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Message from the Vice-Principal: Research and Postgraduate Education

A library for the 21st century

The Department of Library Services (DLS) at the University of Pretoria (UP) already enjoys an excellent reputation as a leader in progressive academic library development, and it has significantly enhanced this reputation in reconceptualising its role as a library for the 21st century. The DLS is ahead of its peers in embracing the changing role of university libraries from being repositories of predominantly paper-based material, to being digital information, reference and research centres.

Essential to this transformation is the recognition that information is increasingly available in a digital format, and is being accessed by its users in this way. State-of-the-art information management forms a crucial part of this changing role. Information is growing in size and complexity, and the University has a responsibility to not only manage research data, but also to train staff and researchers to access such data.

Coupled with this is the fact that the scope of libraries’ activities is changing rapidly. The role of an information specialist has evolved to encompass the management of increasingly complex sets of information, and to making this data easily accessible for clients, as well as to facilitate the knowledge economy.

The DLS at UP is providing access to innovative digital technologies and high-tech services that support augmented intelligence through the use of its well-established and highly popular MakerSpace facility, allowing the impact of the digital era to transcend disciplinary boundaries and fostering transdisciplinary research. The DLS recognises that a library for the 21st century is a library that addresses the need for specialisation in the support it provides to the various disciplines within the University’s nine faculties through its faculty librarians.

The DLS also has an important role to play in proactively supporting the University’s research agenda, particularly those research themes that are linked to the achievement of the Sustainable Development Goals (SDGs) of the United Nations’ 2030 Agenda.

Finally, and on a sad note, we have reached the end of an era of stewardship by our Director of the DLS, Mr Robert Moropa, who will be retiring later in 2019. Mr Moropa has enthusiastically and expertly led the libraries in planning for the future, and has laid a firm foundation on which they can enter a new phase with confidence. I express my sincere appreciation for his expertise and that of his exceptional staff members, without whose commitment the achievements highlighted in this review would not have been possible.
Message from the Director: Department of Library Services (DLS)

Becoming a future-ready DLS

The year under review represents the implementation climax of the DLS’s future-ready vision, which has been in the process of development for more than ten years.

Our 2018 focus was on the implementation of the Library’s 21st-century strategic objective. This objective sets out overarching strategic initiatives that will drive revolutionary change within the DLS.

To ensure effective implementation, each strategic initiative has been assigned a project leader (driver), as well as a coach from the DLS’s executive team. These drivers are supported by a small team, where most of the team members have been selected from among the DLS’s staff members. These teams were tasked with conceptualising various creative possibilities for the implementation of their respective strategic initiatives, and with ensuring the development and implementation of relevant products and services in this regard.

Read more about our future-ready initiatives on page 3 to page 6 of this review.

Driving the digital agenda

In 2018, the MakerSpace became the vanguard through which we redefined academic librarianship at UP. This review is full of examples that demonstrate how, through the MakerSpace, the DLS spawned a new definition of an academic library. Indeed, the MakerSpace has laid the foundation for, as well as facilitated the incorporation of, artificial intelligence (AI) into the fabric of the products and services offered by the DLS.

Preparing for a prosperous future

The retirement of two highly experienced Deputy Directors, Ms Hilda Kriel and Dr Heila Pienaar, at the end of 2018, in addition to my own impending retirement as Director of the DLS, has created the opportunity for the appointment of next-generation leaders for the future-ready DLS.

UP’s Vice Principal: Research and Postgraduate Education, Prof Stephanie Burton, and the rest of the members of the UP Executive, have contributed immensely to the successes we have achieved through their unwavering support and encouragement. I regard myself as fortunate to have been afforded the opportunity to work with a highly professional and dedicated team during my time at the DLS. Without the support of these people, the achievements mentioned in this review would not have been possible.
Moving into the 21st century: Strategic initiatives

We are ready

During April 2017, the DLS was evaluated by a panel of national and international members. One of the most important recommendations made by the panel was for the DLS to identify a future search methodologies (or similar) facilitator to host library-wide workshops aimed at identifying an appropriate and relevant future model for the UP libraries. This recommendation has already been implemented through the identification of nine high-level focus areas, established to achieve the goal of creating a 21st-century library.

These nine strategic initiatives, along with their project leaders and coaches, are summarised in Figure 1. To implement these improvement strategies, strategic project implementation plans were developed, facilitated by Dr Heila Pienaar. The first date for implementation was June 2018.

Figure 1: Summary of the nine strategic initiatives of the DLS

1. Create a digital scholarship centre
   Driver: Isak van der Walt
   Coach: Dr Heila Pienaar

2. Enable the management of research data at UP
   Driver: Johanne van Wyk
   Coach: Dr Heila Pienaar

3. Transform non-digital formats to digital objects
   Driver: Johanne van Wyk
   Coach: Dr Heila Pienaar

4. Create specialised services for research
   Driver: Suzy Nyakale
   Coach: Lindwe Soyizwapi

5. Create specialised services for teaching and learning
   Driver: Gerda Ehlers
   Coach: Lindwe Soyizwapi

6. Investigate the library collections
   Driver: Julene Vermeulen
   Coach: Hilda Kriel

7. Create innovative and collaborative spaces
   Driver: Epheina Peu
   Coach: Hilda Kriel

8. Create entrepreneurship and fundraising abilities
   Driver: Sean Kruger
   Coach: Robert Moropa

9. Create digital self-service
   Driver: Marguerite Nel
   Coach: Lindwe Soyizwapi

This is an amazing step in the right direction to steer the Library into the digital space and enhance responses to users’ needs.

– Theresa Mofana, National Librarian at the Independent Institute of Education

This is a great initiative. With this, how can the Library be said to be irrelevant in the 21st century? It is high time that libraries across Africa receive the funding necessary to be equipped with the requisite technology to move into the future.

– Esew Michael, Ahmadu Bello University, Nigeria
1. Digital Scholarship Centre (DSC)  
Isak van der Walt

The DSC has enabled access to new services and infrastructure. Thanks to a well-established MakerSpace, the DSC could quickly enable scholarly activities that make extensive use of digital technologies and tools, such as 3D scanning, printing and modelling, electronics and robotics, high-end computing, as well as digitisation-on-demand.

Since its implementation, the DSC has contributed to the creation of interactive research roadmaps for the University’s postgraduate and research community. These provide a visual representation of the research lifecycle and how the Library is embedded in the process. The roadmaps, which include the Research Roadmap, the Teaching and Learning Roadmap and the Teaching and Learning Beehive, have been embedded in the Virtual DSC website. The website also hosts tools and information for users wanting to learn about digital scholarship and access relevant resources, as well as a built-in digital object repository of collections that users can view online. The Virtual DSC is set to steer and coordinate digital scholarship activities.

The DSC has also created a mobile visualisation kit that enables portable visualisation services for all Library users. The kit comprises a high-end computer with special hardware to operate up to eight different displays. It is operated through short-throw projectors that can display on almost any surface and do not require special mountings. As such, various digital data feeds can be displayed on a large scale so that participants can discover, discuss and collaborate. The kit was used for an online digital exhibition to commemorate the birthday of former President, Nelson Mandela. The display was combined with a physical collection to highlight the difference between the two methods of exhibition.

In addition to these achievements, the DSC has succeeded in building out capacity for artificial intelligence platforms. The aim of this initiative is to assist the South African Sustainable Development Goals Hub (SASDGHub) to enhance the speed and accuracy of policy- and decision-making for government. The DLS, in collaboration with the SASDGHub and four of the University’s master’s students, have developed a module that highlights artificial intelligence’s confidence in determining the relevance of a research article to an SDG topic. Further enhancement of the system will expand into the compilation of abstract summaries of research articles through artificial intelligence, which will also enhance the capacity of the DLS to automate its existing set of services.

2. Enablement of research data management  
Johann van Wyk

The successful management of research data is an essential part of the research process. It is therefore imperative that researchers, library staff and University support staff are equipped with the necessary skills to perform this function. To address the issue, the DLS rolled out a research data management (RDM) training programme called the Research Data Management Readiness Training Toolkit. The Toolkit facilitates workshops through two streams that address RDM Fundamentals and RDM Essentials respectively. The workshops are aimed at support staff, librarians and researchers. The 2018 sessions covered topics such as the University’s RDM policy and the DMPonline tool to create, review and share data management plans (DMPs).

Surveys were administered before and after the RDM sessions, and these showed a significant improvement in participants’ knowledge of RDM. Narrated PowerPoint presentations of the sessions are available on the Virtual DSC website. These serve as revision of the content, and are available to the whole academic community.

3. Digitisation-on-demand  
Johann van Wyk

The purpose of this focus area is to transform analogue and other formats into digital objects for preservation and ease of use. The Digitisation Unit’s Digitisation-on-demand services allow clients to place a request for the digitisation and editing of materials, or to digitise and edit materials themselves. The services offered by the Unit include high-quality flatbed scans up to A3 size and large-format scans up to 600 dpi, as well as the digitisation of works in print, and the digitisation of microfiches, slides and 3D objects. Editing services consist of cropping, resizing, the removal of scratches, colour adjustments, file conversion and optical character recognition (OCR). Clients can also request that projects be digitised and uploaded onto the Internet Archive. The services are delivered at a cost, which serves as an additional income stream for the Unit. An office for the Digitisation Unit was established in the Library’s MakerSpace, and its services have proven to be popular among DLS users.

4. Research enablement  
Suzy Nyakale

As the research landscape changes and new tools become available, the need to incorporate innovative ways of managing these changes becomes evident. The purpose of this focus area is to enhance support for the research
lifecycle, and to investigate and develop the role of information specialists in this regard. The development of a Research Roadmap had enabled the DLS to provide information specialists with insight into the research process, the resources and tools involved in the research process, and the different roles that they can fulfill.

A gap analysis related to research information specialists was undertaken in the form of a survey and the compilation of a competency index. Based on the results of this analysis, the DLS will pursue training initiatives for information specialists in order to enhance their value in the research process. This is in line with the University's research goals.

5. Teaching and learning

The purpose of this focus area is to support the University's undergraduate students throughout the learning process and to enable learning. In this regard, the DLS undertook the task of developing a Teaching and Learning Roadmap, as well as a Beehive tool. These were conceptualised following discussions with various University partners, including student advisors, the coordinators for both the Academic Information Management (AIM) module and the FLY@UP programme, as well as with students. The discussions contributed to the identification of gaps in teaching and learning needs. It enables the DLS to update its teaching and learning tools, which can add value to students' path to academic success.

The Teaching and Learning Roadmap is a framework indicating the different learning processes of students and the role of the Library during each process. The aim of the Roadmap is to link students to relevant support services.

The Beehive is an interactive tool that gives students quick and easy access to relevant information and digitised tutorials. In support of this focus area, the DLS has also designed a digital literacy survey, and focus groups will be initiated to identify further learning gaps experienced by students.

6. Library collections

Through this focus area, the collections of the DLS have been evaluated and redistributed to improve relevancy, access and visibility. This project interlinks with the focus area regarding spaces. Three facets of the Library's collections have been affected by the evaluations and the redistribution project. Firstly, bound journals that are available electronically will be moved to an off-site storage facility located on the University's Groenkloof Campus. Secondly, books that already appear on the electronic catalogue, WorldCat, will be evaluated and considered for off-site storage to create space for new services. Faculty librarians will set their criteria according to the needs of their respective faculties to identify journals and books that are eligible for off-site storage. Finally, the DLS, in partnership with Sabinet, is in the process of digitising the old asset registers (“stamboeke”), and manipulating the data to create digital records that can be included in the electronic catalogue. When the catalogue was originally digitised in 1980, it was not done retrospectively, which means that the books are only visible if seen on the shelves.

7. Spaces

The long-term goal of this focus area is to develop a workable space mega plan for the DLS. As a first step towards this goal, the DLS undertook several planning meetings with the University's Department of Facilities Management. Four projects were prioritised for 2018.

• Firstly, a widespread effort to determine the preferred colour palette of staff and students for future Library projects was launched. Stakeholders had the opportunity to choose between three colour palettes, which were placed in the foyer of the Merensky 2 Library. By popular vote, “Adrift in Nature” was selected as the favourite. The Library Spatial Development and Design Plan was presented to members of the management team to illustrate the look of planned renovations. This includes the activation of Level 3 and Level 4 of the Merensky 2 Library by incorporating a dynamic and technologically driven public interface, and open-plan staff spaces.

• Secondly, the DLS engaged in efforts to protect the Law Special Collection in the OR Tambo Law Library from potential damage by fire and water.

• Thirdly, negotiations were undertaken to secure one of the wings of the Technika Building on the Groenkloof Campus as a dedicated off-site storage facility for a number of the Library's collections.

• Finally, the DLS sanctioned the removal of mould from some of the material housed in the Rare Collection that was damaged by flooding. The books will be treated before being moved to the off-site storage facility.

8. Entrepreneurship

The DLS has been investigating capacities to generate third-stream income in order to expand service offerings and create incentives for staff. Training has been identified as a key development area in which to generate additional revenue.
The DLS is engaged in collaboration efforts with Enterprises University of Pretoria with the goal of creating training concepts based on several library service offerings and fields of expertise. Training can be offered to other libraries, as well as to external delegates. The framework has been confirmed and the resource allocation model is in the final stages of approval. The next step is the development of content for at least three training areas by the first half of 2019. Further enhancements will be investigated and implemented, including the incorporation of Continuous Professional Development (CPD) courses.

9. Digital self-service

The modern library faces many challenges, one of the greatest being to improve the client's experience without overstretching the budget. Other sectors, such as banks, airlines and the hospitality industry, have proven self-service to be the way in which to achieve these goals. Self-service technology has the ability to bring greater freedom to users, allowing for the more creative use of space, and releasing staff from behind the counter to interact with users in more rewarding ways. The first phase of the self-service strategy of the DLS involved the compilation of a report on a self-service model for the Library. After a comprehensive literature analysis, a model to guide the development of self-services was compiled. All decisions regarding services are based on user needs, where users must have a choice between different service delivery systems. The next steps are to plot current and developing self-services on the Library's self-service model, followed by the development of radically new self-services. The DLS is also in the process of acquiring self-check-out systems in most of its libraries.

The Library Executive realised that a rapid change was taking place in the environment and that it was necessary for us to shift the Library into the 21st century. We also realised that doing it gradually was not going to work for us. We are pursuing the more radical blue ocean methodology to develop this strategy, thereby capturing uncontested market space.

– Robert Moropa, Director of the DLS, University of Pretoria

In support of this new strategic plan, the Marketing Office created a video featuring the Director of the DLS, Mr Robert Moropa, the Deputy Director of the DLS, Dr Heila Pienaar, as well as the focus area drivers to showcase the focus areas and their progress. To date, the video has received over 1 000 views on YouTube, and the feedback from librarians and the UP community was extremely positive.
Springbots at the Global Robotics Olympics

A group of four Tshwane learners was placed sixth out of 180 teams in the 2018 FIRST Global Challenge Robotics Olympics in Mexico City. The Springbots were mentored by the DLS’s MakerSpace and a group of the University’s engineering students.

FIRST Global is a 21st-century response to the worldwide need for an inspired generation of young adults who are ready to tackle global challenges. The FIRST Global Higher Education Network promotes the use of technology to drive economic growth, poverty alleviation and environmental sustainability, and supports school learners who want to pursue careers in science, technology, engineering and mathematics. The goal of the 2018 challenge was to inspire youths through the “Energy Impact” theme. Learners had to think strategically about how to make the shift towards a cleaner and more efficient energy source. Robot kits were provided to each team. The Springbots had to build and code the robot to allow them to see how mechanical components, coupled with software, can address real-world problems relating to sustainable and renewable energy.

The team of South African learners had to dismantle, redesign and assemble the 50 cm x 50 cm robot based on advice from the MakerSpace team. At the competition, the team had to reassemble their unit and test its connectivity, software and mechanics to ensure that it was functional. Their robot was then given just two-and-a-half minutes to select the best energy options by placing boxes in corresponding areas to activate the chosen energy source. The team was judged on the capabilities of its robot. The staff of the Library’s MakerSpace served as mentors to provide the South African team with technical and best-practice advice.

The Springbots team won the Walt Disney Award for Imagination and Creativity in the competition. This is awarded to the team that displays the most creative approach to problem solving. The award was largely a result of the team’s performance in the qualifying round, during which they collected the most points ever scored in a qualifying round. They participated against the previous record holder, the team from Venezuela.

UP’s MakerSpace, which drives technology and innovation to support teaching and learning at the University, partnered with the FIRST Global Higher Education Network, which tries to ensure that the next generation of students can tackle the problems the world will be facing.

Sean Kruger, coordinator, MakerSpace
Experiential learning for Information Science students

Experiential learning is the ideal opportunity for students to develop their creativity when faced with real-world challenges. In this context, mistakes become valuable learning opportunities.

During the July 2018 holidays, the DLS, in collaboration with UP’s Department of Information Science, presented experiential learning courses to Information Science students in their INL370 module. Feedback from the students’ blogs was very positive, particularly regarding the practical sessions.

Thank you for making the positive experience that the INL370 students had at the Library possible.

Liezl Ball, Department of Information Science, University of Pretoria

Interdisciplinary project will aid visually impaired students

The DLS’s MakerSpace is working closely with Dr Rivak Punchoo from the Institute for Cellular and Molecular Medicine to develop new learning tools for visually impaired students.

In this process, images derived from prescribed readings in the field of human physiology were adapted into physical form through several tested techniques. Learning tools were then created using 3D technologies. This required current 3D print design methods, including tracing, computer-aided design (CAD) software, and mechanical reproduction with printer and Braille labelling. A legend was created in order to follow the tagged graphs, and to allow for audio-feedback. The Braille labeller was provided by the University's Disability Unit and the tape to produce the Braille legends was provided by the Institute of the Blind.

By making the human physiology images legible in physical form, the project allows visually impaired students to study and for their work to be assessed by tutors and lecturers. Through collaboration and further support, this project has the potential to be developed into a digital repository of prints for use across disciplines. Feedback from the test student, tutor and lecturer confirmed revision areas to improve the project further. The project was presented at the SAAHE 2018 conference and was identified as one of the best posters.
Informing progress with the digital literacy survey

The DLS tasked a teaching and learning workgroup to embark on the development of a digital literacy survey. The purpose of the survey was to establish the digital literacy needs and digital literacy levels of the Library’s clients. The survey comprised 21 questions, which were distributed and made available on ClickUP between March and April 2018. The survey received 596 responses. These indicated the following points:

- The majority of students have access to and use smartphones to communicate on social media and search on the internet.
- A large percentage (40%) of the students indicated that limited access to computers and training prevents them from improving their computer literacy levels.
- Only 3% of the students downloaded the Library app.
- The majority of clients prefer to search for information on Google and access information online.
- Students need an increase in the variety of online training and step-by-step guides.
- Students expressed needs for services and products that are already offered by the Library. This indicates that increased visibility of the Library on ClickUP, as well as online training in the available products, is essential.

The development of tools to improve navigation of the Library website is essential.
- More value will have to be added to the Library app to ensure optimal and increased usage.
The examination relaxation room in the Merensky 2 Library

Examinations can be very stressful for students, and they need all the support they can get during this time. To demonstrate that the DLS cares about its students, the Merensky 2 Library opened the doors to its seminar room on Level 4 to students during their May/June, as well as the October/November examinations.

The seminar room had recently been upgraded with modern furniture, creating a welcoming atmosphere. Although it is primarily used for staff meetings, students were allowed to make use of the facility during the examination periods. During these times, the facility was transformed into a neutral space where students could unwind and beat their examination stress with creative activities.

The staff members of the Merensky 2 Library were actively involved in donating activities such as a 5 000-piece jigsaw puzzle, pages from adult colouring books and colouring pencils, and sudoku templates. Students could also bring their own refreshments into the space to help them relax and unwind between examination sessions.

A survey was conducted to determine the success of the initiative and to measure the extent to which the examination relaxation room addressed the needs of students. The facility proved to be successful, as 98% of the respondents said they would recommend it to their friends. The students also offered suggestions on how the facility could be improved. These included expanding the space, introducing more games (for example, TV games), adding a couch, and playing relaxing background music.

Immediate responses on social media after the examination relaxation room was introduced included comments like “This is AWESOME!” and “What a cool idea!”.

SUCCESS
Using AI to promote Millennium Goals

The DLS’s MakerSpace was approached by the SASDGHub to assist in a project that will use AI to make information related to the United Nations’ SDGs more readily accessible.

The project aims to help decision makers to access relevant SDG resources faster and more accurately to assist them in policy development and to eliminate information barriers. The SASDGHub was awarded a grant from Microsoft to make use of its Azure platform to initiate the project. A DLS staff member visited Microsoft’s headquarters in the United States to get an overview of the system and services that would be used. The SASDGHub team managed to source four bioinformatics students to help with the development of the platform.

The system makes use of machine and deep learning to analyse a research article, classify it according to the SDG it supports and create an abstract of the text that summarises what it is about. The system also generates a histogram with colour-coded weights on the AI’s confidence that the article contains relevant information on a specific SDG.

The project has shown much progress and further enhancements will be made to the system in 2019. The end goal of the project is to see a system with the ability to harvest multiple summarised resources across the continent, that can accurately refer the reader back to the original source.

The Virtual Digital Scholarship Centre

Digital scholarship refers to any form of teaching, learning and research that makes extensive use of modern digital technologies and tools. The DLS is in the process of implementing its DSC as a platform that provides access to collaboration, training, infrastructure and consultation on some of these new and exciting forms of scholarly activity.

There are two primary methods of providing access to a DSC. It can be done by means of a physical or a virtual centre. The DLS has opted for the implementation of a hybrid method to bring its DSC to the University’s academic community.

Physical digital scholarship services are already being delivered by the DLS’s MakerSpace. These include services such as 3D printing and 3D scanning, electronics, data visualisation and high-end computing. As such, it has focused its latest efforts on launching the Virtual DSC.

The Virtual DSC guides users on the services that are available, where these can be accessed and which procedures should be followed. It also provides access to resources that advise the academic community on the appropriate tools to use for certain processes. In addition to this, the Virtual DSC provides access to training on some of the latest digital platforms. What sets the Virtual DSC apart from other systems is its strong underlying data framework, which enables it to handle complex types of data. This, in turn, allows for excellent digital exhibitions and collections.

The Virtual DSC acts as an entry point into what digital scholarship is, and showcases the next steps to advance scholarly activities in the 21st century.

MILLENNIUM GOALS

The SDGs are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The goals relate to aspects such as climate change, economic inequality, innovation, sustainable consumption, as well as peace and justice.
Two projects contributed to the journey towards effective research data management at UP during 2018. These comprise the presentation of RDM workshops and the development of a research data repository.

The DLS's Research Data Management Readiness Training Toolkit consists of two streams of workshops. The first stream hosts three workshops that focus on the fundamentals of RDM, and are aimed at all Library staff and support staff, as well as researchers. The second stream of workshops focuses on the essentials of RDM, and are aimed at information specialists, cataloguers and researchers. The first stream of workshops were attended by staff from the Library and the University's Department of Research and Innovation. These workshops were repeated upon request, and were also presented to staff at the Gordon Institute for Business Science (GIBS).

The digital scholarship survey sent to staff before and after the sessions showed that the sessions succeeded in equipping participants with basic knowledge of RDM.

UP RESEARCH DATA REPOSITORY

In recent years, the management of research data has been highlighted as essential in the process of ensuring secure and accessible resources for future research. In answer to this, national and international funders, academic publishers and other related organisations have increasingly started to mandate the management of research data in a systematic and transparent manner. In this regard, the University released a Research Data Management Policy in September 2017, which clearly stipulates the procedures, as well as the roles and responsibilities, related to RDM at UP.

The Policy is administered by the UP RDM Steering Committee, comprising members from the DLS, IT Services, the Department of Research and Innovation, two academic researchers and the Vice-Principal for Research and Innovation.

This team investigated a number of repository platforms (open source and proprietary) that could be implemented as a data repository system for UP.

Repository platforms were evaluated according to functional, technical and other non-functional criteria such as cost. After two rounds of investigations, the software platform Figshare was selected and approved. Figshare is a web-based data repository system that can be used to showcase and disseminate research data generated by an institution’s researchers. Files of any type can easily be uploaded onto the system, metadata schemes can be customised, and the system can generate digital object identifiers (DOIs) for each item. File versioning and the licensing of files are also possible. The system has very efficient data curation and administrative workflows and has a good reporting system that includes metrics to showcase the number of times a record has been shared, viewed, downloaded and cited. In addition, Figshare comes with the ability to make files either private or public, as required. Flexible storage options are thus available. The system also allows for collaboration and hosts a powerful application programming interface (API) that enables interaction and integration with other systems such as the institutional repository, ORCid, research information systems and electronic lab notebooks.

The long-term plan is to store UP's research data on its own storage facility, but, as a start, Figshare will provide storage space in the Amazon Cloud (Amazon S3). The system is being tested with a number of pilot groups, and UP's new data repository will be launched when testing is complete.
In the period under review, the Digitisation Unit made great strides in promoting its digitisation-on-demand services. This has become a functioning business, implying an additional income stream for the Unit.

Digitisation-on-demand is becoming one of the essential services required in the information landscape. It opens the door to innovative, multi-faceted research.

Special Collections worked with designer Sanet du Plessis to create eight posters, describing eight of our collections to increase the visibility of our collections inside the Library, informing students and researchers about what we have.

The collections chosen were:

- The Africana Collection
- The Tukkiana Collection
- The Reserved Collection
- The de Villiers-Roos Collection
- The Du Plessis Collection
- The Jurriaanse Collection
- The Theology Collection
- The South African Music Collections

Canvas prints of these posters now adorn the ramp leading to Special Collections on Level 5 of the Merensky 2 Library. They have been very well received by the staff and clients of the Library.
In its efforts to become a 21st-century library, the DLS is positioning itself to support
the University’s research agenda linked to the SDGs of the 2030 Agenda of the
United Nations.

In this regard, the Library of the Faculty of Economic and Management Sciences hosted a seminar to create awareness of the role of the Library in the Faculty’s research, teaching and learning programme linked to the SDGs.

The seminar was presented in two parts. The first part was presented by Prof Rocky Ralebipi-Simela, the National Librarian and CEO of the National Library of South Africa. Her presentation considered the role of libraries in contributing to the achievement of the SDGs through strategic collaboration. The second part was presented by Prof Willem Fourie, an associate professor at UP and programme coordinator of the SASDGHub.

The seminar highlighted a number of important lessons. The speakers’ discussions showed that the SDGs are interlinked and that, in order to realise them, collaboration is key. UP has a number of research projects linked to the SDGs that are currently underway. The Library has a role to play in supporting research, but can also actualise the attainment of these goals by responding to the poverty and hunger experienced by poor UP students (SDG 1 and SDG 2). The Library can also make a difference in the lives of unemployed, yet qualified and experienced librarians (SDG 8). This can be done by engaging them to contribute to and benefit from short-term projects undertaken by the DLS.

Prof Fourie conducted research on a number of academic institutions’ repositories countrywide. The investigation was aimed at highlighting and reflecting on institutional research linked to the SDGs. Results from the survey showed that UP has the most publications linked to the SDGs in its institutional repository.

It is exciting for the Library to be collaborating with the SASDGHub on the testing of its artificial intelligence system that analyses research to identify publications that are linked to SDG-related keywords. As information professionals, the staff of the DLS should be aware of the SDGs. This can position them to offer the support needed by researchers and provide them with the knowledge to find opportunities for active participation in achieving the SDGs 365 days of the year, both within and outside the institution.
The DLS has partnered with three international institutions in an innovative initiative. The Global Classroom is a class like no other. It engages with students in the United States, Brazil, South Africa and France in political discussions that will enhance learning and understanding between cultures.

The unique international political science class is based in the University of Akron in the United States, and supports increased international communication and understanding of political structures and sentiments that are prominent in the 21st century. The partnership is between the University of Akron in Akron, USA, Fundação Armando Alvares Penteado (FAAP) in São Paulo, Brazil, the University of Pretoria (UP) in Pretoria, South Africa, and Le Mans Université in Le Mans, France.

From January to May 2018, the DLS hosted the Global Classroom in its state-of-the-art Auditorium. In consideration of time zones, the classes were held at 09:00 Eastern Standard Time, and the meetings took place once a week for two-and-a-half to three hours.

The Global Classroom utilised real-time interactions with faculty members and students, regardless of location, who were able to interact and openly exchange information and ideas. Each university had to lead three classes throughout the semester on a rotating basis. Each class began with the lead university’s students presenting a review of the current events in their country or continent, and the other universities presented a shorter outline of current events in their countries or continents. The lead-university professor would then preside over a discussion regarding the week’s current events. The lead university also provided a guest speaker from politics, government, academia or journalism. The guest speaker was interviewed by the lead professor or a student, in lieu of addressing the class with a prepared speech. The interviews were on the guest’s topic of expertise. During the classes, the use of social media platforms such as YouTube was encouraged.

At the end of each session, each university had to upload newspaper and magazine articles, commentary and videos regarding politics or democracy to the Global Classroom website, as there are no textbooks for these classes. The initiative was a huge success and it was decided that the classes would run again in 2019. The Merensky 2 Library, with its state-of-the-art video conferencing facility, will continue to host the Global Classroom with UP’s international partners.
Best practices for promoting library resources and services

On 21 November 2018, the DLS hosted an online seminar in collaboration with Goldsmiths, University of London (UoL). The seminar considered best practices for promoting library resources and services. The online seminar took place in the Merensky 2 Library’s Auditorium via the Vidyo video collaboration tool.

The seminar was part of the initiative that seeks to address the DLS’s terms of reference for exploring viable and sustainable partnerships to collaborate towards enhancing quality, efficiency and sustainability in the process of delivering information services. Its purpose was for the two universities to learn from each other through knowledge sharing.

The presentations covered the following topics: embedded teaching at the Faculty of Health Sciences (Myleen Oosthuizen), patent searching as part of a literature survey (Sunette Steynberg), best student support practices at the Education Library (Liesl Stieger), and online reading lists (Eve Jamieson). Interesting discussions followed the presentations, which indicated that the participants were keen on engaging with one another further. The DLS is looking into hosting more seminars of this kind in the near future.

We all found the sessions useful. We would be interested in collaborating on a second session if possible, and in putting forward some further presentations on the subject of academic liaison, which we would be happy to share and discuss.

Making research available to all

In 2018, the DLS hosted a panel discussion on the topic of open access. The panel debated the $25 billion (R356 billion) turnover flowing into for-profit publishers of academic research. After vibrant and interactive discussions, it was agreed that the universal open access model is preferable to the traditional subscriptions model. Combined with open data, this model would make science more efficient, accessible and affordable for all.

Read more

The panel discussion participants included Glenn Truran, Director of the South African National Library and Information Consortium (SANLIC), Prof Andries van Aarde, Senior Research Fellow in the Dean’s Office (Faculty of Theology, University of Pretoria), Susan Veldsman, Director: Scholarly Publication Unit (Academy of Sciences South Africa), Prof Nithaya Chetty, Professor in the Department of Physics (Faculty of Natural and Agricultural Sciences, University of Pretoria), and Dickson Ajisafe, doctoral candidate at the Department of Political Sciences (Faculty of Humanities, University of Pretoria).
Promoting the Library

The Marketing Office of the DLS has been battling with the question: How do we make non-users of the Library aware of the products and services we offer? It decided to embrace the international trend of pop-up libraries. In 2018, the Library hosted seven pop-up library sessions during the busiest time of the day (11:00 to 14:00) in collaboration with Fly@UP. The staff members in charge of the pop-up library sessions were charged with promoting the Library and its services at the clients’ points of need. This is an effective outreach method to raise awareness.
The goals of the pop-up libraries included the following:

- To make personal connections with students
- To showcase what services and products the Library can offer
- To reach out to students who may not see the Library staff as approachable
- To promote the use of the Library mobile app

Statistics indicated that the DLS reached almost 1 000 students on the following dates:

- 22 February: 53
- 15 March: 73
- 19 April: 173
- 20 May: 198
- 23 August: 104
- 13 September: 188
- 11 October: 121

Staff members have since learnt to be patient – students can sometimes react awkwardly when approached with something new and different. The pop-up library initiative promises to be one of the best outreach methods available – as long as Library staff members stay committed, enthusiastic and willing to talk about the Library, what is offered and how staff members can assist students to FLY@UP. The DLS would like to thank its sponsors Haloa, Coffee Buzz and Bookmark, for the vouchers that were made available as incentives for students who visited the pop-up libraries.

COMPLAINTS TO BE ADDRESSED

“We want more “space” during exam season.”
“I need larger and more discussion rooms.”

TOP 3 QUERY SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library App</td>
<td>23%</td>
</tr>
<tr>
<td>Books</td>
<td>17%</td>
</tr>
<tr>
<td>Makerspace</td>
<td>7%</td>
</tr>
</tbody>
</table>

ORIGIN OF QUERIES

- 91% Undergraduates
- 7% Postgraduates
- 1.3% Academic Staff
- 0.7% Support Staff

“Staff members have since learnt to be patient – students can sometimes react awkwardly when approached with something new and different. The pop-up library initiative promises to be one of the best outreach methods available – as long as Library staff members stay committed, enthusiastic and willing to talk about the Library, what is offered and how staff members can assist students to FLY@UP. The DLS would like to thank its sponsors Haloa, Coffee Buzz and Bookmark, for the vouchers that were made available as incentives for students who visited the pop-up libraries.”

UP students

“Staff members have since learnt to be patient – students can sometimes react awkwardly when approached with something new and different. The pop-up library initiative promises to be one of the best outreach methods available – as long as Library staff members stay committed, enthusiastic and willing to talk about the Library, what is offered and how staff members can assist students to FLY@UP. The DLS would like to thank its sponsors Haloa, Coffee Buzz and Bookmark, for the vouchers that were made available as incentives for students who visited the pop-up libraries.”

UP students

“I hope the library will continue being creative and progressive.”
“I love the Library app.”
“The level of service we receive at the Library is always above and beyond our expectations. Thank you!”
“The librarians are inspiring and cooperative, they offer a first-class service.”

UP students
Addressing the needs of TuksSport High School

The Learning Centre at the DLS embarked on a project to address the needs of TuksSport High School learners during May 2018. It engaged in discussions with the principal, Hettie de Villiers, on the specific requirements of learners and how the Library could become involved in providing assistance in this regard.

Through the results of a survey conducted among the TuksSport High School learners, the following were identified as areas of need: finding information sources, assignment writing and time management. It was also found that more than half of the learners perceived themselves as being computer literate, and that the majority of the learners (91.1%) use smartphones with regular access to the internet. It was also revealed that they are often away from school as a result of their participation in sporting events. They therefore have limited time for academic work.

The needs of the learners were subsequently incorporated into online content through the Google Classroom platform. The DLS created a virtual classroom environment that would enable the learners to complete their courses in a self-paced manner and manage their tasks themselves. In addition to the online classroom, a blended learning approach was followed and online content was supplemented with face-to-face presentations at the school.

The DLS is currently piloting and implementing the Google Classroom courses, which cover different themes with the school’s Grade 12 learners for the duration of the first school quarter of 2019. Thereafter, it will continue the project with the Grade 11 learners as requested by the school principal. The DLS is looking forward to playing a part in the lives of these learners by assisting them in the mammoth task of balancing their sport activities and their academic work in order to be successful scholars.

The De Villiers-Roos archive project

In 2017, it was discovered that, among the document collection of Adv J de Villiers-Roos, were documents on the first years of the Mapungubwe archaeological excavations. Adv De Villiers-Roos was the Auditor-General of the Union of South Africa from 1918 to 1929, as well as a journalist, Secretary of the Judicial Department of Transvaal, Secretary of Justice and Director of Prisons. He also served as the Chairperson of the University of Pretoria’s Archaeological Committee from 1933 to 1938.

The Museum Manager and Chief Curator of the Mapungubwe Collection, Sian Tiley-Nel, was delighted about this discovery, as these documents were believed to have been lost, and fill a critical gap in the Mapungubwe Archive. The original documents have since been transferred to the Mapungubwe Archive, and a copy is retained in Special Collections of the DLS. Although there are many other valuable documents in this collection, they had never been ordered or inventoried, and needed to be repacked according to conservation standards.

To enable this process, Sian Tiley-Nel, on behalf of UP’s Department of Arts, collaborated with Nikki Haw from the DLS to present a proposal to the University’s Heritage Committee requesting funding to appoint a part-time student with archival training to catalogue and repack the entire collection according to preservation standards.
Celebrating women

UP’s Centre for Human Rights, in collaboration with the DLS, hosted two events in celebration of women. During each of these events, the organisers screened an influential film featuring strong female characters.

INTERNATIONAL WOMEN’S DAY: QUEEN OF KATWE

In celebration of International Women’s Day 2018, the Women’s Rights Unit of the Centre for Human Rights, in collaboration with the DLS, hosted the screening of the film Queen of Katwe, and presented the ‘I am Woman’ photo exhibition, prepared by Adebayo Okeowo, Advocacy Coordinator of the Centre.

Read more

SOUTH AFRICAN NATIONAL WOMEN’S DAY: THE WITCHES OF GAMBAGA

As part of the year-long campaign for the rights of older women in Africa, promoted by the Centre for Human Rights, the Women’s Rights Unit, in collaboration with the DLS, hosted the screening of the award-winning documentary, The Witches of Gambaga, by Yaba Badoe.

Read more

A strong woman is not for public consumption nor objectification. Instead, her worth is defined by the beauty of her soul, heart and moral character.

Ammaarah Mookadam

LIASA MAIG marketing seminar

In August 2018, the DLS hosted the second annual marketing seminar of the Marketing and Advocacy Interest Group (MAIG) of the Library and Information Association of South Africa (LIASA). Two of the DLS’s staff members, Elsbé Olivier and Gerda Ehlers, served on the Executive Committee until October 2018 in the positions of Chair and Public Relations Officer respectively.

The event was sponsored by UKS, and was attended by representatives from various library sectors. The programme included the following presentations:

• “Incorporating marketing trends into strategy”, Mmane Boikanyo (TuksSport)
• “How to plan a catchy exhibition for your library”, Christine Nel (Faculty of Theology, UP)
• Origami demonstration by Cheryl Gibbs
• “Challenges and solutions of marketing Metsimaholo Libraries on a shoestring budget”, Estelle Boers (Assistant Director, Metsimaholo Libraries)
• “Nalibali and reading clubs at libraries and the importance of storytelling”, Portia Daniso (Literacy Mentor at Nalibali)

Read more

“This was a fantastic event. Keep up the good work and well done!”

“Everything was well organised – a big thank you for an excellent programme.”

“Thanks for the excellent time keeping. I really enjoyed being there. This was my first time at a MAIG event.”

Seminar participants
The Marketing Office of the DLS was approached by Esther Maphanga from the UP Ovuwa Cultural Ensemble with a request for permission to undertake a flash mob in the Library as part of its marketing strategy. The Ensemble presents a lunch-hour Dzivamisoko Concert, as well as an Africa Day Concert.

The flash mob took place on Thursday, 19 April 2018 at 12:30 and lasted just five minutes. The students were caught by surprise with the singing and dancing on Level 3 of the Merensky 2 Library, but they loved the excitement and stormed to the floor to watch the action first-hand. The organiser would like to thank André du Plessis and Steph Pond of the Department of Education Innovation who produced the video.

On Africa Day, 25 May 2018, the University’s social media pages shared the flash mob video, which reached 45 199 people on Facebook and received 4 866 Twitter impressions.

---

This really was fantastic.

Dagnachew B. Wakene

Awesome stuff! Please come to medical campus next time. I enjoyed it.

Phineas Mabula

...Ah, bona I missed it! Nooh!

Marcia T Mabuya Thobekarh

---

View UPSO flash mob

View TuksCamerata flash mob

---

5 000+ views
Libraries at a glance: Our people

Executive team member
Robert Moropa
Director

Executive team member
Hilda Kriel
Deputy Director: Product Enablement and Shared Services

Executive team member
Dr Heila Pienaar
Deputy Director: Strategic Innovation

Executive team member
Lindiwe Soyizwapi
Deputy Director: Client Services

Faculty library head
Anna Siwela
Humanities and Theology Library

Faculty library head
Brenda Nsanzya
Economic and Management Sciences Library

Faculty library head
Shirley Gilmore
OR Tambo Law Library

Faculty library head
Kabelo Nzima
Health Sciences Library

Faculty library head
Susan Marsh
Jotello F Soga Veterinary Science Library

Faculty library head
Suzy Nyakale
Natural and Agricultural Sciences, Engineering, Built Environment and Information Technology Library

Faculty library head
Julene Vermeulen
Education Library

Faculty library head
Jacob Mothutsi
Mamelodi Library

Support services head
Louis Leonard
Finances

Support services head
Elsabé Olivier
Marketing and Quality Assurance

Support services head
Marguerite Nel
Library Technical Services
The Library Advisory Committee met on Friday, 27 July 2018 and discussed the following agenda points: the approval of the research data management (RDM) repository, Figshare, the implementation plans of the new DLS Strategic Plan (2016–2018), ORCid integration and staff members’ registrations, SANLiC feedback and the University of Pretoria Plan 2019.

THE LIBRARY ADVISORY COMMITTEE MEMBERS PRESENT (2018)

Prof Stephanie Burton
Vice-Principal: Research and Postgraduate Education
(Chair)

Mr Glenn Truran
Director: SANLiC

Prof Wendy Kilfoil
Director: Department of Education Innovation

Mr Xolani Hadebe
Director: Department of IT Services

Prof Hennie Stander
Faculty of Humanities

Dr Teresa Ogina
Faculty of Education

Dr Melvyn Quan
Faculty of Veterinary Science

Dr Elize Webb
Faculty of Health Sciences

Mr Robert Moropa
Director: DLS (ex officio)

Ms Hilda Kriel
Deputy Director: DLS (ex officio)

Dr Heila Pienaar
Deputy Director: DLS (ex officio)

Ms Lindiwe Soyizwapi
Deputy Director: DLS (ex officio)

Ms Diana Gerritsen
Committee Secretary
### Libraries at a glance: Service footprint

<table>
<thead>
<tr>
<th>Library</th>
<th>Hours per week</th>
<th>Computers for use by clients</th>
<th>Network printers</th>
<th>Photocopiers for use by clients</th>
<th>Frontline staff</th>
<th>Wheelchair enabled</th>
<th>Study seats</th>
<th>Group facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merensky 2 Library</td>
<td>79</td>
<td>404</td>
<td>21</td>
<td>22</td>
<td>17</td>
<td>Y</td>
<td>1 891</td>
<td>32</td>
</tr>
<tr>
<td>Music Library</td>
<td>53.5</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Y</td>
<td>38</td>
<td>1</td>
</tr>
<tr>
<td>OR Tambo Law Library</td>
<td>74</td>
<td>99</td>
<td>1</td>
<td>8</td>
<td>6</td>
<td>Y</td>
<td>340</td>
<td>2</td>
</tr>
<tr>
<td>Education Library</td>
<td>78</td>
<td>60</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>Y</td>
<td>153</td>
<td>10</td>
</tr>
<tr>
<td>Groenloof Research Commons</td>
<td>79</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Y</td>
<td>79</td>
<td>4</td>
</tr>
<tr>
<td>Jotello F Soga Library</td>
<td>57.5</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>Y</td>
<td>76</td>
<td>1</td>
</tr>
<tr>
<td>Mamelodi Library</td>
<td>77.5</td>
<td>66</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>Y</td>
<td>471</td>
<td>1</td>
</tr>
<tr>
<td>Medical Library</td>
<td>73</td>
<td>84</td>
<td>8</td>
<td>3</td>
<td>13</td>
<td>Y</td>
<td>125</td>
<td>8</td>
</tr>
<tr>
<td>Basic Medical Sciences and Dentistry Library</td>
<td>43.5</td>
<td>49</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>Y</td>
<td>111</td>
<td>10</td>
</tr>
<tr>
<td>Klinikala Library</td>
<td>41.5</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Y</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Witbank Medical Library</td>
<td>40</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>Y</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Weskoppies Library</td>
<td>40</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>Y</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>GIBS Library*</td>
<td>82.5</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>Y</td>
<td>46</td>
<td>0</td>
</tr>
</tbody>
</table>

*The library at the Gordon Institute of Business Science (GIBS) in Illovo, Sandton, does not form part of the DLS.*
# Libraries at a glance: Consolidated statistics

## BUDGET

<table>
<thead>
<tr>
<th>Budget item</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information resources (capital)</td>
<td>99.7</td>
<td>107.40</td>
<td>116.80</td>
</tr>
<tr>
<td>Human resources</td>
<td>97.5</td>
<td>84.60</td>
<td>83.50</td>
</tr>
<tr>
<td>Operational</td>
<td>5.96</td>
<td>6.77</td>
<td>7.50</td>
</tr>
<tr>
<td>Information technology</td>
<td>0.45</td>
<td>1.45</td>
<td>1.52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>203.61</strong></td>
<td><strong>200.22</strong></td>
<td><strong>209.32</strong></td>
</tr>
</tbody>
</table>

## INFORMATION RESOURCES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Book titles</td>
<td>686 171</td>
<td>678 169</td>
<td>560 064</td>
</tr>
<tr>
<td>Book volumes</td>
<td>713 061</td>
<td>700 046</td>
<td>676 551</td>
</tr>
<tr>
<td>Print journal subscriptions</td>
<td>398</td>
<td>515</td>
<td>721</td>
</tr>
<tr>
<td>Accessible e-journals</td>
<td>177 054</td>
<td>141 834</td>
<td>130 945</td>
</tr>
<tr>
<td>Licensed e-books</td>
<td>115 646</td>
<td>112 864</td>
<td>84 136</td>
</tr>
<tr>
<td>E-databases</td>
<td>79</td>
<td>75</td>
<td>98</td>
</tr>
<tr>
<td>UP e-theses/dissertations</td>
<td>14 175</td>
<td>12 724</td>
<td>11 452</td>
</tr>
<tr>
<td>UP research articles</td>
<td>17 821</td>
<td>15 458</td>
<td>14 838</td>
</tr>
<tr>
<td>Institutional repository items</td>
<td>57 077</td>
<td>52 755</td>
<td>47 754</td>
</tr>
</tbody>
</table>

## STAFF 2018

<table>
<thead>
<tr>
<th>Role</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information specialists</td>
<td>35</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Information officers</td>
<td>22</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Managers</td>
<td>15</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Circulation</td>
<td>15</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Admin staff</td>
<td>14</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Shelvers</td>
<td>15</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Cataloguers</td>
<td>12</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Coordinators</td>
<td>10</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Binders</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Meshack Kekana

"Dear Merensky Library,
I love you because you are a home away from home;
I love you because your endless resources teach me about
Paris and Rome.
I love you because your staff is forever pleasant;
I love you because your study centre is my antidepressant.
You are always open whenever I need to unwind.
I love you with all my heart and mind!"

---

## USE OF PHYSICAL LIBRARIES

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library visits</td>
<td>230 756</td>
<td>61 531</td>
<td>897</td>
</tr>
<tr>
<td>Highest visits in Merensky 2 on a single day</td>
<td>8 628</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlending items lent</td>
<td>3 189</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlending documents delivered to UP clients</td>
<td>3 358</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reached through 1 302 training sessions</td>
<td>24 017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## USE OF ONLINE LIBRARY

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask/Chat to a librarian</td>
<td>3 426</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-help terminal queries</td>
<td>2 683</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library visits (Visitors during the busiest month – May: 249 602)</td>
<td>2 002 735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library website visits with 2 237 518 pages viewed</td>
<td>641 461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles downloaded from online journals licensed by the DLS</td>
<td>1 835 188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Views on subject guides</td>
<td>256 127</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

"Dear Merensky Library,
I love you because you are a home away from home;
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You are always open whenever I need to unwind.
I love you with all my heart and mind!"
Libraries at a glance: Consolidated statistics

Libraries guide Total views
Research Guide 104 467
EndNote 24 481
Access & Discovery 7 799
Public Management and Administration 6 625
Chemistry 6 544
Exam Papers 6 338
Architecture 5 850
Material Science & Metallurgical Engineering 4 628
Veterinary Science Research Support 4 133
Town and Regional Planning 3 982
Copyright 3 146
Chemical Engineering 2 809
Research Data Management (RDM) 2 693
Education: Postgraduate studies 2 656
Theology & Religion: Postgraduate Studies 2 574
FABI 2 271

Theology & Religion: Postgraduate Studies 2 574
Town and Regional Planning 3 982
Architecture 5 850
Material Science & Metallurgical Engineering 4 628
Veterinary Science Research Support 4 133
FABI 2 271
Chemistry 6 544
Exam Papers 6 338
Copyright 3 146
Chemical Engineering 2 809
Research Data Management (RDM) 2 693
Education: Postgraduate studies 2 656
Theology & Religion: Postgraduate Studies 2 574
FABI 2 271

Dear Library, I love you because of your tranquility at seven in the morning. The friendly hushed chatter of librarians meticulously and patiently explaining once more how to generate a printing pin. I love the distinctive smell of the yellowing pages between the covers of your old hardbound books. The smooth texture of the slightly worn paperbacks with their colourful bindings. I love you for opening doors to rooms of knowledge I could never have imagined.”

Delene van Wyk
PRESENTATIONS AT CONFERENCES, SEMINARS AND WORKSHOPS


Pienaar, H. 2018. ‘The world of research data – when should data be closed, shared or open’, presented at the CHPC Conference, DIRISA track, 5 December, Cape Town.


Schoeman, C. & Olivier, E. 2018. ‘Social media: An overview of some available platforms and a case study of the use of social media by the


Van der Walt, I. 2018. ‘Digital scholar workshop’, presented at NeDICc, 4 April, CSIR, Pretoria.


Van der Walt, I. 2018. ‘Introduction to digital scholarship’, presented at the UFS Data Carpentry Workshop, 8 May, University of the Free State, Bloemfontein.

Van der Walt, I. 2018. ‘OpenRefine’, presented at the UFS Data Carpentry Workshop, 8 May, University of the Free State, Bloemfontein.


Van der Walt, I. 2018. ‘Digital scholarship – don’t get left behind’, presented at the Sabinet Client Conference,
Staff achievements

5 September, Southern Sun Elangeni and Maharani, Durban.


Van der Walt, I. 2018. ‘Digital scholarship – don’t get left behind’, presented at the University of Zululand Think Tank, 18 October, CSIR Convention Centre, Pretoria.


PUBLICATIONS


ACADEMIC ACTIVITIES

Carin Bezuidenhout: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Carike Schoeman: Guest lecturer, University of Pretoria MIT Programme in the Department of Information Science.

Elsabé Olivier: Guest lecturer, University of Pretoria Institute of Information Technology (MIT) Programme in the Department of Information Science.
Staff achievements

Elsabé Olivier: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.


Isak van der Walt: Guest lecturer, University of Pretoria MIT Programme in the Department of Information Science.

Marguerite Nel: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Martha de Waal: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Sean Kruger: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Isak van der Walt: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Johann van Wyk: Guest lecturer, University of Pretoria INL370 Module in the Department of Information Science.

Johann van Wyk and Isak van der Walt: Lecturers, RDM Fundamentals Training, Gordon Institute of Business Science Research Information Centre.

Johann van Wyk: Chair, RDM Data Repositories and Infrastructures Track, DIRISA National Research Data Workshop, CSIR International Convention Centre.

Johann van Wyk: Guest lecturer, University of Pretoria MIT Programme in the Department of Information Science.

Johann van Wyk: Conference paper reviewer, International Data Week 2018 (12th RDA Plenary Meeting, the bi-annual meeting of the research data community, and SciDataCon 2018).

Johann van Wyk: Lecturer, University of Pretoria IOW in the Department of Visual Arts.

Johann van Wyk: Guest lecturer, University of Pretoria for Engineers Without Borders on IoT.

Johann van Wyk: Guest speaker, University of Pretoria for Entrepreneurial Development in the Department of Research and Innovation.

Johann van Wyk: Guest lecturer, University of Pretoria on Small Business Tax in the Department of Taxation.

Ever since I started my career at the DLS, I have felt empowered to do what is required and advance my career. The Library and its forward-thinking Executive create a conducive environment, rich with opportunity for personal growth to those willing to pick it. The Library truly drove me to greater heights."

Isak van der Walt
Calvyn Badenhorst obtained his Bachelor of Information Science degree from Unisa.
Johann van Wyk obtained his Doctor of Philosophy in Information Science degree from the University of Pretoria.
Isak van der Walt obtained his Bachelor of Science (Hons) degree in Digital Technology, Design and Innovation from the Dublin Institute of Technology.
Mantsha Josephina Modiba obtained her Bachelor of Information Science degree from Unisa.
Mathuloe Moshidi obtained her BTech Policing degree from Tshwane University of Technology.

Gerda Ehlers: Additional Member: Gauteng North Branch Executive Committee (2016–2018)
Martha de Waal: Member: LIASA/SALI Trust Lifetime Achievement Award Committee (2016–2018)
Suzy Nyakale: Chair-Elect: Gauteng North Branch (2016–2018)
Staff achievements

Network of Data and Information Curation Communities (NeDICC)

Johann van Wyk: Member: NeDICC Steering Committee (2016–)

Mzansi Libraries Online (MLO)


Sabinet

Carin Bezuidenhout: Member: Advisory Board: Metadata and Cataloguing Focus Group (2015–)
Josephine Modiba: Member: Advisory Board: Interlending Focus Group (2012–)
Martha de Waal: Member: Advisory Board: Metadata and Cataloguing Focus Group (2015–)

Southern African Online User Group (SAOUG)

Christelle Steyn: Chair: Executive Committee (2017–)
Cindy-Lee Daniels: Membership Portfolio: Executive Committee (2015–)
Susan Scheepers: Ex Officio Member: Executive Committee (2017–2018)

These members are also responsible for the Southern African Online Information Meeting (SAOIM)

The DLS creates an environment for staff to be innovative and creative. I have been fortunate to receive opportunities to enrich my career and contribute to the growth of the DLS.”

Christelle Steyn
Library activities

LIBRARY VISITORS

**12–13 February**  
Central Bank of Kenya  
(Merensky 2 Library)

**13 March**  
Prof Olivia Pestana from Porto University (Merensky 2 Library)

**14 March**  
External Evaluation Panel of the Applied Social Sciences Cluster  
(Merensky 2 Library)

**20 June**  
Ms Hettie de Villiers, Principal of TuksSport High School  
(Learning Centre)

**20 June**  
Ms Judy Havemann, Branch Librarian from Nelson Mandela Metropolitan University (Merensky 2 Library)

**3 August**  
DESA Executive Team  
(Merensky 2 Library)

**6 September**  
Central University of Technology guests (Merensky 2 Library)

**13 November**  
University of Free State guests (Merensky 2 Library)

DONATIONS

**15 May**  
Prof Themba Mosia donated the Report on the Fees Commission

**24 May**  
Austrian Embassy donated German language books

EXHIBITIONS

**January:**  
Go Green Exhibition by the ENGAGE Programme

**February:**  
Library Lovers Month exhibition

**April:**  
A tribute to Winnie Madikizela-Mandela

**April–May:**  
South African Music Collections with emphasis on the Mimi Coertse collection

**May:**  
SA jazz musician Hugh Masekela remembered

**August:**  
African proverbs exhibition by Christine Nel

**August:**  
Origami exhibition by Cheryl Gibbs

**October:**  
Deadly Medicine: Creating the Master Race

Juliano Kabamba, Elsabé Olivier  
(Department of Library Services) and Dora Ackerman

Charlie Molepo (Deputy Director: Research and Scholarly Communications, UFS), Isak van der Walt (Digital Scholarship and MakerSpace Manager, UP), Cornelle Scheltema-van Wyk (Assistant Director: Scholarly Communications, UFS), Keitumetse Betsy Eister (Library Director, UFS), Lidia Swart (Digitisation Coordinator, UP), Johann van Wyk (Assistant Director Research Data Management, UP), Lianda Coetzer (Head Neville Alexander Library, UFS) and Sean Kruger (Makerspace Coordinator, UFS).
Community engagement

- **World Read Aloud Day at Floralise Pre-Primary School in Sunnyside**, 1 February 2018
- **World Book Day at Pretoria Secondary School**, celebrated on 14 May 2018
- **Mandela Day at Harmonie-oord old age home**, 18 July 2018
- **Mandela Day in collaboration with UP’s Institute for Sustainable Malaria Control**, 6 August 2018
- **Christmas Soft toy project**, 18 December 2018
Hey Groenkloof library,
‘ISBN thinking about you.’
Remember that time you and I spent the evening reading about Piaget and Vygotsky?
Or that time you helped me print my entire portfolio I needed to submit? That was fun!
Well, I love you – something you need to hear, because I’ve taken you for granted, forgotten about your worth. This is because you have always been there for me, waiting quietly in the background. So I have decided to renew our relationship, just as I have with my library books.
I sincerely ask you... ‘Dewey belong together?’

Andrea Kruger