effect. The flyers were also distributed at meetings and on noticeboards where deemed appropriate. Staff have been proactive in promoting the programmes, presenting information sessions to library staff at the University of Stellenbosch (focusing on master's programmes) and to staff of the City of Cape Town's Library and Information Services (focusing on the PGDipLIS). They targeted new bachelor's degree-holders through a presence at the Postgraduate Information Week which the Humanities Students' Council hosted. LISC also planned its own Postgraduate Programmes Information Session to which it invited all third-year and Honours students from the Humanities Faculty. Unfortunately, due to events on campus, the session had to be called off; respondents were instead e-mailed details about our programmes and encouraged to contact academics directly for more information.

LISC regularly advertises its programmes on listservs such as Liasaonline, Sabinews, the HELIG list and irtalk. Two Buyskes bursaries (R35 000 each) were advertised in 2016, drawing attention to the PGDipLIS. The Spilhaus bursary was not advertised in 2016, but will be awarded again when time has allowed the interest on the bequest to accrue.

The marketing section of UCT Libraries has again been very supportive of LISC in the creation of promotional material such as flyers, posters, banners and digital advertisements.
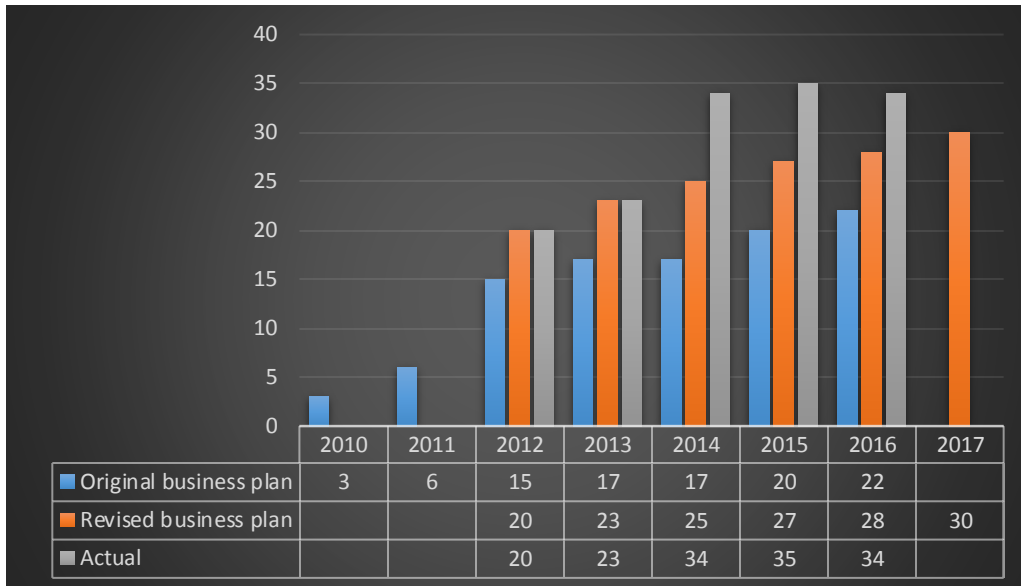
LISC website and social media presence

The LISC website continues as an integral part of marketing and promoting LISC to the outside world, advertising its academic courses and research. Integration with the UCT Web Content Management system ensures consistent branding and look and feel and compliance with policies and standards. The content management processes for the site do unfortunately create a dependency on UCT Libraries staff for editing and publishing of content on the LISC website, and for the editing of images, since LISC staff do not have the appropriate access rights or software.

LISC continues to be active on social media channels Facebook and Twitter. 2016 saw a growth in audience, with 262 Twitter followers (compared to 197 in 2015) and 784 Facebook 'likes' (495 in 2015) as of October 2016.

Going forward

Figure 2 captures a growth projection for the PGDipLIS, LISC's 'taproot' qualification, based on a revised projection of student registrations done in 2013 due to the increased student registrations compared to the projections in the original Business Plan of 2012. The graph points to an upward trajectory in PGDipLIS registrations, which augurs well for the viability of LISC as an academic project, as student registrations for many of the qualifications that follow, to a large extent, rest on the pool of students emanating from this 'tap root' programme.

Figure 2: PGDipLIS Registrations: Growth Projection

	2010	2011	2012	2013	2014	2015	2016	2017
Original business plan	3	6	15	17	17	20	22	
Revised business plan			20	23	25	27	28	30
Actual			20	23	34	35	34	

7. Social and community engagement

2016 has seen LISC staff (current and emeritus) continue to provide input into forums working towards advancing community development and social justice. Some of these include: the National Council for Library and Information Services (NCLIS) which advises the Ministers of Arts and Culture, Basic Education and Higher Education and Training on LIS matters in South Africa; the Library and Information Services Transformation Charter Technical Team commissioned by NCLIS and the Department of Arts and Culture to provide a framework for effecting transformation of the LIS sector in order for it to contribute to the elimination of illiteracy and inequality in South Africa; the RDA-SA Steering Committee which is guiding South Africa's

adoption of standards in resource description and access; the Board of the National Library of South Africa; Council of the National English Literary Museum; the International Standards Organization (ISO) Working Group established to develop procedures and standards with which to evaluate the impact of libraries; the Representative Council of the Library and Information Association of South Africa (LIASA), the policy making body for the professional association; the LIS Heads of Schools Forum constituted to respond to challenges affecting LIS education, training, research and employment opportunities for LIS graduates in South Africa; a University-School-Community partnership based in Khayelitsha (Cape Town), working towards developing and sustaining functional school libraries. These are key forums and LISC's participation in them is an indication of LISC as a source of intellectual guidance for policy making and community development.

8. General

LISC continues to co-habit working space in the Chancellor Oppenheimer Library. The floor on which LISC offices are based has recently been refurbished and had its capacity increased. This has meant the installation of additional fire escapes which, in turn, has required a reconfiguration of the LISC offices: LISC now has five comfortable offices situated on the Hlanganani level of the library, with our two offices upstairs serving as research spaces for contract staff, visiting researchers and post-doctoral fellows to use when working on campus and as a meeting space for master's students during contact weeks. The refurbishments have resulted in a decrease in size of the LISC teaching venue. This dedicated teaching venue in the Library will now be used only for smaller classroom sessions; UCT's centralised venue allocation system will be accessed for bigger group sessions.

During 2016 LISC staff continued to work productively within the Library organisational structure in the interest of maintaining the quality of teaching, learning and research which are the core activities of this academic unit. As previously reported, LISC's proximity to UCT Libraries has given it a close-up view of the skills and competency requirements of a modern state-of-the art academic library and this has proved very beneficial in curriculum design and development. It also allows LISC access to specialist practitioners whose expertise may be drawn on to sustain relevant and dynamic LIS curricula. This inclusive relationship with UCT Libraries has also impacted positively on LISC's research activities.

At the same time, it has continued to participate in academic structures of the Humanities Faculty which are critical for quality assurance of its curricula and programmes. Staff are playing a more active role in the faculty: in the new cycle of the Faculty of Humanities committee membership, LISC has consolidated a definite presence in the various faculty governance structures. LISC staff serve on a broad range of faculty committees, which enhances the visibility of the department

within the faculty, while simultaneously providing useful exposure to LISC staff and enhancing their prospects for ad hominem promotion. UCT Libraries has continued to be hospitable and generous in integrating LISC into its organisational structure, particularly in areas such as space provision, IT support, the budget process and marketing support. Library finance staff have continued to deal with the spending around academic activities, efforts which are appreciated the more by LISC because these activities are not routinely dealt with in a library finance department.

LISC continues to hold regular departmental meetings (every six weeks) at which teaching, learning and research activities are reported and debated, administrative matters are discussed, and planning of LISC actions and activities take place. Minutes of these meetings are recorded, approved and filed. LISC is fortunate to have a dedicated group of academics who are all very willing to contribute to LISC activities. A positive departmental culture exists in LISC with a great commitment to collegiality and professionalism. LISC's permanent appointment of an administrative assistant in September 2015 has helped to ease the administrative load academics were carrying in the department. LISC continues to enjoy a warm and friendly yet professional relationship with all of its postgraduate students and post-doctoral fellows. Students find it easy to approach LISC staff for guidance and advice, when required.

9. Conclusion

It is now almost five years since the re-instatement of Library and Information Studies at UCT within a Library/Faculty dichotomous arrangement. The intention has been for the University to review, at some stage, both the viability of the unit as well as its location. It is the prerogative of the University to decide when the time is right to do this. In the meantime, LISC wishes to thank UCT Libraries, the Humanities Faculty and the University generally for their support and for acknowledging progress made by LISC. LISC also wishes to thank the professional body, LIASA, which continues to support LISC in its efforts to serve the LIS.

Finally, thank you to the staff of LISC: the Head, A/Prof Jaya Raju (currently on sabbatical), whose leadership has helped take LISC to where it is today; Dr Connie Bitso, Acting Head of Department (July-December 2016); and the rest of the permanent and contract staff, for working so well together towards realising the strategic goals of the unit.

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October 2016