UWC LIBRARY
empowering through knowledge

2020

LIBRARY
ANNUAL REPORT
UNIVERSITY OF THE WESTERN CAPE

empowering through knowledge

CONTENTS

OUR VISION, MISSION, GOALS AND VALUES
(PROFESSIONALISM, INTEGRITY AND RESPECT)

VISION

A strategic partner recognised for our excellence in innovative and relevant library services.

MISSION

To enrich the learning, teaching and research experience by providing relevant resources and expertise to enable academic success and enhance UWC's standing.

GOALS

The strategic goals of embedding the Library services in Teaching, Learning and Research centres around:

» Having the right capabilities to deliver the vision of excellence and innovation for relevance;

» Leverage best-practice technologies to facilitate innovative learning, teaching and research experiences;

» Collaborate internally and externally to benchmark, advocate and assess relevant needs and practices; and

» Offering physical and virtual spaces that promote a flexible learning environment.

VALUES

» We shall resonate professionalism by being punctual, appropriately dressed, display competence and delivering quality results

» Build & contribute towards a positive work environment by being responsive, consultative and committed

» We remain disciplined, productive and open to new challenges

» Demonstrate a positive attitude and challenge ourselves to step outside of our comfort zone

» Drive a team climate of trust, honesty, unity and loyalty

» Commit to meet deadlines & being reliable in our duties

» Take responsibility for our actions

» We will foster sound communication by being open minded, listening actively and acknowledging diversity

» Support each other with respect and align towards achieving team goals

01

INTRODUCTION

2020 will go down in history as the year that the corona virus pandemic disrupted lives and livelihood globally. The spike in COVID 19 cases, coupled with the uncertainties plagued South African Higher education and academic libraries in 2020. Health and Safety become the most critical issue, with resultant lockdown periods affecting normal campus life and social behaviour. Higher education libraries had to transit to virtual services and platforms for sustained support to save the academic year 2020.

As the pandemic overtook the country, the UWC library immediately transitioned to multimodal service orientation. Student and academic needs and access for scholar information increased, creating a new demand for faculty and research librarian services. The Library webpage was bolstered to reflect enhanced access and a more responsive student experience to support "save the academic year 2020".

This report highlights UWC Library support for teaching, learning and research during an extremely disruptive year.

The greatest achievement of the Library was the team whom so energetically responded to the COVID-19 challenges and virtual services to ensure that UWC Library remain an important and critical service to sustain teaching, learning and research in the University of the Western Cape.

02

LEARNING AND TEACHING

1. STAFFING AND TEAM DYNAMICS

INNOVATION: Intranet Project

To overcome challenges for the staff to access policies, procedures and guidelines, the university intranet was designed for the Library. This project coincided with the implementation of the institutional intranet. The unit intranet design and structure were developed by a small group and later adopted by the team. Staff will contribute to: Announcement - Blogs - Calendar - Committees - Collection Development - Consulting - Directory - Forms and Templates - Human Resources - Information Literacy - Liaison - Marketing & Communications - News - Professional Development -Projects

"Lessons from the project include the need to develop a project-based management and proactive culture in the unit."
Mr Joseph Mangadi

INNOVATION: Community of Practice (CoP) Forum

The Librarians have established Community of practice (CoP) where ideas are shared and collaborations are formed on the best practices on how to improve our services as a library.

The willingness of faculty librarians to teach one another is encouraging.

"the CoP has enabled us to learn from each other, especially new librarians have opportunity to learn from the older staff members on some of the UWC library's practices and ways to grow and improve our services".
Mr Katlego Chiya

"I've recently had three group sessions with these colleagues on how to train students to use Mendeley. They indicated the usefulness of this type of training."
Mr Clement Kotze

2. ACCESS TO LEARNING MATERIALS DURING COVID

A number of publishers of scholarly materials increased to support online learning in response to the COVID-19 pandemic by assisting with open access electronic books. Local publishers also shared guidance at https://www.publishsa.co.za/industry-news/covid-19. Many of these temporary offers fell away after July.

The lockdown period highlighted students' dependence upon short loan print copies for prescribed textbooks. The library commenced a "short loan project" to obtain digital copies to support student needs. There was challenges to the Library procuring etextbooks as publishers are unwilling to supply Libraries as opposed to individual student sales.

The Library's Online Book Request Services were implemented for staff and students via the Library Webpage, to support students without permits.

The Library provided guidance to academics on copyright clearance for coursepacks, based on a liberal reading of the Communique received from DALRO dated 26 March. Several librarians reported that they had shared information about openly licensed textbooks and had made these available on their libguides.

"eTextbooks for Students" investigation was conducted by the Library. The report was submitted to the Senate Learning & Teaching Committee, with a short analysis to guide each faculty.

A survey was issued to gain a better sense of lecturers' understanding around access to prescribed texts and how materials were currently being made available. The survey also allowed respondents to upload their reading lists. Only 15 responses were received, predominantly from lecturers who are more reliant on textbooks.

Do you rely heavily on one or more key texts in the modules you teach?

15 responses
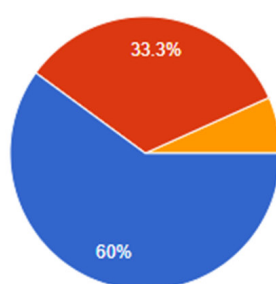
- Yes, there is a prescribed text
- No, I use a variety of sources
- English 2: We use novels and a departmental reader for other primary texts.

33.3%

60%

These are accessed through a wide variety of means, with Library Short Loan and student purchase of personal copies achieving equal scores.

How do students access the texts you have prescribed or recommended?

15 responses
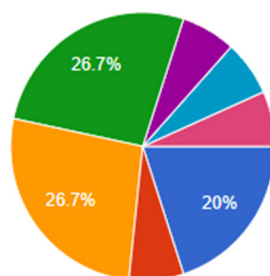
- They access uploaded texts directly from Module Resources section on iK...
- They connect to library online version through links provided in iKamva
- They make use of texts placed on Library Short Loan
- They must buy the material or use the...
- A combination of the above.
- I use a combination of the above. The...
- Students buy novels, use library copie...

26.7%   26.7%   20%

Whether lecturers appreciate that they may not upload soft copies to iKamva is moot, as the following result shows:

Five out of 15 respondents were uncertain about this.

Choose the statement that most closely reflects the status quo in relation to content on iKamva

15 responses
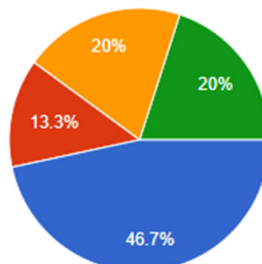
- I am satisfied that my modules are copyright compliant
- I think that I might need to obtain copyright clearance for a few items not available through the Library
- I only make use of texts that are openly licensed, eg Creative Commons or Open Access resources
- I would like advice from a Librarian
- Other

20%   20%   13.3%   46.7%

Another challenge in 2020 was obtaining cooperation from lecturers. The pressure on academics to complete the academic year was intense. This tended to compromise the requests.
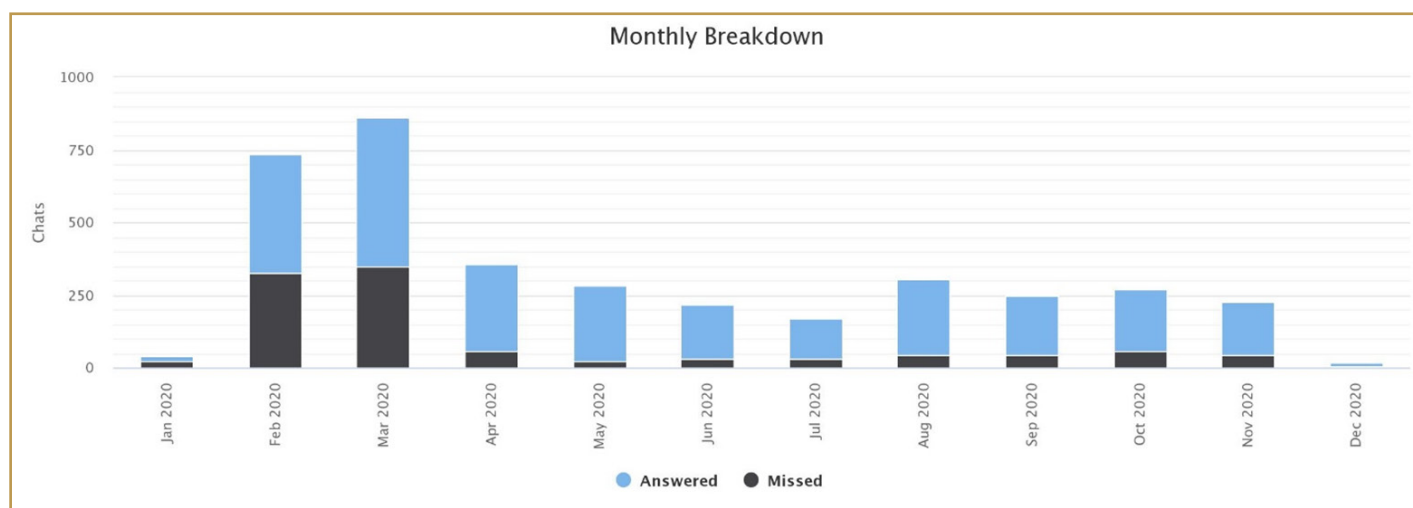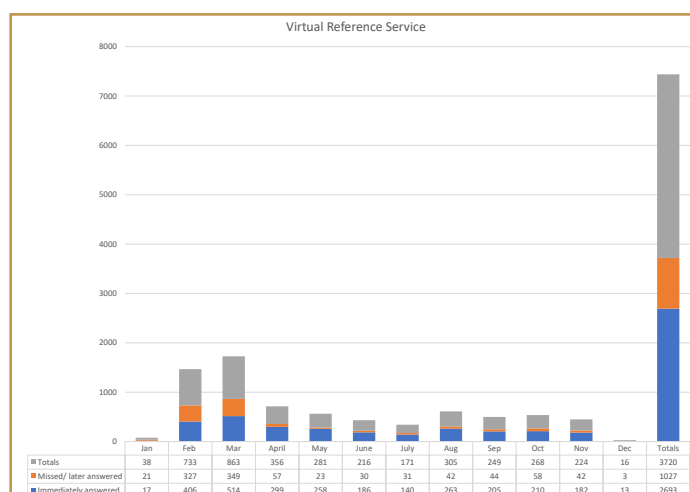
3. REFERENCE SERVICES; LIBCHAT; LIBGUIDES

Despite the Lockdown, The Librarians actively engaged with staff and students, providing effective, responsive reference service through all media, including telephone, email, instant messaging, whatsapp audio recordings, and social media.

Libchat service provided a crucial link between patrons and the Library in the abscence of the traditional face-to-face interaction.

Fortunately, the combined "Good" and "Excellent" ratings far exceed the negative ratings. There were 494 such ratings, with 126 of these received during January to March, and 368 achieved during the months when the Librarians managed LibChat.

4. VIRTUAL REFERENCE SERVICE (Ask a Librarian service)

The virtual reference platform continued to be the central access point and preferred communication channel for library services during 2020. More than 72% of the queries were dealt with online via live chat.

Virtual Reference Service

	Jan	Feb	Mar	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Totals
Totals	38	733	863	356	281	216	171	305	249	268	224	16	3720
Missed/ later answered	21	327	349	57	23	30	31	42	44	58	42	3	1027
Immediately answered	17	406	514	299	258	186	140	263	205	210	182	13	2693

Monthly Breakdown

"LibChat Guidelines were developed by the library".

LibGuides

LibGuides also provide a form of virtual reference. The LibGuides receiving the most views are Law (Undergraduate and Postgraduate), Psychology , School of Public Health and the School of Government/ISD/Plaas libguide.

The Law LibGuides linked staff and students to various useful online resources which aid researchers, such as online research skills, search engines and search tools, open access resources, and databases. I initially created a basic COVID-19 information resources page under the on the Law Libguides. Due to its popularity and increased use the Law Libguides were updated.

This is borne out by the use of the Undergraduate libguide, with nearly a thousand views each month.
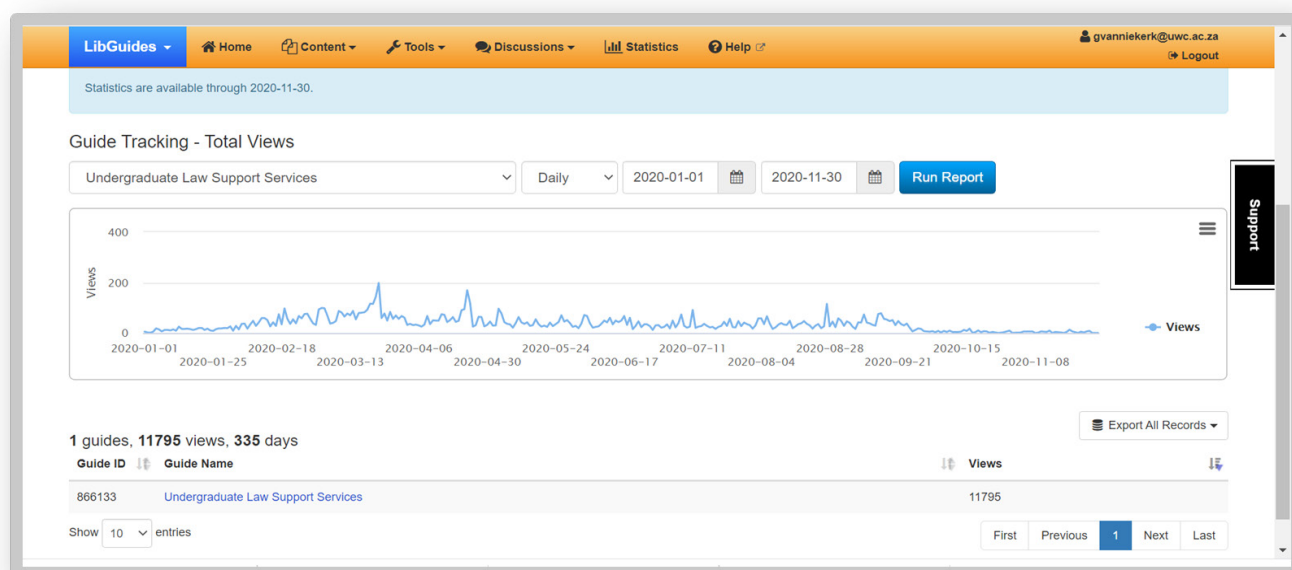
5. LIAISON AND ENGAGEMENT

The **Faculty committee meetings** (Faculty Library; Faculty Learning & Teaching; Faculty Board) are welcomed as spaces in which to engage on issues that relate to students' learning.

6. EMBEDDING INFORMATION LITERACY

Shared Research Module

The Library collaborated with faculty on the "Shared Research Module (SRM)", offered across departments to 3rd year students.

The CHS Faculty Librarian -

❝❝*I was invited by Prof. Soeker (Head Occupational Therapy) to create a voice over presentation to assist and guide students with their literature searching in an online environment and my presence at an online discussion session. I developed a voice over power point presentation on finding information on your research topic to be uploaded on SRM iKamva site. I was also present at a discussion session during the Literature Searching. I was pleased that I was invited to share and participate in this programme to support students learning and teaching and to hear that they excelled with good marks. Prof Soeker thanked the Library for their support during his presentation at the eLearning Colloquium..*

Mr Joseph Mangadi underlines an important point:

❝❝*Information Literacy curriculum integration has become a key function for information services librarians. This fundamental competency has long been recognised as part of graduate attributes outcomes at UWC. Ideally, this activity should be pre-planned as part of the faculty curriculum planning.*

Although some curriculum integration was conducted for the period under review, it was noted that there needs to be a more qualitative engagement on this. A more thorough analysis needs to be embarked on to determine if integration within the one module in the faculty programmes is pedagogically appropriate and adequate. This will be followed up with the Library Representative and Faculty Learning and Teaching Specialist".

ARTS ECP tutorials

In 2020 because of the lockdown, the librarians developed online lessons that were incorporated into iKamva.

The main objectives of the tutorials are to familiarise students with:
- Search strategies and the art of doing research
- The 21st Century information landscape where information takes various forms and may be located across different platforms;
- Fake news and credible information

Tutorial comprises of the following lessons:

1	2	3	4
Distinguishing between Scholarly and Non-Scholarly information sources	Learning how to Search for relevant Information Sources	Evaluating Information Sources	How to think "critically" when searching for Information Sources

Engaging ethically with information in the 21st century, comprises of the following lessons:

1	2	3
There's an APP for that: Information in the 21st Century	Evaluating online information: Truth or Fake?	Engaging with intellectual property across mobile platforms

Both tutorials are embedded within the Academic Literacies module (AIL100). The students' learning activities were assessed since the tutorial is regarded as a hurdle for the main assignment.

"I participated in a 6-week pilot study with four lecturers and a tutor in the School of Business and Finance (EMS Faculty). The pilot aims to assess e-teaching in the Operations Management course and its impact on student learning. We engaged fortnightly in online meetings to discuss the module's progress and to strategise on the way forward. Working closely with various lecturers and with different modules gave me a fresh perspective on the many ways in which literacies may be integrated in teaching. I welcomed the opportunity to observe other teaching practices and to assist by making useful recommendations for the development of information literacy skills and habits. The SBF team appreciated my feedback regarding learning outcomes, integration of learning activities that incorporate aspects of the Framework, as well as the use and application of multimedia in their lessons. In addition, I assisted with embedding IL concepts in weekly tutorial exercises and was asked to develop questions for a reflective assignment which was also a main assessment".

English Language Education (MTH 412) PGCE

Ms Shehaamah Mohamed also reports a close engagement with a lecturer in the Education faculty.

"Prof. Madeyandile Mbelani (Deyi) invited me to participate in his classes this year. We followed a lesson plan for the module English Language Education (MTH 412) PGCE class that took place on the 11 March 2020. The activities of the lesson incorporated notions of the frames Research as Inquiry, Authority as Contextual and Constructed and Scholarship as Conversation. I participated with Prof Mbelani in class which lasted 2 hours and I also delivered a brief presentation on the purpose of concept mapping. I included authentic examples relevant to their current work as prospective teachers.

The group brainstorming discussions were very interactive, and this was aimed at assisting learners to connect their knowledge about learning theories with their own observations of teaching practices during their school visits. The mind mapping activity allowed them to reflect on their observations, suggest improvements to the teaching methods, and align their recommendations with the relevant theoretical models".

7. TEACHING ACTIVITIES; eLEARNING; IKAMVA LESSONS; ZOOM TRAINING; FACE TO FACE SESSIONS

ASYNCHRONOUS TEACHING/IKAMVA

The lockdown served to escalate the team's interest to become active in the iKamva eLearning system. In some cases, librarians were invited to join some modules. Ms Karen Cook writes:

❝❝*I was invited to Nursing I and II iKamva platform. I shared Library support information and resources to support Nursing 1 and 2 modules with academics to be uploaded on their iKamva sites. An introduction to the CHS Branch Librarian, library services and contact details were posted on the Announcement page. Two days later, Introduction to the Nursing Library Support Guide was posted on Announcement page and was uploaded under Course Resources. I see the librarians as working collaboratively with academics in an online environment (iKamva) in designing, developing, facilitating learning content to support students' educational needs (module courses)".*

With continual and prevailing online learning and teaching occurring across all faculties, the lecturers who teach the module, **Introduction to Science,** had instructed their faculty librarians to produce some material for their students. They had initially requested that two videos be produced which focus on plagiarism and referencing. The librarians and Ms Shehaamah Mohamed

met with the two lecturers and showcased a range of generic tutorials on iKamva that were produced by various faculty librarians. The lecturers were able to make an informed decision about the type of learning material that they wanted the librarians to design. Although only two lessons have been written thus far (Plagiarism and Referencing), the entire tutorial is embedded in the ISC 153 module. The CIECT consultant, Ms Carolynne Kies, assisted with this duty.

Not all librarians have had the opportunity to incorporate their learning materials into learning modules in iKamva, but all of the team did practice developing lessons in iKamva.

SYNCHRONOUS/ ZOOM SESSIONS

Due to lack of face-to-face interactions with students, the librarians' traditional training had to be done online.

❝❝*I organised Zoom training session for Management Honours students who were struggling with the literature search for their assignment. I was receiving queries from different students struggling with the same problem, I then decided to organise a group training session and show them how to analyse and understand their research topics, identifying key words, using related term, search strategies and searching uKwazi, Google scholar as well as Databases by discipline".*

❝❝*It was a bit challenging for students to be fully engaged in these sessions since it was not*

hands on, and I couldn't even check their level of understanding as I would have done in face to face setup ,I did share the presentation after the session for them to go through and practice during their own time, and share my details in case they need follow up session".

Mr Clement Kotze also comments on the accommodations that librarians need to make to be effective teachers on Zoom:

"One of the first sessions involved instructing an Honours class on the Referencing and the use of Mendeley. There were 65 students and I realised that compared to teaching in person, Zoom was a different challenge altogether. In the lack of feedback such as facial expressions, body language, etc. it was like teaching in a vacuum. It became clear to me that I have to find my online voice, and that is quite a challenge".

Practical and technical issues also were experienced. Mr Gerald Louw writes:

"The internet connection was sometimes a challenge working from home. The network connection failed sometimes from either the user's or the librarian's side. The online platforms were new to the staff and students e.g. zoom

meetings or google meetings. The parties have to familiarize themselves with how to navigate the platform. Another problem was the limitation of time that people could spend online – meaning that the meetings and training sessions needed to be cut.

Ms Grace van Niekerk seems to have found her feet:

"It was initially strange for me to teach practical concepts through a virtual environment, where, due to the large number of participants, screen sharing, video and microphones had to be controlled. However, the experience was extremely fulfilling and gratifying, with academics and students appreciative of the efforts being made to equip them with the skills to support their transition to an online environment".

FACE TO FACE TEACHING

The Arts Faculty Librarian taught 1st – 3rd year undergraduates face to face teaching prior to lockdown.

Ms Karen Cook reports the following topics were covered to various groups:

❝❝*The following training sessions were conducted in groups and individual for postgraduate and under graduates: Orientation; Introduction to the library services and facilities, uKwazi (library catalogue); Journal database training; Referencing (Referencing styles – APA and Harvard, Reference management tools (Mendeley and EndNote); Basic and advanced Search Skills; Introduction to e-Resources; Google and Google Scholar, Scoping review and Systematic reviews. Using CREDO to search for information on medical concepts. Describe and show different types of information sources".*

8. CONTRIBUTIONS TO RESEARCH SUPPORT

Provides support with literature searches, systematic reviews, scoping reviews and integrative reviews.

Each review consists of different kinds of search strategies. Each review covers also different databases. Management of data is needed to support the researchers with tools they can use to manage their data for example EndNote and Mendeley.

On Systematic Review for the School of Pharmacy PG students. The virtual session was also attended by 7 academic staff. Systematic Review as a research method is intensively used by all health-related fields.

❝❝*Collaboration with other universities was very important for me during this lockdown; knowing that I have colleagues ready to help me when I needed a chapter of a book, an article or a case law. I received lots of requests from my students in the past months requesting articles, cases, book chapters, how to access the databases and students struggling with referencing.*

Colleagues at other universities especially UCT and Stellenbosch, helped me a lot if our library did not have the information available. I gave my students my cell phone number to contact me via WhatsApp and received lots of requests on this platform and this ensured an unbroken service to the users. I think it was quicker and easier for them to contact the librarian via WhatsApp. Yes, some requests came through at midnight, which was expected, but students were assisted".

It is apparent that PG students are not yet up to speed with some basic fundamentals. Mr Katlego Chiya points out that when he was training PG students on EndNote,
❝❝*Many of them of them did not know how to import references from the databases to ENDNOTE because they did not know how to use the databases."*

To some extent, the group may be leaving the specialized research support (RDM, ORCID, predatory publishing) to the Research and Client Services team. We have yet to create better cross-team interaction.

9. PROFESSIONAL DEVELOPMENT AND ADVANCED DEGREES

The two-year Developing the Research Scholar programme has been a rich but intensive experience for Ms Shehaamah Mohamed. The first-Year modules provided insight into and guidance for the PhD journey in terms of developing a research profile, providing quality evidence in research, expanding the research network and developing writing skills for publication. The second year modules ranged between Leadership skills, Career Planning, Preparing for Promotion and Preparing a Conference presentation. The main task was to conduct a systematic review.

Continuing Professional Development

On the job training was necessitated because of the need to become proficient with eLearning approaches. Fortunately, the group was able to take advantage of the free offer of the **Epigeum "Teaching Online" course** for a period of 2 and a half months. The librarian became familiarized with theories and practical guidance in respect of Mastering ePedagogy, Designing and Developing your Online Course, being a Successful Online Teacher, and Using Technology Tools in Online Learning. Some librarians reported that they found this course very time-consuming. We are very appreciative of the Library's investment into a year-long licence to enable more in-depth and supported learning in 2021.

In parallel, the team was exposed to the CIECT videos and other supplementary learning opportunities to become familiar with **working in iKamva**. On our request, CIECT created a safe, private online environment for each librarian's practice. Ms Karen Cook arranged for independent training with CIECT who guided her on how to create lessons, embed videos and slide share content.

Working in iKamva was generally found to be a steep learning curve and several found it very limiting. Nevertheless, as Mr Clement Kotze puts it, they understand that
❝*Getting involved in designing eLessons for iKamva is a very important step in my professional development*".

A very popular annual event at UWC is the **eLearning Colloquium** hosted by CIECT. This year the theme was Effective Design for Theory, Practice and Assessment. Each participant had just 10 minutes to showcase their experiences and engagement with students during lockdown.

Ms Thozama Bici writes,
❝*I realized that it was good to attend these colloquiums because lecturers will share their experiences, and how to overcome e-learning problems.*"

technologies, pedagogy 2.0 and information literacy, *Library Hi Tech,* 30 (1): 82-94.

The LIASA Virtual Indaba from 3-5 November also provided welcome broader engagement on important topics and the Librarians mentioned sessions they had found enlightening and inspiring.

- Decolonising the South African Library
- Finding Ourselves: The importance of creating libraries that speak to us
- Is there still a place for libraries in the 21st century?
- Extinction rebellion: the role of the library in our battle for survival in the twenty-first century

Three online **Reading Club sessions** were held in 2020 to prompt Librarian critical thinking. These are intended to create opportunities for librarians to appreciate different conceptions and opportunities for information literacy while also providing space for discussion.

- Barbarah Fister (2015). The social life of knowledge: faculty epistemologies. In: *Not Just Where to Click: teaching students how to think about information*, eds Swanson and Jagman. Assoc College & Research Libraries.
- Junisbai, Lowe and Tagge (2016). A pragmatic and flexible approach to information literacy: findings from a three-year study of faculty-librarian collaboration. *The Journal of Academic Librarianship,* 42 (5), 604–611.
- Farkis, M. (2012). Participatory

The librarians reported a variety of webinars and online workshops attended.

Training	Area
1. ACRL ULS PDC: Deficit or equity: Decoding implicit thinking and practice in information literacy teaching and learning	Information Literacy
2. CIECT iKamva video tutorials	Information Literacy
3. Creating Narrated PowerPoint Video	Information Literacy
4. Community Engagement Framework	Marketing
5. End-Note	Research
6. Epigeum Teaching Online Course	Information Literacy
7. Geofacets	Research
8. HELIG Systematic Review	Research
9. Idea Puzzle webinar	Research
10. Induction	Human Resources
11. LIASA Virtual Indaba	Professional
12. Mendeley	Research
13. Reading Club	Information Literacy
14. ScienceDirect	Research
15. Science literacy webinar	Information Literacy
16. UWC Academic week Day 2 - 5	Information Literacy

Ms Shehaamah Mohamed published the following article:

"Extending the boundaries: team teaching to embed information literacy in a university module". *Mousaion: South African Journal of Information Studies,* 37(2). https://doi.org/10.25159/2663-659X/6426

10. MARKETING

Fortunately, the Library 2020 Orientation programme was successfully completed before the lockdown commenced. This was the traditional combination of presentations in the Library Auditorium (with spot prizes) with a physical tour. Part two entails the daily uKwazi training sessions with lucky draw prizes.

The Library found creative opportunities to mark UWC's 60th anniversary in 2020. The first event was prepared to coincide with national Library Week, 16-22 March, by mounting up **a series of 60 Library Things** that are beneficial for student use. Each Library Thing celebrates an individual service or value of the library. Unfortunately, the Lockdown interrupted the competition in which the Campus Community was invited to select their favourite "Library Thing" and send us tweets or videos of their favourite library thing. Commemorative 60th Anniversary book bags had been purchased.

The Library Amazing Race was held on 23 September, which was a fun team day to aimed at reducing screen time, revitalizing staff and enabling new members of staff to become familiar with campus locations.

11. BRANCHES

Tygerberg Dentistry Library

The highlight for this branch was the refurbishment and complete restyling of the library in January. All the existing over-tall, oppressive metal stacks were replaced with lower wooden stacks that allowed natural light from the windows to be visible. For this purpose, the collection had been weeded by up to a third of the collection. Comfortable chairs, coffee tables, rugs and plants helped to soften the environment and introduce a peaceful and relaxing ambience.

03

RESEARCH AND SCHOLARLY COMMUNICATIONS

1. OPEN SCIENCE: RESEARCH DATA MANAGEMENT & OPEN ACCESS

Online Publishing Support Service

The Library provided Open Access Online Publishing Support characterised by: assisting editors with developing and maintaining journals published at UWC providing Open Journal Systems (OJS) platform, as well as technical support and publishing training. These include registering a journal ISSN, registration with indexes such as the Directory for Open Access Journals (DOAJ). Training sessions involve identifying predatory publishing practices and selecting journals for publication.

Journal Publishing

The Journal of Entrepreneurial Innovation (JEI) was launched in 2020, Issues for Multilingual Margins, African Journal for Gender and Religion, Writingthreesixty and Critical Studies in Teaching and Learning were also published.

Open Access Week 20th to 23rd October 2020

The new Library Research website that was launched during International Open Access Week.

Open Access Week celebrations focused on: RDM services and facilities and online publishing of Open Access journals at UWC.

The following were highlights:

Prof Vaccarri (Director: eResearch) presented on Data Intensive Research at UWC;
**Dr Van Rensberg** presented on Data Carpentries in Africa
Mr Nqotole (Deputy Director: Library Research and Scholarly Communications) presented with **Prof Shambare** and **Prof Dinbabo** (EMS Faculty) on Open Access publishing under COVID 19 pandemic.

UWC participated in an international competition by Figshare which rewarded the most institutional and individual researcher uploads to the repository. **Prof Fielding** won the individual award with a total of 25 records uploaded. UWC was awarded 50 TB of free data storage space for placing second in the competition - this is an increase of 50% of our previous storage capacity.

The repository (Figshare) show that the UWC records have been viewed 31272 times and downloaded 8175 times in total. For the current year, the records were viewed 6139 times and downloaded 2155 times.

UWC Research Week 28 September - 02 October 2020
Dr S Neerputh; **Dr R Raju** (Deputy Director: UCT Library) and **Ms E Tise** (Director: Stellenbosch Library) presented a webinar to 80 participants on Open Access: Promoting an Inclusive Society during Research Week.
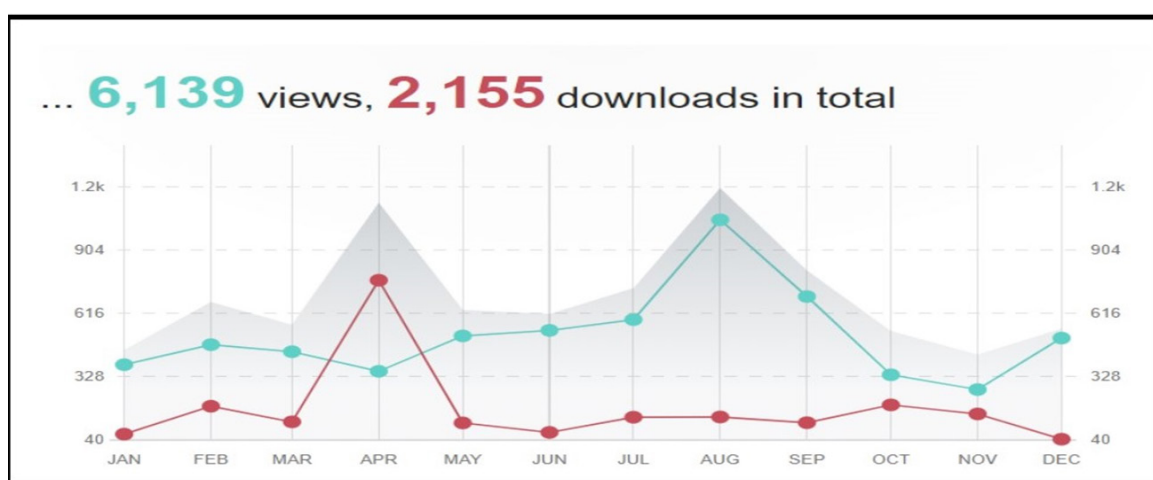

UWC has joined the Figshare consortium facilitated by TENET, a legal entity serving the Higher Education's research computing needs in South Africa. The Ilifu project was concluded in 2020, and the remaining task is the application for Core Trust Seal certification of the repository (Kikapu), inclusive of the for the RDM policy. UWC Research Data Management policy was submitted with the inclusion of a statement in compliance with the Protection of Personal Information Act to Senate for approval 2021.

Thesis and Research Repositories

The total number of records in the Thesis Repository currently stands at 6019. A total of 628 theses were added, growing the repository by 10.4%.

The Research Repository currently has a total of 4452 records, reflecting a 9% growth.
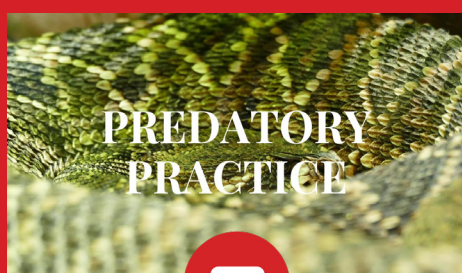

Repository Records by Faculty for 2020
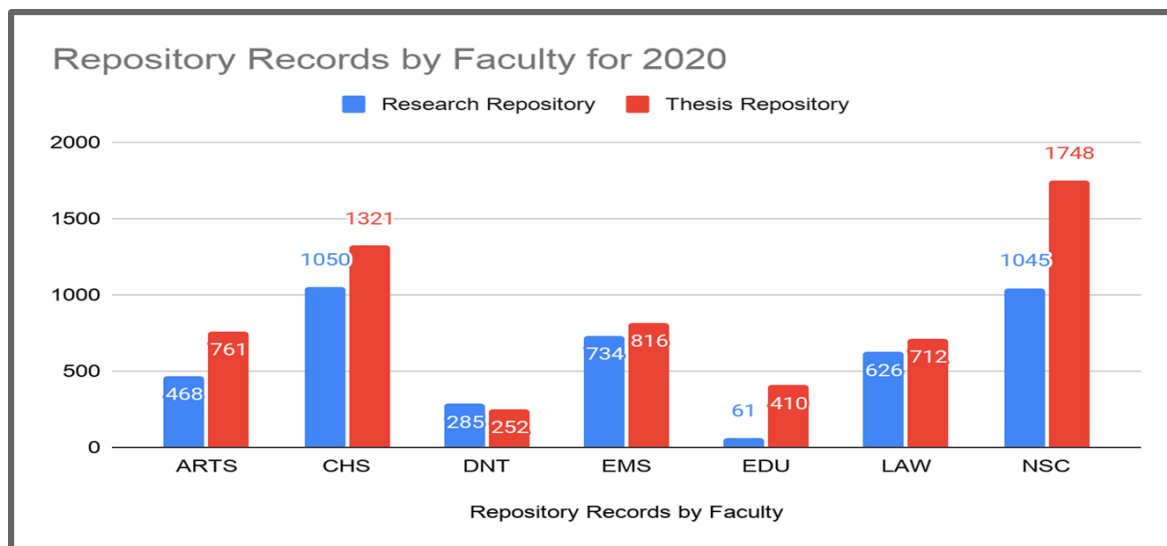
2. EARLY CAREER RESEARCHER TRAINING

Online training sessions continued throughout the year. The sessions covered the FAIR data principles, benefits of sharing research data, uploading research data to Kikapu and building data management plans (DMPs) as well as unpacking critical aspects of the UWC. Research groups, smaller groups of postgraduate students and journal editors participated in the following training sessions:

FACULTY/GROUP	CONTENT COVERED
CHS. Library Committee	Use of Kikapu
DVC Early Career Researchers	Developing Researcher Profiles
CSSS. Research Colloquium	Library Research Tools
Research Integrity Workshop:	Avoiding Predatory Academic Practices
Dentistry Faculty	Engagement on RDM and
Webinars	Research data management webinars

A series of short informational videos were created to support UWC researchers. They include **Conducting a Literature Search**; **Predatory Publishing**; **Selecting a Journal**; **Depositing Research Data**, and several more (**The FAIR Data Principles**; **Data Management Plans**) were produced.

RESEARCH DATA – OPEN BY DEFAULT

FAIR DATA!

Accessible   **I**nteroperable

Findable   **R**e-usable

PREDATORY PRACTICE

DEPOSITING RESEARCH DATA

3. SPECIAL PROJECTS

Digitisation of print theses

8000 items of older print theses were digitised. ResearchGate project was initiated to grow and update the UWC repository. Research output produced by UWC affiliates were uploaded.

Council of Higher Education national review of doctoral degrees:

The Library participated in the Council of Higher Education national review of doctoral degrees offered by higher education institutions. The Library was tasked to address issues related to facilities and services available for students (Electronic or otherwise); usage of the facilities; capacity building programmes and their relevance, frequency, evaluation of the programmes by students, and the number of participants.
The Library also participated in the annual DHET research outputs submission by sourcing electronic versions of book titles and book chapters published by UWC authors.
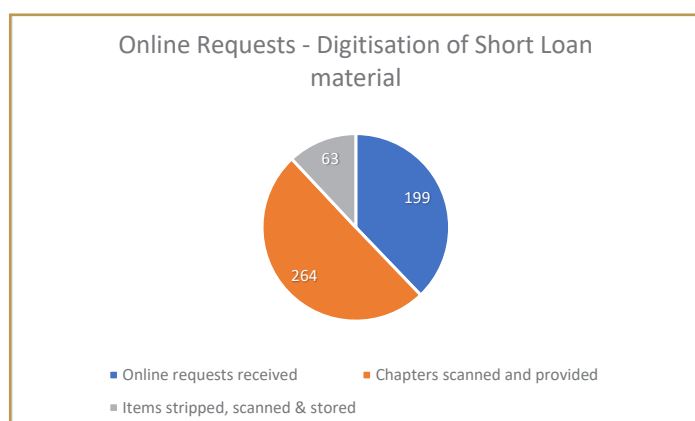
Physically challenged Student Access

The Office for Students with Disabilities (OSWD), assisted in updating the each differently-abled workstation housed in the Library. The software was upgraded to Windows 10, and all the desktop PCs were re-imaged.

Mobile Book Drop Zone

The mobile book drop zone and pick-up options were well received by students and staff. Students and staff returned books and were able to access material from the shelves via the online booking system (see statistics from July – November). The requests for high demand material from the Short Loan collection presented unique challenges.

Requests - Digitisation of Short Loan material

Online Requests - Digitisation of Short Loan material

- Online requests received
- Chapters scanned and provided
- Items stripped, scanned & stored

The Course Reserves module in the Library ALMA system was optimised to enhance the service. The Course Reserves enables Lectures to recommend electronic book chapters to be uploaded to iKamva for student usage. These book chapters are subject to copyright regulations and searchable on the library catalogue.

USER SERVICES

The print material's circulation was negatively affected by the COVID-19 which was a global trend. Loan statistics indicate an 82% drop due to impact of the lockdown, with no activities during April – June, and a significant drop in the loan statistics from July to November due to the lockdown restriction on access to the University. The annual count were 12912 loans.

Inter-Library Loans

The Inter-Library Loans system was fully operational throughout the lockdown period, with both UWC and Inter-Library Loan partners' requests were limited to electronic content only. The Library met its obligations in all the material requested; we also enhanced the service by entering into an international lending agreement to include overseas requests.

Due to the lockdown, the CHELIN (Cape Consortia Library Information Network) delivery service was suspended.

More articles were provided over the lockdown due to restricted access of materials and the threat of COVID cross contamination.

Material Requested in 2020

- Books
- Book Chapters
- Articles
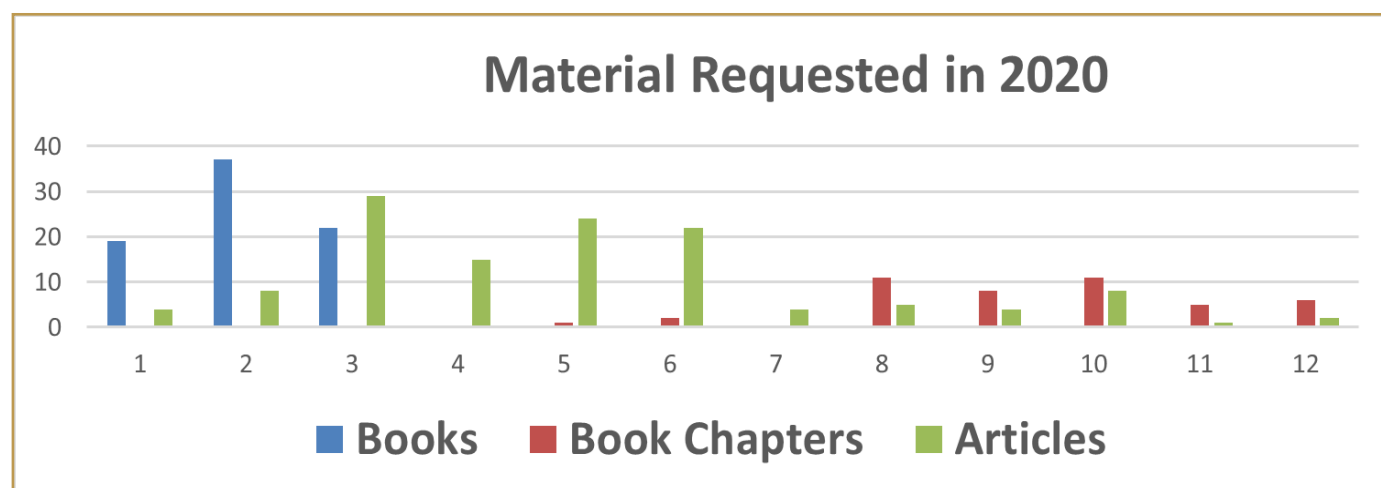
Collection of Indian Books:

The Indian High Commission donated a collection of Indian books to the UWC Main Library.

The Director for International Relations, **Mr. Umesh Bawa**, facilitated the establishment of an Indian Collection on behalf of the Indian Consulate's High Commissioner in a online meeting on 6 November 2020. The meeting was attended by **Mr. Umesh Bawa**, **Dr. Shirlene Neerputh**, **Mr. Anwa Adriaanse**, **Mr. Trevor Fortune**, **Ms Sipiwe Tevera** and **Ms Rushni Salie**.

The collection consists of 39 titles with 3 copies per title, and the exhibition of the books are currently displayed on level 4 of the Main Library, in close proximity to the Mahatma Gandhi statue that was donated to the University a few years ago.

Plans for the High Commissioner to unveil the collection of Indian books, have had to be postponed indefinitely due to COVID-19 pandemic.
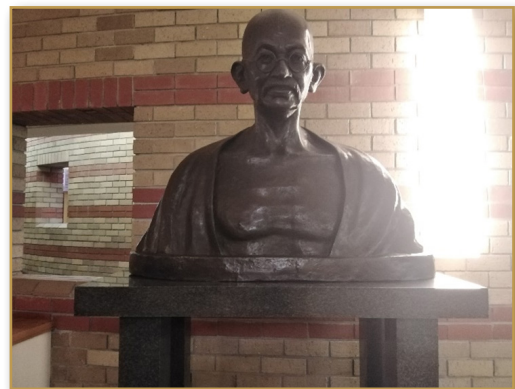
WORK INTEGRATED LEARNING PROGRAMME:

The UWC Library welcomed 13 students from Library and Information Science department to complete work integrated training in UWC library, as a requirement to complete their degrees during the period 9th to 20 November 2020. The existing work-integrated learning programme included an updated training brochure which complemented the student experience. The Library partnered with CIECT to provide the necessary digital tools and training to build student competencies.

04

RESOURCES AND SYSTEMS

The Library procures core information resources for curricula and research needs. All our large database subscriptions are negotiated via SANLiC (https://sanlic.org.za/about/). SANLiC harnesses collective buying power to assist university and special libraries to acquire negotiated deals for digital collections.

## Information Resources Budget
2020 Allocation

	Books	Databases	Periodicals
	9,39%	82,99%	7,62%
Percentage	9,39%	82,99%	7,62%
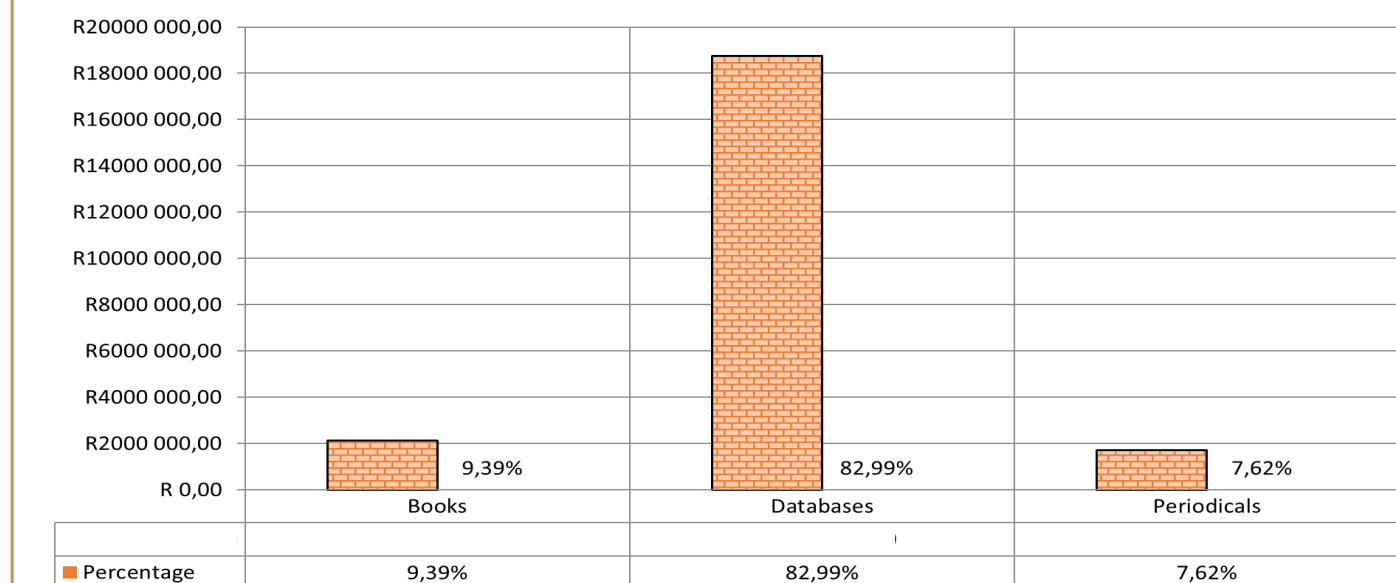
8 2.99% of the Information Resources budget was allocated for databases (which also includes e-book collections). 9.39% was allocated for singular title books in print or e-format. 7.62% was allocated for singular title periodicals in either print of e-format (see graph above). The table below provides a summary expenditure report of the three Information Resources budgets for 2020, as at 10 December. The overall expenditure of the three Information Resources budgets combined was 97.23 %
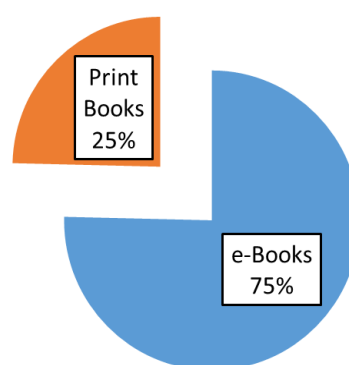
Books

Databases

Periodicals

Total Information Resources Budget
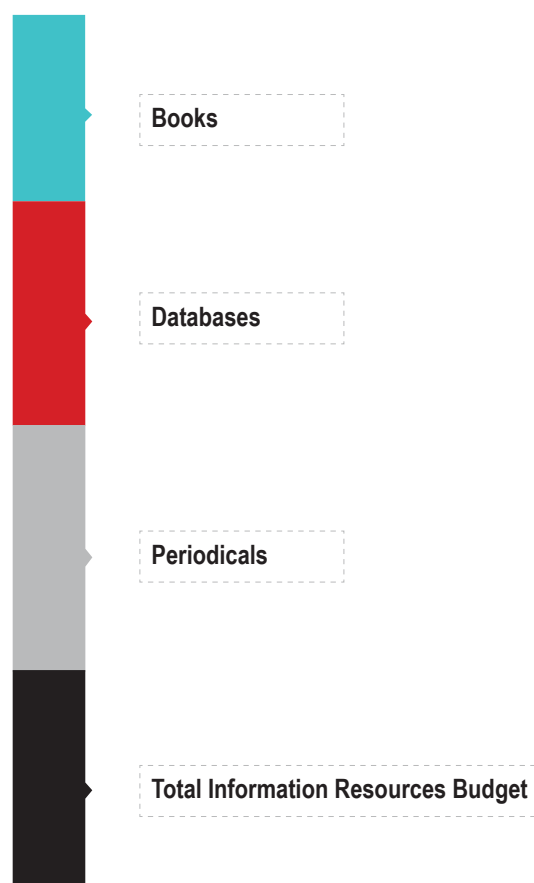
BOOK BUDGET 2020
Expenditure report per cost centre

**Expenditure by Faculty**
□ Spent ■ Unspent
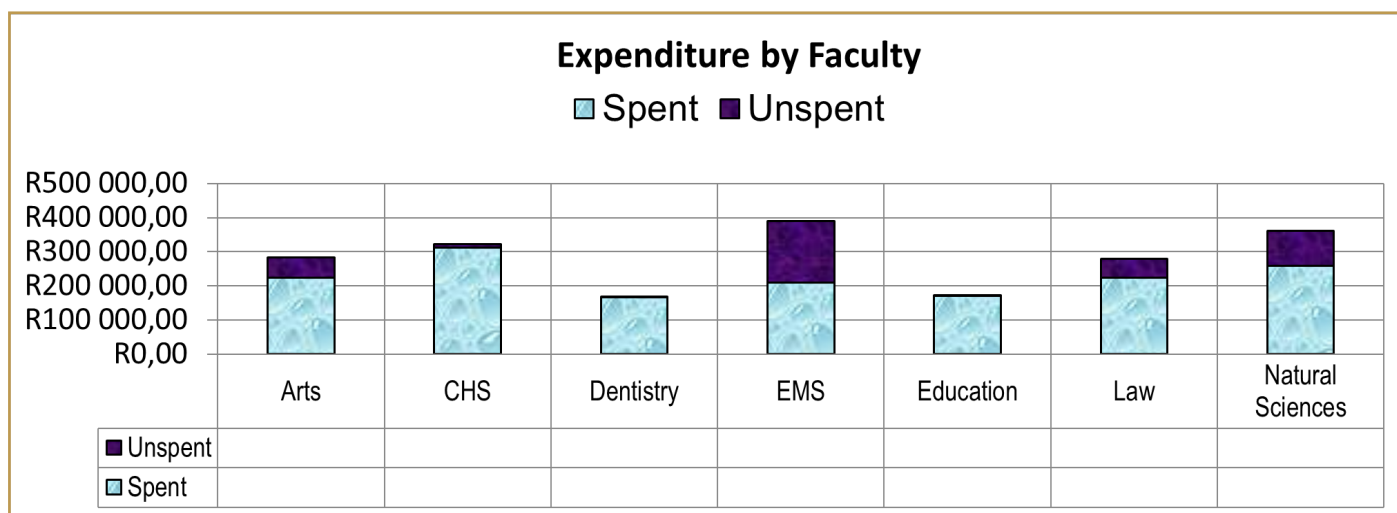
The table above depicts the book budget expenditure report. The unspent balance totalling R405 428.59, was transferred to Library General. The table above shows that Education, Dentistry, Community Health Sciences and Law faculties achieved the highest expenditure percentages of their respective budgets (100%, 99,69%, 96,88% and 80.76 % respectively) while Economic Management Sciences faculty has the lowest percentage (53,68%).

Expenditure on print books versus e-books

Print Books 25%

e-Books 75%

The ratio of print one-time books to electronic one-time e-books purchased in 2020 was 25:75. Due to Covid 19 pandemic the library intensified purchasing electronic books. During 2020 we purchased 555 electronic books.

Unit cost of print books versus e-books
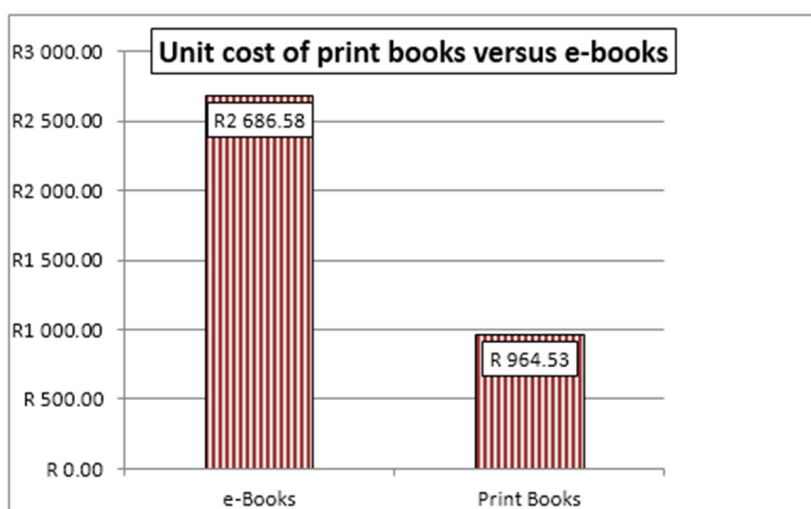
E-books cost on average double, sometimes treble the cost of a print book, however in order to meet the challenges that had been presented due to Covid-19 resulting in students learning remotely the library intensified the purchasing of e-books to enable student access.

Donations

November 2020 the library donated 207 books to the Edith Stevens Nature Conservation Centre in Manenberg following a request from Reiner Grosch (Lecturer in the Department of Business Finance) for a book donation as part of his community engagement activities. The donated books will be used by primary, secondary and tertiary learners from the Manenberg, Phillipi, Crossroads and surrounding areas.

The library received a total of 808 books, of which 223 were donated by the Community Chest Organization, while 585 donated anoymously. The nursing science collection received a bolster from this collection.

Periodicals

The pie-chart below depicts periodicals expenditure per faculty. The expenditure report only represents stand-alone subscriptions, it does not include subscriptions that form part of databases. Science Faculty has the largest spent at 45% while education has the least spent at 3%.

Periodicals expenditure by Faculty : 2020
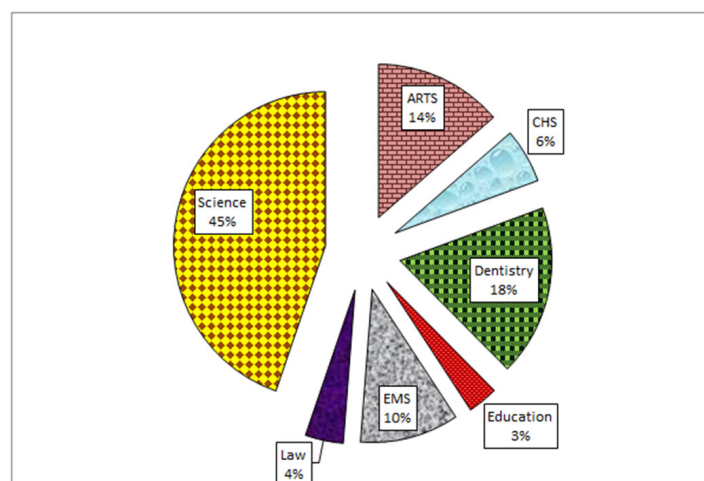
E-Resources Usage Statistics

Due to the lockdown, usage for 2020 is lower than in previous years. One of our vendors explained the following:

"Countrywide usage of the Wiley database, via universities' proxy servers, is lower than in previous years". However, usage of free Wiley content, via Google Scholar, has risen by 17% countrywide since the lockdown. Wiley, like most other vendors, opened up an enormous amount of content during the pandemic.

Some databases are showing exceptionally good usage, e.g.
- HeinOnline (R 4.32 per full-text download)
- NISC e-Journals (22 titles) R 7.59 per full-text download
- Taylor and Francis e-Journals database (R 12.63 per full-text download)

Our 3 most expensive databases are all showing a good return on investment. They are ScienceDirect, Wiley Online Library and SpringerLINK.

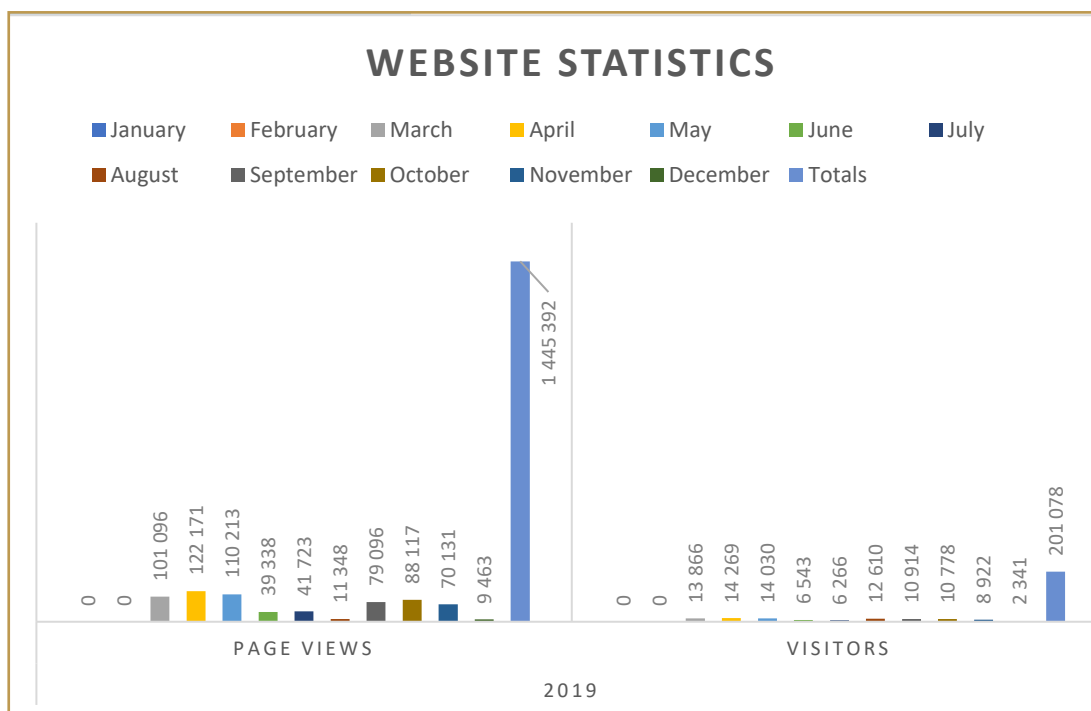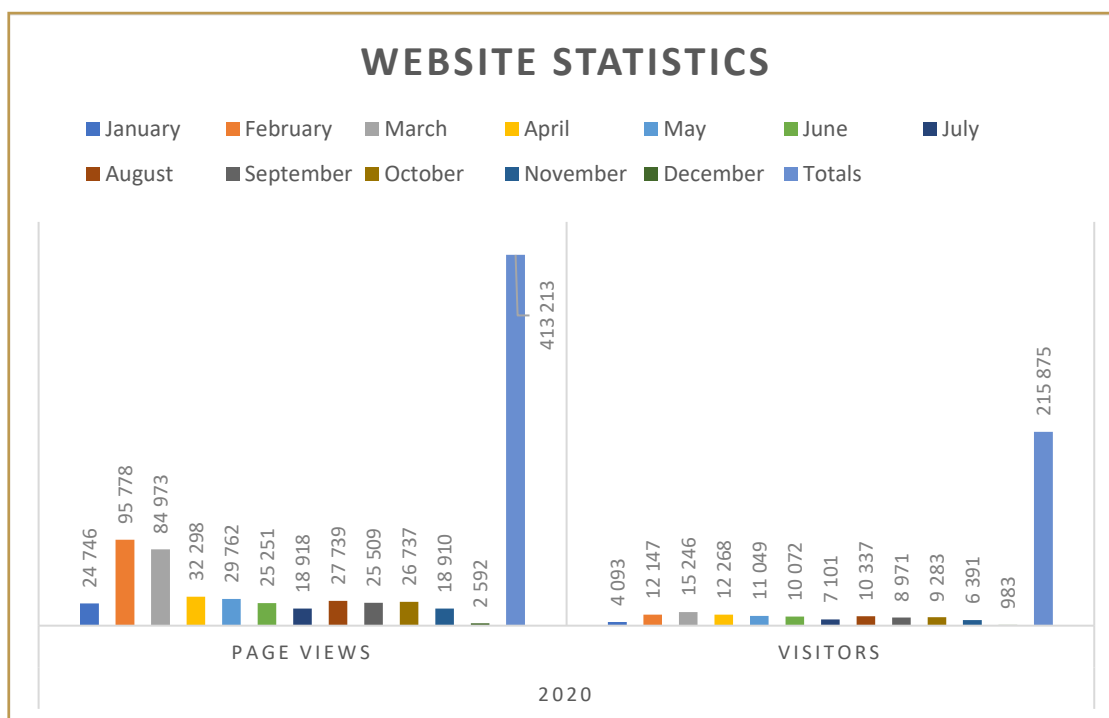Table below shows usage statistics, for the databases and the cost per full text download.

Cost per usage alphabetically	Cost per Usage		
AccessPharmacy (unrestricted license)	R31,74	per	fulltext download
ACM Digital Library	R148,36	per	fulltext download
American Chemical Society database	R 40,73	per	fulltext download
American Physical Society e-Journals	R133,62	per	fulltext download
Annual Reviews database	R127,14	per	fulltext download
Cambridge Journals Online	R107,39	per	fulltext download
CINAHL with Full-Text	R 83,68	per	fulltext download
Credo Reference	R 17,01	per	fulltext download
DOSS with Full-Text	R 56,86	per	fulltext download
EBSCOhost (Base Package)	R 44,30	per	fulltext download
EconLit (via ProQuest)	R468,24	per	fulltext download
Emerald	R 96,52	per	fulltext download
Full Text Finder (EBSCO A-to-Z List)	R 23,64	per	search
HeinOnline	R 4,32	per	fulltext download
Institute of Physics database	R 45,86	per	fulltext download
Jutastat (3 simultaneous user license)	R 31,02	per	fulltext download
Library & Info Science Source	R 97,86	per	fulltext download
MathScinet	R 60,97	per	search
Nature e-Journals (13 titles)	R 47,43	per	fulltext download
NISC e-Journals (22 titles)	R 7,59	per	fulltext download
OCLC FirstSearch + WorldCat Local	R 22,10	per	search
OUP e-Journals	R 30,75	per	fulltext download
PsycARTICLES with Full-Text	R 47,52	per	fulltext download
SA ePublications	R 27,23	per	fulltext download
SA Media	R 79,49	per	document view
SAGE e-Journals	R 42,93	per	fulltext download
Science Online (AAAS)	R 94,13	per	fulltext download
ScienceDirect	R 31,18	per	fulltext download
SciFinder Scholar	R195,48	per	search
Scopus (Elsevier)	R 46,46	per	search
Social Work Toolkit	R158,26	per	page view
SocIndex with Full-Text	R 56,72	per	fulltext download
SPORTDiscus with Full-Text	R312,44	per	fulltext download
SpringerLink	R 35,25	per	fulltext download
Taylor and Francis e-Journals database	R 12,63	per	fulltext download
Trip database	R205,16	per	fulltext download
Web of Science	R 74,68	per	query
Westlaw	R 89,81	per	page view
Wiley Online Library	R 34,69	per	fulltext download

LICT

A new web-based booklist, was created by the Library ICT team to be incorporated in the LibGuides.

UWC Library Website Statistics

WEBSITE STATISTICS

January February March April May June July
August September October November December Totals

PAGE VIEWS: 24 746, 95 778, 84 973, 32 298, 29 762, 25 251, 18 918, 27 739, 25 509, 26 737, 18 910, 2 592, 413 213

VISITORS: 4 093, 12 147, 15 246, 12 268, 11 049, 10 072, 7 101, 10 337, 8 971, 9 283, 6 391, 983, 215 875

2020

WEBSITE STATISTICS

January February March April May June July
August September October November December Totals

PAGE VIEWS: 0, 0, 101 096, 122 171, 110 213, 39 338, 41 723, 11 348, 79 096, 88 117, 70 131, 9 463, 1 445 392

VISITORS: 0, 0, 13 866, 14 269, 14 030, 6 543, 6 266, 12 610, 10 914, 10 778, 8 922, 2 341, 201 078

2019

Exit Points to Services & Information from UWC Library Website 2020 (Top 10)

Description	Services and Information	Clicks
Databases	ezproxy.uwc.ac.za	43 916
MyPC Reservation	mypc.uwc.ac.za/cire	18 547
iKamva	ikamva.uwc.ac.za/portal	15 086
Past Exam repository	pastexams.uwc.ac.za	7 338
Library Guides/ Subject Guides	libguides.uwc.ac.za	6 347
Google Scholar	scholar.google.co.za	5 756
UWC Main Website	uwc.ac.za	5 350
UWC Theses & Dissertation Repository	etd.uwc.ac.za	15 79
UWC Library FAQ's	libanswers.uwc.ac.za	1 013
DVC Research & Innovation website	research.uwc.ac.za	935

Databases accessed via UWC Library Website 2020 (Top 10)

2 482 | 1 838 | 1 758
2 574
2 800
4 094
4 279
7 518
13 764
15 480
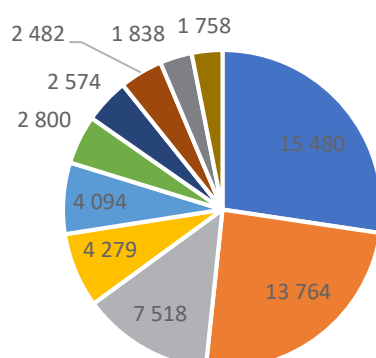
■ My Lexis Nexis ■ Ebscohost ■ Juta ■ Jstor
■ Science Direct ■ Sagepub ■ Pubmed ■ Heinonline
■ Access Pharmacy ■ Scopus

HUMAN RESOURCES

Library Management effectively accomplished the Staff Realignment Process in 2020. UWC's new Library organogram aligns closely to the visions of the new IOP and presents an integrated and proactive role of the Library Team in enhancing teaching, learning and research in a digital era. The staff complement is presently 58.

1.   Resignations

- Ms Patiswa Zibani (Manager: Research Data Management) resigned in November 2019 to take up a promotion post.
- Mr Mandla Sithole (Assistant Librarian: Cataloguer) resigned in January 2020 to take up a promotion post.
- Ms Sindiswa Sota (Faculty Librarian: Sciences) resigned in December 2019.

2.   New Staff appointed in 2020

- Ms Sarah Schafer
- Mr Joseph Mangadi
- Ms Kholeka Mbebe
- Ms Nandipha Mqotsi
- Mr Mlungisi Thusi
- Ms Sibusisiwe Mgquba
- Mr Katlego Chiya
- Mr Waleed Akherwaray
- Mr Bantu Senti

05

CONCLUSION

The Library Management and Staff Team migrated towards virtual services amidst the challenges of the COVID 19 pandemic procedures and protocols. The UWC Library family sadly lost **Mr Fareed Davids** (Senior Branch Librarian - Faculty of Dentistry) and **Ms Maureen Hill** (Senior Library Assistant) during this time.

At an extremely disruptive time, the Library managed to achieve her goals, via virtual support and online services with most staff resorting to working from home. The Library Director and Management team proactively participated in the envisioning the new IOP in: University Leadership; Teaching and Learning and Research and Innovation Taskteams. The library was the 1st to implement the University Intranet project in 2020. The Staff Alignment Project was concluded, with constructive Librarian resources defined for leveraging the UWC Library Services, towards the aspirations of a research-intensive university in a digital era.

Tribute Notice

UWC Library Services – Passing Away of Mr Fareed Davids (Head: Dentistry Library)

Dear Campus Community,

It is with a heavy heart that I inform you of the passing away of Mr Fareed Davids - Senior Librarian at the Tygerberg Dentistry Library, on 12 January 2021, after a fierce struggle with COV

Fareed was an experienced and very knowledgeable Faculty Librarian, passionate about his role as a teacher for Dentistry students and as a mainstay for Dentistry faculty researchers. Fa including during the 2020 Lockdown, when the demand from the Faculty was intense.

Mr Davids' career spans over The City of Cape Town Library, CPUT, and he served UWC Library for over 10 years. He was the first Dentistry Librarian at Tygerberg Hospital.

He will be sorely missed as a friendly Librarian, colleague, husband, father and friend. We will miss his forthright caring nature, his humour and lightheartedness, as well as his desire to hel personified striving to be a dedicated and passionate librarian - one who will be fondly remembered.

UWC Library Services – Passing Away of Ms Maureen Hill (Senior Library Assistant)

Dear Campus Community,

The Library mourns the loss of Ms Maureen Hill (Senior Library Assistant) on 16 January 2021, after a brief but fierce struggle with COVID-19.

Ms Maureen Hill was a cooperative colleague, and an honest and conscientious employee, who served the UWC Library for 16 years in the Acquisitions Department. She was previously employed at the Izko Museum Library. The Library and her University colleagues will sorely miss her friendly and helpful disposition.

Our deepest condolences to Ms Maureen Hill's daughter, Ms Shante Hill, her family and colleagues.

Rest in Peace Maureen.

Thank you.

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ACKNOWLEDGEMENTS

SENATE LIBRARY COMMITTEE