



Central University of
Technology, Free State

Doc 3

**LIBRARY AND
INFORMATION
SERVICES
ANNUAL REPORT:
2021**

Table of Contents

| | | |
|-------|--|----|
| 1. | MESSAGE FROM THE VICE-RECTOR: RESEARCH, INNOVATION AND ENGAGEMENT..... | 2 |
| 2. | MESSAGE FROM THE UNIVERSITY LIBRARIAN..... | 2 |
| 3. | MANAGEMENT OF THE SERVICE..... | 2 |
| 4. | STRATEGIC PRIORITY 1: PROVIDING LEADERSHIP IN THE ENHANCEMENT OF DIGITAL LIS INFRASTRUCTURE .. | 3 |
| 4.1 | Strategic management..... | 3 |
| 4.2 | Guiding documents..... | 4 |
| 4.3 | Stakeholder relations and management..... | 4 |
| 4.4 | Human resources management..... | 6 |
| 4.4.1 | Staff complement..... | 7 |
| 4.5 | Contribute towards developing a reading and informed nation..... | 7 |
| 4.5.1 | South African Library Week (SALW)..... | 7 |
| 4.5.2 | Africa Day..... | 8 |
| 4.5.3 | Literacy Day..... | 9 |
| 4.5.4 | Women’s Day..... | 10 |
| 4.6 | Repurposing Library spaces..... | 10 |
| 4.7 | Establishing the Digital Library Services..... | 11 |
| 4.8 | Financial management..... | 11 |
| 5. | STRATEGIC PRIORITY 2: LIBRARY TEACHING AND LEARNING SERVICES..... | 12 |
| 5.1 | Academic-Librarian-Student’s partnerships..... | 13 |
| 5.2 | Staff induction..... | 13 |
| 5.3 | Undergraduate students’ library orientation..... | 14 |
| 5.4 | Multi-literacy Skills..... | 14 |
| 5.4.1 | General trainings (Informal training)..... | 14 |
| 5.4.2 | Personal Information Management (PIM) Information Literacy training..... | 15 |
| 5.5 | Information searches..... | 17 |
| 6. | STRATEGIC PRIORITY 3: LIBRARY RESEARCH AND DIGITAL SCHOLARSHIP SERVICES.... | 19 |
| 6.1 | Training..... | 19 |
| 6.2 | Scholarly communications..... | 20 |
| 7. | STRATEGIC PRIORITY 4: COLLECTION DEVELOPMENT AND MANAGEMENT..... | 21 |
| 7.1 | Manage the selection, subscription, usage and reporting of journals and databases..... | 21 |
| 7.2 | Acquisition of print and non-print information resources..... | 22 |
| 7.3 | Digitisation..... | 23 |
| 7.4 | Circulations Services..... | 24 |
| 8. | CONCLUSION..... | 25 |
| 9. | GLOSSARY OF KEY DEFINITIONS, ABBREVIATIONS AND ACRONYMS..... | 25 |

1. MESSAGE FROM THE ACTING VICE-RECTOR: RESEARCH, INNOVATION AND ENGAGEMENT (Pro S Mashele)



The library is pleased to be part of CUT vision 2030. During these turbulent times, the library endeavours to adapt and respond to the 21st century challenges. It plays a significant role to ignite the minds of our students and prepares them for lifelong learning. It provides a broad spectrum of assistance for research and teaching as well as open doors for our graduates as they continue with their postgraduate research. I would like to thank Ms Eister and her colleagues for their ongoing support for the

plans and projects of the library.

2. MESSAGE FROM THE UNIVERSITY LIBRARIAN (Ms KB Eister)



The year 2021 marks the first full year ever since I was appointed as the University Librarian from October 2020. My assessment of the service had led me into believing that a lot of work needed to be done in putting the required infrastructure in place for the new normal, the digital space. This is infrastructure that is meant to position the Central University of Technology Library and Information Services (CUT LIS) as one of the core academic

services making an impact towards the attainment of the university goals. One of the first deliverables that was apparent was the development of a five-year strategic plan that would serve as a guiding document for the attainment of the aspired vision, *“An information environment for innovative and intellectual growth through digitalisation”*. It is, however, unfortunate that the first year of implementation was derailed by the sudden intervention of the union, NEHAWU, which led to the lack of achievement of the majority of planned targets for 2021. The directive from the union was that the LIS had to continue with the old ways doing things, which unfortunately had no strategic planning document to follow and implement. This report then, captures what LIS could do before this intervention, which mainly dealt with the development of guiding documents. The remainder of 2021 dealt with operational matters only, which could also not be enhanced.

3. MANAGEMENT OF THE SERVICE

The CUT LIS comprises of services delivered both at the Bethuel Setai Library (BSL) in Bloemfontein and the Clement Tsehloane Keto Library (CTKL) in Welkom. Ms Keitumetse Betsy Eister serves as the University Librarian for both libraries, providing management, leadership, and strategic direction that both should take. She is supported by three Deputy University Librarians based in the BSL and one Campus Librarian based in the CTKL. The University, Deputy University and Campus Librarians form the second line of management referred to as the Library Management Committee (LMC). Their main responsibility is to jointly manage the implementation of the

strategic plan, monitor and report on progress made, this over and above their generic management responsibilities such as human, financial and assets resources management.

The LIS also had a Library Committee that served as a strategic body that advised the LIS management on strategic matters, ensuring that the voices of faculties and relevant departments are heard, and services aligned accordingly. The Committee also served as the first point of call for consultations, before LIS documents could be sent to other bodies for notice, recommendation and/or approval. The LIS would like to thank the following members who served in the Committee until it was revised into a Library Senate Committee, with new members: Ms Henra Muller (Health and Environmental Sciences); Mr Gustav Fichardt (Management Sciences); Ms Bernadette Hass (Humanities); Ms Jeanne Coetzer (Engineering, Built Environment and Information Technology); Mr Stephen Leepa (Governance and Student Life); Mr China Kokoana (Student Governance); Mr Ntonyane Mahlomola (Bloemfontein SRC); Mr Skoti Nkoliso (Welkom SRC); Mr Zangwa Phakamile (Welkom SRC); Mr Daniel Mokodutlo (Welkom SRC); Mr Lucky Matjelo (Computer Services); Mr Bernard Matsoso (Transformation Office); Ms Jeannet Molopyane (UFS Director); Dr Sabelo Chizwina (SPU Director).

4. STRATEGIC PRIORITY 1: PROVIDING LEADERSHIP IN THE ENHANCEMENT OF DIGITAL LIS INFRASTRUCTURE

The advent of the COVID-19 era led to the LIS profession globally seeking ways and means of delivering digital library services within and beyond the normal LIS physical walls. The drive has shifted towards ensuring that the LIS is accessible from anywhere, at any time and by as many service beneficiaries as possible, capitalising on what technology can do for us. The three buzz words are providing **access** to information resources digitally, delivering **services** digitally and having the capacity and capability to **communicate** with service beneficiaries through digital means of communication. Putting infrastructure in place is informed by these three words.

4.1 Strategic management

All the BSL and the CTKL staff members attended the strategic planning meeting, which was held in November 2020, facilitated by a consultant, Mr Beni Letebele. The process involved unpacking the CUT guiding documents, such as the Vision 2030, Strategic and Transformation Plans, and coming up with strategic goals and objectives meant to contribute towards the success of the CUT goals. The strategic document that was developed encompasses strategic objectives that guide performance of both libraries, acknowledging the fact that the proficient management of the two libraries is of utmost importance in ensuring that LIS is impactful in contributing towards the CUT goals. This is the basis for driving towards delivering the same level of quality services, affording the same growth and development opportunities, and allocation of resources. Note is however, taken of unique situations that might apply in one library and not in the other, due to focus areas of the two campuses (***Annexure A: Strategic Plan: 2021 – 2025***).

4.2 Guiding documents

A need was identified to develop new guiding document and/or revise existing ones. The following documents were developed and are in different stages of consultation and approval:

- **Policy: Library and Information Services (*Annexure B*):** The existing document was due for a review. This gave the LIS management an opportunity to reflect the digital librarianship imperatives and enhancing the document with service-related matters that require cooperation and collaboration with stakeholders in all the four areas of service identified as strategic priority areas, viz. LIS Leadership and Management, Library Teaching and Learning Services, Library Research and Digital Scholarship Services, and Collection Development and Management Services. The document was tabled at both the Library Senate and University Teaching and Learning Committees. It has not yet been submitted to Senate for approval due to the many Annexures in the form of guidelines, that support the Policy. These Guidelines are in different stages of development as indicated in other sections of this report.
- **Value Proposition (*Annexure C*):** This is a marketing tool that the LIS intends to use to succinctly summarise the role that LIS plays in academia. The document does not require any approval by any structure, but just a wide awareness creation on what the LIS does, plans to do, and the ultimate aspired status that the LIS is working towards.
- **Terms of Reference: Library Senate Committee (*Annexure D*):** Approval was granted for the reconstitution of the Library Committee into the Library Senate Committee. The purpose was to elevate the status of the Committee to the Standing Committee of Senate, with membership having Senate representation and chaired by the DVC: Research, Innovation and Engagements. This is one of the steps towards in earnest recognising and placing the LIS as one of the core services supporting the academic project.

4.3 Stakeholder relations and management

The LIS has identified the need to forge internal and external partnerships that will contribute as key success factors in the attainment of its strategic goals and objectives. The long-term objective is to reposition the LIS as one of the important core academic services, further developing footprints locally and nationally, and contributing towards the growth of the profession. The following relations were attained, with their impact already apparent:

- The CUT, UFS and SPU LIS signed a Memorandum of Understanding (MoU) as a formal agreement for the three universities to work together in sharing resources and expertise for the enhancement of services supporting their institutions. The much notable achievement was staging the joint Cen-Free-Sol Book

Fair on 02 – 03 November 2023. Consultations were also made with the Eastern Cape consortium (SEALS), trying to determine how they operate especially in the contribution and management of shared funds.

- The University Librarian, Ms KB Eister, wrote a short article/story on the theme for the 2021 South African Library Week: “Libraries Matter”. Although the piece was about all types of library services in the Free State, the article was also used as a means towards increasing the CUT LIS footprint regionally and nationally, contributing towards the profession’s advocacy.
- The Deputy University Librarian: Client Services, Ms Zukiswa Maya, served as a guest speaker at the LIASA Limpopo Branch meeting held on the 5th of October 2021. Her message was on career development, emphasising that every professional is responsible for his or her professional growth. One needs to do self-assessment to identify gaps and take action to close the gaps. She also encouraged members to be active members of LIASA and so drive the change they want.
- The Systems Librarian, Mr Neo Molemela, assisted the UFS colleagues, Ms Tsholofelo Maleho and Ms Huldah Raubenheimer, with upgrading to the later version of the library management system (III Sierra) for their Digital Scholarship Centre services – colleagues sharing expertise with one another as part of the MoU.
- The LIS has also increased its footprint in the regional and national committees of LIASA, with the following members services in different capacities: Mr Moses Nthoroane (FS Branch Chair-elect); Ms Zukiswa Maya (FS Branch EXCO - Membership Secretary) and Mr Emmanuel Zungu (Branch EXCO additional member); Ms Pelisa Vanda FS HELIG – Additional Member.
- The LIS believes in the immense contribution it makes in academia. What is of concern is the lack of awareness and use of available information resources and accompanying services, which could be beneficial to the university community. The decision was to enter into marketing drives, occupying spaces that matter. Different platforms (Thutong, eThuto, Facebook, and the Website) were used to create awareness of LIS services and its benefits through marketing, communication and advocacy drives to stakeholders (Write articles, make presentations, etc.).
- Ms Zukiswa maya and Ms Pelisa Vanda wrote an article titled “*Navigating through the storm: a case of Central University Of Technology (CUT) libraries online training*”, which was published in the LIASA-in-Touch, September 2021 edition. The article is about how the LIS paved the way towards ensuring that training went ahead amid the Covid-19 uncertainties. There had to be a quick shift from the face-to face to online services.

4.4 Human resources management

The plan for 2021 was to start strengthening and transforming the human capital as the most important assets in delivering impactful services. This had to start with restructuring the staff complement, aligning the services to the main CUT goals of teaching, learning and research. The organogram was therefore developed (*Annexure E*), with planned reallocation of responsibilities to staff according to their competencies and qualifications. The rationale was to ensure that the LIS has capacity to live up to the Value Proposition. The main change was to separate services supporting teaching and learning (Faculty Librarians), from services supporting research (Research Librarians). New Role Profiles were developed, with consultations held with affected staff members to be allocated new roles as Research Librarians. Further negotiations and consultations could not be held as planned, as the whole process was stopped by NEHAWU officials, directing LIS to abandon new plans. The pending approval of the Workforce Plan would have assisted a lot, as the changes did not have additional financial implications.

The plan to turn the LIS into a learning organisation did not take effect. Obtaining formal qualifications and reskilling staff remain the most important priority of the LIS towards the implementation of new advanced, digital academic library services. Training on digital librarianship skills and new trends in the profession could not take place as this was reliant on new roles colleagues would have assumed. The only training that staff members could attend was general training mainly on electronic resources. However, LIS would like to report on the following staff members who had already started with furthering their qualifications and benefiting from the CUT's study benefit:

- Ms KB Eister: Registered for the first year of her doctoral studies, completed her proposal in 2021.
- Mr TK Tsele obtained his Bachelor of Information Science at UNISA.
- Ms TY Louw has obtained an Advance Diploma in Applied Management and will graduate in April 2022.
- Mr SM Lehlokoa was busy with his 4th year of study towards an Advanced Diploma in Information Technology Software Development.
- Mr MP Molise registered for the 3rd year of the Bachelor of Information Science at UNISA.
- Ms JM Motlhaping obtained (in July 2021) Higher Certificate in Archives and Records Management and now registered for her 1st year of the Bachelor of Information Science at UNISA.
- Ms C Mathopa-DaSilva has submitted her Mini-Dissertation towards her master's degree, which she is pursuing with the University of Western Cape. The title of her Mini-Dissertation is: *"An investigation into the use of electronic resources by postgraduate students in the department of postgraduate studies in education at the Central University of Technology"*.
- Ms P Vanda – Masters: Library and Information Science with the University of the Western Cape
- Mr. E. Zungu Honours Information Science, UNISA

4.4.1 Staff complement

The LIS operates with a total of 25 staff complement (BSL: 22 and CTKL: 5). There are five funded vacancies because of three retirements and two resignations, one in the BSL and one in the CTKL. The plan was to repurpose the vacancies and use them to fund the new organogram. The demographics are as follows, with unfortunately a skewed picture in terms of race:

Table 1: Demographics

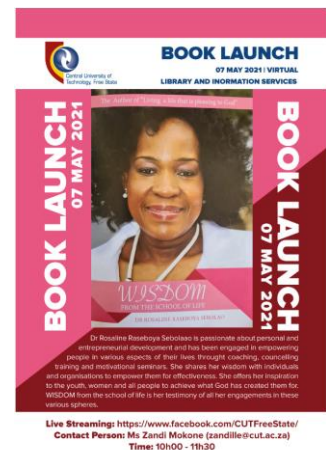
| Demographics | Bethuel Setai | Clement Tsehloane Keto | Total |
|--------------|---------------|------------------------|-------|
| Black | 17 | 5 | 22 |
| White | 2 | 1 | 3 |
| Coloured | 3 | 0 | 3 |
| Males | 8 | 4 | 12 |
| Females | 14 | 2 | 16 |

4.5 Contribute towards developing a reading and informed nation

The LIS has a strategic objective aimed at contributing towards a reading and information nation. The purpose is to develop a vibrant environment that promotes informal and formal engagement of students and staff, deliberating on books about topical issues of national importance. The following reading and writing events were held:

4.5.1 South African Library Week (SALW)

In 2021 the SALW was celebrated under the theme “Libraries matter”. The LIS still saw it fit to continue with this theme during the book launch held on the 7th of May, during which the book titled “Wisdom: from the school of life” by Dr Rosaline Sebolao, was discussed. A total of 84 people joined the LIS in this event, with 33 connected on Zoom and 51 on Facebook. This was an achievement, considering that this was the first book launch the LIS has staged. The University Librarian, Ms Betsy Eister, in her opening remarks, said the following in emphasising the importance of these reading and writing events:



“I would like to welcome you to the 1st of many books launches under my watch. I am a firm believer in delivering impactful services. As a Librarian, I am driven by fellow Librarians’ contribution towards the development of a reading nation. This event is one of the reading and writing events meant to at least purposefully do the following:

a). Create awareness on informative books that are available out there, books that are about issues of national interest (racism, xenophobia, mental health, sexual preferences, gender-based violence). Books that will make us talk and engage with one another on the aspects that ordinarily are not dealt with as part of teaching and

learning).; b). Foster the love for reading. Reading is still not regarded as a “cool” activity for recreation, for obtaining general information about life. The level of illiteracy in SA is still very high. We still don’t have functioning school libraries. There’s still no real activism. Librarians still must come up with themes such as “Libraries matter”, as it was the case during the SA Library Week; c). Develop interest in being contributors of knowledge as authors/writers. We are still very much consumers of knowledge as opposed to contributors of knowledge. Today, we are showcasing our very own SA sister, who hails from the Free State and of course stays in Bloemfontein. She was, until 2020, a CUT staff member for many years. And so, we would like to send the word out there and say, this is possible, it is doable, you can be an author, your story does matter; d). And lastly, create platforms for us to engage with authors and with one another on topics of national interest. This is over and above many other benefits of reading, such as the development of critical and analytic thinking that is required for academic success. We would like to turn our libraries into vibrant digital and physical spaces, where engagements of this nature take place”.

4.5.2 Africa Day

On the 24th of May 2021, CUT celebrated Africa Day to promote, unearth and preserve the African Heritage. The celebration included a book launch of three booklets which have been translated from manuscripts discovered in Timbuktu, Mali. This came about as a



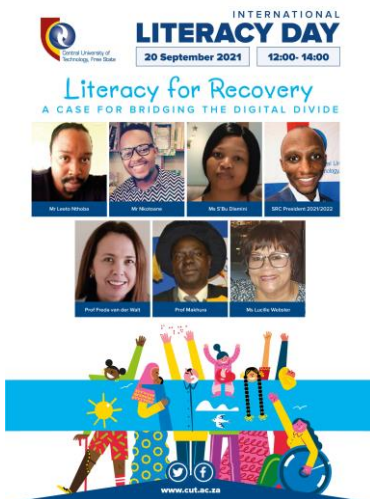
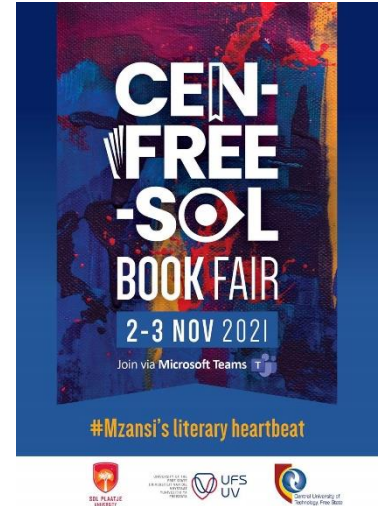
project involving four parties, viz. The office of the DVC: Research and Innovation (Prof Alfred Ngowi), the Library and Information Services (Ms Betsy Eister and Ms Dora Ackerman), the African Intellectual Heritage Institute (Business Manager: Mr Ikhraam Osman), and the UFS Scholar and Translator (Mr Sheikh Hamid Fernana). The booklets namely, The book of Saints, The benefits of Plants and The Description of Timbuktu City, have been translated into English by the African Intellectual Heritage Institute to encourage further understanding of precolonial African intellectualism.

The project aims at creating a world that understands and appreciates the precolonial African intellectualism and to also use this knowledge to expand African Intellectualism going forward. Sheikh Hamid Fernana, Translator and Scholar said that translating the manuscript highlighted the importance of historical indigenous knowledge. “There are answers in the past as well as there are answers in indigenous knowledge. We need to benefit from the past. In those years, the manuscript was the most expensive commodity in Africa. It was more valuable than gold, when it came to the market of Timbuktu from various regions of the world, not everybody could afford to buy a manuscript”. A total of 154 attendees were reached through different media (Face-to-face:17; Zoom: 38; and Facebook: 99), with 3 from outside the country. Most attendees were the youth, an indication that they are

interested in the African heritage. The event also attracted a higher proportion of female than male participants in all categories.

4.5.3 Literacy Day

It is a pleasure to report on the successful project that came because of the MoU the CUT has with the UFS and SPU LIS. The three universities staged the first Free State Book Fair, named Cen-Free-Sol Book Fair, on the 2nd and 3rd of November 2021. The event was staged on a virtual platform due to the Covid-19 status at the time, and hosted poets, novelists, children’s writers, etc. who showcased their works and engaged with the audience on lessons learned from the contents of their works. The niche area of the event was the involvement of academics in the programme, serving as either panellists and/or facilitators during panel discussions. The LIS would like to thank all the academics who willingly joined academics of the other two institutions, assisting us and ensuring that the CUT academia features prominently in the programme as well. Prof Samson Mashele also delivered a message of support, joining DVCs of the other two institutions. The event will be the annual flagship project, contributing towards a reading and informed nation (**Annexure F: Programme**). The LIS management would also like to thank the following CUT LIS staff members who served in the main organising team: Ms Betsy Eister, Ms Zukiswa Maya, Ms Doralize Ackerman, Ms Joyce Smith, Ms Pelisa Vanda, Mr Amos Mkam and Mr Emmanuel Zungu.

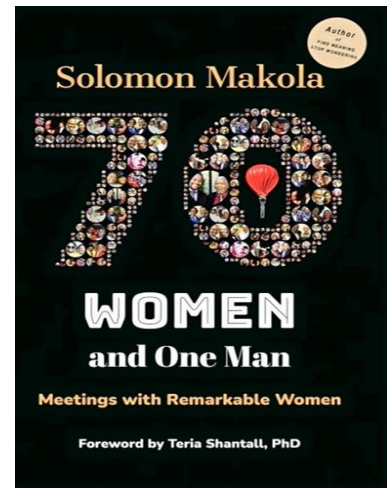


Literacy Day was also celebrated with a panel discussion on the 20th of September 2021, on Zoom and Facebook, bringing different aspects on literacy and how they affect their different spheres in either teaching, learning, research, or recreation. This was in line with the 2021 Literacy Day Theme: “*Literacy for a human-centred recovery: Narrowing the digital divide*”, with the CUT LIS tweaking it to “*Literacy for recovery: a case for bridging the digital divide*”, keeping the effects of Covid-19 in mind and recognising that information literacy is more valuable now than ever before under the new normal. The panel, with Prof Alfred H Makura playing a role of a facilitator, consisted of: a) Ms Lucille Webster, who is a retired DUT LIS Director, delivered the library perspective as a guest speaker; outlining the voice of a librarian, bringing home the role that libraries play in contributing to nation building through literacy development; b) Mr Mpho Litabe (2021 Welkom SRC President) bringing the student voice with reference to the interplay of literacy and digital skills in their learning goals; c) Prof Freda Van der Walt, Ms S’Bu Dlamini, Mr Leeto Nthoba (Debate coach) addressing the voice of academics from 3 faculties, bringing forth

advantages and/or disadvantages of literacy or lack of it, in the current digital teaching spaced); and d) Mr Molebatsi Nkotoane attending to the voice of an avid reader, through a member of the CUT reading club, highlighting what reading does in their lives towards the personal development and human dignity. The event attracted 66 attendees.

4.5.4 Women's Day

The book launch in celebration of Women's Day was hosted on the 26 August 2021. The book authored by Prof Solomon Makola titled "70 Women and One man". This book is about 'Integral Spirituality'. It illustrates normal life challenges of the author and the spiritual lessons he accumulated in his walk with Christ. It is also about analysis towards existence on earth (human love) as it is in Heaven (God's Love). As a result, the book will assist readers to be responsible to their conscience, responsible for others and responsible before God. The event was well attended with 53 on Zoom, 118 on Facebook and 52 people in person.



4.6 Repurposing Library spaces

Bethuel Setai Library: The LIS would like to express its gratitude to the CUT management for the approval, allocation of funds and installation of the new air conditioner, which was completed in September 2021. This has contributed a lot towards the development of a conducive environment for reading and studying by service beneficiaries, and for library staff to perform their duties. The LIS is also appreciative of developments towards the refurbishment of the LIS premises, with plans to repurpose the space into a multipurpose space that is digitally transformed. The setback was the decline of the application for funding by DHET, but the positive development is that the CUT has allocated around R3.3m for phase one of the project, to be addressed in 2022.

Clement Tsehloane Keto Library: The LIS management is also pleased to report that plans for the establishment of the digital library inside the education building have been finalised. The space, which is adjacent to the postgraduate space, will serve the needs of postgraduate students, delivering a customised service that they currently don't enjoy. The digital library will not have printed resources, with access only to electronic resources within digitally savvy LIS premises, in line with vision 2030 of the CUT, FS. What is still outstanding is the installation of the new air-conditioning system, with mechanical engineers in the process of being appointment.

4.7 Establishing the Digital Library Services

The LIS has a strategic objective that addresses the aspiration to transform administrative processes from manual to digital operations and services, in line with the digital transformation strategy of the university. The three key words are “access”, “services” and “communication”. Systems Librarians, who are LIS staff qualified in both librarianship and information communication technology, were charged with determining technological tools and/or services that would be required to digitise services, and/or outsource services where financially viable. The following progress was made:



- The installation of self-checkout machines was halted, after management compared the costs vis-à-vis the possible print books the LIS might be left with after digitisation of the current collections.
- Digital booking of computers: The computer booking system (Veralab) was rolled out in the temporary computer laboratory on Level 3 in the Art Gallery with 40 PCs, in collaboration with IComTech. Mr Sam Lehloka was trained in the use of the software to ensure that students utilised the computers for the allocated time of two hours to ensure bigger turnover of the use of computers. The computers were moved back to the old space on Level 2 after the installation of air-conditioners was finalised.
- Digital scanners and storage devices: Systems Librarians investigated several digital scanner devices, such as the Fujitsu ScanSnap SV600. This book scanner is very versatile and easy to use and affordable. Benchmarking with other institutions was also conducted to determine the scanners they are using for similar processes, various options for storage devices and retrieval of digitised documents. This is still work in progress, with possible completion in 2022.
- Website: Work started in updating information, such as the research support services. Links to databases were also regularly updated as information changed. The functionality “Events/Calendar” was used to promote LIS events. The redesign of the webpage is work in progress.
- Two possibilities for chat bots are being investigated, viz. the SpringShare/LibGuides Chatbot and the CUT’s Tendaji WhatsApp Bot. The plan is to enhance communication with librarians with possible more hours for services through a “chat” functionality.

4.8 Financial management

A total of R32 590 595,68 was allocated for both libraries, which includes 2021 allocations plus funds that were rolled-over from 2020 to cover commitments and needs that could not be realised due to the Covid-19 lockdowns.

A total of **R24 878 369,28** (76.34%) was spent, with most of the expenditure honouring books and furniture commitments for 2020. The lowest expenditure is on recurrent/operational expenditure, standing at 36.59%. This is due to several reasons, such as working from home and attendance of meetings and training sessions online.

Table 2: Budget and Expenditure Report

| Standard Sub-Division | 2021 Budget | Total Expenditure | % Spent |
|------------------------------|-----------------------|-----------------------|--------------|
| Personnel Expenditure | | | |
| - Bethuel Setai | R15 697 243,72 | R12 911 112,74 | 82,25 |
| - Clement Tsehloane Keto | R3 450 095,33 | R3 217 548,28 | 93,26 |
| Sub-Total | R19 147 339,05 | R16 128 661,02 | 84,23 |
| Recurrent Expenditure | | | |
| - Bethuel Setai | R1 463 500,00 | R603 230,18 | 41,22 |
| - Clement Tsehloane Keto | R423 510,00 | R87 234,52 | 20,60 |
| Sub-Total | R1 887 010,00 | R690 464,70 | 36,59 |
| Print and e-Books | | | |
| - Bethuel Setai | R2 528 625,00 | R1 348 244,77 | 53,32 |
| - Clement Tsehloane Keto | R842 875,00 | R623 511,36 | 73,97 |
| Sub-Total | R3 371 500,00 | R1 971 756,13 | 58,48 |
| Electronic Resources | | | |
| - Bethuel Setai | R6 711 492,24 | R4 991 739,69 | 74,38 |
| - Clement Tsehloane Keto | R1 473 254,39 | R1 095 747,74 | 74,38 |
| Sub-Total | R8 184 746,63 | R6 087 487,43 | 74,38 |
| Total | R32 590 595,68 | R24 878 369,28 | 76,34 |

5. STRATEGIC PRIORITY 2: LIBRARY TEACHING AND LEARNING SERVICES

Ms Zukiswa Maya, Deputy University Librarian: Client Services (BSL), and Mrs Joyce Smith (CTKL), are responsible for the management and delivery of library teaching and learning services. The purpose of this strategic priority is to deliver embedded information services towards the attainment of the university's teaching and learning goals, with teaching academics and undergraduate students as the main service beneficiaries of this strategic priority. The value proposition is two-fold, viz. a). partnering with the academics in turning students into specialist knowledgeable citizens, delivering research-led teaching, and keeping abreast of developments in their fields; and b). supporting students in achieving academic success and preparing for work excellence in the digital world. Faculty Librarians require meaningful partnerships with academics, aimed at embedding them into what transpires in teaching and learning. This exposure will enable them to gain



knowledge that they will use to play their roles proactively and effectively. Not much could be done in earnestly driving this aspiration, as this was reliant on reallocation of tasks that were planned for. However, the following deliverables were attained as part of the normal operations:

5.1 Academic-Librarian-Student's partnerships

One of the strategies of realising this partnership is for Faculty librarians to serve in faculty boards and bridge the communication gap between academics and the LIS. Faculty Librarians represented the LIS during Faculty Board meetings, during which information such as the book budget was shared with academics, encouraging them to order books and encourage their students to attend the library trainings. Online meetings afforded the Welkom Faculty Librarian, Ms Joyce Smith, to also attend the meetings. Forging partnerships was also extended to the Disability Unit, with Ms Maya, meeting with the Disability Unit Manager, Mr Manyarela. The meeting was held on the 23rd of April, with both parties discussing the profile of students living with disabilities. This valuable information will assist LIS in structuring and customising services that suit their needs. A lot of work still needs to be done over the years, to reach this partnership status.

5.2 Staff induction

The LIS has a strategic objective that states: "Familiarise academics and support staff with the operations of the LIS that benefit them in realising their teaching and work performance goals", meant to improve awareness of services the LIS provides in supporting the teaching and learning goals. One of the deliverables is to partner with the Human Resources Unit in ensuring that new academics and professional support staff benefit from the initial introduction of LIS services as part of staff induction (In-boarding). This is in line with the value proposition, which succinctly expresses the role and impact the LIS plays, or aspires to play, in realising the goals of the university. A total of 39 service beneficiaries went through the LIS staff induction session (Bethuel Setai: 24; Clement Tsehloane Keto: 15) as indicated in Table 2 below. Presentations covered a). Library services and resources (Learning and teaching, research support); b). Library as a place; c). Library rules and opening hours; d). Role of academics in collection development; e). Faculty librarians' contact details; f) Different services such as Inter-library Loans, Circulation services including prescribed and recommended books; and g). Trainings for academic and support staff, postgraduate and undergraduate students. The interaction with attendees was positive, with some immediately requesting articles, lecturers' copies of prescribed books, and increasing the number of prescribed copies on short loan. The LIS would like to extend a word of appreciated to the Senior Director: CILTS and Assistant Deans for Teaching and Learning, for their assistance in ensuring that part-time lecturers contact the LIS as soon as they are appointed.

Table 3: Staff induction statistics

| Bethuel Setai Library | | | | Clement Keto Tsehloane Keto | | | |
|-----------------------|-----------|----------------------------|-----------|-----------------------------|-----------|----------------------------|-----------|
| Date | Academics | Professional Support Staff | Total | Date | Academics | Professional Support Staff | Total |
| 10-Feb-21 | 5 | 0 | 5 | 13-Mar-21 | 10 | 0 | 10 |
| 14-Apr-21 | 5 | 9 | 14 | 04-Aug-21 | 2 | 1 | 3 |
| 02-Jun-21 | 2 | 3 | 5 | 28-Sep-21 | 2 | 0 | 2 |
| 18-Aug-21 | 0 | 0 | 0 | | | | |
| 01-Dec-21 | 0 | 0 | 0 | | | | |
| Total | 12 | 12 | 24 | | 14 | 1 | 15 |

5.3 Undergraduate students' library orientation

A total of 695 out of 4,232 (16.4%) undergraduate students went through library orientations (Bethuel Setai: 251 out of 3,136 (8%) and Clement Tsehloane Keto: 444 out of 1,096 (40.1%). The purpose of the library orientation is to make 1st year students aware of LIS services available to them and how the LIS features in their academic journeys. Orientation sessions took different forms, namely, physical library tours, virtual presentations either by Faculty Librarians or copies sent to academics to be included in the orientation packs and posted in the faculty notice boards.

5.4 Multi-literacy Skills

Equipping academics, undergraduate students and professional support staff with library related information and digital skills is very key in enhancing “access with success” and fostering a culture of independent and lifelong learning for academic success and work-related goals. This is driven with the following informal and formal literacy training programmes. The goal of the training sessions is to ensure a) value for money on the usage of information resources that are purchased; and b) capitalising on the expertise of librarians and benefitting from support they provide to their constituencies.

5.4.1 General trainings (Informal training)

The library designed structured training schedules aimed at offering more in-depth knowledge and skills to the CUT community, building required capacity to conduct own academic information searches with successful retrieval results, analyse and use of information legally and ethically. The training calendar was developed with the generic topics that cater for all service beneficiaries and posted regularly on eThutong. Microsoft Teams platform was used as a medium for training, with a total of 55 service beneficiaries that were trained this quarter (41 undergraduate students, 9 postgraduate students and 5 staff members). Topics covered include a). how the library assists 1st year students; b). how to find print books in the library; c). finding academic articles for your assignment; d). how to evaluate information and identify fake news; e). optimum use of google scholar for academic purposes; f). the location for the CUT research output; g). using the American Psychological Association and Harvard referencing

styles. The Clement Tsehloane Keto LIS evaluated the effectiveness of their training, with positive feedback received from students after training included the following: a) the training was useful and information searching skills were learned; d) different types of e-resources; e) evaluation of different information sources; e) the facilitator had knowledge of the content. Students also gave feedback on challenges they encounter when searching for e-resources; a). E-books restrictions to access, printing, copy and downloading; b). off campus (EZ Proxy) access challenge; c). complicated databases interface to navigate; d). network connectivity and data allowance challenges e). face-to-face trainings preferred rather than online as it allows students to practice while training in is progress and be assisted immediately when encountering challenges.

Table 4: Number of service beneficiaries trained

| TRAINING | | | | | | |
|---|-----------------|------------------------|-----------------------|-----------|---------------|------------|
| Faculties | Total Community | Undergraduate Students | Postgraduate Students | Lecturers | Total Trained | % Trained |
| Bethuel Setai Library | | | | | | |
| Engineering, Built and Information Technology | 6 361 | 24 | 23 | 8 | 55 | 1 |
| Health and Environmental Sciences | 2 078 | 295 | 14 | 16 | 325 | 16 |
| Humanities | 4 008 | 0 | 32 | 20 | 52 | 1 |
| Management Sciences | 4 475 | 17 | 27 | 10 | 54 | 1 |
| Sub-Total | 16 922 | 336 | 96 | 54 | 486 | 3 |
| Clement Tsehloane Keto Library | | | | | | |
| Engineering, Built and Information Technology | 720 | 35 | 24 | 0 | 59 | 8 |
| Humanities | 3 052 | 82 | 92 | 3 | 177 | 6 |
| Management Sciences | 2 131 | 62 | 63 | 1 | 126 | 6 |
| Sub-Total | 5 903 | 179 | 179 | 4 | 362 | 6 |
| Total | 22 825 | 515 | 275 | 58 | 848 | 3.7 |

The library hosted three training sessions for academics, attended by a total of 138 attendees (21 April: 48; 06 September: 55; and 07 September: 35 attendees). The objective was to create awareness on different platforms (Central Platform, ProQuest, and the LIS webpage) that provide access to e-books, how to search for them, further showing them how to link e-books to BlackBoard, and how to search for journal articles.

5.4.2 Personal Information Management (PIM) Information Literacy training

The PIM module is the formal information literacy training that is compulsory to all first-year students. It is meant to address deficits in information literacy skills, which manifest in poor information searching through computer-based information sources. The content covers skills required to identify, locate, retrieve, evaluate, and present scholarly based information. The blended teaching/learning approach was used as a mode of delivery with Microsoft Teams and Blackboard Learning Management System used as learning and teaching tools, and face-to-face where possible. It is pleasing to report that students gave positive feedback and highlighted the following: a)

PIM classes have enhanced their basic computer literacy skills; b) online classes promoted students independent learning; c) PIM Module content is informative and incredibly useful; and d). acquired basic skills needed to search relevant information sources for assignments.

Table 5: PIM Training Statistics

| Description | Bethuel Setai Library | Clement Tsehloane Keto Library |
|--|-----------------------|--------------------------------|
| Total number of registered students | 6 009 | 1 551 |
| Total number of students that wrote the main test | 3 219 | 1 296 |
| Total number of students that passed the Semester | 3 210 (99.7%) | 1 295 (99.9%) |
| Total number of students that failed the Semester | 9 (0.27%) | 1 (0.08%) |
| Total number of students that did not participate | 2 790 (46.4%) | 255 (16.4%) |
| Total number of students who did not write the main test | 445 (13.82%) | 77 (5.9%) |
| Failed percentage rate | 0,34% | 0,50% |

CHALLENGES: There have been challenges with the implementation and management of PIM over the years, which exacerbated in 2021 due to the new challenges brought forth by Covid-19, such as the following:

- Lack to data allowances and gadgets for students to connect off campus, with students without passwords.
- Lack of computer literacy skills and e-Thuto which was deemed as not being easy to use, which delayed the actual training on PIM content. Having, in one space students who are computer literate and those that are not computer literate.
- Students indicated that they needed prescribed books for the PIM module, over and above notes and videos on e-Thuto;
- Online classes lacked in-person interaction.
- Adaptability issues and struggling to stay motivated for most students was also highlighted.
- Students not connecting at the same time for classes, with others trying to connect on teams waiting at the lobby.
- Interruptions during classes due to unmuted mics.
- Students disconnecting before the classes end due to network connectivity and data shortage.
- Students removing their masks during classes.
- Students registering for both Welkom and Bloemfontein PIM module, leading to library staff running from pillar to post trying to resolve this. It was determined that this was a matter of selection during the registration period where students selected incorrect OT (offering type) linked to the PIM subject and therefore the program allowed the students to continue with the registration.

- Welkom students who have registered for bachelor's in management science in Accountancy and Bachelor of Education (SP & FET): Economic and Management Science courses could not add PIM 5011 module as one of their registered modules because it was not appearing on I-Enabler on the list of subjects when they were registering.
- Some students had to be assisted to add PIM 5011 module as one of their compulsory modules as they did not register it when they were initially registering even though it was appearing on the list of their subjects.
- Due to the late registrations until 30 May 2021, the following challenges were encountered; a) data/list of late registered students had to be requested weekly for creation of new WhatsApp groups; b) arrangements and time schedule had to be made with IT department and students for them to create passwords; c) e-learning had to be requested every week to upload students on e-Thuto and to re-run the system for their module activities to appear on their e-Thuto platform; d). arrangements for catch-up class attendance had to be made with the students.
- At the beginning of every week a request had to be sent to e-learning to re-run the system because the module activities were not appearing on e-Thuto for the students to write their assessments and the problem was due to the system glitch as reported by e-Learning.
- Capturing of Marks: A total number 1,357 Welkom students (full time, part time and Extended Curriculum Programme) registered for PIM 5011 in 2021, attended classes and wrote all module activities and the main test but were not on I-Enabler and ITS system and therefore their marks could not be captured. Ms Joyce Smith had to add each student individually to ITS thus making it possible for their marks to be captured.
- PIM 5011 /5012 Module final marks for 2016 students: For a total number of 540 (2016 final year students) who passed PIM 5011/5021 module in 2016 their marks were initially captured and appeared on their statements of results, however now in 2021 the students' marks have changed to zero (0) fail. To resolve the issue a list of 540 students was emailed to the Assistant Registrar: Assessments and Graduations, Ms Mhlabathi, and who had to open the ITS system for the marks to be re-captured by August. Ms Smith also wrote the completion letters of the PIM module for students and had to sign subject's recognition from faculties on behalf of students as requested.

Steps are being taken to address all these challenges, with the concept proposal serving as the first step.

5.5 Information searches

A total of 991 (4%) service beneficiaries were assisted in response to their information needs - Bethuel Setai: 557 (3.3%); Clement Tsehloane Keto: 434 (7%). Postgraduate students are the ones who were assisted the most in both campuses, with a total of 617, followed by lecturers at 223 and undergraduate students at 151. These statistics are very low but could be interpreted as either; a) service beneficiaries are familiar with accessing and using electronic resources and thus searching for themselves, in which case usage statistics should be higher; or b) service

beneficiaries are still relying on print books for the teaching (lecturers), learning (students) and research (researchers). The goal of the LIS is to equip all service beneficiaries with search skills, thus turning them into digitally information literate users. The plan is, however, still to assist academics and save them time in their teaching and research roles, and train both under- and postgraduate students to assist themselves independently.

Table 6: Statistics for information searches

| Faculties | Total Community | Undergraduate Students | Postgraduate Students | Lecturers | Total Searches | % Searches |
|---|-----------------|------------------------|-----------------------|------------|----------------|------------|
| Bethuel Setai Library | | | | | | |
| Engineering, Built and Information Technology | 6 361 | 15 | 114 | 103 | 232 | 4 |
| Health and Environmental Sciences | 2 078 | 11 | 17 | 50 | 78 | 4 |
| Humanities | 4 008 | 3 | 143 | 10 | 156 | 4 |
| Management Sciences | 4 475 | 3 | 56 | 32 | 91 | 2 |
| Sub-Total | 16 922 | 32 | 330 | 195 | 557 | 3.3 |
| Clement Tsehloane Keto Library | | | | | | |
| Engineering, Built and Information Technology | 720 | 64 | 44 | 6 | 114 | 16 |
| Humanities | 3 052 | 12 | 153 | 13 | 178 | 6 |
| Management Sciences | 2 131 | 6 | 74 | 9 | 89 | 4 |
| Professional Support Staff | 23 | 37 | 16 | 0 | 53 | 230 |
| Sub-Total | 5 926 | 119 | 287 | 28 | 434 | 7 |
| Total | 12 848 | 151 | 617 | 223 | 991 | 4 |

The inter-library loans service was used to address some of the information needs that could not be satisfied from the CUT collection. The LIS also responded to information requests from other institutions, as part of the CHELSA Memorandum of Understanding that allows for the sharing of information resources. Article requests are the preferred format, and this is progressive considering that the CUT encourages digital transformation, with a total of 185 articles compared to 35 print books requested.

Table 7: Inter-Library Loans

| National Requests | Bethuel Setai | | Clement Tsehloane Keto | | Total | |
|--|---------------|----------|------------------------|----------|-------|----------|
| | Books | Articles | Books | Articles | Books | Articles |
| Requests received from other libraries | 31 | 794 | 26 | 11 | 57 | 805 |
| Requests provided | 4 | 16 | 24 | 12 | 28 | 28 |
| Requests made to other libraries | 11 | 58 | 24 | 127 | 35 | 185 |
| Requests received | 11 | 44 | 18 | 93 | 29 | 137 |
| Requests unfilled | 4 | 10 | 23 | 13 | 27 | 23 |
| Requests re-routed | 0 | 0 | 0 | 0 | 0 | 0 |
| Requests cancelled | 6 | 14 | 1 | 13 | 7 | 27 |
| Electronic document delivery | 11 | 9 | 126 | 91 | 137 | 100 |
| Requests found in the library | 3 | 0 | 1 | 39 | 4 | 39 |
| Pages photocopied for other institutions/individuals | 0 | 0 | 0 | 0 | 0 | 0 |
| Parcels/Books sent to other libraries | 6 | 0 | 20 | 0 | 26 | 0 |

| | Bethuel Setai | | Clement Tsehloane Keto | | Total | |
|------------------------|---------------|----------|------------------------|----------|-------|----------|
| National Requests | Books | Articles | Books | Articles | Books | Articles |
| International Requests | 0 | 0 | 0 | 0 | 0 | 0 |

6. STRATEGIC PRIORITY 3: LIBRARY RESEARCH AND DIGITAL SCHOLARSHIP SERVICES



The LIS, during its strategic planning session held in November 2020, identified the need to separate services delivered to researchers and postgraduate students from services delivered to teaching academics and undergraduate students. This separation of roles was meant to support the university's research goal through the

delivery of customised services supporting researchers and postgraduate students in earnest. The plan was to reallocated responsibilities to current human resources in 2021 and gradually filling building capacity using funds that the LIS has due to 2020 retirements. The approval of the workforce plan will be key in making these changes and delivering impactful services. However, the Deputy University Librarian: Electronic resources and systems, Ms Dora Ackerman (Bethuel Setai) and the Faculty Librarian, Mrs Joyce Smith (Clement Tsehloane Keto), working together with other Faculty Librarians, continued delivering services they used to deliver before the new organogram. The purpose of this strategic priority is to deliver library research and digital scholarship services towards the production of quality scholarly output. Service beneficiaries will be lecturers who are conducting research in preparation for their teaching roles, researchers whose main responsibility is to conduct research, and postgraduate students.

6.1 Training

This strategic goal is about equipping service beneficiaries (researchers and postgraduate students) with library research and digital literacy skills linked to the digital scholarship services, which drive the transition from conducting research manually to digitally. The LIS concentrated on the current capabilities and capacities it has and has put infrastructure for, whilst planning to enhance digital librarianship skills based on the current trends in the profession, such as in open science, research data management, etc. The following training sessions were arranged, conducted by either Faculty

Central University of Technology, Free State

LIBRARY POSTGRADUATE DAY
23 NOVEMBER 2021

10h00 - 12h00 (Session 1)
13h30 - 15h00 (Session 2)

The Library and Information Services would like to invite Postgraduate students and supervisors to an introductory workshop on some of the tools available for postgraduate studies. During this workshop we will introduce the LIS Discovery tool where all the resources, both electronic and physical resources, are indexed. We will indicate how you can integrate Google Scholar with the CUT LIS existing resources. Finally, we will demonstrate the use of the CUT's Institutional Repository where all electronic thesis and dissertations are being indexed.

[Click here to join the meeting](#)

Librarians or service providers for electronic databases:

6.1.1 On the 23 November 2021 the library hosted a postgraduate training, the training had two sessions. The purpose of the training was to introduce postgraduate students to electronic resources, training them on how to conduct information searches information on databases and other platforms such as Google Scholar with. A total of 25 postgraduate students attended, with their supervisors also in attendance. Topics covered included the role of the LIS in their postgraduate studies, the CUT discovery tool, finding e-books and journals articles, where they can find research topics conducted by CUT researchers.

6.1.2 The LIS reached out to a further 85 researchers, who benefited from different LIS services - Training: 6; Information searches: 76; and Selective dissemination of information: 3. Training is not only one way, the LIS is also interested in attended training sessions/webinars, etc. arranged by faculties or departments, exposing a total of 85 postgraduate students on the basics of accessing electronic resources: a).Information session for 13 Human Resources Management postgraduate students (15 April); b). Webinar for 30 Faculty of Management Sciences part- and full-time postgraduate students (23 April) and Welcome webinar for 42 postgraduate students (04 June). The Faculty Librarian for Humanities, Mr Mkam, got the pleasure and honour of attending the faculty's annual research seminar which was presented virtually on the 1st of June. This gave Mr Mkam an opportunity to gain in-depth knowledge on research topics for postgraduate students, knowledge that he will use to ensure that they have access to relevant information resources and benefit from his services.

6.2 Scholarly communications

The LIS delivers publishing services for the CUT scholarly output and thus contributes to increasing its visibility, discoverability and thus increasing impact assessments of researchers and the university standing. This is driven through the Open Access platforms that are put in place to provide free access to knowledge. The LIS has an Institutional Repository that houses the CUT scholarly output. This includes Theses and Dissertations, with plans to add researchers' open access journal articles and books, memorial and public lectures, etc. The repository has a total of 2,277 archived materials from 2014 to date, with 251 new items added to the collection in 2021 and 6,913,118 searches conducted. This is an increase of 3,409,288 searches from the 3,503,830 searches conducted in 2020. The Philippines seems to have gained interest in our scholarly output, with possible collaborations that could be considered.

Table 8: Top ten countries accessing CUT Institutional Repository

| | Top 10 Countries | Views |
|----------|-------------------------|--------------|
| 1 | Philippines | 11,985 |

| | Top 10 Countries | Views |
|-----------|-------------------------|--------------|
| 2 | United States | 4,127 |
| 3 | South Africa | 2,174 |
| 4 | EU | 932 |
| 5 | India | 610 |
| 6 | Pakistan | 581 |
| 7 | Nigeria | 544 |
| 8 | Norway | 538 |
| 9 | Kenya | 420 |
| 10 | Tanzania | 290 |

7. STRATEGIC PRIORITY 4: COLLECTION DEVELOPMENT AND MANAGEMENT

Ms Zandile Mokone, the Deputy University Librarian: Technical Services, is responsible for the centralised collection development and management of information resources for both libraries. This strategic priority deals with the main mandate of the LIS, which is to develop, manage and provide access to comprehensive collections that support the university's goals. The table below shows the total number of the collection the LIS provides access to (print and electronic):

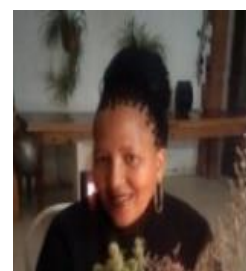


Table 9: Total collection - E-resources vs. Physical Resources

| Type of resources | December 2020 | | | December 2021 | | |
|-------------------------------------|----------------|--------------------|---------------------|----------------|--------------------|---------------------|
| | E-resources | Physical resources | Number of resources | E-resources | Physical resources | Number of resources |
| Books | 246,270 | 67,438 | 313,708 | 253,381 | 67,632 | 321,013 |
| * e-Books | 236,043 | 0 | 236,043 | 242,839 | 0 | 242,839 |
| * Print Books | 0 | 67,438 | 67,438 | 0 | 67,632 | 67,632 |
| * Theses & Dissertations | 10,227 | 0 | 10,227 | 10,542 | 0 | 10,542 |
| e-Journals & e-Magazines | 57,905 | 0 | 57,905 | 58,295 | 0 | 58,295 |
| e-Newspapers | 1,606 | 0 | 1,606 | 161 | 0 | 161 |
| Videos | 95 | 802 | 897 | 98 | 804 | 902 |
| * Digital Video Discs (DVD) | 0 | 802 | 802 | 0 | 804 | 804 |
| * Videos | 95 | 0 | 95 | 98 | 0 | 98 |
| Totals | 305,876 | 68,240 | 374,116 | 311,935 | 68,436 | 380,371 |

7.1 Manage the selection, subscription, usage and reporting of journals and databases

The LIS subscribes to information resources in the form of databases, providing access to online journal articles remotely. This is a service that has been in place for decades, what was important was to raise awareness on their availability, train service beneficiaries on how to access them with the resultant increased usage independently. In 2021, a total of R7,095,496.24 was allocated for the continued subscription of electronic resources in the form of

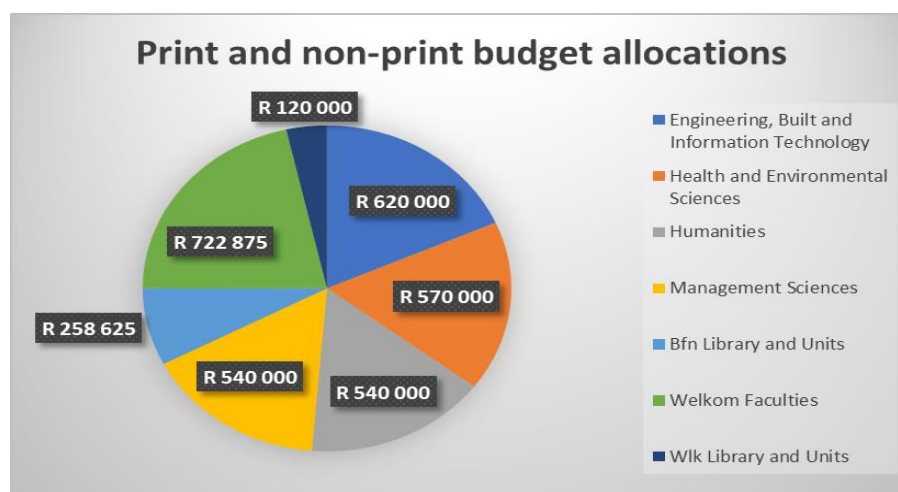
databases and individual journals, of which R6,264,241.11 (88.3%) was spent. The average cost per search for 2021 is R11.94 in comparison to 2020 where the average cost per search was R770.53. The average cost per download for 2021 is R202.42 in comparison to 2020 where the average cost per download was R744.94. After several training engagements, as well as the promotion of databases on eThutong, the utilization of the databases and the e-books increased significantly in 2021, in comparison to 2020. The increase of the use of full-text databases had a large increase with Return on Investments.

Table 10: Return on Investments (ROI) using full-text databases

| Databases | Subscription costs | Full text downloads | Return on investment |
|---|----------------------|---------------------|----------------------|
| EbscoHost | R1 002 598,06 | 1 914 | R523,82 |
| ScienceDirect | R642 596,60 | 41 138 | R15,62 |
| SABINET African Journals (SA ePublications) | R356 394,52 | 2 245 | R158,75 |
| ProQuest | R495 334,28 | 4 443 | R111,49 |
| Total | R2 496 923,46 | 49 740 | |

7.2 Acquisition of print and non-print information resources

A total of R3 371 500,00 (Bethuel Setai: R2 528 625 (75%); Clement Tsehloane Keto: 842 875 (25%)) was allocated for the procurement of print and audio-visual materials. The funds were allocated to faculties and the LIS, with the main criterion based on the number of students registered in each campus.



A total of R1,399,743.87 (58.48%) was spent, with Bethuel Setai spending R1,180,380.23 (53.32%) of its budget allocation and Clement Tsehloane R623 511,36 (73.97%). There is a notable increase in the purchase of e-books, a pleasing development that makes the digital library a possibility, with a total of 5,695 used in 2021 compared to

the 3,896 usage statistics for 2020. This resulted in a total of 1,079 print and e-books were added to the collection, 714 print books and 272 e-books, as indicated in Table 10 below.

Table 11: Book budget allocation and expenditure

| Faculty | Budget Allocations | Print Books | e-Books | Total Expenditure | Balance | % Expenditure |
|---|----------------------|--------------------|----------------------|----------------------|----------------------|---------------|
| Bethuel Setai Library | | | | | | |
| Engineering, Built and Information Technology | R 620 000 | R53 599,54 | R454 271,21 | R507 870,75 | R112 129,25 | 81,91 |
| Health and Environmental Sciences | R 570 000 | R32 110,17 | R215 291,69 | R247 401,86 | R322 598,14 | 43,40 |
| Humanities | R 540 000 | R79 666,77 | R86 974,85 | R166 641,62 | R373 358,38 | 30,86 |
| Management Sciences | R 540 000 | R67 423,62 | R232 690,79 | R300 114,41 | R239 885,59 | 55,58 |
| Library and Units | R 258 625 | R53 869,67 | R72 346,46 | R126 216,13 | R132 408,87 | 48,80 |
| Sub-Total | R 2 528 625 | R286 669,77 | R1 061 575,00 | R1 348 244,77 | R1 180 380,23 | 53,32 |
| Clement Tsehloane Keto Library | | | | | | |
| Faculties | R 722 875 | R107 455,66 | R328 424,27 | R435 879,93 | R286 995,07 | 60,30 |
| Library and Units | R 120 000 | R63 414,94 | R124 216,49 | R187 631,43 | -R67 631,43 | 156,36 |
| Sub-Total | R 842 875 | R170 870,60 | R452 640,76 | R623 511,36 | R219 363,64 | 73,97 |
| TOTAL | R3 371 500,00 | R457 540,37 | R1 514 215,76 | R1 971 756,13 | R1 399 743,87 | 58,48 |

Table 12: Information resources added to the collection per Faculty

| Faculty | Number of Audio-Visuals Received | Print | E-Books | Total Added to Collection |
|---|----------------------------------|------------|------------|---------------------------|
| Bethuel Setai Library | | | | |
| Engineering, Built and Information Technology | 19 | 32 | 32 | 83 |
| Health and Environmental Sciences | 4 | 31 | 39 | 74 |
| Humanities | 25 | 185 | 30 | 240 |
| Management Sciences | 30 | 37 | 63 | 130 |
| Library and Units | 15 | 165 | 23 | 203 |
| Sub-Total | 93 | 450 | 187 | 730 |
| Clement Tsehloane Keto Library | | | | |
| Faculties | 0 | 105 | 63 | 168 |
| Library and Units | 0 | 159 | 22 | 181 |
| Sub-Total | 0 | 264 | 85 | 349 |
| Total | 93 | 714 | 272 | 1 079 |

7.3 Digitisation

Digitisation plays a major role in enhancing access to print and non-print (repackaged) information resources. This is aimed at these resources are turned into digital formats and thus accessible remotely, as opposed to their current formats which limit their usage to the physical space. The current university-wide copyright prescripts needed to be sought, the responsible department and processes determined to legally abide by copyright laws. It

was found that the university has an outdated transactional license with Dramatic, Artistic and Literary Rights Organisation (DALRO). An attempt was made to request that the LIS be allocated the task of managing copyright with the accompanying resources (human and financial) that will be required, this will be pursued in 2022. In the meantime, the LIS had a meeting with DALRO to initiate permissions for books that would be identified for digitisation and the solution was to seek permission for each title. An e-mail was sent to Faculties to request them to identify chapters (10%) of books placed on shot-loan that could be digitised. A total of 225 books were identified (Bethuel Setai: 70; Clement Tsehloane Keto: 155). There were instances where the LIS already had e-book versions of identified books, with links that were immediately e-mailed to lecturers and embedded onto eThuto for students to access easier.

7.4 Circulations Services

The LIS is working towards delivering digital library services, investing more on e-books. However, it is still circulating print and non-print information resources. A total of 7,520 out of 94,766 (8%) information resources were used. The reason usage statistics could be that service beneficiaries are now more inclined to using electronic resources than physical ones, or that print and non-print information resources are not accessible due to the number of times services beneficiaries were not on campus in 2021. Note is taken of the zero usage of many other forms of resources, with only books and digital video discs taken out. The reason could be that the other resources are outdated, or irrelevant. The LIS can only determine this by conducting the usage survey, which will be conducted in 2022. The LIS will also need to market resources that are available and still relevant to get value for money access and usage.

Table 13: Number of information resources borrowed

| Service Beneficiaries Categories | Total number of information resources | Bethuel Setai | Clement Tsehloane Keto | Total | % Used |
|----------------------------------|---------------------------------------|---------------|------------------------|--------------|----------|
| Audio Cassettes | 5 | 0 | 0 | 0 | 0 |
| Books | 93 379 | 3 420 | 4 094 | 7 514 | 8 |
| Compact Discs (CD - Music) | 2 | 0 | 0 | 0 | 0 |
| Computer Discs (CD ROM) | 88 | 0 | 0 | 0 | 0 |
| Digital Video Discs (DVD) | 1 219 | 6 | 0 | 6 | 0 |
| Maps | 11 | 0 | 0 | 0 | 0 |
| Multimedia Kits | 6 | 0 | 0 | 0 | 0 |
| Slides | 47 | 0 | 0 | 0 | 0 |
| Videos | 9 | 0 | 0 | 0 | 0 |
| Total | 94 766 | 3 426 | 4 094 | 7 520 | 8 |

The Table below shows the category of service beneficiaries who borrowed information resources indicated in Table 11 above. A total of 6,370 service beneficiaries borrowed information resources: Bethuel Setai (3,544) and

Clement Tsehloane Keto (2,826). Undergraduate students remain the category of service beneficiaries who borrow information resources the most on both campuses, with a total of 4,034.

Table 14: Number of service beneficiaries who borrowed information resources

| Service Beneficiaries Categories | Bethuel Setai | Clement Tsehloane Keto | Total |
|----------------------------------|---------------|------------------------|--------------|
| Academic managerial | 0 | 0 | 0 |
| Academic staff | 0 | 0 | 0 |
| Alumni | 4 | 2 | 6 |
| B Tech (Post) | 625 | 335 | 960 |
| External Abroad | 0 | 0 | 0 |
| External CHELSA Postgraduates | 0 | 0 | 0 |
| External Clients | 0 | 0 | 0 |
| External Postgraduates | 0 | 0 | 0 |
| Guest Researchers | 0 | 0 | 0 |
| Guest Students | 0 | 0 | 0 |
| Postal Clients | 0 | 0 | 0 |
| Postgraduates | 70 | 193 | 263 |
| Professional Support Management | 0 | 0 | 0 |
| Professional Support Staff | 0 | 0 | 0 |
| Prospective Postgraduates | 0 | 0 | 0 |
| Retired Staff | 0 | 0 | 0 |
| Staff | 757 | 350 | 1 107 |
| Temporal staff: Academic | 0 | 0 | 0 |
| Temporal staff: Support | 0 | 0 | 0 |
| Undergraduates | 2 088 | 1 946 | 4 034 |
| Total | 3 544 | 2 826 | 6 370 |

8. CONCLUSION

A lot still need to be done to change the picture around, with more strategic objectives still to be implemented and proper infrastructure put in place for the delivery of digital library services. At this stage, more of operational matters were reported on, which also still require determination of impact made in the lives of the CUT service beneficiaries towards the attainment of the teaching, learning and research goals. There will also be a need to make an impact towards the university's community engagement goals, with external service beneficiaries benefiting from services of librarians.

9. GLOSSARY OF KEY DEFINITIONS, ABBREVIATIONS AND ACRONYMS

- "CHELSA" stands for the Committee of Higher Education Libraries of South Africa, which comprises of LIS Directors of all the 26 higher education libraries in SA.

- “Collections” are all types or categories of information resources grouped according to their similarities such as reference collection, open collection, special collection, short-loan collection, etc.
- “Dramatic, Artistic and Literary Rights Organisation (DALRO)” is a South African non-profit organisation that is responsible for the implementation and management of the Copyright Act, protecting the legal use of owners’ works.
- “HELIG” stands for the Higher Education Libraries Interest Group, which is a LIASA sub-committee of higher education librarians.
- “Information resources” refer to all print, non-print (audio-visuals) and electronic books, journals, newspapers, etc.
- “LIASA” is an abbreviation for the Library and Information Association of South Africa, which is a SAQA accredited Professional Body for all library staff, both qualified and non-qualified.
- “Multi-literacies” refer to literacies the LIS specialises in, such as the information, library-related digital, and library-related research literacy skills.
- “Open access” is a digital, online and free access to scholarly work that is free from copyright and license restrictions.
- “Print and non-print” information resources which are not electronic format, such as books, journals, magazines, audio-visual materials, maps, etc.
- “Service beneficiaries” refers to both internal and external clients.

COMPILED BY: Ms KB Eister

(With inputs from all managers)