

Library and Information Studies Centre
University of Cape Town



Annual
Report

2013

for the

Library and
Information
Studies Centre
Advisory Board
Meeting

*14 November
2013*

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1. Introduction

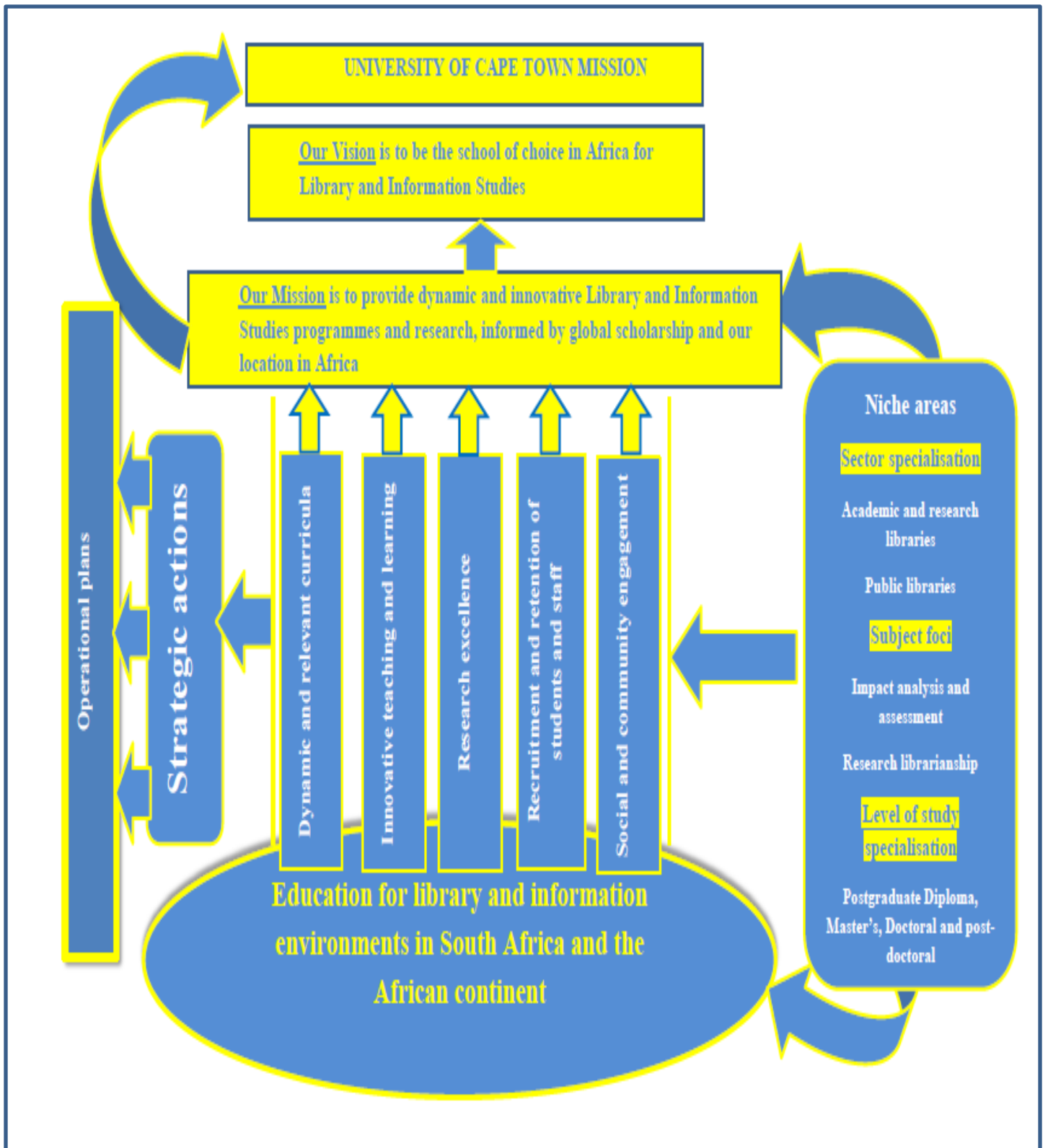
It has been almost two years since the re-instatement of Library and Information Studies at the University of Cape Town and this annual report is for the second meeting of the Advisory Board of the Library and Information Studies Centre since the establishment of the Board in 2012. A re-iteration of 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 organizationally 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, master's by coursework (MLIS) and by research (MPhil), and PhD studies. The Humanities Faculty oversees registration of its 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 (LIS) sector a postgraduate route for attaining professional qualifications and further specialisations. 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 is also supported by part-time lecturers paid on claim and specialist experts from UCT Libraries and from other sources within and outside of UCT. LISC continues to be serviced by a part-time (contract) administrator. It 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. Again, this annual report, this time for the 2013 academic year, highlights the activities of LISC in response to these strategic directions.

Founded as the School of Librarianship in 1939, the Library and Information Studies Centre in 2014 will mark 75 years of professional education in Library and Information Studies, making it the oldest source of such education in Africa.

2. LISC Strategic Directions 2012-2016

Figure 1: Graphic representation of LISC Strategic Directions



LISC Strategic Directions 2012-2016 (provided at the last meeting and available on request) 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 in 2013 with focus and direction in its curriculum development, teaching and learning, research, and social and community engagement. LISC has identified a two-day session (21-22 November 2013) during which, as part of its planning for 2014, it will 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

2013 saw the delivery of the re-curriculated Postgraduate Diploma in Library and Information Studies (PGDipLIS) (see Appendix A). As mentioned in the 2012 Annual Report, much energy in 2012 was devoted to curriculum renewal which 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 substantial 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. While LISC academics focused on the conceptual core in the delivery of this entry-level professional LIS qualification, the programme in 2013 was enriched by dove-tailing this epistemological grounding with application input from specialist practitioners from UCT Libraries in new areas impacting on scholarly communications such as digitization, metadata handling, institutional repositories, social media, etc.

2013 also saw the delivery a new-look coursework master's programme (Master of Library and Information Studies (MLIS) which addresses the skills and competencies required by the modern LIS sector (see Appendix B). It was reported in the 2012 Annual Report that LISC's new synergistic relations with UCT Libraries very quickly revealed the need by academic libraries of research-led universities for deeper level skills and competencies in areas such digital curation, research librarianship and leadership and management in library and information services; and that these higher level skills required master's level study with options for specialisations in these areas. The timeous re-curriculation and faculty approval processes by the end of 2012 allowed for the delivery of the new-look coursework master's over two semesters in 2013.

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 master's degree in a cognate discipline and a UCT academic transcript as evidence of completion of a Digital Curation course at NQF Level 9. A *Mail & Guardian* advert (see Appendix C) attracted applicants from cognate disciplines such as Publishing, Media Studies, Archival Science, Journalism, etc. demonstrating the capacity of the LIS curriculum to exploit its natural intellectual relationships with cognate disciplines to promote the richness of interdisciplinarity. The robustness of the LISC programme attracted the part-time lecturing services of Richard Higgs, a double master's *cum laude* graduate with strong IT and digital content management expertise and experience in academia, as well as in the corporate and community contexts. In 2013 Richard Higgs together with the Head of LISC convened the Digital Curation course (see Appendix D) in a manner that made it attractive to both LIS and non-LIS students. While the core facilitation was done by Richard Higgs the curriculum content was enriched by expert input from the Digital Curation Centre (Universities of Glasgow and Edinburgh, UK), DataFirst (UCT), Centre for Popular Memory (UCT), OpenUCT, Intellectual Property Law (UCT), and other expert sources. Richard Higgs is currently working towards a PhD in LISC in the area of curricula 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). Keralis (2012) laments that in the US there are "currently, only five LIS schools [that] offer graduate certificates in data curation [an aspect of digital curation]" and further that these "programs ... are exclusive to LIS students [and] are not designed to meet the needs of researchers and professionals who may benefit from these skills". In the latter aspect too, LISC has taken a lead by designing the course (see Appendices C and D) such that it has appeal to LIS and non-LIS individuals. LISC's intention is to entrench this lead in education for Digital Curation by using 2014 to curricula and apply for UCT and HEQC approval of a whole master's qualification in Digital Curation. Monitoring and evaluation of the 2013 Digital Curation course in the MLIS revealed that a single semester course (12 weeks x 3 hrs) is not enough to do justice to the breadth and depth of this new skills area that is not only re-defining the information landscape in the digital age but which also has huge relevance for e-Science, e-Research, Digital Humanities, etc. in the higher education context. 2014 will also see LISC pilot blended learning (combination of online and face-to-face) delivery of the Digital Curation course as a precursor to online delivery of LISC programmes to other parts of Africa (see Section 4 for further details).

To accommodate the demand for skills training in Digital Curation from individuals who did not meet the NQF Level 8 entrance requirement for the master's level course described above, LISC has carved out a three-day short course at NQF Level 7 to be run from 21-23 January 2014. The LISC Head has been working with the Humanities Faculty short-course co-ordinator (A/Prof. Rob Siebörger) in making a Faculty application to offer this short course.

Concern was expressed at the 2012 LISC Advisory Board meeting that the name change (from Library and Information Science to Library and Information Studies) of LISC qualifications by the HEQC needs to be done timeously. The LISC Head followed up on this and reports that while this was a slow process on the part of the HEQC, earlier in 2013 UCT's Institutional Planning Department reported to the Humanities Faculty that this name change has been effected. However, in doing so the HEQC seems to have made the error of calling the qualifications 'Information and Library Studies' rather than 'Library and Information Studies'. UCT's Institutional Planning Department is following up that this inadvertent error is corrected by the HEQC.

4. Teaching and learning

2013 saw classroom facilitators continue to emphasize a 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, 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.). A variety of formative and summative assessment methods are employed, depending on the nature and content of the course.

The PGDipLIS continues to be offered full-time (over a year), part-time (over two years) and by block release (over a year), with the latter increasingly becoming a popular option for 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 this option and seems to be on its way to establishing this as a niche for UCT to attract individuals from across the country who are employed but wish to up-grade their LIS qualifications. 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 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 Rhodes University, University of the Free State, University of Cape Town, University of Namibia, and Cape Peninsula University of Technology. While 2012 saw a heavy public library participation in the block release option (mainly due to the LIASA NGPLS programme), 2013 saw major academic libraries in the country buying into the block release option. LISC sees this trend growing in the future as the 'intellectually rewarding experience' for these students helps spread the word around the country about this innovative study option. In fact 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. A further noticeable trend is that, out of a 2013 PGDipLIS class of 23, just under 50% were young, bachelor degree graduates (male and female) with many of these ‘freshly’ 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 information services to remain relevant in a very digitally oriented LIS environment. The 2013 PGDipLIS class has 10 full-time students, 5 part-time students and 8 block release students. Of the group of 23, five are holders of the LIASA-Carnegie scholarships. If all goes well, LISC should see 20 PGDipLIS students graduate at the end of 2013 (3 of the 5 part-timers still have a year to go).

As per the Dean’s advice at the 2012 Advisory Board meeting, 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 e-platform, Vula, to manage teaching and learning during students’ ‘away weeks’. This second-time 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. LISC will continue to be creative and innovative in the synchronized delivery of these 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, 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, etc. All interventions undertaken are done within UCT assessment guidelines. The end of the first semester of 2013 saw a 100% pass in the PGDipLIS courses completed to date. In 2013 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 2014 planning discussions scheduled to take place on 21-22 November 2013.

The MLIS revised curriculum was offered for the first time in 2013 and has begun with a small group of 9 students (plus an additional 11 Occasional Students in the Digital Curation course). MLIS students are required to complete two elective courses and a minor dissertation. Digital Curation and LIS Leadership and Management seem to be the popular choices. Surprisingly

Research Librarianship, which is critical to academic libraries supporting research-led universities, did not manage to attract many students. The conveners of this course, obviously, in the future would need to engage in some pro-active marketing of the newly emerged area of research librarianship. LISC has, in the latter half of 2013, engaged in rigorous marketing of the MLIS, advertising on the LIASA listserv and on the social, as well running an exhibition stand at the recent 2013 LIASA Annual National Conference.

The 2012 Annual Report indicated LISC's desire to experiment with online delivery of courses as LISC receives many requests for online delivery of its programmes. New appointment, Dr Connie Bitso, is currently leading a team which, after rigorous investigation, is preparing to pilot 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 online delivery of programmes which will not only open up enrollment opportunities for LISC in other parts of Africa (in keeping with UCT's strategic direction of Afropolitanism), but also provides a transformative experience for both students and academics to become online focused in an e-learning higher education context.

On 30 October 2013 the PGDipLIS and MLIS students concluded the academic year with a prize-giving ceremony with prizes for Best Academic Performance, for Leadership, for Dedication & Perseverance, and for Library Space Planning sponsored by LISC, Wordsworth and Clarkes Bookshop, respectively. 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

Dr Kaniki cautioned at the 2012 Advisory Board meeting that the small academic staff cohort with heavy teaching loads comes with the inherent danger of little time being left for research. LISC heeded this caution and, as per its strategic framework, balanced both teaching and research. The situation was aided by the appointment of Dr Connie Bitso as a full-time lecturer on 1 March 2013. Her possession of a PhD and her identified research interests in, *inter alia*, knowledge management and information behaviour together with accredited publications in these areas already out in the public domain, augured well for research growth in LISC. Hence, despite 2013 being the year for delivery of brand new curricula in both the PGDipLIS and the MLIS, for attending national and international conferences and undertaking international study visits, LISC staff also gave attention to research and publication. This included supervising masters' and doctoral studies, writing papers for conference presentations and for journal publication, and making applications for team and cohort research via the NRF's Competitive Programme for Rated Researchers.

From figures of 10 master's students and 3 PhDs registered in 2012, LISC moved to 19 master's and 4 PhDs registered in 2013. Of the 19 master's students registered in 2013, 8 are registered for master's by research (M.Phil) and the balance (11) for master's by coursework (MLIS) but with a 50% research component (minor dissertation). Additionally, LISC is currently working with 3 potential PhD students in anticipation of submission of research proposals early in 2014 for registration as PhD studies in LISC. LISC had 2 master's graduations at UCT's June 2013 graduation ceremony and is looking forward to a further 3 in the December 2013 ceremony. Due to the increased student registrations compared to the projections in the original Business Plan submitted to this Advisory Board in 2012, a revised projection of student registrations was done in 2013 (see Appendix E). This revised projection factored in the Dean's cautioning at the last Advisory Board meeting that, realistically, PhD students take an average of 5 years to complete. As with other academic departments in the Humanities Faculty, LISC is assisted with supervision capacity, where necessary, through the Faculty's payment of External Supervisors. This is kept to a minimum in LISC, with currently just four studies being supervised in this way as in these instances the expertise necessary sits outside of LISC. In all four instances a co-supervisor is assigned from within LISC.

Among the staff of four academics currently in LISC (2 full-time contract and 2 one-third contracts), LISC in 2013 maintained its 2012 average of 1.5 publications per academic in accredited journals. Of the four staff members, three (and this includes the recently appointed lecturer, Dr Bitso) will by the end of 2013 have two publications each in accredited journals (both national and international) and the fourth staff member, two papers in international conference proceedings. This exceeds the accredited journal publication output projected for 2013 in the revised Business Plan (see Appendix E). LISC academics have also reported, at both local and international conferences, findings from research conducted (an average of three conference papers per staff member for 2013). Some of these important meetings in 2013 included: WLIC 79th IFLA General Conference and Assembly (Singapore); 10th Northumbria International Conference on Performance Measurement in Libraries and Information Services (York, UK); 34th Annual IATUL Conference (Cape Town); 15th LIASA Annual Conference (Cape Town); ProLISSA 7th Biennial DISSAnet Conference (Pretoria); 5th African Conference for Digital Scholarship and Curation (Durban). LISC staff either did these presentations on their own or in collaboration with colleagues.

Two LISC students (PGDipLIS student, Mu-izz Hendricks and master's student, Glynnis Lawrence) had their papers selected, from calls for abstracts from the ten LIS schools in South Africa, for presentation in the Student Plenary Session at the 15th LIASA Annual Conference which took place in Cape Town in October 2013. LISC student Mu-izz Hendricks was awarded the Best Student Paper for which he won a cash prize from Emerald Publishers towards taking his study further at the master's level. The study, *Two empiricisms: validating the intellectual property of indigenous knowledge* was supervised by LISC's part-time lecturer, Richard Higgs. LISC master's student Jeremiah Pietersen had a successful poster presentation at the same

conference on *The shape and form of the 21st century academic library: the case of the University of Cape Town*. It was reported at the 2012 Advisory Board meeting that, as part of its strategic plan of ‘growing its own timber’, LISC in 2012 secured an Elsevier Scholarship to enable a promising young master’s student to do her master’s study on e-books, full-time. Michelle Kahn, who completed this master’s study in 13 months and was lauded by her External Examiners for the high scholarly standard of her work, will be awarded the degree with distinction by UCT in December. Emeritus Professor Peter Underwood was the supervisor of this study. Michelle Kahn, who is currently a part-time lecturer in LISC, was called on by LIASA to convene and chair the Student Plenary Session at its annual conference which took place in October 2013. Michelle Kahn also serves as the Language Editor for the *South African Journal of Libraries and Information Science*. The organisers of the 5th African Conference for Digital Scholarship and Curation which took place in June 2013 advertised awards for grants (travel, registration and accommodation) for students to attend this conference, based on motivations submitted. The intention was to draw young people into the debate and discourse around African digital scholarship and curation. Of the cohort of students selected nationally, five were selected from the UCT LIS School, the largest number drawn from a single school. LISC used the opportunity of the 15th LIASA Annual Conference being held in Cape Town at the CTICC in 2013 and bought registrations for three students to give them exposure to a professional body conference. 2013 has indeed been a good year in terms of exposure of LISC students to research related activities outside of UCT.

In terms of journal management, the current LISC Head who is Editor-in-Chief of the accredited *South African Journal of Libraries and Information Science*, brought out in 2013 two issues of the journal 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. 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*. Mary Nassimbeni, as principal investigator of a team project with other LISC staff as co-investigators, 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 post docs and visiting scholars in a project on the *Development of a national LIS skills statement for the higher education sector in South Africa*. If these applications are successful, the projects will run for three years (2014-2016).

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 its research niche areas of impact analysis and assessment and, research librarianship as identified in LISC’s strategic framework. As an extension of 2012 efforts in this area, in 2013 LISC continued to

partner with the professional body, LIASA, in the Carnegie-funded Next Generation Public Librarian Programme. Five of LISC's 2013 cohort of PGDipLIS students are recipients of these Carnegie Scholarships. In June 2013 the LISC Head used her NRF Incentive Funding to travel abroad with a promising young master's student (funded via the LISC budget) to spend a week at the Digital Curation Centre at the Universities of Glasgow and Edinburgh in the UK so as to allow her to gain exposure towards a PhD study in the newly emerging area of research data management, as well as to grow LISC's Digital Curation curriculum. This visit culminated in an arrangement to grow a working relationship between the DCC and LISC at UCT. Toward this end in October 2013 the DCC delivered, virtually, a seminar to LISC masters' students as part of the Digital Curation course and two sessions from the LISC Digital Curation course (governance and metadata) were delivered virtually to Digital Media and Information Studies students at the University of Glasgow. As a continuation of this collaboration, Joy Davidson (Associate Director of the DCC) and her colleague, Sarah Jones, will spend two weeks in March 2013 being hosted by LISC at UCT for purposes of teaching and research collaboration in the area of Digital Curation. While the DCC will contribute some funding to this trip, this collaboration is linked with the LISC Head's research on the development of a national LIS skills index and hence will also be funded out of her NRF research funds. As part of the UK visit in June 2013, the LISC Head also undertook study visits to the Department of Information Science at Loughborough University and to CILIP (London based LIS professional body) which had just completed a LIS skills base project in the UK. Since these visits the LISC Head has maintained communication with both these centres as part of research interaction in her skills statement project which is part of the research niche areas identified in LISC's strategic framework. This international networking together with quality presentations at international meetings (mentioned earlier) are bound to give LISC international visibility e.g. the LISC Head was approached, after research presentations at both the Singapore and Cape Town meetings, by representatives of INASP (International Network for the Availability of Scientific Publications) and the University of Illinois at Urbana-Champaign, respectively, for possibility of collaboration in the future. LISC will pursue both these options in the New Year.

In its quest for research excellence and cultivating a scholarly environment, LISC will be holding the second iteration of its Annual Research Seminar (first initiated in 2012). This is scheduled for 15 November 2013 and provides an opportunity for all LISC masters' and PhD students to present (either in person or virtually) their research-in-progress to a critical audience of LIS academics, fellow student researchers and LIS practitioners. This forum is meant to engage discussion around students' research with a view to enhancing their quality as well as to bring LIS research students together to share achievements and challenges and take encouragement from each other. To add value to the proceedings, a guest presentation is included in the programme. For 2013, the guest presentation is on Intellectual Property by Professor Tobias Schonwetter from the UCT Law Faculty.

To mark the 75th anniversary of the oldest source of LIS education in Africa (first established as the School of Librarianship at UCT in 1939), LISC will host a two-day conference in November 2014. Dr Connie Bitso has convened a working group which is already looking into the logistics, a relevant and focused programme and fund-raising for this research related event, out of which LISC intends to publish the proceedings to mark the 75th anniversary. LISC would like to see this publication as a precursor to a joint journal publication between the LIS School and UCT Libraries, as identified in the LISC Business Plan in 2012.

6. Recruitment of staff and students

The delivery of the LISC teaching programmes is carried out by the two full-time contract staff, two one-third contract retirees, part-time lecturers paid on claim and specialist experts from UCT Libraries and from other sources within and outside of UCT. 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. Their support, guidance and contribution to teaching and research in LISC have been invaluable. As reported in 2012, LISC secured the appointment of a full-time contract academic with a PhD, at the level of Lecturer with effect from 1 January 2013. Due to the usual complexities around work permit applications, Dr Connie Bitso was only able to take up her appointment on 1 March 2013. LISC is very fortunate in that Dr Bitso has been able to ‘hit the ground running’ as evident from activities already reported. This lecturer appointment was in keeping with the Senate Executive (SEC) recommendation that new appointments would dovetail with an exit strategy for retirees currently supporting LISC, and hence the exiting of two of the four post-retirements contacts at the end of 2012. In terms of the same SEC recommendations, 2013 should also see 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 staff fulfill the Humanities Faculty Ad Hominem criteria in the three-year Ad Hominem cycles. 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. This budget process, while looking positive for LISC, is still under way and still needs to be followed up by the required HR process. In view of LISC’s increasing teaching, learning and research activities, the budget projections also include conversion of the part-time contract administrator post to a full day permanent post.

As reported previously, 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.

The 2012 Annual Report showed a big jump in registration figures for the PGDipLIS from figures ranging between three and six in the years preceding 2012 to 20 students in 2012. In 2013 LISC maintained this increase by registering 23 students for this programme. Section 4 explained the breakdown in this figure. LISC hopes to maintain these figures in 2014. In order to attract good quality students (including international students) LISC has maintained the momentum of its marketing which began in 2012. Again in 2013, the Marketing Department of UCT Libraries has been instrumental in branding LISC and in the creation of promotional material such as flyers, posters, stickers, buttons and banners. LISC staff distributed these at national and international meetings attended during 2013. At the beginning of 2013 some accepted international applicants were not able to register due to delays in applications for study permits. With this knowledge in mind, LISC printed its flyers in 2013 with a note to international applicants that they should apply by 30 June 2013, leaving them with a whole semester to sort out study permit issues. Listservs and social media postings also carried this message. This seems to have worked as to date LISC has signed off acceptances for 26 PGDipLIS applicants for 2014, of which 8 are international applicants. These 26 are besides another 16 applications (as per Faculty ASR Report of 24 October 2013) which the Postgraduate Faculty Office still needs to send to LISC for reviewing and decision. To date LISC has accepted 5 new applications for the MLIS with a further 6 pending review and decision by LISC. Among these there are international applications as well. These figures compare very favourably with the revised projection of student registrations for the PGDipLIS and the MLIS for 2014 (see Appendix E). Master's 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.

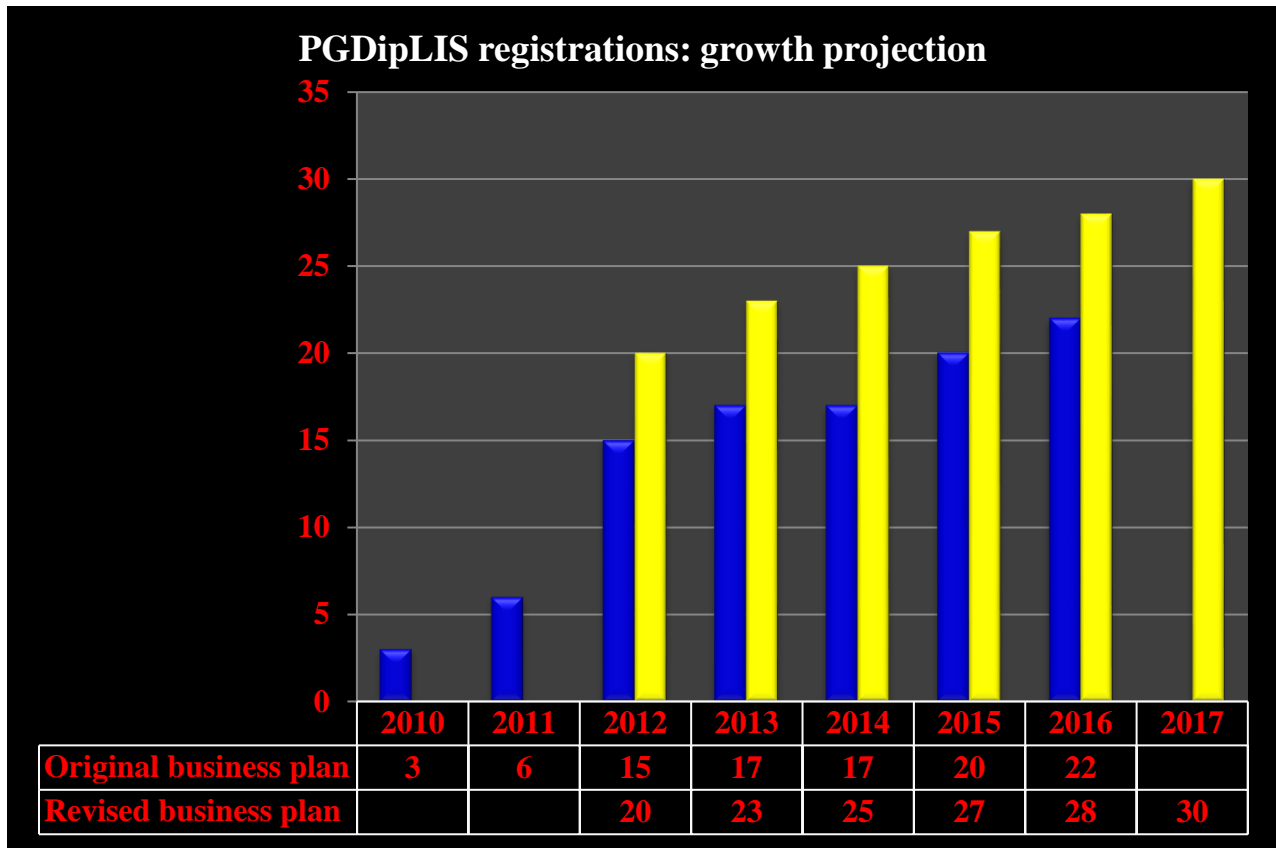
A further improvement to marketing was the design in 2013 of a new A/4 size flyer in response to queries about content details of each of LISC's modules in both the PGDipLIS and the MLIS. LISC printed 1500 of this very attractive double-sided A/4 flyers of which 1300 were placed as inserts, at a cost of R2600.00, 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 golf-shirts with both UCT and LISC branding which our students sported at the African Conference for Digital Scholarship and Curation in Durban (June 2013) where they made themselves very visible, and which both staff and students wore with pride at the LIASA Annual Conference in

Cape Town in October 2013. At this same conference LISC had an exhibitor's stand at which it displayed its marketing paraphernalia, including a plasma screen with a slide show highlighting LISC's activities at UCT, nationally and abroad. The stand attracted many visitors and on our return, the LISC Administrator had her hands full with queries about our offerings. Section 3 explains the success of the *Mail & Guardian* advert (Appendix C) which gave LISC a full class of Digital Curation students in the second semester 2013.

The LISC website has been regularly updated in 2013. New appointee Dr Connie Bitso took charge of the Website on her arrival in March 2013 and has been constantly attending to the look and feel of the site as LISC firmly believes that this is the 'face of the LIS school' to the outside world. Dr Bitso has made herself available for training so that she can effect changes to the site herself. She monitors use of the site and reported on 22 October 2013 (when this annual report was being prepared) that in the last year there have been 2299 visits to the site with our best day showing 262 visits and the 22 October 2013 showing 143 visits. UCT is currently busy with its Website Renewal Project where all websites are being migrated to the Drupal platform. The LISC Website has been migrated and in giving it a Web presence on the Humanities Faculty Website, the IT Co-ordinator for the Humanities Faculty commented that the LISC Website is one of the most active websites in the Humanities Faculty. Dr Bitso is also passionate about LISC's presence in the social media. She is part of the UCT Libraries Social Media Working Group through which she has received training on social media etiquette and management which she has used to very professionally keep 'the fire burning' for LISC on both Facebook and Twitter. LISC staff members are very good about sending relevant news feeds and pictures to Dr Bitso for her to tweet and post on Facebook. Between 3 May and 25 October 2013, LISC has had 110 tweets, 65 followers and is following 17 accounts. In the same period, LISC's Facebook page has received 56 'likes' and 53 fans (35 from South Africa and 16 from other African countries).

LISC in 2013 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. This together with regular posts on Facebook and Twitter adequately cover South Africa and the African continent. *Figure 2* captures a growth projection for the PGDipLIS, LISC's 'taproot' qualification, based on a revised projection of student registrations (see Appendix E) done in 2013 due to the increased student registrations compared to the projections in the original Business Plan submitted to this Advisory Board in 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



7. Social and community engagement

2013 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 (NACLIS) which advises the Ministry of Arts and Culture and other relevant Ministries on LIS matters in South Africa; the Library and Information Services Transformation Charter Technical Team commissioned by NACLIS 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 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; civic and NGO structures working towards the enhancement of teaching, learning and other skills in South Africa's impoverished areas. 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

The 2012 Annual report indicated that as part of its re-instatement at UCT and its new organisational location within UCT Libraries, LISC has been assigned office space with a dedicated 20-seater teaching venue on Level 6 (Hlanganani) of the Chancellor Oppenheimer Library. LISC moved into this new space at the beginning of 2013. It enjoys comfortable working space fitted with Wi-Fi and modern IT hardware and software. However, its increasing student numbers has meant that the dedicated teaching venue can only be used for smaller classroom sessions, while the UCT-centralized venue allocation system is utilized for bigger group sessions.

During the course of 2013 LISC staff settled more into their new organizational location, learning to work within this organizational 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 continue 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. It has 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 seems to have crossed the hurdle of dealing with course codes and costs, student fees, research accounts, etc. 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. Staff members are always ready to contribute to teaching, learning and research activities, thus making for a very positive departmental culture. This is supported by a very efficient and pro-active Administrator 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. The Administrator maintains an efficient system for record keeping and

data capture (both physical and digital). Thanks to the support and guidance given to the LISC Head by the retirees of the School during the challenging period of its re-instatement at UCT, the LISC Head has been able to gradually wean herself off this dependence and is confident that she has acclimatized to the complex UCT culture. Being a unit with postgraduate students only, LISC continues to enjoy a warm and friendly yet professional relationship with all of its students. This makes it easy for students to approach LISC staff for guidance and advice, when required.

9. Conclusion

It has been almost two years since the re-instatement of Library and Information Studies at UCT. The intention has been for the University to evaluate the viability of the unit after three years. LISC wishes to thank UCT Libraries, the Humanities Faculty and the University generally not only for putting up with the challenge of accommodating a somewhat ‘anomalous’ situation, but also for being so positive about the progress that LISC has made thus far. Thank you to the professional body, LIASA, which has always taken an active interest in the continuation of Library and Information Studies at UCT and continues to support the School as it charts its way forward in this new chapter in its development.

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Associate Professor Jaya Raju

Head: Library and Information Studies, UCT

October 2013