

*Biblioteek- en Inligtingsdiens*

*Library and Information Service*



UNIVERSITEIT  
STELLENBOSCH  
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A photograph of a busy library computer lab. Numerous people are seated at long white desks, each with a computer monitor. The people are focused on their work, some looking at the screens, others writing. The background is slightly blurred, showing more people and the general atmosphere of a modern library. A large green plant is visible in the foreground on the left side.

**ANNUAL REPORT  
2013**



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# I. INTRODUCTION

The International Federation of Library Associations and Institutions (IFLA) published a trend report that identified five high-level trends in the global information environment, spanning access to information, education, privacy, civic engagement and technological transformation. These trends are based on the premise that “in the global information environment, time moves quickly”. In the introduction, it is stated that in 2010, the quantity of information transmitted globally exceeded one zettabyte for the first time and that it is expected to double every two years. The new digital content created in 2011 amounted to several million times that contained in all books ever written.

The five high-level trends identified by the IFLA report are:

- New technologies will both expand and limit who has access to information.
- Online education will democratise and disrupt global learning.
- The boundaries of privacy and data protection will be redefined.
- Hyperconnected societies will listen to and empower new voices and groups.
- The global information environment will be transformed by new technologies.

As much as the report does not attempt to predict the future of libraries, it is still important for libraries to take note of these trends as they all will have a significant impact on how libraries will shape themselves for the future and to prepare as best as they can to keep pace with the speed of the changing global information environment. The following 10 top trends in academic libraries, identified by the Academic, College and Research Libraries of the American Library Association, continue to dominate the library landscape:

1. **Communicating value:** Academic libraries must prove the value that they provide to the academic enterprise.
2. **Data curation:** Data curation challenges are increasing as standards for all types of data continue to evolve. More repositories, many of them cloud based, will emerge; librarians and other information workers will collaborate with their research communities to facilitate this process.
3. **Digital preservation:** As digital collections mature, concerns grow about the general lack of long-term planning for their preservation. No strategic leadership for establishing architecture, policy or standards for creating, accessing and preserving digital content is likely to emerge in the near future.
4. **Higher education:** Higher education institutions are entering a period of flux and potentially even turmoil. Trends to watch for are the rise of online instruction and degree programmes, globalisation and an increased scepticism regarding the return on investment in a college degree. Shifts in the higher education environment will have an impact on libraries in terms of expectations for development of collections, in terms of delivery of collections and services for both old and new audiences, and in terms of how libraries continue to demonstrate value to parent institutions.
5. **Information technology:** Technology continues to drive much of the futuristic thinking within academic libraries.
6. **Mobile environments:** Mobile devices are changing the way in which information is delivered and accessed.



7. Patron-driven e-book acquisitions: Patron-driven acquisition (PDA) of e-books is poised to become the norm. For this to occur, licensing options and models for library lending of e-books must become more sustainable.
8. Scholarly communication: New scholarly communication and publishing models are developing at an ever-increasing pace, requiring libraries to be actively involved or be left behind.
9. Staffing: Academic libraries must develop the staff needed to meet new challenges through creative approaches to hiring new personnel and deploying/retraining existing staff.
10. User behaviour and expectations: Convenience affects all aspects of information seeking – the selection, accessibility and use of sources.

The Library and Information Service (LIS) has responded well to these trends and changes. We are shifting our vision to meet the challenges brought about by scholarly, technological, sociocultural and economic factors impacting on the University.

Importantly, we are making this shift in tandem with the University's positioning of itself as the leading research-focused higher education institution on the African continent. We believe that the Library can play an important role in co-creating this powerful vision. Indeed, various initiatives already demonstrate the synergy that exists between the Library and the University directed towards achieving the Library's strategic objectives.

Significant alignment is manifested by our commitment to leading transformation openness in scholarly communication, the development of online guides, the offering of information literacy training programmes, the development of innovative learning and research spaces, the delivery of high-level service and the elevation of research support services.

All of these initiatives are based on the aspiration of making optimal use of the Internet to provide unimpeded access to scientific information and are intended to contribute to the visibility of the University's research products on the Internet and their usage, and the improvement of the use of information and communications technology in learning and teaching.

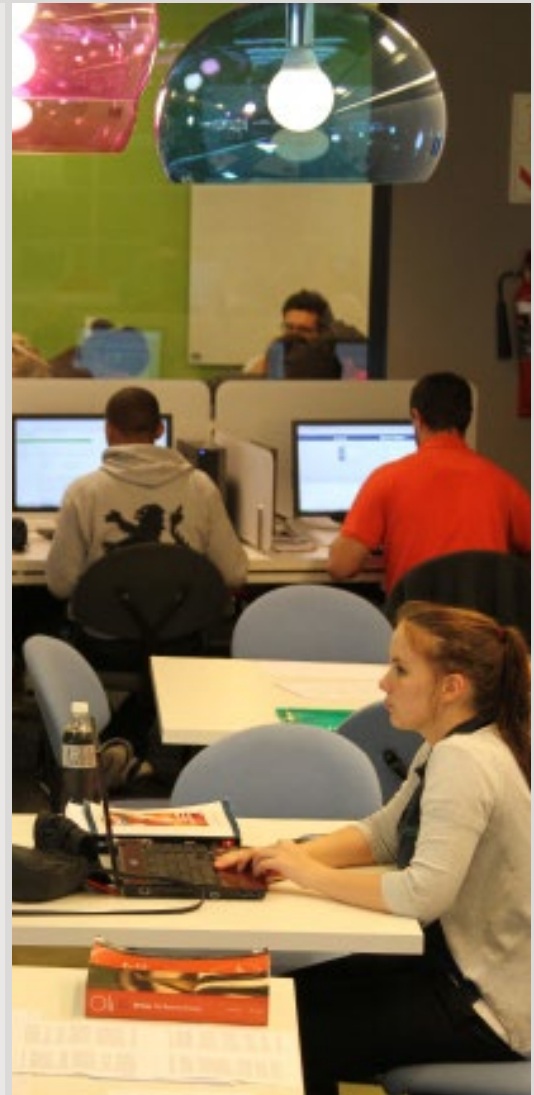
At the same time, the Library as location continues to play an important part in providing all students and researchers with an intellectual physical and virtual home.



## 2. HIGHLIGHTS OF 2013

The highlights of 2013 were:

- Usage levels for our libraries and research and learning areas continued to rise.
- Three journals were added to the SUNJournals platform, bringing the total to 15.
- SUNScholar has grown significantly, with almost 55 000 bibliographic records, 8 508 of which are also available in full text.
- SU was placed first on the African continent in the Webometrics ranking.
- The Open Access Publication Fund subsidised the publication of 106 research articles in open access journals.
- We launched SUNDigital Collections which focuses on our heritage collection.
- The first Library Research Week with the theme “Get Research SMART @ your Library” saw the light.
- We hosted our 13th Annual Library Symposium titled “X-plore • X-pand • X-ceed: Ensuring dynamic academic libraries for the future”.
- We conducted our third self-evaluation, followed by an external evaluation.



## 3. OUR STRATEGIC PRIORITIES

### 3.1 REPURPOSING LIBRARY SPACES

It is an exciting time for academic libraries as they change the way in which they are relevant to student learning. By repurposing spaces to meet the needs of students, libraries are becoming a favoured destination for learning on campus. New library spaces create a modern learning environment with key elements such as state-of-the-art technology, a central service point, individual and collaborative learning environments, and social spaces.

Repurposing our Library spaces for enhanced learning, teaching and research continued to be a high priority in 2013. The Learning Commons and Research Commons in the JS Gericke Library continued to provide an

innovative and stimulating environment to support learning, teaching and research, as demonstrated below. The new Engineering and Forestry Library proved to be a huge success, and good progress was made with plans for the upgrade of the Theology Library and the Medicine and Health Sciences Library.

### 3.1.1 Learning Commons

The Learning Commons continued to provide an innovative and stimulating learning environment to support teaching and learning during 2013 (Figure 1). This proves that students return to the Learning Commons to collaborate, receive optimal access to their learning material and receive support from well-trained SmartMaties during the semester.

- 1 449** ~ Students visiting daily
- 3 794** ~ Increase in number of unique students from previous year
- March** ~ Busiest month
- 62 843** ~ Visits in March
- 10 136** ~ Unique visits in March

The external evaluation that was conducted in 2013 provided evidence of this when the panel commended the LIS for its strong commitment to excellent client service delivery. This was based upon feedback gathered from a group of undergraduate students interviewed by the panellists. Students who were interviewed recognised the excellent assistance provided by SmartMaties, in particular student assistants working at the two general information desks and help desk in the Learning Commons. The three help desks received the most enquiries during May, with a total of 3 416 questions logged and calculated. This is in line with the general trend as May is usually a busier month for information-related assignments.

To support the Library's information literacy programme, workshops and training sessions are offered in a 48-seat hands-on training laboratory adjacent to the Learning Commons. Syncteacher, an audience response system, ensures interactivity. During the Library orientation programme early in 2012, this device was used

as part of a competition in which students had to answer three questions related to content learnt during a 15-minute Library website introduction. The idea was to make sure that students remembered where to find information on the Library website on how to do their assignments. The unique mix of facilities and services offered by the Learning Commons has made it the preferred venue for study and work among students, particularly undergraduates. The usage statistics accumulated during 2013 again attested to the special appeal of the Learning Commons and vindicated its inclusion in the SU Hope Project.

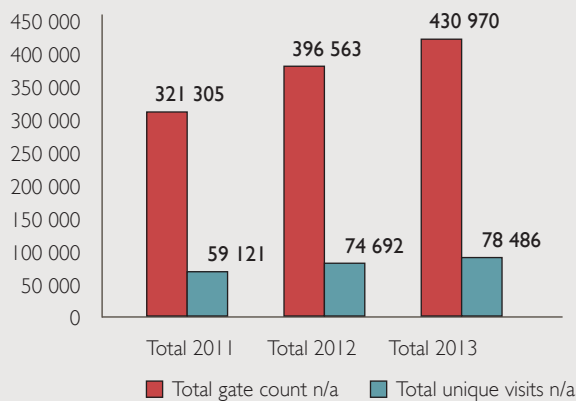


Figure 1: User gate count per year (Learning Commons, 2011–2013)

### 3.1.2 Research Commons

The Research Commons entered its third year, becoming an established and integrated part of the LIS. As in previous years, the Commons was used extensively, indicating that such a dedicated space caters to the needs of master's and doctoral students. The collection of books on research-related aspects such as research

methods, scientific writing and data collection and analysis was in constant demand. The Figure below shows the distribution of users per faculty. Users predominantly made use of desktop computers although the demand for laptop computers also increased. The Research Commons' six laptop computers were checked out 826 times in the course of the year.

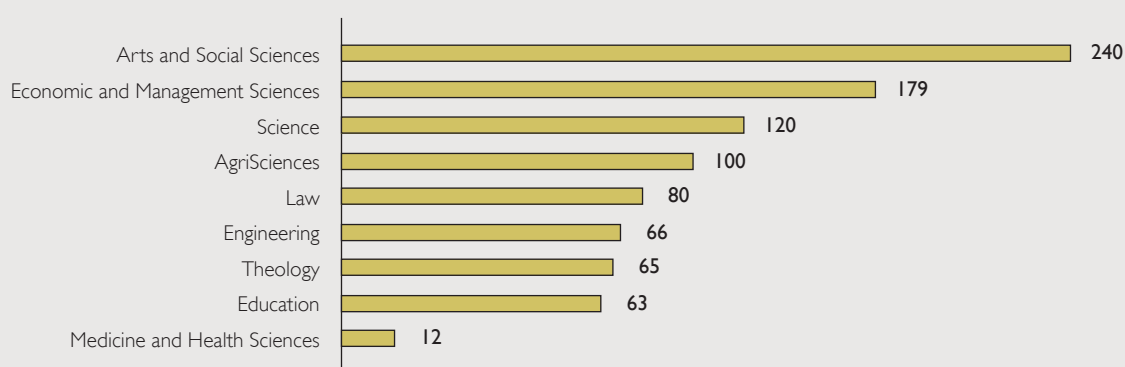
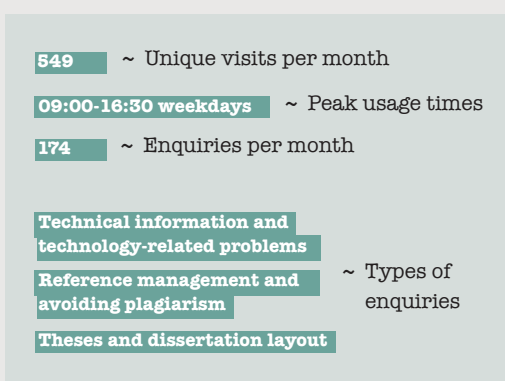


Figure 2: Regular usage of the Research Commons by M & D students, per faculty (Jan-Oct 2013)

Continuous demand was experienced for the division's four seminar rooms. Altogether 552 group discussions, Skype sessions, small workshops, training sessions, research-related meetings, research discussions, meetings between supervisors and students as well as other activities were held in the respective rooms. The video conferencing facility, available in one of the seminar rooms, remained in demand and made a definite contribution to the advancement of scientific communication and research productivity. It was used 40 times in the course of the year for PhD orals, discussions with supervisors abroad, meeting with research fellows and virtual meetings with the National Research Foundation and the Council for Scientific and Industrial Research.

In support of the University's pursuit of research excellence, increased research output and the improvement of postgraduate throughput, various new training opportunities for researchers and research students were developed. The new sessions related to free reference management systems, the effective use of Sage Research Methods Online and journal choice when it comes to publication of research articles. On occasion, sessions were presented online to accommodate off-campus users. Various sessions were also converted to libguides and made available on the Library website. Altogether 34 workshops were presented by the Research Commons and attended by 386 postgraduate students and staff. The relatively low attendance figure possibly reflects the fact that postgraduate students are predominantly off-campus and largely make use of electronic services. This compels the library to prioritise online training.

As has become customary, collaboration with other support divisions on campus as well as with other library divisions continued to enjoy high priority. A collaboration agreement with the Writing Lab was continued to meet users' evident need for writing assistance.



Various measures were used to inform users of the services, tools and facilities at their disposal, to encourage communication and to serve as a platform for communality. This included the Research Commons website, regular messages on Facebook and Twitter as well as the Research Expressions blog amongst others.



### 3.1.3 Medicine and Health Sciences Library

The current library was established in 1974. With the rapid changes in library and information science and health disciplines over the past few years, it was imperative to re-evaluate the library's facilities and services and to strive to understand and adapt to the needs of clients. A new functional space needs to be created for clients to study and work in a technologically advanced environment.

Lindberg and Humphreys (2005:1067) argue that “[l]ibrary as space’ will be an important feature on campus if the spaces are attractive, centrally located, technologically current, arranged to meet groups and individual users that need space and quiet.”<sup>1</sup> Following this approach, the aim will be to develop the Medical and Health Sciences Library into a lively and attractive physical and virtual space that promotes social networking and self-study opportunities for students. The new library will promote the University's e-learning initiative and support the computer user areas of the Faculty of Medicine and Health Sciences.

A needs assessment regarding the development of various spaces took place, and the results were communicated to the appointed architects. The architects are in the process of drawing up the layout of the proposed new library.

### 3.1.4 Engineering and Forestry Library

The new Engineering and Forestry Library in the Knowledge Centre of the Faculty of Engineering was officially opened in August 2013 and was attended by delegates from industry and the Department of Higher Education as well as University staff and other guests. The new and modern facilities continue to be very popular among students and staff of the Faculty and the Department of Forestry. This is confirmed by the fact that the access

<b>20 000</b>	~ Average number of users per month
<b>35</b>	~ Successful training sessions held
<b>793</b>	~ Seminar room bookings
<b>1 634</b>	~ Hours in the seminar room
<b>850</b>	~ Front desk enquiries per month
<b>August</b>	~ Busiest month - students have to finish their practical reports after the June recess and final-year reports near completion

<sup>1</sup> Lindberg, D.A. & Humphreys, B.L. 2005. 2015 – The future of medical libraries. *New England Journal of Medicine*. 352 (11):1067-1070.

figures are double that of the old library. With the well-equipped e-classroom some departments in the Faculty also made use of the classroom for short courses and hands-on practical classes. Furthermore, the seminar rooms proved especially popular with final-year students working on group projects, and the electronic equipment is also well used.

The new Library has become an integral part of the Faculty due to its close proximity to all the departments in the Faculty. During an informal survey held in 2013, students were asked how the Library satisfied their needs. The overwhelming response was very positive, but the need for longer hours was highlighted. Saturday hours were implemented in the latter part of the year.



### 3.1.5 Theology Library

The Theology Library is in need of physical spaces that will support student success and increase research production. As the Faculty of Theology is some distance from the main Library, there is a need for multipurpose spaces that support both formal and informal collaboration as well as individual study in the same building where students have their classes. The Theology Library is most suited to this purpose. The remodelling of the Theology Library will form part of the second phase of the upgrading of the Faculty of Theology.

## 3.2. IMPROVING INFORMATION LITERACY

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Moving steadily towards meeting the changing demands of students in the 21st century, information literacy takes increasingly high priority among our activities. Information literacy's encompassing set of skills is viewed as a significant contributor to student success, student throughput and the development of a future body of postgraduates at the University. Information literacy also prepares students for lifelong learning and empowers them to participate in the knowledge-driven economy. Not to be underestimated is the important role that information literacy plays in fostering active, effective and responsible citizenship. Along with these growing imperatives to provide effective information literacy skills training, substantial challenges exist with regard to modes of delivery and the adaptation of the content. For instance, changing pedagogy requires greater focus on critical thinking skills and collaborative learning. In addition, changing user behaviour points towards self-paced, interactive, online learning at the point of need.

Responding to the challenges surrounding information literacy, we were successful in increasing our reach significantly in terms of the number of students that attended training sessions in 2013. In total, 16 279 undergraduate students participated in some or other form of information literacy training provided by the Library during the year (Figure 3b). This is an increase of 12% from 2012. Although encouraging, this number still lags behind the 16 386 students reached in 2011 (Figure 3a).

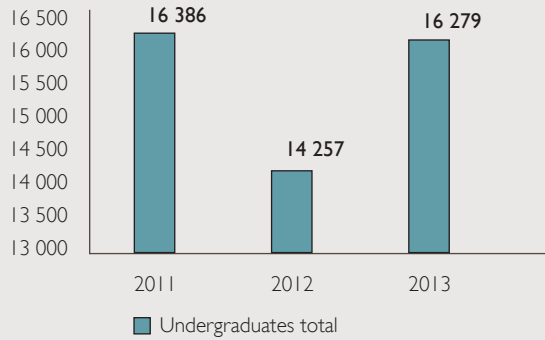


Figure 3a: Total number of undergraduates trained 2011-2013

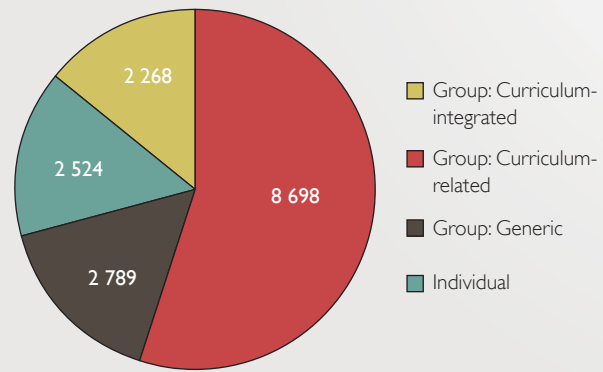


Figure 3b: 16 279 undergraduates trained according to training type 2013

An important strategy in expanding the reach of the Library's training programme was to continue the approach of varying loci (curriculum-integrated, course-related and generic contact sessions and online guide). Of these categories, course-related contact sessions in the Library or in classrooms continued to represent the bulk of training sessions, with 5 054 students participating in this category in 2013. During the same period, credit-bearing information literacy courses increased from seven to eight. Although small in number, this form of information training is considered premium due to its applied relevance and integrated assessment.

A newly developed information literacy guide, introduced by the Library in 2013, had a tremendous effect on the ability to reach and support off-campus and virtual users. The "How do I find, access and use information effectively: A step-by-step guide" guides students to find, access and use information effectively for the purpose of completing assignments. In 2013, this guide was viewed 29 349 times. The success of the guide underscores Adebonojo's contention (2010) that "students needed a secondary level of support when embarking on research assignments"<sup>2</sup>. Considering the high volume of traffic, it also provides the most tangible evidence of the Library's important role in contributing to the success of the student population.

The number of postgraduate students who participated in training events in 2013 increased substantially from 2012 but still fell short of the totals reached in 2011. Of the total number of 5 099 postgraduate students trained during 2013 (Figure 4a), 1 162 attended sessions included in the generic postgraduate training programme (Figure 4b). In this category, the most popular sessions were "Improving your literature search strategy" followed by "Refworks: Reference management for beginners" and "Submitting your thesis/dissertation to SUNScholar".

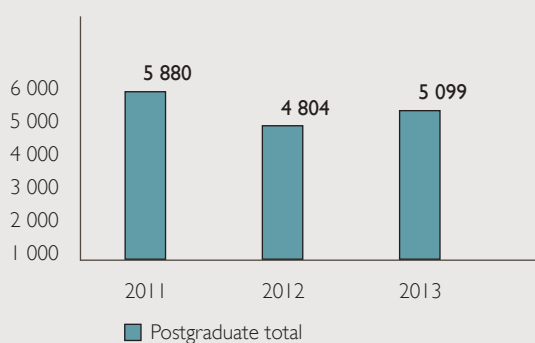


Figure 4a: Total number of postgraduates trained in 2011-2013

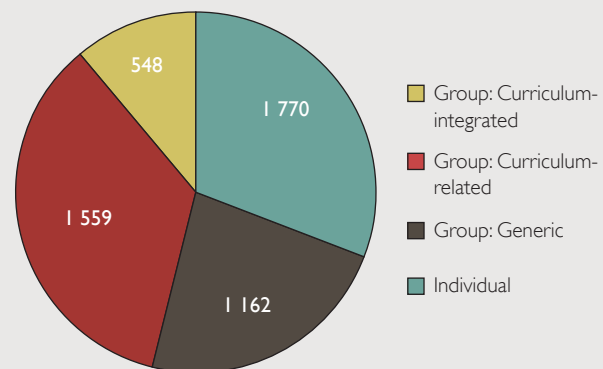


Figure 4b: Postgraduates trained in 2013 according to training type

<sup>2</sup> Leslie G. Adebonojo. 2010. LibGuides: Customizing Subject Guides for Individual Courses. *College & Undergraduate Libraries* 17(4): 398-412, DOI:10.1080/10691316.2010.525426

### 3.3. SUPPORTING AND SHARING INSTITUTIONAL, SCHOLARLY PUBLICATION OUTPUT

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The implementation and advancement of open access initiatives are aligned with SU's strategic goals regarding the growth of its knowledge base and becoming a major role player in the global knowledge economy. Open access support by research institutions is a worldwide phenomenon, thereby advancing the visibility, usage and impact of research output without compromising the integrity of the final research product and academic publishing rigour.

During 2013, the LIS continued to build on existing open access services, which included the following: the hosting of SU-affiliated academic journal titles through SUNJournals, the centralisation and digital archiving of SU research output through SUNScholar and the hosting and managing of online conferences and the publication of conference proceedings through SUNConferences.

#### 3.3.1 SUNJournals

Hosting and managing open access peer-reviewed journal titles affiliated with SU proved to be a huge success. While most of these titles were previously available in print only, making them widely accessible via an open access journal hosting platform led to a huge increase in the number of downloads per article. We now host a total of 15 open access journals on the SUNJournals platform, with three journals added in 2013. These journals are indexed in the Directory of Open Access Journals and are accessible through full-text search by all Internet search engines. We continue to provide a value-added service to the editorial board for each of these journals, such as eISSN and DOI (CrossRef) registration and making the journal discoverable in all major open access journal listings.

Offering such a service also requires continuous support and training. Workshops were presented to introduce new journals, and frequent communication, the expertise of the facilitators and frequent updates make this service highly sustainable. During 2013, a Memorandum of Understanding was formalised, and all journal editors entered into an official agreement with the LIS.

#### 3.3.2 SUNScholar

The collection of theses and dissertations on SUNScholar continued to grow in 2013, with an addition of 865 theses and dissertations received over the March 2013 and December 2013 graduation periods. In addition, research articles from open access publications were sourced and added to the repository to ensure widespread accessibility of the research article output of SU. During 2013 there was an increase in the usage of SUNScholar when compared to the number of downloads and visits in 2012.

In spite of limited capacity, every effort was made to include retrospective previously published full-text research articles (approximately 600) and digitised theses and dissertations (approximately 155) to the existing collection. More commitment from the research community will, however, be required to make a significant impact, also in terms of the Webometrics ranking of institutional repositories. SUNScholar currently occupies the third position on the continent and the 129th position internationally. SUNScholar has played a major role in terms of disseminating research output among researchers worldwide, benefitting SU in many ways.



Multiple opportunities were used to engage with faculty on open access, and during 2013 a new course was presented in addition to the already existing courses, addressing the impact of open access on the citation rate of publications. Virtual training sessions (webinars) were introduced for the first time in the Library, and these were received extremely positively by students and academics, who could attend the training from their home, office, laboratory or wherever in the world they were at that stage.

Year	Web visits	Full-text downloads
2012	232 489	88 563
2013	347 437	104 813

Table 1: SUNScholar Web visits and full-text downloads

### 3.3.3 SUNConferences

Five conferences/symposia were hosted on the SUNConferences platform during the course of 2013. The conference proceedings of each of these events were made openly accessible on the conferences platform. To date, 6 conference websites were successfully hosted. Conference proceedings have also been published, contributing to the values of open access that SU promotes.

### 3.3.4 Open Access Publication Fund

In an effort to allow greater access to research, the Library announced the establishment of a fund in 2011 to help faculty researchers pay publication fees for open access journals. That announcement followed on the Library's successful funding of articles on the renowned open access platform BioMed Central since 2009. In the traditional model of scholarly publishing, the cost of publishing is covered mainly through subscription fees, which inevitably pose a barrier to access. Open access publishing is an alternative model that makes published content freely accessible to everyone. To cover the cost of publishing, however, open access journals charge publication fees. Due to the surge in both the number and price of online and printed scholarly journals, libraries no longer are able to subscribe

Year	Number of articles funded
2009	3
2010	14
2011	31
2012	56
2013	106
<b>Total</b>	<b>210</b>

Table 2: Number of articles funded per year since inception

Year	2009	2010	2011	2012	2013	Total
AgriSciences	0	2	7	5	9	23
Arts and Social Sciences	2	0	1	2	4	9
Centre for Teaching and Learning	0	0	1	1	0	2
Economic and Management Sciences	0	0	0	2	12	14
Engineering	0	0	0	0	3	3
Medicine and Health Sciences	1	9	20	26	40	96
Science	0	3	2	10	15	30
Theology	0	0	0	10	23	33
<b>Total</b>						<b>210</b>

Table 3: Funded per faculty: Number of articles

to all relevant literature. This situation could potentially compromise the ability of researchers and students to access the research they require in their scholarly endeavours. Stellenbosch University Library currently spends an estimated R41,5 million on subscriptions per annum. Our budget allocation for subscriptions is not sufficient to keep up with the increasing prices and the increasing number of journals. With the establishment of the SU Open Access Publishing Fund, faculty researchers now can apply for funding of up to R25 000 per author in the course of an academic year.

Since the inception of the Open Access Publication Fund in 2009, the Library has funded 210 articles in total, amounting to R2 260 077.02. Of these, 183 articles were published in accredited journals and 27 articles were published in non-accredited journals between 2009 and 2013. In 2013 the Library approved 106 open access article funding applications. Open access article fees to the amount of approximately R1 115 519 were paid to SU researchers. Table 2 shows the number of articles funded per year since the inception of the Open Access Publication Fund in 2009. Table 3 shows the number of applications for funding per individual faculty. In cases of multiple authors, the faculty of the main corresponding author is indicated here.

### 3.4. ENHANCING AND ENRICHING A FULL RANGE OF INFORMATION RESOURCES

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The Library continues to consolidate relationships and align services with faculties and the broader University community in the provision of information resources. The Library's collection management budget increased from R42 251 651 in 2012 to R50 659 906 in 2013. This is a 19.9% increase from 2012. However, financial constraints, mainly due to the decline in the value of the rand against foreign currencies, meant that only the most essential new resources could be added to the collection in 2013. The Library continues to engage in various marketing and promotional activities to encourage both students and staff to utilise information resources so that there will be better return on the huge investment that the University is making in the Library. The constant upgrading of the collection is designed to improve the quality of students' study experience. The Library continues to acquire new material and broaden existing collections to support new faculty members and emerging areas of teaching and research. The collection is also constantly being assessed for the value of the materials held, and items are withdrawn for reasons such as dated contents and the availability of periodicals in electronic format. In 2013, 3 426 items were withdrawn.

Electronic material is available, mainly through the databases. Even though these larger, multidisciplinary databases and journal packages are well used, every effort is made to ensure that the Library patrons are also aware of the smaller databases and packages that we subscribe to. To this effect slides are displayed on the plasma screens in the main and branch libraries and the Library website on a weekly basis. The Library offers continual training and support to make sure that patrons know how to select the best resources for research and study and how to use the electronic resources effectively.

#### 3.4.1 *Electronic journals*

The Library provides access to an estimated 125 202 current journal and serial titles, almost all of which are available electronically to the Library clients. The number of electronic journals in the collection increased from 114 840 titles in 2012 to 123 941 in 2013. Figure 5 shows the increase in the number of titles. This includes all online journals available via databases and journal packages. A total of 18 journal titles were converted to

electronic format only during 2013. This is in line with collection management and usage trends in academic libraries worldwide.

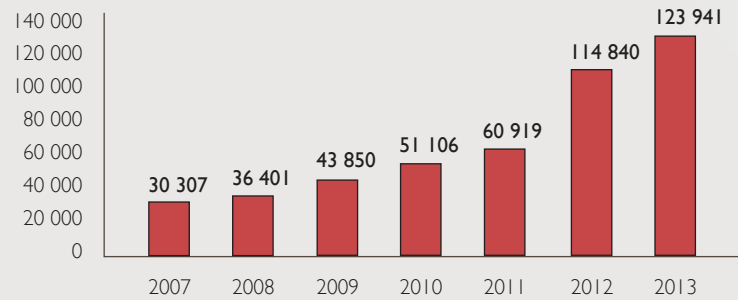


Figure 5: Full-text journals available via the library's A-Z list, 2008–2013

### 3.4.2 Electronic books

The Library's e-books collection added 423 to its titles in 2013. Further initiatives are around the development of e-books. The Library is currently engaged in evaluation of how acquisitions might be improved. In 2013 the Library started investigating the patron-demand acquisition (PDA) model; an agreement has already been signed with one of the major e-books platforms, Proquest. PDA is a process whereby e-books are made available through the online library catalogue to library patrons, but they are not purchased until there is sufficient demand via short-term loan and usage of a given title reaches an established threshold. This model allows libraries to acquire items based on the immediate needs of their patrons. It provides cost-effective access to titles when they are needed, as they are needed, taking the guesswork out of selection and removing barriers to access.

### 3.4.3 Printed books

Print collections continue to grow, albeit slowly, in contrast with their electronic counterparts. About 10 923 new printed books to the value of R4 338 234 were added to the collection in 2013. While the overall book budget has remained relatively stable over the last several years, book prices have continued to increase. The average cost per book was R513.42 in 2011 compared to R599.15 in 2012 and R647.30 in 2013.

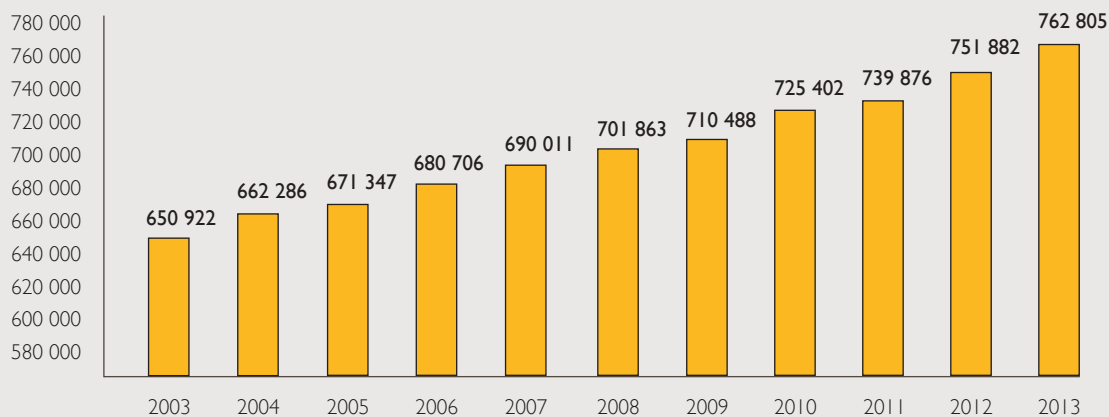


Figure 6: Size of print collection (2003–2013)

### 3.4.4 Use of electronic resources

It is anticipated that the latest trend of increased electronic-resource usage in 2013 (with a total number of full-text downloads of 1 234 270 in comparison to a total number of full-text downloads of 1 101 144 in 2012) will continue in the years to come. The Library continues to expand its resources to include physical and digital formats; discoverability and access are both physical and virtual. The statistics below are based on the number of full-text articles accessed per database. Detailed usage statistics may be requested from the faculty librarians.

Database	Full-text downloads
JSTOR	181 371
ScienceDirect	165 959
Wiley Online Library Full Collection	109 257
Springer/Kluwer full-text journal package	91 300
Academic Search Premier	89 142
SA Gazettes Archive (1910-1993)	77 766
McGregor BFA	69 565
PsycARTICLES	66 575
Taylor and Francis SSH and S&T Journal Collection	62 886
IEEE/IET Electronic Library (IEL) – Conference	51 080
EBSCOhost research databases. (Premier Package)	44 503
HeinOnline	33 648
ACS publications (American Chemical Society Journal)	32 745
Sage Premier Journal Collection	32 248
Journals@Ovid	31 780
BioMed Central	22 280
AccessMedicine	19 298
Emerald	18 358
MasterFILE Premier	17 916
Statutes of SA	16 593
<b>Total</b>	<b>1 234 270</b>

Table 4: Top 20 databases: Full-text downloads

### 3.4.5 Cataloguing

SU LIS cataloguers attended a course in using Resource Description and Access (RDA) cataloguing standards. RDA is organised based on the Functional Requirements for Bibliographic Records. These principles identify the user tasks that a library catalogue should make possible. They also identify a hierarchy of relationships in bibliographic data. All major libraries in the world are converting to RDA, and as of 2016 it will be the only standard recognised by OCLC WorldCat.

In South Africa the National Library is leading the way with training sessions, and all academic libraries are in the process of implementing RDA. SU already does original cataloguing according to the new standards. The Cataloguing Division contributed to the establishment of an RDA core record for South African libraries.

More than 20 000 items were catalogued in the Library catalogues while adding its holdings to OCLC WorldCat. A reclamation project to synchronise the Library holdings with those marked in WorldCat was undertaken and successfully implemented. This will enhance the visibility of the Library holdings.

## 3.5. ADVANCING A POSITIVE ORGANISATIONAL CULTURE OF LEARNING AND INNOVATION AMONG STAFF

One of our strategic actions for 2013 was the development of a staff complement that is motivated, active, focused and contribution oriented. Staff training and development plans, based on the competencies required for the respective post descriptions and personal development plans for each staff member, are compiled



annually and reviewed by the divisional heads. These development plans are in alignment with the strategic actions of SU and the LIS and underpin all staff training and development activities in the Library.

### 3.5.1 Conferences and workshops attended by staff in 2013

- South African National Library and Information Consortium (SANLiC) Workshop, Johannesburg, South Africa, 13-16 May.
- South African Digital Initiative Workshop on Digitisation and Digital Libraries. University of Witwatersrand, Johannesburg, South Africa, 27 February – 1 March.
- 15th Annual Library and Information Association of South Africa (LIASA) Conference, Cape Town, South Africa, 8-11 October.
- Southern African Research and Innovation Management Association (SARIMA) Conference. College of Medicine of South Africa, Cape Town, 8-11 July.
- 34th Annual International Association of Technical and University Libraries (IATUL) Conference, Cape Town, South Africa, 14-18 April.
- Berlin 11 Open Access Conference, Berlin, Germany, 19-20 November.
- Tenth Northumbria International Conference on Performance Measurement in Libraries and Information Services, York, United Kingdom, 22-25 July.
- Fifth African Conference for Digital Scholarship and Curation, University of KwaZulu-Natal, South Africa, 26-28 June.
- IFLA World Library and Information Congress, Singapore, 17-23 August.
- Multi-stakeholder experts meeting on the development of curriculum and SDL tools for Open Access, New Delhi, India, 4-6 September.
- Online Computer Library Centre (OCLC) Regional Council Meeting for Europe, Middle East and Africa (EMEA)

### 3.5.2 General training programmes attended by staff in 2013

- CHEC courses on leadership and project management
- Information technology and computer training courses, such as PowerPoint, MS Word, MS Outlook and MS Excel
- Language Centre courses, such as “Correspondence and e-mail in your official capacity”, “Writing effective reports” and “Introductory isiXhosa language acquisition”
- SU Human Resources courses, such as stress management and performance management courses
- RDA training
- In Tuition: “Train the trainer” course

We recognise the value of mentoring as an instrument of organisational learning and as a key activity within the University’s overall approach to staff learning and development. Eight line managers enrolled in the three-day mentorship course presented by the Human Resources Division. The staff members were in agreement that they had developed valuable basic skills of coaching and mentoring such as listening, questioning and constructive communication that could be applied in their work environments.

In the ever-changing academic and higher education environment, there is a strong demand for staff to acquire new skills and knowledge beyond the traditional set of library skills. In order to investigate the development of new skills and competencies, an online staff competency survey was devised and administered during 2013. Sixty-eight staff members complet-



ed the survey and the results showed high skills shortages with a high demand for training in the fields of data curation, data mining, digital preservation, e-repository management, open access publishing, research skills and use of social media in the library environment. Customised training workshops and information sessions regarding these specific new skills will be rolled out during 2014.

Staff are reskilled continuously to meet the demands of the changing environment. When positions become vacant, they are evaluated to ensure optimal relevance and effectiveness. Where necessary, the new and/or existing posts are restructured in order to provide for the delivery of new services.

Regular training and development hours were presented. The topics covered during these development hours were linked to the broader wellness spectrum, which included elements such as emotional, social, intellectual, spiritual and physical wellness. These bimonthly development sessions also served as opportunities to expose staff to new developments and trends in the library profession, to inform them about new services in the Library and to address issues of general importance.

The staff also actively engaged in institutional activities (arranged by the SU Wellness Office) that supported their wellness, such as the Fun Walk, the Amazing Access Race, the SU Sports Day, Golden Toasties for Tummies, the Toy Donation drive and the Wellness lunch hour talks once a month.



Library staff supporting the Wellness Fun Walk/Run

### 3.5.3 Conference papers presented and publications

#### CONFERENCE & WORKSHOP PRESENTATIONS

- Bennett, S. 2013. Marketing e-things: how? South African National Library and Information Consortium (SANLiC) Workshop, Johannesburg, South Africa, 13-16 May.
- De Lange, I. 2013. Patron-driven acquisitions: comments from the coalface. South African National Library and Information Consortium (SANLiC) Workshop, Johannesburg, South Africa, 13-16 May.
- Klapwijk, W. 2013. A concept preservation model for Research and Education repositories designed with storage replication (e-poster). Fifth African Conference for Digital Scholarship and Curation, University of KwaZulu-Natal, South Africa, 26-28 June.
- Raju, R. and Schoombee, L. 2013. Research support in a 21st century academic library: a case study of

- Stellenbosch University Library and Information Service. Southern African Research and Innovation Management Association (SARIMA) Conference: Promoting Research Excellence, Relevance and Impact: the Research and Innovation Manager's role. College of Medicine of South Africa, Cape Town, 8 July.
- Roux, M. 2013. The analysis of LibQUAL comments with the assistance of a SharePoint list. Tenth Northumbria International Conference on Performance Measurement in Libraries and Information Services, York, United Kingdom, 22-25 July.
  - Schoombee, L. and Du Plessis, P. 2013. Making the link: the library's role in facilitating research collaboration. Paper delivered at the 34th Annual International Association of Scientific and Technological University Libraries (IATUL) Conference in Cape Town on 15 April.
  - Schoombee, L. 2013. Are we with-it? Research support services at an academic library. 15th Annual Library and Information Association of South Africa (LIASA) Conference, Cape Town, South Africa, 8 October.
  - Seyffert, M. 2013. Here today... here tomorrow: sustainable digital collections – the Stellenbosch experience. South African Digital Initiative Workshop on Digitisation and Digital Libraries. University of Witwatersrand, Johannesburg, South Africa, 27 February – 1 March.
  - Seyffert, M and Klapwijk, W. 2013. New and innovative services which broaden libraries' borders: SUN-Digital Collections. Stellenbosch University 13th Annual Library Symposium, Stellenbosch, South Africa, 14-15 November.
  - Smith, I.; Raju, R and Gibson, H. 2013. Introduction to open access. 15th LIASA Annual Conference, Pre-conference Workshop, 7 October.
  - Smith, I. 2013. Repositories: Benefits and challenges in changing scholarly communication. Cape Higher Education Consortium (CHEC) Digital University Symposium, University of Western Cape, 30 October.
  - Tise, E.R. and Raju, R. 2013. Open Access: a new dawn for knowledge management. IFLA World Library and Information Congress, Singapore, 17-23 August.
  - Tise, E.R. 2013. Action plan for the rehabilitation of cultural heritage of Mali. IFLA World Library and Information Congress, Singapore, 17-23 August.
  - Tise, E.R. 2013. Libraries in support of education and knowledge creation. Namibia Library Symposium, Windhoek, Namibia, 7-9 October.
  - Tise, E.R. 2013. Navigating the global information environment: libraries as agents for culture and development. World Culture Forum, Bali, Indonesia, 25-27 November.
  - Van Wyk, E. and Visser, N. 2013. Undergraduate student through the maze virtually: a step-by-step guide. 15th Annual Library and Information Association of South Africa (LIASA) Conference. 8-11 October.

#### PUBLISHED ARTICLES

- Raju, R. & Schoombee, L. 2013. Research support through the lens of transformation in academic libraries with reference to the case of Stellenbosch University Libraries. *South African Journal of Libraries and Information Science*, 79 (2).
- Raju, R., Smith, I. & Gibson, H., 2013, Opening access to African scholarly content: SU's AOARI platforms. *Insights*, 26(1), <http://uksg.metapress.com/content/38r4130143706741/>
- Raju, R. & Smith, I. 2013. Stellenbosch University's AOARI platforms: opening access to African scholarly content. *Whydah: Information and policy magazine of the African Academy of Sciences*, 17(2):6

### 3.6. PROVIDING A CUTTING-EDGE INFORMATION TECHNOLOGY INFRASTRUCTURE

In 2013 the LIS continued to upgrade its existing technology infrastructures to meet the demands of the contemporary academic student and researcher. This is reflected in the establishment of a new Digitisation and Digital Services division, the creation of a new Microsoft system-administrator position to improve desktop management practices, the purchase of a large storage device for digitised content, the upgrading of 3G cell phone reception in the JS Gericke Library and playing a leading role in the investigation into the advantages related to the adoption of a new library system platform.

#### 3.6.1 Digitisation and Digital Services

The Division for Digitisation and Digital Services was established in May 2013. Digitisation projects, principally the projects funded by the Carnegie Corporation of New York Research Libraries Consortium Grant, have been running since 2012, as have a few other smaller digitisation initiatives. The establishment of the new section resulted in the central management of these projects and, furthermore, the identification of a number of new digitisation projects within the LIS, some of which came to fruition during 2013. Drafting digitisation policies, revising workflows and taking ownership of the file management of archival original and derivative files are important strategic and administrative actions that are now established as some of the key responsibilities of the new section. The staff of the division comprise the Manager: Digitisation and Digital Services and the Digitisation and e-Repository assistant.

#### 3.6.2 SUNDigital Collections

The establishment of the division also led to the further development of the open source DSpace content management platform hosting the collections, now known as SUNDigital Collections. The repository was successfully launched in November 2013 and hosts 19 collections comprising a total of 3 587 records. The SUNDigital Collections repository is shaped around a themed approach for digitised content, presented through a highly customised user interface that enables the paging and streaming of rich digital content without having to install any third-party software. As part of the digital collections platform, a network-attached storage device was purchased to safeguard the master archival copies of digitised content on a storage device that could be gradually enlarged over a period of time as the volume of digitised contents increased.

#### 3.6.3 Retrospective digitisation of theses and dissertations

In 2013 a project was commenced to digitise 2 961 SU theses and dissertations in hard copy format that were produced between the years 2000 and 2005. The project will commence with full-scale digitisation in early 2014, with the digitised full text of theses attached to the bibliographic records in the SUNScholar repository.

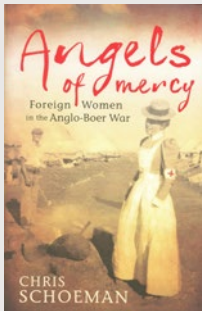
#### 3.6.4 Next-generation library system

As a member of the Cape Library Cooperative, the LIS participated in an investigation into the current state of next-generation library management systems to determine the strategic advantage implicit in implementing such new cloud technology. The implications of installing such new technology will be analysed in depth during 2014 to determine the LIS's readiness to adopt such a new library system platform. As a precursor to the implementation of a new library system, work has already started to implement the OCLC WorldCat Local discovery system parallel to the existing discovery system, Primo (SUNSearch).



#### 4. SPECIAL COLLECTIONS: CONTRIBUTION TO RESEARCH PUBLICATION OUTPUT

The unique collections and materials of the Special Collections Division have been drawn upon by researchers throughout 2013. Below are some of the tangible outcomes of research done within the section:



*Angels of mercy: Foreign women and the Anglo-Boer War* by Chris Schoeman. Cape Town: Zebra Press, 2013. Schoeman conducted a substantial amount of research for this publication from unique sources in Africana.



*Incredible Tretchikoff* by Boris Gorelik. Cape Town: Tafelberg, 2013. Boris Gorelik conducted a substantial amount of research for this publication, mainly from the Amanda Botha Collection in the Document Centre.



*Eoan: Our story* by the Eoan History Project. Johannesburg: Fourthwall Books, 2013. Hilde Roos made use of photographs from the André Pretorius and Amanda Botha Collections that are housed in the Document Centre.

*Historia Literatury Południowoafrykańskiej* by Jerzy Koch. Warsaw: Dialog, 2013. History of Afrikaans literature in Polish. Prof Jerzy Koch has been doing research for this publication in the Manuscripts Section for a number of years.



*Mits dese wil ek vir jou sê: Briewe van Hennie Aucamp*, compiled by Petrovna Metelerkamp. Hermanus: Hemel en See Boeke, 2013. The letters of Hennie Aucamp included in this volume were consulted and are housed at the Document Centre.

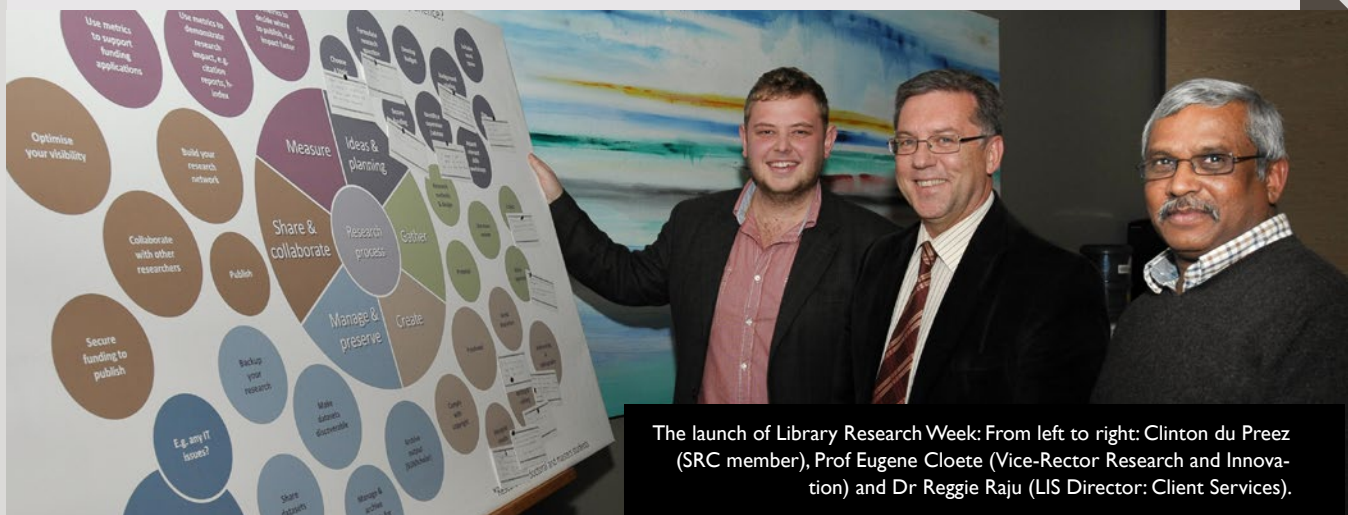
*Pearls worth Rds4000 or less: Reinterpreting eighteenth century sumptuary laws at the Cape* by Stan du Plessis. Economic Research Southern Africa Working Papers, no 336, 2013. Prof Du Plessis and his assistant conducted a substantial amount of research for this publication from unique sources in Africana.

While digitisation of some collections as part of the Carnegie Corporation of New York Research Library Consortium funding had been completed, work on others continued in 2013. Through the careful process of describing these works with metadata records, these items are now searchable through any Internet search engine and discoverable on our website.

## 5. LIBRARY RESEARCH WEEK

Library Research Week is an initiative developed within the Research Support Committee and was launched in 2013, with other divisions invited to participate. The first Library Research Week was presented from 12 to 16 August 2013 and the theme of the week was “Get Research SMART @ your Library”. The aim was to develop the skills and knowledge of emerging researchers and equip them with the necessary SMARTs to guide them on their research path. The target audience was emerging researchers at SU and included postgraduate students, and various workshops were hosted within the following three main focus areas:

- Writing Rescue: Saving emerging researchers from drowning in the writing process by developing the necessary skills and knowledge to keep on course when writing in different voices for different purposes.
- Research Collaboration: Finding peers and building networks – helping emerging researchers to connect with peers and choosing the appropriate tools to facilitate this collaboration.
- Research Therapy: Treating the causes of research-related stress by focusing on relationships and interpersonal interaction within the research process.



The launch of Library Research Week: From left to right: Clinton du Preez (SRC member), Prof Eugene Cloete (Vice-Rector Research and Innovation) and Dr Reggie Raju (LIS Director: Client Services).

During the week support services on campus were invited to exhibit in the library and promote their services, and the Language Centre, SUNMedia, the Centre for Statistical Consultation and the African Doctoral Academy made use of the opportunity. Positive feedback has fuelled enthusiasm to host the event annually.

## 6. SELF-EVALUATION AND EXTERNAL EVALUATION

The 2013 self-evaluation of the LIS was undertaken in terms of SU's policies and procedures, as set out in the Points of Departure and Framework of Quality Assurance at Stellenbosch University (2011–2016). This was the third self-evaluation that we have undertaken. The second self-evaluation process was conducted in 2008, and the first was an evaluation conducted as part of the Higher Education Quality Committee Institutional Audit in 2005.

The self-evaluation process was integrated with our internal quality assurance framework, which is aligned with the University's quality assurance policy. The criteria for our self-evaluation were based on the guidelines to self-review of university libraries, adopted by the Committee for Higher Education Librarians of South Africa in 2007. The criteria that guided this self-evaluation report discussion were integration/alignment, resources, processes and service quality. The external evaluation was conducted by three external panellists, namely Ms Janet Wilkinson, University of Manchester, United Kingdom; Ms Heather Gordon, James Cook University, Australia; and Ms Gwenda Thomas, University of Cape Town, South Africa.

There was a certain synergy between the recommendations of the external panellists and the problem areas that were identified by the Library as part of its self-evaluation process. Some areas identified to be improved were the following:

- Repurpose library spaces at all the branch libraries.
- Align strategy with evidence-based data, market research and user input/feedback; for example, identify libraries and universities in Africa and internationally to benchmark against, moving beyond looking for best practice.
- Develop a workforce plan to strategically enable the University's transformation agenda and to future-proof staffing, including addressing such issues as succession planning, skills shortages and remuneration.
- Review business processes and workflows to maximise use of technological hardware and software, reduce manual processing, reduce costs and increase efficiencies, encourage self-service and standardise procedures across all libraries.

The Library will submit a response to the external evaluation report to the University's Quality Committee during the first term of 2014.



From left to right: Ms Janet Wilkinson, Ms Heather Gordon and Ms Gwenda Thomas.

## 7. THIRTEENTH ANNUAL SYMPOSIUM

**I**n November 2013, the Library continued the tradition of probing new trends in academic librarianship by hosting its 13th Annual Symposium from 14 to 15 November 2013 at the JS Gericke Library. "X-plore • X-pand • X-ceed: Ensuring dynamic academic libraries for the future" was chosen as an umbrella theme to address a new generation of library systems; trends and focus areas related to e-books; new acquisition models; and how to motivate change, creativity and new thinking in library services. Discussions were led by 17 speakers of whom nine were from abroad, including the United States of America, the United Kingdom, Sweden, Germany and Israel. The Symposium was attended by 125 delegates from across South Africa and neighbouring countries. Academic libraries today are challenged by perpetual technological change, a continuous shift in user behaviour, proliferation of alternatives for information discovery and transformation in scholarly publication. The Symposium plays an important role in equipping librarians to articulate robust, flexible and scalable

responses capable of sustaining academic libraries in an unpredictable future. Considering the significant demand on staff time and effort, it was decided that the Annual Symposium will in future however take place biennially.

## 8. MARKETING AND COMMUNICATION

In 2013, publicity drew attention to the Senior Director of the Library, Ms Tise's nomination by the International Federation of Library Associations and Institutions (IFLA) to serve on the United Nations Educational, Scientific and Cultural Organisation (UNESCO) expert working group for the restoration and reconstruction of Mali's cultural heritage and building the necessary capacity. Other reporting by the Library focused on the Library's thirteenth annual symposium, the Library's first research week, and the retirement of Steven Fredericks after serving the Library for 42 years.

As usual, promotion of resources, services and facilities continued throughout the year to ensure awareness and effective use of the Library's offerings. The University community was also kept up to date with noteworthy activities and happenings on an ongoing basis. A trend for using social media such as Twitter and Facebook for the promotion of services and activities strengthened and became the norm in 2013. The Library's Facebook page sports 437 likes, and its Twitter account has 187 followers.

During National Library Week, the Library launched a virtual treasure hunt on our Facebook page. The competition not only made students more aware of the services and resources available on the Library website but also increased traffic and likes on the Facebook page.

## 9. CLOSING REMARKS

Changes and developments in the field of library and information science and the rapid advancements in information technologies and services have no doubt brought about new and different ways of accessing, storing and disseminating information throughout the world. As new technologies and services are emerging, new challenges are evolving. This has made it imperative for library and information professionals to retool and be well equipped to face these challenges. As mentioned in the introduction, the LIS has responded well to the changes and developments described above and continues to be regarded as a major role player in changing open access publishing locally as well as on the African continent. The expertise available at SU continues to be in high demand. The various initiatives are expanding the Library's role in supporting the University's core academic business of learning, teaching and research.

