



ANNUAL REPORT

2011





Cover page and above: *Research Commons and Learning Commons*

CONTENTS

1. Introduction	3
2. Highlights of the year	3
3. Our Strategic Priorities	5
3.1 Repurposing Library spaces	5
3.2 Advancing information literacy	7
3.3 Promoting a culture of learning and innovation amongst staff	8
3.4 Enhancing and enriching a full range of information resources	9
3.5 Openly sharing of Institutional scholarly publications output	11
3.6 Adopting commensurate information technology to advance scholarship	12
4. Partnerships and Collaboration	13
5. Special events	14
6. Special Collections: contribution to research publication output	14
7. Closing remarks	15

1. Introduction

“What can we do as academic librarians to better prepare ourselves for what is certainly an uncertain future? We just have to think more entrepreneurially and look for these opportunities.”

(Steven J. Bell in *Academic Librarianship by Design: A Blended Librarian's Guide to the Tools and Techniques*.)

This assertion by Bell brings to the fore a new vision for designing the future of academic libraries, enabling librarians to become indispensable partners in the teaching, learning and research endeavours of universities by integrating themselves into the academic process. Academic libraries, in recent years, have been significantly influenced by, *inter alia*, the rising costs of books and journal subscriptions, rapid growth of commensurate information technology and the open access movement. Further, changing pedagogical imperatives and relevant technology have injected new impetus for the growth of e-learning.

Historically, academic libraries were characterised by just-in-case collections, static library spaces in support of self-study, unintentional user experiences and reference services in person or over the phone. Further, users of the library were predominantly students and academic staff of the home institution; students and staff were assisted with research assignments; the value of the library was demonstrated by the size of the collection, and relationships with faculty were limited and based on research needs. In essence, the library was a reactive support service.

In recent years, there has been a major paradigm shift influenced by changing pedagogical paradigms and concomitant technological developments. From these changing paradigms, emerged just-in-time collections, flexible, user-focused spaces, services designed around user experiences; digital reference services to support a new cadre of learners who are unaffiliated global learners, and teaching and learning embedded in courses. Value has increasingly been demonstrated by expanded partnerships on campus, and relationships with faculty have become co-creative through joint research projects.

No sooner had librarians grasped this transformation, when new visions and new futures began to roll out. The future role of the academic library will be charac-

terised by on-demand-anytime collections, embedded collaborative spaces in academic units, highly automated mobile reference services and blended librarians in teaching and learning. Value will be demonstrated through learning analytics and relationships with faculty will be built on partnerships with unaffiliated research entrepreneurs.

Libraries are actively reinventing themselves for the digital age. However, they need to become chameleon-like and adapt to new demands and imperatives. Some predict that the university library of the future will be sparsely staffed, highly decentralised and have a physical plant consisting of little more than special collections and study areas.

Stellenbosch University Library and Information Service embarked on an ambitious programme of activities for 2011 and was lauded for its successful initiatives. The underpinning purpose of the Library's initiatives was to contribute to the Institution's *Strategic plan 2011-2016*. In developing strategic actions for 2011, the Library adopted a blend of strategic goals and strategic enablers which were to contribute to an efficient and effective Library and Information Service which in itself would contribute directly to the Institution's foci and the five strategic goals of the Vice Rector (Research). The theme for 2011 was 'A 21st century academic library for a sMArTIE'.

The theme for 2011 was 'A 21st century academic library for a sMArTIE'.

2. Highlights of the year

The new newly created learning environments in the JS Gericke Library, namely the Learning Commons and the Research Commons, constituted an important step towards achieving the Library and Information Service's strategic goal to develop the Library as a vibrant and inviting physical and virtual space.

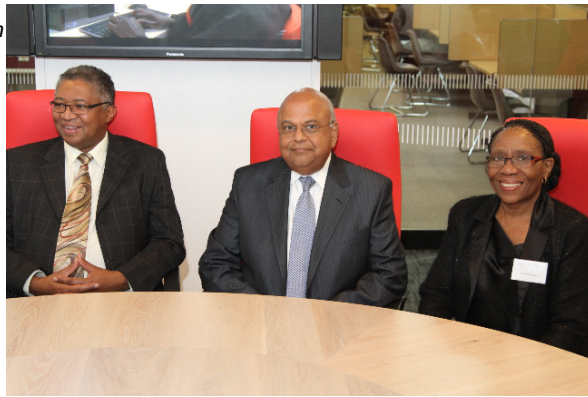
The Learning Commons was officially opened on 16 February 2011 as a Hope Initiative of the University. Since the Learning Commons became operational it has proved itself to be a resounding success with thousands of students visiting the facility each month.

The Research Commons was officially opened in May. Linked to this was the naming of the Research Commons as the Carnegie Research Commons in



Left: Ms Ellen Tise, with Prof Russel Botman, Dr Paul Cluver and Prof Arnold van Zyl at the official opening of the Learning Commons.

Right: Prof Russel Botman, Mr Pravin Gordhan and Prof Fikile Mazibuko at the opening of the Research Commons.



November. The naming ceremony also celebrated the University's century-old relationship with the Carnegie Corporation of New York. Both the Learning and Research Commons spaces have been developed to support collaborative research and student-centred learning.

Complementing the investments made with the construction of the Learning and Research Commons, was the excellent progress made with the further development of information literacy programmes to increase throughput rates and research output at Stellenbosch University. One hundred and sixty training sessions were conducted in the e-classroom of the Learning Commons during 2011 with 4 072 students attending. A successful postgraduate training programme was also developed. In addition several search strategy and author workshops were conducted within the ambit of the Elsevier partnership.

At the heart of the Library's service is its aim to acquire resources and tools to grow, sustain and manage research output at the institution. New databases and journal packages that will enrich the existing collection were acquired during 2011. The number of electronic journals in the collection increased from 51 100 titles to 60 900. Electronic books increased from 7 600 titles to 8 900.

The Elsevier partnership has provided the University with online content and events to promote quality scholarship at the Institution. In May 2011 participants attended 'The changing landscape of academic research and publishing' workshop to discuss trends in academic research and how to publish in international journals. In July the Library hosted a Research Performance Evaluation workshop to explore and benchmark the University's research strengths.

The Library hosted a second open access seminar during International Open Access Week in October.

Stellenbosch University became the first African institution to adopt the publication of journals via

Open Journal Systems. Eleven open access journal titles were launched for publication through the SUNJournals project. In keeping with the principle of openly sharing the Institution's research output, the Library has exponentially grown the institutional repository, SUNScholar. The repository now hosts almost 16 000 items and is one of the largest repositories in Africa.

Another milestone aligned to Stellenbosch University's leading role in promoting open access was the establishment of an Open Access Fund for the Institution. In July 2011 the Library was granted funding from the University's Strategic Fund to develop an Open Access fund. The purpose of this fund is to support Stellenbosch University researchers publishing in open access journals. To date approximately R150 000 from the Open Access Fund has been granted to researchers.

During 2011 significant progress was made with the development of a new functionally-rich and user-centric website for the Library. The architecture of the website conforms to the contemporary needs of students, with a strong focus on search and discovery at the core of the design. A fully mobile version of the website was simultaneously developed, offering a broad array of databases and other tools as well.

In November the Library once again hosted a very successful symposium with the theme 'Transformers: Research Libraries in the 21st Century', which aimed to address the changing research environment in which libraries find themselves.

All of these milestones contribute to a cohesive library and information service en route to supporting research excellence and the acceleration of knowledge production.

3. Our strategic priorities

3.1 Repurposing library spaces

The ubiquitous nature of information and the rapid development of commensurate technology significantly influence changing higher education library paradigms. The Library and Information Service took on the challenge of repurposing library spaces to align their physical spaces and concomitant facilities and services with a changing higher education pedagogy. The principle of critical thinking and collaborative study against the backdrop of the legacy method of self-study is underpinned by the two newly created learning environments in the Library, namely, the Learning Commons and the Research Commons.

Learning Commons

On 31 January 2011 an important step towards achieving one of the Library and Information Service's core strategic objectives, namely to develop the Library as a vibrant and inviting physical and virtual space that promote collaboration, social networking, private study and reflection, was taken when the Learning Commons in the main library opened its doors. Funded as one of the University's Hope Initiatives, the Learning Commons was an immediate success. During 2011 50% of all Stellenbosch University students visited the Learning Commons at least once.

The ultimate vision for the Learning Commons is to provide a space where critical thinking will be developed and knowledge be created. In this way the Library and Information Service will contribute significantly towards an increase in student success at Stellenbosch University. Although the Learning Commons had been in operation for only one year this space has proven itself in this short period of time to be, in the words of the Rector and Vice-Chancellor of the University at the opening ceremony, a truly successful "investment in excellence" which is fast on its way to making a powerful contribution to student success at Stellenbosch University. Marketed with the slogan, *Be a Smart Matie/ Wees 'n Smart Matie*, the facility was an immediate success with students curiously streaming in to use the space, computers and services. Thirty well-trained student assistants and two information services librarians assisted the two full-time Learning Commons librarians in the provision of services.

To gather evidence on the effectiveness and service quality and to establish how the Learning Commons enabled students to better achieve academic objectives a survey was conducted during August and September.

In the survey students were asked whether they thought the Learning Commons added value to their study process. 90,15% of the 325 respondents felt that the Learning Commons did, indeed, add value to such. A total of 97 students thought the Learning Commons added value because of the group study and research areas; 64 felt the value lay in the good technology provided, as well as the ease of access, and 32 students indicated that research support was the main contributor to value-adding.

The comment below clearly illustrates the added value of the Learning Commons to students:

"Since the opening of the Learning Commons at the JS Gericke Library in 2011, I've noticed an increase in my own academic productivity. I find it easier to concentrate in an environment where there is some degree of noise and activity around me, and the Learning Commons provide just this. Unlike other spaces on campus where I seek this buzz, the Learning Commons' commitment to research ensures that the atmosphere created is an academic one, with resources like reference books and helpful assistants close at hand.

I use the Learning Commons because it is an environment where research is made easy and quite enjoyable. In my opinion, the key to my own change in learning behaviour is the aesthetic appeal provided by the Learning Commons. The design encourages students to be creative and interactive – vital factors in the promotion of critical thinking. Unfortunately the restriction with regards to available space means that the increasingly popular Learning Commons fills up early during the day and students might be left discouraged when they have to wait in order to use the facilities. If the entire library was renovated to reflect the changes visible in the Learning Commons, the entire JS Gericke Library is sure to share in the success celebrated by the users of this innovative space." (Stephan Meyer: BA Honours in Afrikaans and Dutch literature)

Carnegie Research Commons

The Research Commons became functional in March 2011 and was officially opened at a ceremonial event with the Minister of Finance, Mr Pravin Gordhan, as keynote speaker. The Minister's comment about the need for development of "extraordinary knowledge" in a networked environment brings to the fore the significance of the Research Commons in addressing key imperatives of the University, especially in terms of broadening the knowledge base and enhancing student success.

The creation of an environment for postgraduate students and researchers which supports the principle of collaboration in the delivery of an enhanced service in support of a creative and enriched research process is a significant objective of the Research Commons. The golden strand in this objective is to contribute to the increase in postgraduate student throughput as well as the acceleration of research output. This highlights the fact that the Library and Information Service is a strategic role-player in the research process for local, national and international research production.

The Research Commons is mooted as one of the best research commons facilities on the continent and comparable to some of the best in the world. More than providing an aesthetically pleasing and conducive space of study, a multitude of correlative facilities and services across campus is brought together at a central point to make this facility unique in terms of supporting an enhanced and productive research experience. Collaboration between the Library and support units such as the Division of Research Development, the Postgraduate and International Office, the Centre for Statistical Consultation, the Writing Laboratory and InnovUS contributes to a holistic service to facilitate student and research success. Evidence to demonstrate the unique nature of the Commons is the substantial number of collegiate visitors nationally and from the rest of the continent who have visited the facility, seeking information on the structure, philosophy, models and activities of the Research Commons.

The popularity of the facility among the user community was evident from its inception, with the gate counter showing volumes as high as 8 249 card swipes during October. From the outset, optimal seating capacity was reached by early to mid-morning every day with enthusiastic users making sure that they reached the Research Commons before 08:30 in the morning.

At a ceremony in November, the Research Commons was formally named the Carnegie Research Commons in honour of the philanthropist Andrew Carnegie and in celebration of the Carnegie Corporation of New York's centennial festivities in 2011. Further to this, the University has a century-old relationship with the Corporation through many financial and other contributions received over this period. Given the centennial milestone for the Corporation, its financial contribution, yet again, to the establishment of the research facility and the University's longstanding association with the Corporation, it was befitting that the Research Commons took on the Carnegie name.



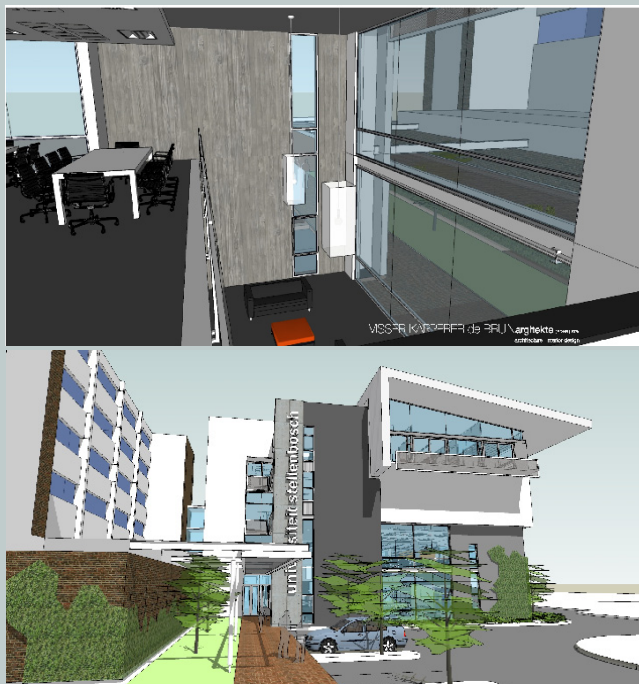
Prof Tade Akin Aina from the Carnegie Corporation of New York and Prof Arnold van Zyl, Vice Rector: Research at Stellenbosch University unveiling the new name of the Carnegie Research Commons.

A year after opening its doors to postgraduate students, many say the Carnegie Research Commons significantly boosted their productivity:

"Creating a space like this for postgraduate students has made me feel the University cares about me and wants me to be successful – that makes me feel special and I think subconsciously it motivates me to work harder," (Jenni Carstens, a Masters student in Industrial Psychology).

Johanna Wilkens, from the University of Jena in Germany, visited Stellenbosch University for three months to do research for her doctoral studies in Labour Law. *"I never liked working in a library, but since coming to Stellenbosch in January, I made use of the Research Commons daily. It is better than anything I have ever experienced – the large desks and comfortable chairs and the lounge where one can go and take a coffee break is great."*

"Among the HOPE Project's core functions is 'research and community interaction'. I view the Research Commons as a fundamental step in supporting research by creating a quiet and conducive space of study and intellectual interaction for postgraduates and researchers. The Research Commons presents the quietest (with minimum disturbance from human traffic) and modern environment for individual study,



Graphic representations of the new Engineering and Forestry Library

group discussion and interaction with other researchers from various disciplines in and outside the University. It is a self-contained facility providing maximum opportunity for academic productivity, with interludes of comfortable relaxation. There are a plethora of benefits some of which I have aforementioned. Among these: quiet space of study, discussion and peer presentation facilities, well-endowed in resources, it is a one stop shop for a researcher, very comfortable, relaxing environment, very helpful and respectful staff complement, etc. The University library management has never had a better idea than the Research Commons. The facility management is very dynamic and responsive to clientele needs.” (Farai Tererai, PhD (Science))

Other library spaces

Planning for a new vibrant physical library space for Engineering and Forestry at the Faculty of Engineering was progressing well in 2011. This is a very timely development as it is one of the University’s goals to enlarge the intake of Engineering students at the Faculty.

At the Health Sciences Library on the Tygerberg Campus initial discussions and planning for the repurposing of a section of the Library started with all the role players in 2011. Part of the planning will entail the establishment of an electronic classroom for ‘hands-on’ library training.

All these initiatives will contribute to the University’s focus areas of enhancing student success.

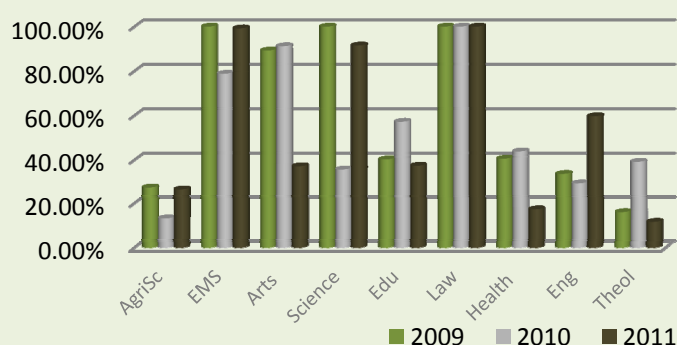
3.2 Advancing information literacy

The Library and Information Service also successfully continued to work on another of its strategic goals for the period 2010-2015, namely to partner with faculties, the Language Centre, the Academic Literacy Task Team and other role players in the development of information literacy skills for SU students. The purpose of this intervention is to elevate the information retrieval skills and the ethical use of that information for quality research output and student success. A total of 61% of all students were trained in groups in 2011 (Graph 1). Current undergraduate credit-bearing programmes where faculty librarians lecture in information literacy are Introduction to Law 171, Legal Skills 411, Scientific Communication Skills 172, Professional Communication 113 and Tools for Biologists 372.

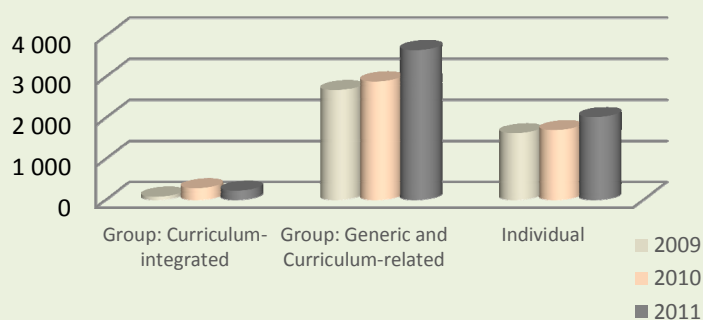
Following the increase in the number of postgraduate students trained in 2010, the Library and Information Service continued to develop and grow the generic postgraduate training programme to the effect that 21% more students were trained in 2011 (Graph 2).

The continuation of the partnership with Elsevier, the availability of the state-of-the-art electronic classroom in the Learning Commons and efforts by faculty librarians to individually equip postgraduate students with the required information literacy skills, contributed to this increase. Current postgraduate credit-bearing

Graph 1: Percentage of students trained per faculty, 2009-2011 (Groups)



Graph 2: Number of postgraduate students trained according to type of training programme, 2009-2011



programmes where faculty librarians lecture in information literacy are the Research Methodology module presented to all first-year MBA students and the LLB (postgraduate) legal skills module.

The aim for 2012 is to expand the assessment of the information literacy programmes in order to establish the impact of information literacy on student success. The plan is to also continue with the development of the virtual generic training space for consultation and self-study by students.

Graph 3: Number of undergraduate students trained according to type of training programme, 2008-2011



The number of undergraduate students reached for training declined in 2010 and 2011 (Graph 3). In 2010 there was, however, an increase in credit-bearing curriculum-integrated group training. This was not maintained in 2011 due to the fact that the Library's involvement in Information Skills 172 was discontinued and the statistics for these classes are therefore not reflected in the Library's training statistics. It is anticipated that the numbers of undergraduate students receiving individual library training will continue to decline, since the need for this type of training is declining as more faculties begin to partner with the Library and Information Service and the Language Centre to provide compulsory credit-bearing curriculum-integrated programmes similar to Introduction to Law 171, Legal Skills 411, Scientific Communication Skills 172, Tools for Biologists 372 and Professional Communication 113. The assistance available to undergraduates in the Learning Commons will also reduce the need for individual training for undergraduates and afford faculty librarians the opportunity to focus stronger on research support and the training of postgraduate students.

The aim for 2012 is to expand the assessment of the information literacy programmes in order to establish the impact of information literacy on student success.

3.3 Promoting a culture of learning and innovation amongst library staff

Changing higher education pedagogy and the growing influence of technology on the library environment has ignited a transition in the roles and responsibilities of the library and the librarian. Library clientele are increasingly situated remotely, using internet-based information. More than ever, academic librarians are expected to help students identify relevant, high-quality sources online, negotiate license agreements for holdings in the digital library, and transform library services into digitised versions. These technological changes have brought about a need for a new knowledge base and skills set, as well as the need to understand a changing library culture and the ability to navigate a host of new ethical challenges.

One of the more significant ways for staff to acquire relevant training and exposure is by way of attendance and/or presentations at conferences and workshops. A number of staff attended and/or presented papers at national and international conferences during the period under review.

International Conferences attended

- Ellen Tise, Ina Smith and Reggie Raju attended the Berlin 9 Open Access Conference in Washington, USA, from 6 to 8 November 2011.
- Linda Bellairs attended the Medical Library Association Annual Conference in Minneapolis, USA, from 13 to 18 May 2011.
- Ilse de Lange attended the Elsevier's Client Product Day in Nairobi, Kenya, in December 2011. She presented two papers: *The Value and Impact of Migrating to E* and *Building the Road to E: a Case Study from Stellenbosch University*.
- Santi De Jongh attended the 2nd International Symposium of Ethnomusicology at Makerere University, Kampala, Uganda, from 20 to 22 October 2011. She presented a paper entitled *The Documentation Centre for Music (DOMUS) at Stellenbosch University*.
- In April 2011, while on their internship programme in the USA, Naomi Visser and Lucia Schoombee attended the Academic College and Research Libraries Conference with the theme "A Declaration of Interdependence" in Philadelphia.
- Ellen Tise attended and participated in the UNESCO International Conference on Memory of the World from 18 to 21 May in Warsaw, Poland, and the IFLA World Library and Infor-

mation Congress from 13-18 August 2011 in San Juan, Puerto Rico.

National and local conferences attended

- In 2011, ten staff members attended the annual LIASA (Library and Information Association of South Africa) conference. Of the ten, eight presented papers at the conference. This is the highest number of staff to present at one conference.
- Five faculty librarians attended the Fifth Annual Conference on the Scholarship of Teaching and Learning in May 2011 at Stellenbosch University.
- Santi De Jongh attended the Fifth Annual Knowledge, Archives and Records Management Conference from 1 to 2 June 2011 in Cape Town. She presented a paper entitled *The creation of an electronic database of South African music collections*.
- Ilse de Lange attended the bi-annual SANLiC Workshop in Durban in May 2011 and presented a paper entitled *E-books: from Shelves to Cyberspace*. She also attended the 1st Springer South African Client Advisory Summit in Cape Town in November.
- Ina Smith and Wouter Klapwijk attended the Digital Preservation Management Workshop convened by the National Research Foundation from 21 to 25 February 2011.

Staff presenting papers or workshops

- Reggie Raju and Jaya Raju (from University of Cape Town) conducted a three-day LIASA workshop on *How to write an academic paper*.
- Reggie Raju published a paper, *Statutory status: is it the savior?*, in the May/June 2011 issue of the journal *Cape Librarian*.
- Ellen Tise and Reggie Raju published a chapter, 'Let's peel the onion together: exploration of the outer limits of international librarianship' in Sharma, RN (ed.) *Libraries in the early 21st century: an international perspective*. De Gruyter, 2011.
- Ellen Tise wrote forewords in two books published in 2011, namely *Libraries and Society: Role, responsibility and future in an age of change*, edited by David Baker and Wendy Evans, Chandos Publishing, 2011, and *Libraries as gateways to information and democracy: Improving networking, advocacy and lobbying strategies*, edited by Clare Walker, Ada Enup, 2011.

- Ellen Tise presented the following papers locally and internationally:
 - *Library and information services' trends in the beginning of the 21st century*, African Library Summit, 11-13 May 2011, Johannesburg.
 - *Research performance evaluation in SA higher education: Implications for academic libraries*, Elsevier Connect Seminar 2011, Cape Town and Pretoria.
 - *Libraries in the New Decade of the Information Age: enhancing technologies and developing partnerships*, 18th International Conference Crimea 2011, 7-9 June, Sudak, Ukraine.
 - *New shoots in the baobab: African academic institutions adopting technology to improve access to information*, American Library Association Annual Conference, 23-28 June 2011, New Orleans, USA.
 - *School libraries – empowering the twenty-first century learners*, International School Libraries Conference, 7-11 August 2011, Kingston, Jamaica.

3.4 Enhancing and enriching a full range of information resources

During 2011 the Library has carefully evaluated materials to fill gaps within the collections. Faculty input was sought on how we can improve the materials collection and select particular formats and titles of journals to better meet faculty and student information needs.

The following new databases and journal packages were acquired during 2011. These are key titles that will enrich the existing collection and provide high-quality, peer-reviewed knowledge and sources to support research, teaching and learning at the institution.

New online journal packages

The following packages have been included into the collection:

- **IOPScience** - With IOPScience the University gains access to leading-edge, scientific research in science and engineering.
- **Sage Journals Online** - A core set of high quality, peer-reviewed social science and humanities journals which are not usually found within the larger, more popular journal packages.



- **Taylor and Francis Journal Collection** - The Taylor and Francis journal collection is a multi-

disciplinary collection of peer-reviewed scholarly journals.

New databases

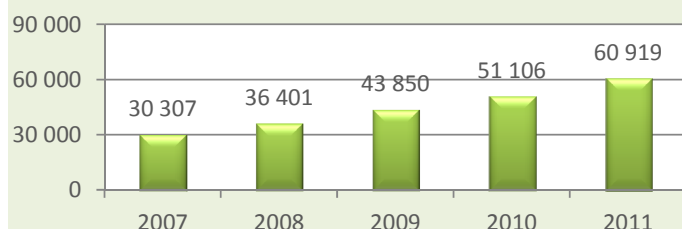
The following new databases were included into the collection:

- **SA Gazettes 1910-1993** - The retrospective Government Gazettes Archive offers immediate access to the full text of South African Government Gazettes from 1910 to 1993.
- **OECD iLibrary** - OECD iLibrary contains all the publications and datasets released by OECD (Organisation for Economic Cooperation and Development), International Energy Agency (IEA), Nuclear Energy Agency (NEA), OECD Development Centre, PISA (Programme for International Student Assessment), and International Transport Forum (ITF) since 1998.
- **Access Physiotherapy** - This resource contains more than 80 procedural and technique videos, a powerful cadaver dissection tool and a fully integrated drug database that provides dosing, indications, adverse reactions and drug interactions.
- **British Pharmacopeia (BP)** - BP is the official collection of standards for UK medicinal products and pharmaceutical substances. This resource makes an important contribution to public health by setting publicly available standards for the quality of medicines.

Electronic journals

The number of electronic journals in the collection increased from approximately 51 100 titles in 2010 to approximately 60 900 in 2011. Graph 4 shows the increase in the number of titles. This includes all online journals available via databases and journal packages.

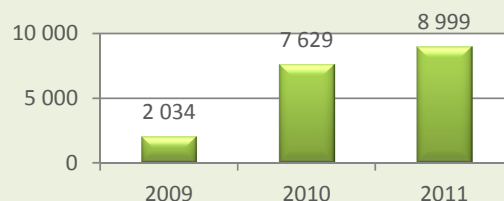
Graph 4: Full-text online journals available via the Library's AtoZ list, 2007-2011



Growth of the book collection

The Library continues to expand its electronic book collections on the major, innovative ebooks platforms including eBrary, MyiLibrary, Gale Virtual Reference Library and the ScienceDirect platforms. It has identified

Graph 5: Number of electronic books, 2009-2011



tified ebooks as a key learning tool that offers superior online tools and benefits to our clients.

Graph 5 shows the considerable increase in the electronic book collection. In addition to the academic and technological benefits, electronic books offer many advantages and value-add in terms of saving on processing costs and space saving within the library.

Graph 6: Growth and size of the collection, 2004-2011

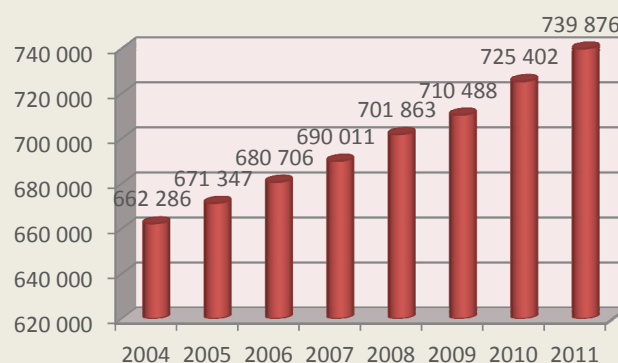


Table 1: Top 15 full-text downloads per database

Resource name	Full-text downloads
ScienceDirect	395 986
JSTOR	199 305
Academic OneFile	164 630
Academic Search Premier	120 110
Wiley Blackwell Journals	97 905
Springer/Kluwer full-text journal package	64 292
Business Source Premier	56 719
PsycARTICLES	56 468
FirstSearch: South African Catalogue	40 426
Index to South African Periodicals (ISAP) by the National Library	31 264
SA ePublications	27 834
OVID Journals	26 194
ACS publications (American Chemical Society Journals)	25 537
IEEE/IET Electronic Library (IEL) - Journal	24 168
Emerald Management 125	20 877

The print book collection has increased steadily over the years (graph 6), showing the Library's careful attention to building a robust collection. Faculty librarians have always worked closely with faculty staff to select only those titles most relevant to the academic and scholarly needs of the Institution.

Usage of electronic resources

The Library's online resources continue to be heavily utilised. Table 1 shows the number of full-text downloads for the Library's top 15 most highly used resources. Multi-disciplinary databases and journal packages that cater for most academic disciplines are most popular amongst students and researchers. Journal packages are also heavily used, showing students' and researchers' clear preference for online, peer-reviewed journals that provide access to international academic knowledge and research.

3.5 Openly sharing of Institutional scholarly publications output

Stellenbosch University has demonstrated unerring commitment to sharing its research output with the widest possible audience. This commitment is deeply rooted in the Institution's broad strategic goal of 'growing the knowledge base'. Stellenbosch University and the Library and Information Service's contribution to open access and the open access movement has grown from strength to strength. In 2010, Stellenbosch University was the first sub-Saharan academic institution to sign the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities. It was also the first African country to be accepted to host the Berlin Open Access Conference and is now the first country on the continent (and one of a handful of institutions internationally) to formally publish journals via an open access forum using open source software.

Open Access Fund

Since 2009 the Library has taken up institutional membership to BioMed Central (BMC). BMC is an online publisher that provides free and open access to the peer-reviewed journals that they publish. This was one of the Library's major steps towards supporting open access initiatives on an institutional and regional level. Another milestone was reached in July 2011 when the Library was granted funding from the University's Strategic Fund to develop an Open Access Fund for the Institution. The purpose of the fund is to support Stellenbosch University researchers publishing in open access journals.

The Library and Information Service has, over the last few years, taken the lead in mandating and advocating for open access to scholarly research. With this fund we acknowledge the role of access to scientific knowledge in the development and competitiveness of the Institution, the region and the country. During 2011 seven publications were published under the auspices of the Open Access Fund, including articles with prestigious publishers such as Public Library of Science (PLOS) and Bentham Science. To date approximately R150 000 from the Open Access Fund has been granted to researchers. In addition, the Library funded, via its Biomed Central institutional membership, 26 articles to be published in BioMed Central journals. Approximately R24 500 was granted to fund Stellenbosch University author fees during the period under review.

SUNJournals



The SUNJournals project was ignited by the influence of commensurate technology on the collection, organisation and dissemination of information. Another significant factor influencing the growth of the open access movement, and in this instance the SUNjournals project, is declining library budgets on top of exponential cost increases in journal sub-

scriptions. An investigation into the use of open source software to publish journals resulted in the adoption of Open Journal Systems (OJS) software for the project.

After almost ten months of experimenting with OJS, the Library developed an efficient local infrastructure as well as concomitant procedures to support the publication of journals using OJS. On 24 October 2011 Stellenbosch University, via the Library, launched SUNJournals as the host to the eleven journal titles that are now being published using OJS.

Publishing using OJS has benefits for both the seasoned researcher and the novice researcher. For the seasoned researcher, the quick publishing process, without compromising scholarly integrity, facilitates early publishing of the article, early discourse, peer feedback and such, all leading to new research and innovation. For novice researchers, it is an avenue to grow their research publication skills and to introduce them to a forum that is rigorous but more accommo-

dating. The quick turn-around time will fuel enthusiasm to publish.

SUNScholar

During 2011 SUNScholar, the open access repository of Stellenbosch University, continued to build on the accomplishments achieved during 2010. SUNScholar was expanded and populated with a much wider range of materials, including inaugural addresses, conference proceedings and published journal articles. Despite the acceptance of a wider range of material types, the priority was populating the repository with published journal articles. In terms of populating the repository with these research articles, the Library had developed a populating strategy which aided the growth of the repository. The repository consists of over 16 000 items, making it one of the largest repositories on the continent. According to the Webometrics ranking of July 2011, SUNScholar jumped 182 positions to the 165th position in an international list of 1 239 repositories.

In keeping with the Library's status as a leader with regard to open access implementation, the following papers and/or workshops were presented on open access by Library staff during the period under review:

- Raju, R and Talliard, P. 2011. *Are we there yet?: open access at Stellenbosch University*. LIASA 13th Annual Conference 2011, 4 October 2011, East London.
- Smith, I. 2011. *Going for gold: opportunities for universities to open up their research*. University of the Free State Seminar on Open Access to Knowledge in the Science and Humanities, 24 October 2011.
- Smith, I, Gibson, H and Talliard, P. 2011. *Going for gold, achieving 'platinum' - opportunities for libraries towards opening access to information: a perspective from Stellenbosch University*. Online workshop presented as part of the international EIFL-OA and EIFL-FOSS Themed Week, 24-28 October 2011, coinciding with Open Access Week 2011.

3.6 Adopting commensurate information technology to advance scholarship

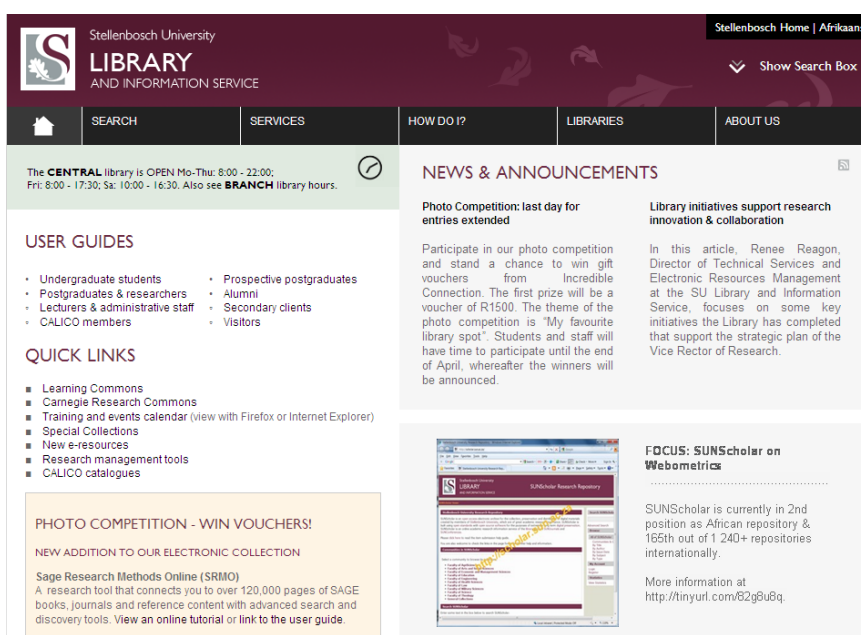
User-centric website

In the current digital environment, ubiquitous access to information resources is a prerequisite to addressing the diverse

needs of academic users of library resources and to create an awareness of the library's information resources. The library website is a significant tool in addressing these needs. As libraries shift services to the Internet, the library website becomes a service in its own right. For all intents and purposes, the website has become the second door to the library, with virtual and fulltime accessibility.

Given the critical nature of the website, the Library has spent significant financial resources to make its digital collections accessible to its user communities. The new SharePoint2010-designed website provides a number of access points to a range of information resources, including all of its databases and its repository.

A functionally-rich and user-centric website was implemented for the Library and Information Service in 2011. The architecture of the website conforms to the contemporary needs of students, with a strong focus on search and discovery at the core of the design. In an attempt to make search and discovery an ubiquitous process, a consolidated search box is accessible from each Library webpage with the click of a button. Each search attempt will deliver immediate results, with additional suggestions on how to broaden or narrow further search results. The information architecture of the website reflects the core structure and functions of the Library and Information Service, namely search, services, FAQ information, the branch libraries structure and easily accessible contact information for general enquiries and liaison. The website follows the corporate identity guidelines of the University and was built on the development platform for document and records management, as well as web content management. This allows for a seamless merger of documents and web content management under one system, as



well as the integration of the web content system with the desktop interface.

SUNSearch

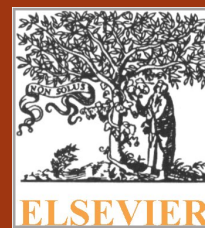
Another highlight for the Library was the development and implementation of SUNSearch. SUNSearch greatly improves researchers' access to academic resources by providing access to all resources through one consolidated interface. It supports the ubiquitous nature of information and allows students and researchers access to information from various environments, including the Learning Commons, Research Commons and other such areas on campus, as well as from the homes of students and staff. Researchers can now enter a single search strategy to search for research articles from a myriad of information resources, drastically enhancing the information seeking process and saving the researcher an immense amount of time. SUNSearch is part and parcel of the new Library website and the default user-centric search option is accessible on each webpage of the site. It also seamlessly integrates into the postgraduate portal.

Mobile devices

Students are increasingly opting to view and read content on their mobile devices such as mobile, internet-enabled smartphones. The Library, in 2011, offered a broad array of databases and tools that have become searchable and accessible via mobile smartphones. Together with a mobile interface to SUNSearch, these databases and tools have also been made accessible through a mobile Library website (<http://m.library.sun.ac.za>). The mobile site allows for searching SUNSearch through a 3G connection from on or off campus, as well as connecting to each of the above databases individually. Geospatial information is also provided for end-users to assist in finding each of the Library and Information Service branch libraries, as well as contact information for faculty librarians. The mobile website will continue to evolve through a constant growth pattern to become a more functionally-rich and interactive information service. Once again the Library is striving to provide relevant information and content to students and staff in a way best-suited and customised to their needs.

4. Partnerships and collaboration

The Stellenbosch University/Elsevier Partnership was extended for 2011. The partnership for 2011 once again incorporated a series of local training and capacity-building workshops which provided the University with support and skills development in the areas of information literacy, research and authorship. The agreement allows sharing of expertise and knowledge around institutional research performance management. In addition, it provides the University with access to thousands of scholarly electronic books in the fields of science, technology and medicine.



Within the ambit of the partnership the Library and Information Service hosted two key workshops facilitated by Elsevier consultants during the review period. In May 2011 participants attended 'The changing landscape of academic research and publishing' workshop to discuss trends in academic research and how to facilitate being published internationally. This workshop was one of several events that celebrated the opening of the Research Commons.

In July 2011 the Library hosted a Research Performance Evaluation workshop for University Management, academics and research administrators to explore and benchmark the University's research strengths. Topics discussed included the University's international visibility and research topography compared to its peers, and the potential that exists for research collaboration with local and international partners.

In addition, the Library convened workshops specifically targeted at junior researchers at the outset of their career. These were entitled 'How to write a world-class paper' and 'Career guidance for researchers' and were facilitated by Elsevier consultants as well as local journal editors and research staff. During the author workshops participants gained unique insight into how publishers, editors and reviewers evaluate manuscripts submitted to scientific journals. The Library also convened bibliometric and citation analysis training and search strategy workshops. Approximately 158 people attended these workshops, which are part of the Library's targeted effort to strengthen research capacity, increase output and guide the next generation of researchers.

All of these sessions were well-attended and initiated much discussion and debate.



Delegates at the annual Library symposium of 2011

5. Special events

In November 2011 the Library and Information Service once again hosted a very successful annual Library symposium. This time the theme of the symposium was *Transformers: Research Libraries in the 21st Century*. The theme addressed the changing research environment in which libraries currently find themselves. An important message emerging from the symposium was that changes in the research environment such as digitisation, interdisciplinarity, increased collaboration and changes in the scientific publication cycle pose great challenges to libraries. Libraries should think innovatively, make appropriate adjustments and grab opportunities to support research fundamentally.

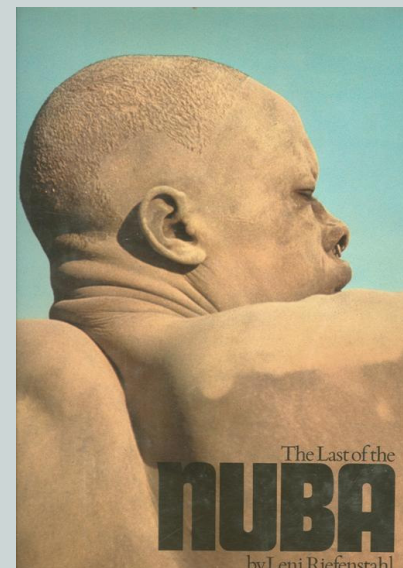
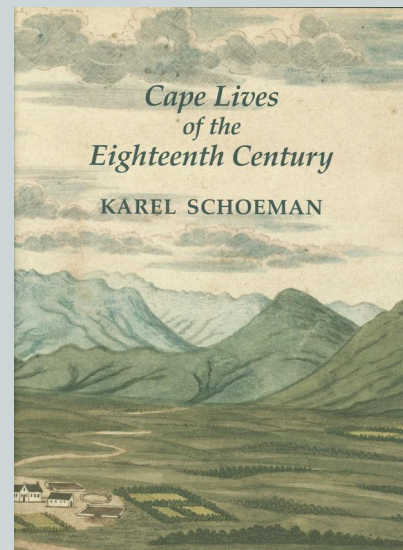
The symposium was attended by 135 delegates and speakers included Dr Andrew Kaniki, National Research Foundation, South Africa; Ms Baerbel Eckelmann, QS Intelligence Unit; Dr Alma Swan, Key Perspectives Ltd, UK; Mr Scott Brandt, Purdue University Libraries, USA, and Prof Johann Groenewald, Stellenbosch University. The keynote address was delivered virtually by Mr Jim Neal, Vice-president and University Librarian at Columbia University.

The 14th International Symposium on Electronic Theses and Dissertations was held in September 2011, Cape Town. This conference was the latest in a series of international conferences of the Networked Digital Library of Theses and Dissertations (NDLTD). The conference drew an audience which included advocates, practitioners, researchers and students working in the area of electronic theses and dissertations and, more broadly, open access and digital repositories. Stellenbosch University co-hosted the conference with the SA National Research Foundation, Committee for Higher Education Librarians of South Africa (CHELSA) and University of Cape Town.

6. Special Collections: contribution to research publication output

In 2011 267 new titles were purchased for Africana as opposed to 260 titles in 2010. The following are some of the new titles:

- *Souvenir of the great Bloemfontien disaster: an album of realistic photographs with full description of the catastrophe* (Cape Town, 1904). An exceptionally rare pamphlet in excellent physical condition. This type of material seldom appears on the market for purchase.
- *The black journey: across Central Africa with the Citroën Expedition* / Georges-Marie Haardt & Louis Audouin-Dubreuil (London, 1928). A rare 20th century Africa travel journal in good physical condition.
- *The Red squad story* / Ross Meurant (Cape Town, 1982). This book tells the story of the controversial Springbok rugby tour to New



Zealand in 1981 which was characterised by political demonstrations.

- *Langalibalele: the crisis in Natal, 1873-1875* / WR Guest (Durban, 1976). An important and exceptional study on this very popular topic which is being researched on an annual basis by students of History.
- *The last of the Nuba* / Leni Riefenstahl (New York, 1974). This rare work supplements the existing collection of Africa works by the well-known photographer, Leni Riefenstahl.
- Important South African art books previously missing from the collection: *Lucas Sithole, 1985-1979: a pictorial review of Africa's major black sculptor* / F Haenggi (Johannesburg, 1979) and *Images of man: contemporary South African black art and artists* / EJ de Jager (Alice: Fort Hare University Press, 1992).
- Important political histories previously missing from the collection: *The seeds of disaster: a guide to the realities, race policies and world-wide propaganda campaigns of the Republic of South Africa* / John Laurence (London, 1968); *Moses Kotane: South African revolutionary: a political biography* / Brian Bunting (London, 1975); *Oliver Tambo and the struggle against apartheid* / ES Reddy (New Delhi, 1987) and *Survival: taped interviews with South Africa's power elite* / Anna Starcke (Cape Town, 1978).

The following are some of the tangible results of information provision in the division and include publications and other activities which came about as a direct result of research performed in this division or information provided by staff of the division:

- *Briewe van WEG en NP van Wyk Louw* / edited and introduced by JC Kannemeyer. Hermanus: Hemel & See Boeke, 2011.
- *A Weberian analysis of Afrikaner Calvinism and the spirit of capitalism* / Mohammed Rashid Begg. DPhil, Stellenbosch University, 2011.
- *Cape lives of the eighteenth century* / Karel Schoeman. Pretoria: Protea Book House, 2011.
- *A contribution to a genealogical table for the Klerck family* / Gerhard Geldenhuys. Capensis 3, 2011, p 19-32.

DOMUS (Documentation Centre for Music) reported that the sharing of the Centre's various collections with the academic community resulted in six articles being published by academics, four papers were read at international conferences by staff, and five doctoral students were performing research based on sources in the DOMUS collection during 2011.

7. Closing remarks

It is undoubtedly clear that, in the 21st century, technology will play an increasing role in higher education. Institutions will adopt innovative solutions that will change the way students learn, communicate, produce, collaborate, and study, both on and off campus – solutions that will improve interactions among faculty, staff, and students. Creating innovative services from current and future technologies requires academic libraries to continuously re-design and prepare themselves for the future to better serve students and faculty.

The Library and Information Service had taken on the challenge and has aligned its services, facilities and planning to respond effectively to changing higher education paradigms and emerging trends in academic libraries. Our initiatives are intended to contribute to the University's focus areas of enhancing student success, broadening the knowledge base and sustainability.

The Library and Information Service will continue to build on its efforts to contribute to research excellence and the acceleration of knowledge production at Stellenbosch University and beyond.

***“Every decision we make
affects how people experience
the library. Let's make sure
we're creating improvements”.***

(Steven Bell, “Capture an Idea” project by Temple University Library.)

