Committee of Higher Education
Libraries of South Africa

Costs and Challenges associated with maintaining quality academic library and Information Services supporting Teaching, Learning and Research: A Presentation to the Commission of Inquiry into Higher Education and Training.

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Presentation outline

• Introduction and background
• CHELSA's Vision and Mission
• CHELSA's objectives
• Collaboration
• Contextualizing the Library IN Higher Education
• Libraries and the curricula
• Costs associated with maintaining quality service
• Equal Opportunities and Access
• Conclusions and Recommendations
Background to CHELSA

• Established 2004
• Successor to Committee of University Librarians and the Committee of Technikon Librarians.
• Establishment driven by restructuring of HE sector
• Represents 26 public universities
• Non-statutory, voluntary membership, community of practice under HESA
Vision and Mission

CHELSA aims to improve library and information services for public higher education and research in South Africa.

• **Vision**
  Transform existing library practices in Higher Education to respond to existing and new realities and to lay the foundation for the development of a learning society

• **Mission**
  CHELSA strives through visionary and visible transformational leadership to ensure that the Higher Education sector is provided with optimal access to information for the purpose of learning, teaching, research and community development.
  CHELSA will support knowledge management practices in academic and research libraries.

Objectives

• To promote the role of libraries in Higher Education
• To foster academic and research librarianship through partnership
• To develop information access policies for Higher Education libraries
• To enhance the use of technology within the Higher Education library environment
• To develop an active quality assistance programme for Higher Education libraries
• To establish human resources development programmes
• To transform the Higher Education Library and Information Services in terms of their fitness for purpose in a new era
• To ensure that all Higher Education libraries participate and contribute to community based services.
Collaborative endeavours

| Quality Assurance                  | • Measures                  |
|                                  | • Self-review framework     |
| Enhancing Research Visibility    | • Creation of institutional repositories |
| (NRF)                            | • Electronic theses and dissertations (ETDs) |
| Shared statistical database      | • Institutional statistics  |
|                                  | • National benchmarking     |
| Memorandum of Understanding      | • Between university libraries |
|                                  | • Shared access to information resources |
The Academic Library in Higher Education

- Historically “heart of the University” both physically and intellectually.
- It is a welcoming space, a repository of scholarship that speaks to the preservation of knowledge and the core of the university experience: studying, learning, exploration, and discovery.
- People and information come into the library, value is added and redistributed throughout the campus. It is an integral part of the academic circulatory.
A space for more than just books....

• Physical facilities - recognition and acceptance of the Library as a safe, comfortable and enabling space for formal and informal study/learning

• Dedicated separate study spaces for different user groups e.g. Research Commons in support of the research needs of the emerging African academic; Information Commons for the Undergraduate

• Social space that encourages a culture of recreational reading and dialogue – book launches, lecture series

• Opening hours that support 24/7 learning

• Sophisticated connectivity

• 24/7 access
The Academic Library – a desired place

- Alignment to institutional priorities
- Support teaching, learning and research
- Sophisticated ICTS – on-site & remote access
- Relevant collection development and management
- Print and electronic resources in all formats
- Dedicated spaces to meet different needs
- Culture of reading, enquiry and critical thinking
The Library as a social learning space

Collaborative spaces for learning

Social seating
Different spaces for different needs...

Computer labs

Research Commons
New spaces

Collaborative and individual study

Tables with facilities to charge devices
Integrating the library into the curriculum: transforming the student experience for student success

- Libraries bridging the digital divide
- Focused training on multiple literacies including information and digital literacies
- Correct use of information and knowledge resources
- Ethical use of information
- Training in referencing and using online reference tools e.g. Endnote

- Plagiarism
- Embedding the relevant graduate attributes meaningfully and demonstrably in the teaching, learning and assessment activities.
- Critical thinking, lifelong learning
Constraints / Opportunities
Human capital in libraries

• Institutions continue to look for ways of reducing academic and staff salary budgets by means of attrition, redundancy, etc.

• Insufficient graduates

• Impact of mass retirement of baby boomers – skills deficit, mentoring, succession planning

• Impact of technology and institutional priorities – new roles and new competencies

• New skills and learning

• Continuing professional development
Collection development and management

• Transformational change in information landscape

• Migration to digital information services

• Need for comprehensive and core foundational collections for subjects such as economics, education, politics, law, etc.

• Size of library collection no longer matters – there is a movement from ownership to access

• Active engagement with academics to support the teaching curricula by identifying supplementary and complementary material in all formats
  • Support the teaching curricula
  • Identifying supplementary and complementary material in all formats
Collection development

• Costs of journals and databases crowding out purchasing of traditional prescribed and recommended textbooks
• Ebook versions of academic textbooks/prescribed not yet universally available

• Cost of ebooks
• Some restrictions in how patrons can use ebooks
• Copyright and licensing restrictions
ICT infrastructure

✓ Library is considered to be the most “connected” place on campus

✓ ICT is ubiquitous
  ✓ infrastructure and access

✓ Virtual gateway to unlimited information resources 24/7

*Library is no longer the physical storage space for a collection of books!*
Costs associated with maintaining quality service

- Access to information resources, print and online
- Library systems and discovery tools
- Wired and wireless connectivity
- Life span of computers, software upgrades, places budgets under severe constraints
- Access to PCs, Laptops, ipads and tablets
- Extended opening hours – in some cases 24 hours, cost implications of staffing
Student demands

• 24 hour physical library hours
• Cutting edge print information resources as opposed to E-resources.
• More collaborative seating spaces
• Cutting edge ICT infrastructure
Funding from universities for libraries

• Current funding inadequate, no prescribed formula
• Budget allocations differ from university to university
• Libraries are relegated to non essential services and subjected to less and less funding for areas that cannot be sustained by fundraising.
• Funding from the teaching input grant can be calculated on the international, continental and national standard of a minimum of 6% for excellent libraries going down to 3% for poor services on the understanding that it would be the minimum total library budget allocation.

• **Recommendation:** Funding should be regulated and allocated from the annual Teaching Input Grant based on FTEs for Science and Humanities
Budget forecasting

• The rising cost of acquiring the resources necessary to support teaching and research has far outstripped increases in library acquisition budgets.

• The exorbitant increase of access to electronic resources are a challenge, double-digit inflation has become the norm in the online database industry.

• This is particularly evident in the scientific, technical and medical (STM) journals.

• Decreasing financial support from our institutions
  • Inability to keep up with the advances in computer and information technology.
  • Space in our universities are at a premium, both for our collections and as well as seating spaces for our students.
VAT
Exchange rate

Impact of VAT on procurement of online resources

Library directors face the necessary question of how to offer more for less in a time of stagnant or even reduced budgets

Threats posed by the exchange rates is beyond library’s control, and without an increase in the budget, library’s are forced to continuously cancel core resources needed to support TLR effectively
Embracing new trends impacting research and research visibility

• Hosts the institutional repository
• Supports Open Access through the institutional mandate
• New roles and posts such as Scholarly Communication, Institutional Repository Manager
• Open education resources
• Explore e-Learning
• Incorporation of Web 2.0 tools
• Altmetrics
Emergence of e-Research in academia

• Key role of library
  • preserving knowledge, ensuring quality, integrity and curation of digital research information, sustaining evolving digital service environments and archiving research data

• Building appropriate set of services and spaces for new forms of teaching, research, and learning;

• Shifting resources to support the digital imperative;

• Developing/recruiting new skills and expanding traditional roles, e.g., from reference librarian to research data manager
Research Data Management & Data Curation

• Statement on Open Access to Research Publications from the National Research Foundation (NRF)-Funded Research
Equal Opportunities and Access
Rural and remotely located HEI’s
The imprint of apartheid still apparent in our post school institutions
• Disadvantaged institutions, especially those in rural areas of the former “bantustans”
  • infrastructure, teaching facilities and staffing
  • Infrastructure at some institutions requires substantial investment

• Inequalities of institutions, i.e. the distribution of research capacity (and teaching) in higher education institutions is skewed in favour of historically advantaged institutions

• The unequal schooling system disadvantages mainly black students as reflected in the post school system

• While larger numbers of students now have access, the graduation rates are poor and dropout rates are high,
Supporting distance education

*Distance education and resource-based learning ... have a crucial role to play in meeting the challenge to expand access, diversify the body of learners, and enhance quality, in a context of resource constraint.*” Educ White Paper 3

- ODL to be expanded to meet SA’s enrolment targets and cater for a variety of learners in both universities and colleges
- Improve quality through better student support (e.g. local learning centres, expanded use of digital technology, development of high-quality national learning resources (made available as OER) especially in rural areas
- DHET encouraged universities to expand online and blended learning – esp. for part timers, incl. postgrads – access to Information resources is a constraint
Equitable access for differently-abled

• Currently there is no national policy on disability to guide education and training institutions.

• Levels of commitment and resource allocation for dealing with disability varies between institutions

• Resources at many institutions are meagre, especially at HDIs and FET colleges

• A national strategic policy framework has to be developed to improve access and success for people with disabilities in post-school education and training.

• The framework will require all institutions to develop disability and establish norms and standards for institutional plans.
National Digital Library
(SANLIC presentation will expand on this issue)

• CHELSA provided input to feasibility study

• Envisaged that national digital library will provide access to textual resources for education and training eventually i.e open education resources, text books for undergraduates, ebooks, open access journals as well as access to commercial available databases (national site license); repositories, data repositories
National Site license initiative
(SANLIC presentation will expand on this issue)

• Dire need for national licence
• Current situation perpetuates inequalities of past
• Institutions with vast resources can afford best information resources
Conclusion and Recommendations

• There is a need to develop uniform standards for infrastructure and equipment to support learning and promote equity.

• Up to 6% of the university budget should go to library resources (literature and Green paper on higher education).

• OER’s vs commercially available textbooks.
Conclusion and Recommendations

• There is a need to develop uniform standards for infrastructure and equipment to support learning and promote equity
• Active engagement with the national research imperatives
• Create learning and research environments that are welcoming to all
Thank you