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Library and Information Studies Centre

Library and Information Studies Centre

University of Cape Town

Annual
Report

2014

for the

Library and
Information
Studies Centre
Advisory Board
Meeting

*12 November
2014*

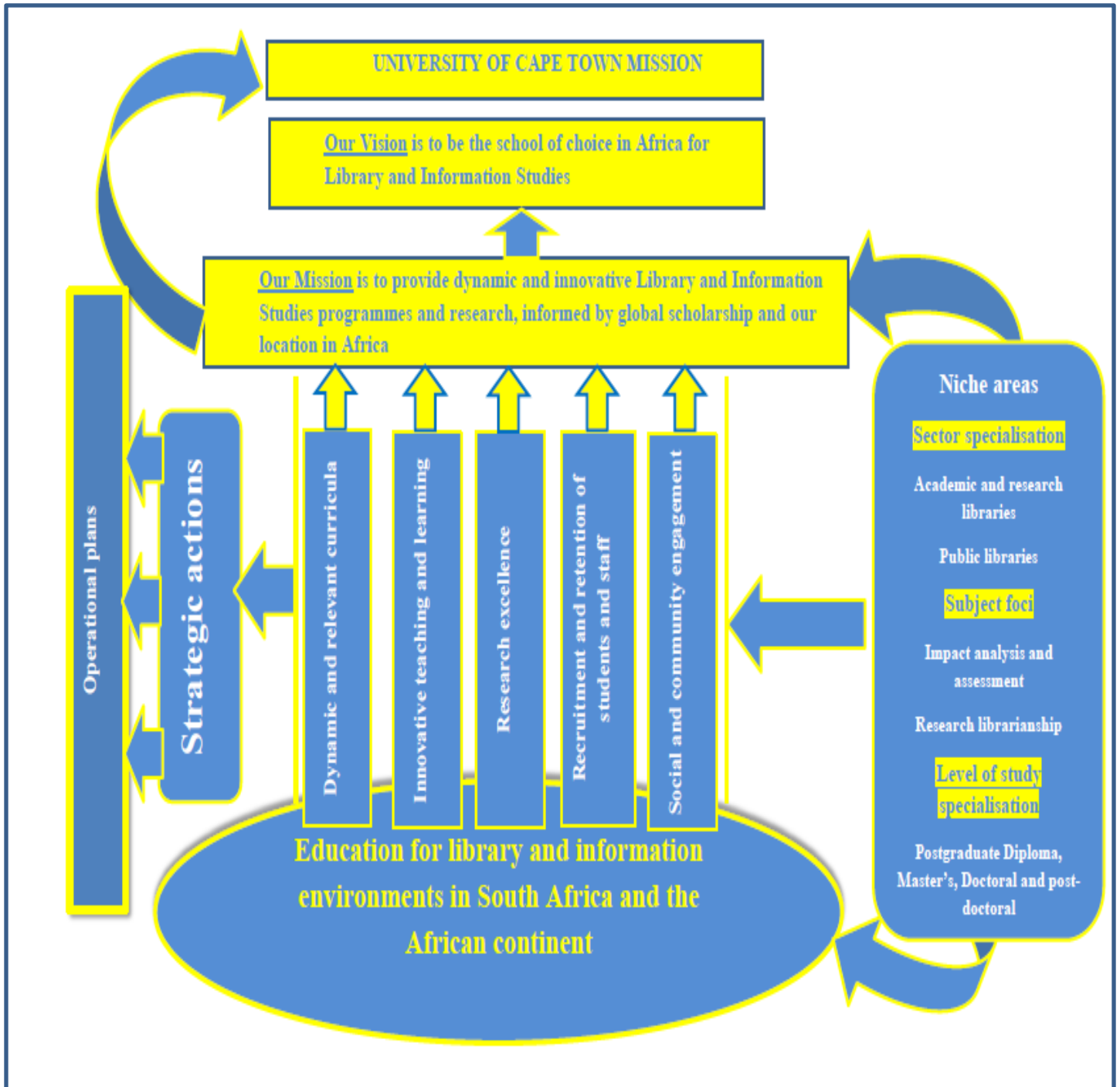# Contents

1. Introduction

It has been nearly three years since the re-instatement of Library and Information Studies (LIS) at the University of Cape Town and this annual report is for the third meeting of the Advisory Board of the Library and Information Studies Centre since the establishment of the Board in 2012. The context surrounding this re-instatement is as follows:

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) is located organisationally within the University of Cape Town Libraries and offers, through the Faculty of Humanities, programmes in Library and Information Studies: the Postgraduate Diploma in Library and Information Studies, masters by coursework (MLIS) and by research (MPhil), and PhD studies. A new offering approved for 2015 is the MPhil (Coursework) specialising in Digital Curation. 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. Its programmes are also useful in servicing the wider professional information market. The University, in January 2012, appointed a Head at Associate Professor level on a three-year contract to take LISC forward as an academic project within UCT. In March 2013 the University made a further appointment (at lecturer level on a three-year contract). The Centre continues to be supported by two of the original four one-third contract retirees (two such contracts were exited at the end of 2012, as per the business plan for the re-instatement of the programme, to make way for a full-time appointment in 2013). The delivery of LIS programmes has been supported initially (2012-2013) by part-time lecturers and in 2014 by two full-time contract lecturers. Programme offerings have also been enriched by specialist experts from UCT Libraries and from other sources within and outside of UCT. Until recently (1 October 2014) LISC was serviced by a part-time (contract) administrator. On 1 October 2014 this position became a full-time permanent one. The Head's post was also made permanent with effect from 1 October 2014. With the re-instatement of LIS at UCT, LISC in 2012 undertook a radical review of its teaching and research programmes which are now 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 2014 academic year, in response to these strategic directions.

Founded as the School of Librarianship in 1939, the Library and Information Studies Centre in 2014 celebrates 75 years of professional education in Library and Information Studies, making it the oldest source of such education on the African continent. On 27-28 November 2014 LISC will be hosting a commemorative conference, with the theme *LIS Education and Research in a Dynamic Information Landscape*, to mark this milestone occasion.

2. LISC Strategic Directions 2012-2016

Figure 1: Graphic representation of LISC Strategic Directions

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

Operational plans

Strategic actions

Dynamic and relevant curricula

Innovative teaching and learning

Research excellence

Recruitment and retention of students and staff

Social and community engagement

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

Niche areas

Sector specialisation

Academic and research libraries

Public libraries

Subject foci

Impact analysis and assessment

Research librarianship

Level of study specialisation

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

LISC Strategic Directions 2012-2016 (copies provided to Board members at the 2014 meeting) 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 will, during a two-day session in December 2014, evaluate progress made thus far in addressing these strategic directions and, based on this, ascertain if any adjustments to the strategic framework are necessary.

3. Curriculum renewal

PGDipLIS

In 2014 LISC continued with delivery of the re-curriculated Postgraduate Diploma in Library and Information Studies (PGDipLIS). LISC's 2012 curriculum renewal initiative took cognizance of 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 masters studies. This professional qualification, the 'tap-root' qualification for this postgraduate LIS School, offers a conspectus of the field of LIS. 2013 admittedly saw reliance on staff of UCT Libraries to complement the small number of full-time LISC academics in the delivery of the re-curriculated PGDipLIS. However, in 2014 LISC (with the addition of two full-time contract lecturers) ensured that focus on the conceptual core and epistemological grounding of the discipline were the responsibilities of LIS academics, with curriculum enrichment provided by specialist practitioners from UCT Libraries, particularly in new areas impacting on scholarly communications such as digitization, metadata handling, open access and institutional repositories, social media, etc.

MLIS

2014 also a second round of delivery of a re-curriculated coursework masters programme (Master of Library and Information Studies (MLIS)) which addresses deeper level skills specialisation required by the modern LIS sector in the areas of Digital Curation and Research Librarianship. This second round saw a number of students who had registered the previous year working on their minor research dissertations towards completion of the masters programme.

Occasional Course in Digital Curation

As explained in the 2013 Annual Report, LISC took advantage of the emerging skills requirements in the general area of curation of digital objects and in the specific area of research data management and the associated challenge of developing archiving and governance infrastructure for the description, management, access and sharing of digital content, by opening

up its MLIS Digital Curation course (48 credits) as an Occasional Course. Completion of the Occasional Course would earn the Occasional Student 48 credits towards a masters degree in a cognate discipline and a UCT academic transcript as evidence of completion of a Digital Curation course at NQF Level 9. Once again, LISC used advertising in the *Mail & Guardian* to attract applicants from cognate disciplines such as Knowledge Management, Archival Science, Museology, and Anthropology. In 2013 this Occasional Course also attracted applicants from Publishing, Media Studies and Journalism. This demonstrates the capacity of the LIS curriculum to exploit its natural intellectual relationships with cognate disciplines to promote the richness of interdisciplinarity and the relevance of LIS to the broader professional information market.

Richard Higgs, the Digital Curation course convener, packages the course content in a manner that makes it attractive to both LIS and non-LIS students. While the core facilitation is done by Richard Higgs, who brings to LISC strong IT and digital content management expertise and experience from academia and corporate and community contexts, the curriculum content is enriched by expert input from the Digital Curation Centre (Universities of Glasgow and Edinburgh, UK), DataFirst (UCT), OpenUCT, Intellectual Property Law (UCT), UCT Libraries Special Collections and other expert sources. Richard Higgs is currently working towards a PhD in LISC in the area of curriculating for skills in Digital Curation. LISC is currently the only LIS school in Africa to teach Digital Curation as a discrete set of skills (that is, not embedded in other course content). In an effort to take this course and the specialist skills training that it offers beyond the borders of Cape Town, in 2014 Richard Higgs piloted blended delivery (online and face-to-face) of the course (more details are provided in Section 4). The intention is for this to be a precursor to online/blended delivery of LISC programmes to other parts of Africa.

New MPhil stream: specialisation in Digital Curation

The emerging discipline of Digital Curation and its sub-discipline of Research Data Management are not only re-defining the information landscape in the digital age but also have huge relevance for e-Science, e-Research, Digital Humanities, etc. in the higher education context. As part of LISC's intention to entrench its lead in education for Digital Curation, LISC with the assistance of UCT's Institutional Planning Department and the Humanities Faculty in 2014 curriculated a masters stream specialising in Digital Curation. After going through rigorous faculty and institutional processes in 2014 for curriculum approval, LISC has been given the green light to offer this brand new masters specialisation in 2015. Courses include Principles of Digital Curation, Curating in Context, Curation for Digital Media and Formats, Information Architecture and Metadata, Research Data Management and a research component in the form of a Minor Dissertation (see Appendix A for more details). Again, 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 NQF Level 8 qualification in any discipline, and not necessarily in LIS. LISC sees this as an important step in

opening up its programme offerings to wider professional information and other markets and as being important to its viability as an academic project at UCT.

Short course

To accommodate the demand for skills training in Digital Curation from individuals who do not meet the NQF Level 8 entrance requirement for LISC's masters level course in Digital Curation, LISC carved out a three-day short course at NQF Level 7 (Records and Digital Content Management) and which ran from 09-11 April 2014. LISC submitted a formal application in 2013 to the Humanities Faculty Short Course Committee with a proposal to offer the course in 2014. This was approved and signed off by the Chair of the Committee, A/Prof. Rob Siebőrger. The course attracted 14 participants from places such the Academy of Sciences of South Africa (ASSAf), the National Library of South Africa (NLSA), Parliament, Universities such as UCT and UP and the Institution for Reconciliation and Justice. The course ended with an assessment, which was externally moderated, and on the basis of these results and attendance, the short course participants were issued with UCT generated certificates. The evaluation and assessments as well as the External Moderator's report were handed to A/Prof. Rob Siebőrger who signed off on the course as being offered to completion. It is LISC's intention to repeat this course in 2015 (April) for individuals who did not make the first round and to also make an application to offer along similar lines in September 2015, a short course in Research Data Management, an area of great skills demand at the moment. While these short courses generate income (R6000 per participant for the last one) for LISC, a more important motivation in offering them is the community outreach that it makes possible especially to those individuals who are not ordinarily able to access courses in these skills areas at the masters level. At the same time LISC is cognizant of its staff capacity and hence is circumspect about the burden such offerings place on staff; therefore these short course offerings happen only once or twice a year.

4. Teaching and learning

LISC academics are encouraged to allow their teaching to be informed by relevant learning theories 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 considered to be significant role players in the 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 interaction, peer learning, case-study approaches, self-directed learning, reflective practice, 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, etc.). In 2014, the introduction of blended learning allowed for interactive virtual learning in online chat rooms and opportunities to contribute content to wikis. 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 is still a popular option since its inception in 2012, especially among individuals already employed in LIS services and wishing to obtain a professional LIS qualification over a year. The UCT LIS School is currently the only school in the country (of the 10 existing schools) to offer the block release option and seems to have established this as a niche for UCT to attract individuals from across the country who are employed but wish to obtain a LIS professional qualification. While 2012 saw 10 out of 12 block release students coming from LIASA's Carnegie funded Next Generation Public Librarian Scholarship Programme (NGPLS Programme), 2013 and 2014 demonstrated less dependence on LIASA (the LIS professional body) as a source of students, with the LIS School at UCT attracting block release students, through its advertising and marketing, from places such as major academic libraries in the country and in Namibia as well as from government departments, and Provincial Library Services in South Africa. LISC views this diversity of sources (and not just public libraries) from which it is attracting block release students as a good sign in that the 'intellectually rewarding experience' for these students seems to be spreading the message around the country about this innovative study option. As mentioned in the 2013 Annual Report, UCT Libraries has formally incorporated 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. LISC recently received communication via Dr Bitso from the academic library at the University of Namibia (UNAM) that it would like to investigate the possibility of an MoU between UCT and UNAM on the subject of sending library staff to UCT for the block release option. Dr Bitso is following up on this request.

Part-time registrations for the PGDipLIS were on the increase for 2014 (10) compared to 10 block release and 14 full-time students. A further noticeable trend is that, of the 14 full-time students, 50% are young, bachelor degree graduates (male and female) with many of these recently graduated from UCT. This not only shows signs of LISC's Postgraduate Diploma becoming an attractive proposition for general degree graduates at UCT and other universities, but also augurs well for the LISC programme attracting e-savvy young people (digital natives) for LIS professional development so that it can produce cohorts of graduates of the calibre required for libraries and other information services to remain relevant in a very digitally oriented information environment. 2014 also saw the interesting trend of the full-time class including the a bigger number of international students compared to the previous two years – with students coming for full-time study from Namibia, Lesotho, Cameroon and Nigeria. This is an indication that LISC does seem to be making inroads into Africa with its marketing. Of the group of 34 registered PGDipLIS students in 2014, nine are holders of LIASA-Carnegie Scholarships, the difference in 2014 being that many of these were directed by LISC (because of their public library employment) to LIASA for the scholarship instead of them coming to

LISC via LIASA. If all goes well, LISC should see 27 of the 34 PGDipLIS students graduate at the end of 2014 (7 of the 10 part-timers still have a year to go).

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 as the block release option is used closely with UCT's learning management platform, Vula, to manage teaching and learning during students' 'away weeks'. This third round (2012 was the first round) of synchronizing 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. 2014 saw the added challenge of accommodating a physically challenged student in terms of classroom access, computer lab facilities, examination venues and access to teaching tools (*DDC, Sears Subject Heading*s, etc.) The commitment of LISC academics (particularly Dr Bitso) and the LISC Administrator (Mrs Salie) ensured that the experience of the physically challenged student was as painless as possible. The Deputy Registrar at UCT on more than one occasion complimented LISC not only on going out of its way to accommodate the student (employed at UCT's Student Records) but also on the feedback she received on the quality and relevance of the course content. Because of the larger student number in the PGDipLIS class the HoD in 2014 put in place the intervention of hiring a student demonstrator (from among LISC's masters students) to assist Dr Bitso during practical computer lab sessions. The latter has seen in the last two years the introduction of the RDA Toolkit (purchased with multiple simultaneous use for classroom purposes) and Web Dewey – a recent journal article (Ocholla & Ocholla 2014) reported that a survey of LIS schools in South Africa indicated the UCT School has being the only LIS school to date to have included use of RDA (resource descriptions recently adopted by South Africa) in its teaching.

LISC will continue to be creative and innovative in the synchronized delivery of the three PGDipLIS options for maximum educational benefit and quality of delivery. LISC continues to be cognizant of the diversity in the classroom in terms of age, cultural backgrounds, work experience and cognitive abilities. 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. These include one-on-one interaction, counselling, allowing for drafts of projects to ascertain if the students are on the right track, pairing stronger students with weaker ones to facilitate peer learning, giving students an opportunity to re-submit projects that do not meet project requirements, allowing for supplementary examinations, etc. All interventions undertaken are done within UCT assessment guidelines. The end of the first semester of 2014 saw all but one student in the PGDipLIS class pass courses completed to date – the affected part-time student has a personal problem and is in counselling under the supervision of his employer. In 2014 all LISC course evaluations were done online via Vula. While

evaluation reports have been largely positive, students have also made some useful suggestions which LISC will take into account during its 2015 planning discussions scheduled to take place at the end of 2014.

MLIS

The MLIS (commonly done over two years) in 2014 saw five new registrations added to the returning nine MLIS students from 2013 plus 13 Occasional Student registrations in the Digital Curation course (compared to 11 in the previous year). MLIS students are required to complete two elective courses and a minor dissertation. Again, Digital Curation seemed to be a popular choice. Interest also seems to be growing in Research Librarianship especially among individuals employed in big academic libraries. LIS Leadership and Management was not offered in 2014 due to students not selecting this option. LISC is very aware that it needs to market the MLIS more aggressively, particularly its individual course specialisations to increase student numbers. Hence marketing in 2014 entailed: advertising on the LIASA listserv and other online lists, on social media, via the LISC website, at the 2014 LIASA Annual Conference and other meetings and through distribution of posters and flyers. A steady stream of applications seems to be coming in for 2015. To date (as at 15 October 2014) LISC has received 24 applications for the MLIS of which it has accepted 13 (9 of these are international applicants) and declined 11 (entry requirements not met); a further 10 applications are still being processed. On the related subject of the new MPhil (Digital Curation) applications, LISC has to date accepted four and a further seven are still being processed. The closing date for applications for all LISC courses is 31 January 2015.

Blended learning

It was reported in the 2013 Annual Report that Dr Bitso is leading LISC in investigations into online delivery. Her enquiries culminated in the delivery of Digital Curation in the second semester of 2014 in a blended learning format. This combination of face-to-face and online learning is seen as a first step towards blended delivery of programmes which will not only open up enrollment opportunities for LISC in other parts of Africa but also provides a transformative experience for both students and academics to become online focused in an e-learning higher education context. Digital Curation convener, Richard Higgs, developed the blended course using UCT's learning management platform, Vula. The course ran over a 12 week semester and involved online engagement every Friday afternoon with the group being brought together for contact sessions for three days each in Week 3 and Week 10. The weekly electronic chat sessions involved discussion of prior reading and other tasks provided. The emphasis was on interactive learning rather than just electronic readings and instructional videos. According to Richard Higgs, "some students found it very difficult to adapt to the media and the non-linear learning processes of the course …while others found it highly enriching…Many of those who were dubious in the beginning have become the most active participants in the collaborative learning process". The demands on the course facilitator are not to be underestimated, for example: time

and effort involved in teaching preparation (planning, structuring online interaction, preparation of learning materials), in continuous formative assessment and in learning to moderate and guide interactions in chat sessions to maintain focus on the topic and to keep all participants equally involved. This pilot exercise would be evaluated during LISC's 2015 planning session in December 2014 with the idea of adopting best practices from this pilot exercise for the delivery all MLIS and MPhil (Digital Curation) courses in 2015 via blended format.

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 placement in 2014 (approximately three weeks) distributed between the Winter and September vacations included hosts such as: UCT Libraries, public libraries, resource centres, the National Library of South Africa, the Iziko Social History Museum, the Harry Molteno Library at Kirstenbosch National Botanical Garden, e.tv Libraries & Archives, Sanlam, and school libraries.

A recent inclusion in the PGDipLIS programme has been personal and professional development. In order to equip PGDipLIS students (many of whom are recent graduates) with skills to plan their careers, a Personal and Professional Development Programme (PPDP) developed for LISC by UCT's Career Services has been included in the Resource Planning & Use course. PPDP, which is time-tabled for a double period once a week, runs for a term and 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. Students receive a PPDP certificate on successful completion of the course. All students, including those already employed full-time, are required to attend the course. Feedback thus far from students about the course has been positive.

Culmination of the 2014 academic year

On 5 November 2014 the PGDipLIS and MLIS students concluded the academic year with a prize-giving ceremony with prizes for Best Academic Performance in the PGDipLIS, for Leadership, and for Dedication & Perseverance. Certificates of Excellence as well as Certificates of Acknowledgement were also awarded. As indicated previously, LISC believes that such a 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 the pursuit of further postgraduate studies.

5. Research

In 2014 LISC continued, as per its strategic framework, to balance both teaching and research. This included supervising masters and doctoral studies, writing papers for conference presentations and for journal publication, and conducting independent research.

Masters and PhDs

From figures of 10 masters students and 3 PhDs registered in 2012 and 19 masters and 4 PhDs registered in 2013, LISC moved to 20 masters and 7 PhDs registered in 2014 (note that there were completions in both 2012 and 2013). Of the 20 masters students registered in 2014, six are registered for masters by research (MPhil) and the balance (14) for masters by coursework (MLIS) but with a 50% research component (minor dissertation). Additionally, LISC is currently working with two potential PhD students in anticipation of submission of research proposals early in 2015 for registration as PhD studies in LISC. LISC is very selective about acceptance of PhD candidates and hence rigorously reviews research proposal submissions – 2014 saw the majority of PhD applications declined. LISC had five masters graduations in 2013, is looking forward to two in the December 2014 ceremony and a significant number in the June 2015 ceremony, including a PhD. As with other academic departments in the Humanities Faculty, LISC is assisted with supervision capacity, where necessary, by External Supervisors. This is kept to a minimum in LISC, with currently just three studies being supervised in this way. In all three instances a co-supervisor is assigned from within LISC. LISC's growing international collaboration has also resulted in the use of External Expert Co-supervisors, for example, in the emerging disciplines of Digital Curation and Research Data Management, such expert co-supervisors have been sourced from the Digital Curation Centre (based at the Universities of Glasgow and Edinburgh, UK).

Conferences and publications

Among the staff of six academics currently in LISC (four full-time contract and two one-third contracts), LISC in 2014 achieved an average of 1.7 publications per academic in accredited journals – a total of 10 journal publications in both national and international journals. The two retirees supporting LISC have two journal publications each with one of them also having a paper in published conference proceedings. Dr Bitso achieved three accredited journal publications for 2014 and the rest of the academics one each with a second one for each of them to appear early in 2015. This exceeds the accredited journal publication output projected (one journal publication per academic staff member) for 2014 in the Business Plan. LISC academics have also reported, at both local and international conferences, findings from research conducted. Some of these important meetings in 2014 included: WLIC 80th IFLA General Conference and Assembly (Lyon, France); 6th International Conference on Qualitative and Quantitative Methods in Libraries (Istanbul, Turkey); Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Seattle, USA); 16th LIASA Annual Conference (Ekurhuleni, South Africa); and, XX1st Standing Conference of East, Central and Southern Africa Library and Information Associations (SCECSAL) (Lilongwe, Malawi).

LISC academic, Richard Higgs, won the award for Best Paper presented at the 16th LIASA Annual Conference (Ekurhuleni, South Africa, 22-26 October 2014) for his paper, 'Critiquing the promises of "digital": the tyranny of technopositivism in the library space'. At the same conference LISC masters student, Thembani Malapela, won the Best Student Paper award for his presentation, 'A study into the availability of and access to electronic journals for teaching and research by the academic staff at the Faculty of Agriculture, University of Zimbabwe'. Thembani will receive his MPhil with distinction at the UCT December 2014 graduation ceremony (his study was supervised by Em. A/Prof. Karin de Jager).

Journal management

The current LISC Head (Jaya Raju), Editor-in-Chief of the *South African journal of libraries and information science* (*SAJLIS*), brought out, in 2014, two issues of the DoHET accredited journal in its new open access format. She was acknowledged by the LIASA (LIS professional body) President at the 16th LIASA Annual Conference (2014) "for her dynamic editorship" of the journal and for "raising its quality and stature within the field" in its new open access format. LISC's senior academics all serve on the Editorial Advisory Boards of various accredited journals both within and outside of South Africa. Michelle Kahn, a young academic in LISC, serves as the Language and Layout Editor for the *South African Journal of Libraries and Information Science*.

Research and rating

Three academics in LISC (Mary Nassimbeni, Karin De Jager and Jaya Raju) are NRF rated researchers. Mary Nassimbeni and Jaya Raju responded to the NRF's 2013 call for funding applications in its *Competitive Programme for Rated Researchers* and were informed in 2014 that they were successful in their applications. Mary Nassimbeni, as principal investigator of a team project with other LISC staff as co-investigators and in collaboration with UCT Libraries, motivated for funding for a project, *Measure for measure: developing a values matrix for the academic library*. Jaya Raju, in her application for funding took the cohort research approach, involving PhD and masters students as well as a post-doctoral fellow in a project on the *Development of a national LIS skills statement for the higher education sector in South Africa*. The projects will run for three years (2014-2016) and involve annual awards of grantholder bursaries to masters and PhD students working in the research area of the principal investigator. Jaya Raju secured Dr Crystal Powell as a post-doctoral fellow from 1 July 2014. Dr Powell, from New York (USA), completed her Social Anthropology PhD studies at UCT and has been working with Jaya Raju on her Skills Statement research as well as enriching teaching and research in LISC with her expertise in ethnographic research.

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. As an extension of efforts in the past two years, in 2014 LISC continued to partner with the professional body, LIASA, in the Carnegie-funded Next Generation Public Librarian Programme. Nine (out of 34) of LISC's 2014 cohort of PGDipLIS students are recipients of these Carnegie Scholarships.

LISC wishes to provide an opportunity for African practitioners to register for its new MPhil degree specialising in Digital Curation (blended delivery), by providing scholarships to enable participation in this programme, which is unique in Africa. Hence in 2014 it made a funding application, via UCT's Development and Alumni Department (DAD) for Carnegie support for 30 students over a four year period. Funding is required mainly for tuition and travel and accommodation during contact weeks at UCT (the balance of the course is delivered online). An outcome from this application is still pending.

LISC has also sought out a partnership with the Five Hundred Year Archive Project (based at UCT) where the latter would 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), 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 would provide sites in photographic collections for MPhil (Digital Curation) students to undertake the elective, Curating in Context. Both Paul Weinberg and Dr McNulty from the FHYA are also willing to serve as co-supervisors on LISC students' minor dissertation research projects.

In 2014 LISC continued to the build its relationship with the Digital Curation Centre (DCC)/Humanities Advanced Technology and Information Institute (HATII) based at the University of Glasgow in the UK, following on a study visit by LISC to the DCC in 2013. LISC hosted Joy Davidson (Associate Director of the DCC) and her colleague, Sarah Jones for two weeks in March 2014 for purposes of building relations in teaching and research collaboration in the area of Digital Curation. The visit, funded out of the LISC Head's research funds, included: discussions on LISC-DCC/HATII collaboration in the areas of teaching, research and supervision; a seminar for LISC postgraduate students on research data management (RDM); a practitioner-based workshop on RDM for participants from higher education institutions and research councils in the Western Cape and other regions in South Africa. The latter was used to collect research data via a LISC designed research instrument which formed the basis of a joint paper ('Research data management in South Africa: how we shape up') between LISC and DCC

staff. This paper is currently in press for publication in the ISI indexed journal, *Australian academic and research libraries*. Other collaborations with the DCC include their virtual presence in LISC Digital Curation classes; the DCC invited LISC academic Michelle Kahn to Glasgow in August 2014 where she was introduced to a number of researchers and practitioners working in the area of RDM in the Arts which is the theme of Michelle's PhD study, Michelle was invited to attend the Digital Research in Humanities and Arts Conference in Greenwich and was asked to give a seminar at HATII on how RDM is incorporated into LISC's teaching and research. Joy Davidson and Sarah Jones from the DCC/HATII are currently serving as Expert External Co-supervisors for LISC PhD studies and the intention is for LISC academics to serve as co-supervisors for PhDs at HATII in the School of Humanities (University of Glasgow). As a result of these collaborations Professor John Briggs, who oversees International Relations (Africa) for the University of Glasgow met with the LISC Head when he was in Cape Town in 2014, to discuss the possibility of an MoU. This process is currently being initiated from the University of Glasgow end.

In July 2014 LISC hosted A/Prof. Ismail Abdullahi from North Carolina Central University in the USA who spent two weeks at LISC as part of the Carnegie African Diaspora Fellowship Programme. A/Prof. Abdullahi spent these two weeks at UCT working with Jaya Raju on a curriculum co-development project aiming towards student exchange via a study abroad programme between UCT and NCCU. The University of Cape Town project was one of 31 projects, under the auspices of the Institute of International Education, which paired African Diaspora scholars with higher education institutions in Africa to collaborate in areas such as curriculum co-development, research, graduate teaching, training and mentoring activities. During the fortnight 14-28 July 2014, Ismail Abdullahi also gave seminars to LIS postgraduate students, academic staff and practitioners at UCT on the internationalisation of LIS education, academic library services and, multiculturalism and diversity in higher education. Ismail Abdullahi is the Convener of IFLA's (International Federation of Library Associations and Institutions) LIS Education in Developing Countries and has invited LISC to co-host the 2015 Satellite Meeting which will take place in Cape Town. The LISC Head has been asked to be one of the keynote speakers at this international satellite meeting.

In September 2014 Dr Constance Bitso undertook a study visit to Loughborough University, UK where she had discussions with Dr Gillian Ragsdell from the Department of Information Science. This culminated in them jointly hosting a workshop in Cape Town on 10 September 2014 to begin a community of practice with the NGOs in Cape Town on knowledge management. The intention is to generate data from these meetings for research publications.

75th Commemorative Conference

As indicated earlier, on 27-28 November 2014 LISC will be hosting 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. It is appropriate that the theme of the conference convened to commemorate this milestone, spotlights education as well as research in an evolving information landscape deeply penetrated by digital technologies.

The keynote address will be delivered by Prof. Herbert van der Sompel, a Computer Science specialist who is currently a global leader in research regarding digital aspects of scholarly communication. Herbert van der Sompel is currently the Team Leader of the Prototyping Team at the Research Library of the Los Alamos National Laboratory, USA.

Other speakers include: Prof. Crain Soudien (DVC, University of Cape Town) on curriculum issues; Dr Steyn Heckroodt from the Stellenbosch Business School on 'what is change?'; Prof. Tom Cochrane from Queensland University of Technology on open access; Dr Andrew Kaniki from the NRF, on research as a strategic initiative; Ms Joy Davidson from the Digital Curation Centre (UK) on research data management; Prof. Carol Tenopir from the School of Information Science at the University of Tennessee (USA) on conceptualising data, information and knowledge; and Prof. Stevan Harnad (Research Chair in Cognitive Science, Université du Québec á Montréal, Canada and Professor in Electronics and Computer Science, University of Southampton, UK) on technology as enabler. The full programme is available on the conference website: **http://www.lisc75.co.za**

The Conference Organising Committee, being led by Dr Bitso from LISC, is currently hard at work to put together a high quality conference that promises to be an exciting and intellectually stimulating meeting as LIS/IS schools the world over seek to strategically locate their niche positions in a rapidly evolving and digitally oriented knowledge society. It is LISC's intention to publish the proceedings of this milestone meeting in the form of a peer-reviewed open access publication. In lieu of the annual presentations by LISC masters and PhD students of their research in progress, the 75th Commemorative Conference will showcase this research in progress in the form a poster presentations.

6. Recruitment of staff and students

Staff

In 2014 the delivery of LISC teaching programmes was carried out by four full-time contract staff and two one-third contract retirees. LISC is grateful to the two retirees on one-third contracts (Emeritus Associate Professors Mary Nassimbeni and Karin De Jager) who have since January 2012 worked as full-time academics (despite their one-third contracts) in the spirit of their commitment to the University to support the re-instated LIS programme at UCT. Over the past three years as they have mentored younger academics, their teaching and convenership responsibilities have lessened significantly but they continue to be active at the level of research and publication support for LISC. Their support, guidance and contribution to teaching and research in LISC have been invaluable. In terms LISC's Business Plan (flowing from a Senate Executive Committee recommendation), 2013/2014 should also have seen the appointment of a

Senior Lecturer. Instead LISC opted for two lecturer appointments as this recently re-instated academic project needs to build a critical core of academic staff to service, particularly, its 'tap root' programme (the PGDipLIS). Seniority of appointments, it is believed, could come with Ad Hominem promotions as appointed academics fulfill the Humanities Faculty Ad Hominem criteria for promotion. The Executive Director of UCT Libraries supported this thinking on the part of LISC and built this request into LISC's budget projections for 2014-2017 (as required by the University), which also included cost projections for turning LISC's contract appointments (including that of the Head) into permanent appointments and the part-time contract Administrator post into a full day permanent post. The LISC Head post was made permanent with effect from 1 October 2014 and A/Prof. Jaya Raju was interviewed and appointed to this post. The LISC Administrator post was upgraded from PC 6 to PC 7 and was made full-time and permanent from 1 October 2014. The current contract lecturer post occupied by Dr Bitso will be advertised as a permanent post early in 2015. Recruitment for the two lecturer posts mentioned earlier, is currently underway and the current incumbents (T1 contracts expiring at the end of 2014) have applied, amongst others, for these positions.

The Humanities Faculty undertakes formal assessment of academic staff every four years. In the final year of the cycle an assessment of the full four-year period is required. The current cycle runs from 2011 to 2014. The HoD is responsible for reviewing and assessing the performance of academic staff (including T2 contract staff). The Dean fulfills this role for HoDs. Dr Bitso (T2 contract) and A/Prof. Raju (recently made permanent) have both had their academic performance assessed as part of the above cycle, with the required documents completed and interviews done.

As reported in previous annual reports, LISC is cognizant of the fact that the available pool of strong LIS academics in South Africa (and internationally) is shrinking and of the need to grow a new generation of LIS academics. Hence as part of a strategy of 'growing its own timber', LISC is committed to providing young individuals amongst its students, who show strong academic and research potential, with opportunities to be mentored in teaching, assessment, supervision, research, academic administration, professional body interaction, monitoring of Work Integrated Learning, and other tasks associated with academia. While this mentoring and coaching has been time consuming for LISC, LISC believes it is a worthwhile investment towards succession planning and contributing to growing the next generation LIS academics, not just for UCT but also for the national and international contexts in the LIS discipline. As a result of this mentoring strategy LISC has been able to easily source lab demonstrators, graduate assistants and research assistants, when required, especially in the context of growing student numbers and research activities.

Students

In order to attract good quality students (including international students) LISC has maintained the momentum of its marketing which began in 2012. Again in 2014, the Marketing Department of UCT Libraries has been very supportive in the creation of promotional material such as flyers,

posters, brochures, bookmarks, buttons and banners. LISC staff distributed these at national and international meetings attended during 2014. International applicants have been heeding LISC's call for early application to allow for study permit processing – to date (15 October 2015) LISC has received 19 applications from international students (excluding those applications still being processed) across LISC's PGDipLIS and masters programmes. According to the Faculty's ASR Report of 15 October 2014, LISC has accepted 32 applications for the PGDipLIS for 2015 and 9 applications are still being processed. If this steady flow of applications continues LISC might be able to, in 2015, match or even surpass its 2014 intake (34) for the PGDipLIS, despite projections (especially for budget processes) only asking for 27 (see *Figure 2*). As mentioned in Section 4 (Teaching and learning), to date LISC has accepted 13 MLIS applications and 4 MPhil (Digital Curation) applications with a significant number of applications still being processed. These figures look favourable especially in view of the fact that applications for LISC only close on 31 January 2015. Masters by research (MPhil) and PhD applications are treated slightly differently and involves iterative reviewing and crafting of the research proposal before an applicant is allowed to proceed with registration – this process takes place on an ongoing basis during the course of the year.

Marketing

LISC once again printed 1500 of its attractive double-sided A/4 flyers which carry content details of each of LISC's modules in both the PGDipLIS and the MLIS, and announces the brand new MPhil (Digital Curation) offering. Again, 1300 of these were placed as inserts, at a cost of about R2700.00, in the popular professional body magazine, *Liasa-in-touch*, which is delivered every quarter to 1300 addresses. A further marketing strategy was the design of attractive T-shirts with both UCT and LISC branding as well as the 75th Conference logo which our students and staff sported at the LIASA Annual Conference in Ekurhuleni in October 2014. At this same conference LISC had an exhibitor's stand at which it displayed its marketing paraphernalia. *Mail & Guardian* adverts were used twice in 2014, once to advertise the Occasional Course in Digital Curation (ca. R20 000.00) for the second semester of 2014 and later in 2014 to advertise LISC's brand new MPhil specialising in Digital Curation beginning in 2015 (ca. R31 000.00). LISC in 2014 has, at appropriate intervals especially in the second half of the year, used its branding and promotional material to advertise its programmes on listservs such as Liasaonline, Sabinews and the HELIG list.

LISC website and social media

As part of the UCT Web Renewal Project, LISC had the benefit of being able to migrate fairly quickly to the new Drupal platform as a Humanities sub-site. Given that the LISC site is not as complex as the Library sites and did not require the implementation of specific customisations to the default template, the migration went very smoothly. Content migration began in April, and training was provided for the content manager, with handover taking place through May and June. A LISC subdomain (lisc.uct.ac.za) was created to replace the original structure of a folder

in the libraries subdomain, which improves nagivability to the site and the profile of LISC in search engines. For a few months the old site co-existed with the migrated site, as many links on old sites still used the old address, and these sites were in the process of updates and migration. Attempts have been made to ensure that all incoming links have now been updated. Visibility of the LISC website through the Libraries site is now considerably improved. The link from the Humanites website remains in the same paradigm as it was, which is not an ideal situation, but is standard for all Humanities departments. LISC makes very effort to keep the site regularly updated.
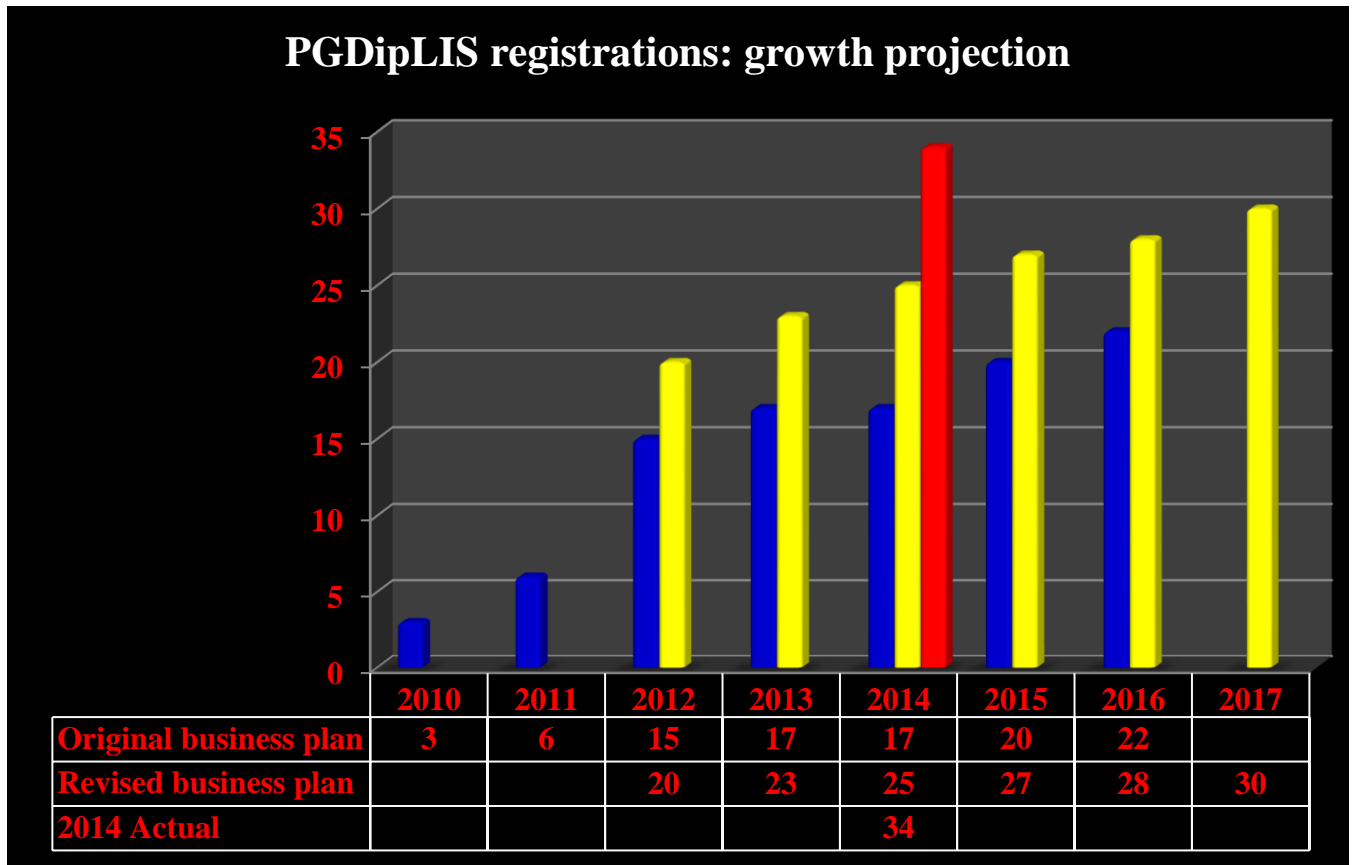
Unfortunately, statistics are not available pre-migration. However, between 1 May and 30 September 2014, there have been 300 unique visitors to the LISC website, accounting for a total of 452 visits. The most popular pages (apart from the default home page) are the courses, contacts and application pages. The top meaningful search terms that have resulted in page hits include 'curatorship', and 'curatorship diploma' and 'curatorship museum management'.

In 2014 LISC's Twitter site saw 259 tweets, it followed 26 accounts and had 140 followers. On Facebook it enjoyed 192 'likes' and saw 17 posts thus far for 2014. The announcement of the 75th Commemorative Conference reached 258 people while the announcement of the new MPhil specialising in Digital Curation reached 165.

Upward trajectory

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. 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
2014 Actual					34			

7. Social and community engagement

2014 has seen LISC staff 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; 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; school library committees in three Khayelitsha primary schools as part

of UCT's School Improvement Initiative (SII) Project: 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 enjoy comfortable working space on the Hlanganani level of the Chancellor Oppenheimer Library. It has access to Wi-Fi and modern IT hardware (laptops with docking stations, iPads, plasma screens, etc.) and software. However, its growing student numbers, especially at the PGDipLIS level, has meant that the dedicated teaching venue can now only be used for smaller classroom sessions, while the UCT-centralised venue allocation system is utilised for bigger group sessions.

During 2014 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. 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. UCT Libraries has continued to be hospitable and generous in integrating LISC into its organsational structure, particularly in areas such as space provision, IT support, the budget process and marketing support. It has, however, been a challenge for UCT Libraries to integrate the finance and other aspects of an academic department into its systems, but it tackled this with patience and perseverance. A growth in LISC's programme offerings, student numbers, academic staff and research activities have, unfortunately, placed an onerous burden on Library administrative and finance staff who have had to deal with course codes and costs, student fees, multiple research accounts, and regular international travel by LIS academics. UCT Libraries has grown to be very respectful of LISC's space and expertise and allows it the necessary autonomy to grow as an 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.

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 always carefully recorded, approved and filed. LISC is fortunate to have a very dedicated group of academics who are all very willing to contribute to LISC activities. A very positive departmental culture exists in LISC with a great commitment to collegiality and professionalism. This is supported by a very able and pro-active Administrative Assistant who goes out of her way to provide administrative support for LISC's teaching and research programmes and to ensure that

the front face of this academic unit is presented to students, UCT colleagues and to visitors with the greatest customer care. She maintains an efficient system for record keeping and data capture (both physical and digital). The LISC Head wishes to thank the retirees of the School for their continued support and guidance. LISC continues to enjoy a warm and friendly yet professional relationship with all of its postgraduate students and post-doctoral fellow. Students find it easy to approach LISC staff for guidance and advice, when required.

9. Conclusion

It has been almost three years since the re-instatement of Library and Information Studies at UCT. The intention has been for the University to re-visit the viability of the unit after three years. LISC wishes to thank UCT Libraries, the Humanities Faculty and the University generally for their support and for acknowledging progress made by LISC. A special thanks to the new Dean, Prof. Sakhela Buhlungu, who on his arrival acknowledged the presence of this 'outside' Humanities sibling academic unit and took an interest in its shape and form. Thank you to the professional body, LIASA, which continues to support the UCT LIS School in its efforts to serve the LIS community in a highly digitised age. And last but not least, thank you to the staff of LISC for their hard work, commitment to quality of service and a desire to see this small academic unit grow from strength to strength in all five of its identified strategic directions.

Associate Professor Jaya Raju (with input from LISC staff)

Head: Library and Information Studies, UCT

October 2014