



Info Forum

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NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

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“Bad libraries build collections, good libraries build services, great libraries build communities.”

- R. David Lankes

Foreword

Never before were there so many challenges for academic institutions: their ability to adapt to everything becoming faster, more and bigger are crucial! Never before was it necessary to reconcile quality with performance and never before was it possible to initiate and complete research in such a short time span with minimal personal encounter. The library service of the Ferdinand Postma Library complies with distinction to all these demands. A mere newsletter will probably not be sufficient to do justice to the vitality and dynamic services that the Ferdiand Postma Library and its four satellite branches offer.

The possibility of eResearch has recently been added to the bouquet. This include the following options inter alia: collaboration with research role players of the University; specialised research support; a webpage of international stature; InCites to determine the impact of research; ORCID for uniform research identity and profiles; the active promotion of Boloka (Institutional repository); the planning of research management, et cetera. Educational-learning prospers from the establishment of the Information Commons in combination with the integrated teaching of informational skills and the emphasis on individual and team work in the planning of the physical space. The active joining of combined teaching via the use of technology as well as the pertinent promotion of electronic sources for on- and off-campus students simplifies matters further.

Spontaneous participation in community involvement at secondary schools in the surrounding areas enhances the equipping of potential learners with the required life skills and preparation for further studies.

The library space is rearranged and modernised on international scale to comply with the commands of the 21st century, printed and electronic source collections are verified and the structure of the staff is modified functionally to harmonise with the two other campus libraries. The significant number of staff that is studying (approximate 30 over the past 4 years) is an indication of the dynamic and motivated library team. In 2014 a Library forum has been founded to align the services of the three libraries according to the vision of the NWU.

It was a privilege to be part of an environment in which diligence and pride, professionalism, servitude, proficiency, support and caring, as well as a readiness to cope with challenges was outstanding.

May the bright star of this library keep shining and may you go from strength to strength.

Elsa Esterhuizen

Inauguration of the ground floor and Information Commons

With the inauguration of the new ground floor and the Information Commons for undergraduates the Library is keeping up with the needs of undergraduate students for a social learning and working environment.

The Information Commons is a high technological environment with 90 computer workstations with access to electronic informational sources where students can do their assignments. Printers, scanners and seminar rooms for group work are also available. A well-equipped training room with an interactive white board facilitates the presentation of information efficiency sessions in which the focus falls on the scientific handling of information sources, the prevention of plagiarism and the writing of assignments. The rest of the ground floor is furnished with cosy and informal chat areas with additional power plugs for tablets and laptops.

The Research Commons (inaugurated in 2014) focuses on the demands of post-graduates and researchers. With the creation of the Information Commons the message is passed on that the Library strives to support students at all levels of the academic learning environment.



For more information: <http://news.nwu.ac.za/nwu-library-opens-excellent-new-information-commons> - June 2015

Ground floor building process

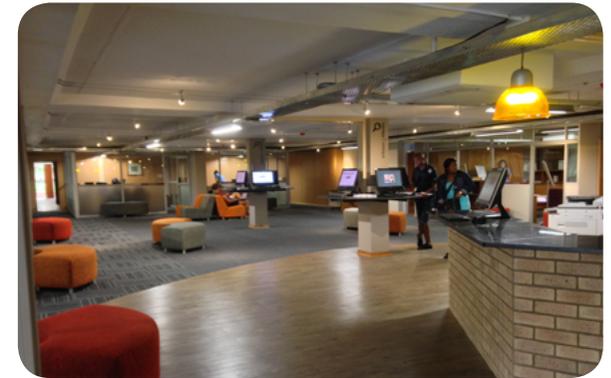
Before



During



After



Information Commons Survey

The Information Commons puts a lot of emphasis on delivering a user-centred service. It was therefore essential to measure user experience a few months after it officially opened in April 2015. About 109 students took part in the survey that was posted on the Library's eFundi site as well as the [LibGuide for undergraduate support](#).

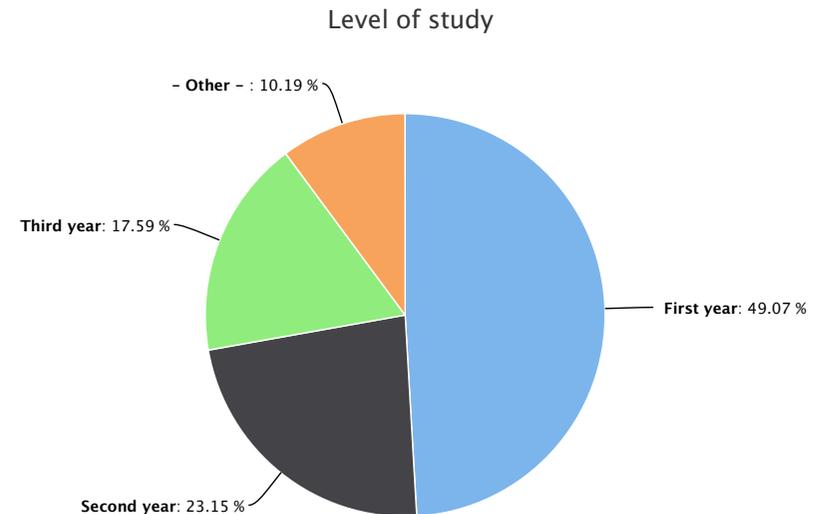
The results of the study indicated that 49.07% of the Information Commons' users are first year students, followed by second year students at 23.15% while 17.59% of users were completing their third year. Interestingly enough 10.19% of the users were post-graduates. A closer look at the survey results indicated that the highest percentage (34.86%) of Information Commons users are students from the Faculty of Economic and Management Science. Students from the Arts and Humanities represent 21.10% of the Information Commons users while students from the Faculty of Theology seem to be the least active users of the facility (1%).

According to the survey the top five reasons why students frequent the Information Commons are as follows: computing, printing, individual study, research and group work in the seminar rooms.

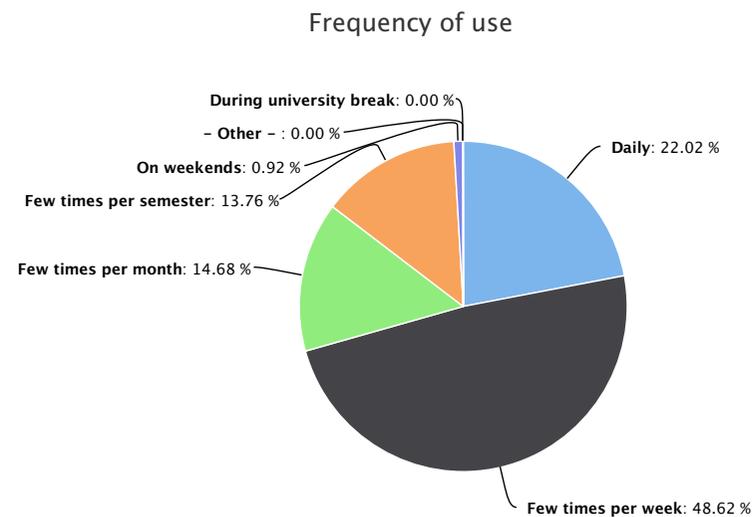
Students were also asked to elaborate on their experiences in the Information Commons and these are some of their replies:

- "It is very comfortable and always clean. This creates an inviting environment for us to complete our intended tasks."
- "The quietness and the vibe of wanting to study when going there."
- "It caters to all my needs."
- "The space is used functionally, and the separate places for working with a computer, laptop, or merely sitting on a couch are also functional."

Thus far complaints were limited to the noise level and the availability of computers during peak times.



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Embedding information literacy facilitation

As academic librarians, we are redefining our roles to face the challenges of the digital information environment (Carlson & Kneale, 2011: 167). "Embedded librarianship" provides us with an opportunity to apply our skills and expertise "out of the context of the traditional library... in an on-site setting ... that enables close coordination and collaboration with researchers" (Carlson & Kneale, 2011: 167).

To move beyond the traditional and familiar is a daunting prospect. There are no established guidelines or pointers to navigate the transition to embedded librarianship. Academic librarians will have to be creative in identifying opportunities to embed themselves in the lives of students and faculty. Carlson and Kneale (211:168 - 169) offer the following advice to those seeking to become embedded librarians:

- Be willing to venture outside the library building and think like an entrepreneur.
- Be proactive and creative within your daily work environment and identify new opportunities for collaboration with students and faculties.
- While pursuing opportunities, be prepared to accept risk and rejection.
- Build relationships outside the library building that will be lasting.

The embedded librarianship model enables librarians to "move from a supporting role into partnerships with their clientele, enabling librarians to develop stronger connections and relationships with those they serve" (Carlson and Kneale, 211: 167).

Within the information commons-environment, the concept of "embedding" might also yield positive

outcomes for information literacy facilitation. An area to explore might be closer collaboration with faculty and integration of information literacy skills into the undergraduate curriculum. Gaining physical or virtual access to students in the classroom might prove to be a viable step to enhance information and digital literacy amongst undergraduates. The benefit of embedding information literacy within the undergraduate curriculum is that the library will be connected to and have access to undergraduate students on a regular and continuous basis.

The traditional "on-shot" library training session-approach tends to focus on generic library skills and are opportunistic, varies from year to year and is totally dependent on whether faculty members have enough time to allocate to a library visit. The Information Commons runs weekly "walk-in" information skills facilitation sessions, but a far more successful approach has been information skills facilitation in close collaboration with the lecturer. Here information skills facilitation is custom-designed around a specific curriculum related activity and based upon a specific outcome derived and assessed by the lecturer. The hands-on training facility has proven to be valuable since students can imitate the librarian's actions throughout the demonstration.

Embedding cannot take place without understanding and building a relationship with our clientele. Sharing what we experience in the Information Commons with regards to the use of information by undergraduate students, provided common ground and lecturers felt comfortable to discuss issues of concern to them such as for instance plagiarism. Special attention is therefore given to the concept of "scholarship" e.g. critical thinking skills, evaluation of digital content

and the ethical use of information during information skills facilitation. Lecturers were open to the idea of deriving specific outcomes for the information skills training as well as the assessment thereof. This led to exciting opportunities where the Information Commons became involved in undergraduate research projects that ran over a couple of months. Initial contact started with information skills facilitation in Tarentaal and was followed by more work sessions in Tarentaal. During these work sessions the librarian was on hand to assist students from the moment the students started formulating their search strategies to compiling their bibliographies. The duration of each of these facilitation sessions tend to be between 3 to 4 hours, but provided excellent opportunities to rove amongst the students and provide one-to-one assistance when required. Connecting on a more personal level with the students also led to some students arranging meetings with the librarian for information support outside of the formal sessions.

The teaching of traditional "library skills" to undergraduates is not sufficient anymore: information technology has been revolutionised, information is being generated at an increasing rate and the undergraduate user profile and skill set have changed due to the digital environment they grew up in. Embedding our services and expertise in the lives of our clientele, provides us with the exciting opportunity to challenge the boundaries of information literacy facilitation and truly support lifelong learning.



Casual day

The new "Hub" for students with disabilities, located in the Information Commons was introduced on Casual Day, Friday 4 September 2015. From right to left: Elsa Esterhuizen (Director: PC Library), Blanch Carolus (Head: Unit for Students with Disabilities) and Louise Vos (Manager: Information Service)

The Ferdinand Postma Library and the Unit for Students with Disabilities (USWD) are working together to enable students with disabilities to experience ease of access to library and information services. The USWD provided four computers that the Library will use to assist students with disabilities to access information resources and to support their academic activities. The Library supports the full integration of students with disabilities into the University and has therefore made these computers available in the Information Commons. Helpdesk staff is on hand to assist students with all their information needs, i.e. accessing the online databases, catalogue searches, et cetera. The USWD will provide the necessary software and once it has been installed the "Hub" will be fully functional. At present ZoomText and Microsoft Narrator are available.

Our Library

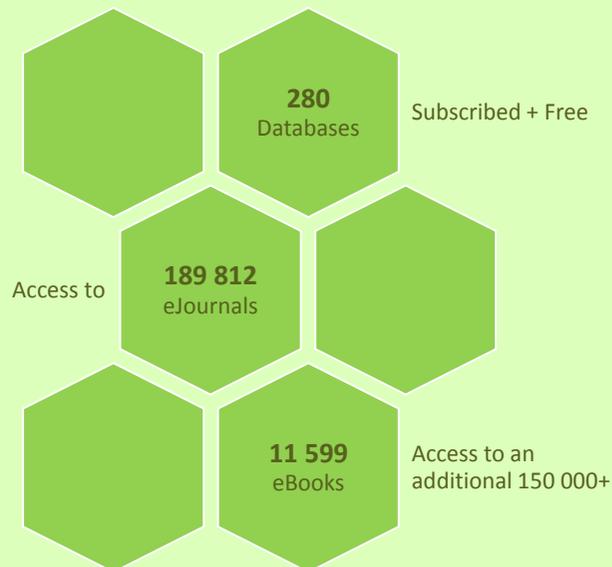
Libraries are cool. Our users are cool.
Here are some fun stats about the
Potchefstroom campus libraries for
January-September 2015

789 188
people visited the
libraries

286 504
unique webpage
views

16 997 412
number of
searches done on
databases

The "eCollection"



Our Facilities & Services

Total books
checked out
41 190

Books used in
Reserved
collection
11 961

Training
sessions
418

Study rooms
booked
11 182

Information
requests
handled
24 871

Come visit us soon

Potchefstroom campus libraries consist of the Ferdinand Postma Library, Educational Sciences Library, Natural Sciences Library, Music Library and the Theological Library.



Introduction

An integrated library system (ILS) or Library management system (LMS) remains of critical importance to libraries for the effective delivery of a wide range of services. Such a system must also meet the needs of the users and support the access, discovery and use of information resources.

A functional library system consists of at least the following:

Administrative and professional tasks

- Cataloguing (classifying and indexing of materials)
- Circulation/Loans client services (user registration, lending, holds and reservation of sources, etc.)
- Subscription to and the management of serials
- Procurement and finances
- eResource management
- Inventory control

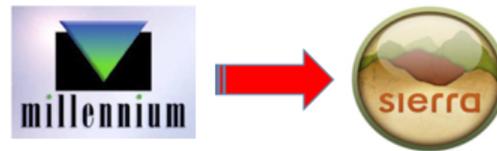
Online access and search facilities

- Online access (Web OPAC) to library resources (print and online)
- My Patron record (Items on loan and the renewal of books)

Management information and reporting

- Performance management
- Library usage
- System reports
- Collection management
- Patron/Faculty usage

Background



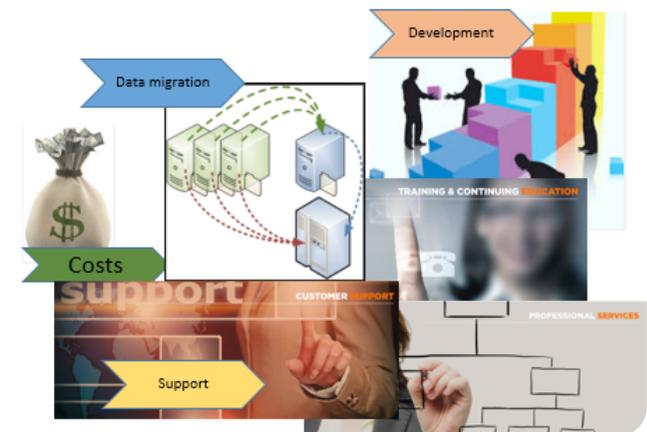
The Library services of the NWU switched in 1998/1999 from the Data Track system to the known INNOPAC system of Innovative (III). The INNOPAC system was the predecessor of the Millennium system which was used for approximately 16 years in the Libraries of the NWU.

Because of rumours that further updating of the Millennium system would stop on account of outdated technology, the Library looked into a new system during 2013/2014. Systems researched at that stage were: Sierra of Innovative, OLE of Kuali, Koha (Open Source systems), Alma of Ex Libris and WMS (Worldshare Management Services) of OCLC.

Some of the most important considerations were cost, a seamless switch of data without long disruptions, the minimum training necessary, excellent support, new technology and future development.

Decision and recommendation

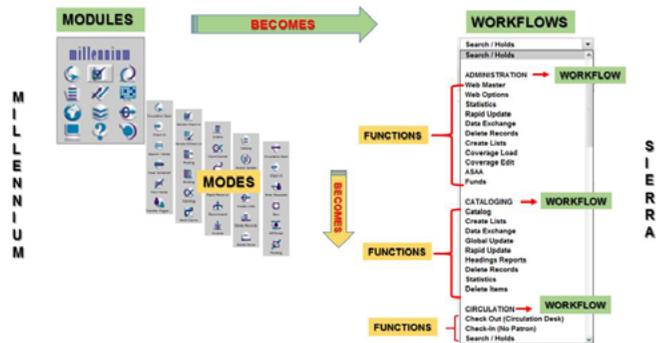
After visiting and consulting other libraries and various demonstrations of Sierra, the three campus libraries agreed on the Sierra system. This programme complies with all the above-mentioned prerequisites. A recommendation was made to the University Management and permission was granted during November 2014 and the Sierra system was bought in January 2015.



Implementation of Sierra

During the implementation phase every one of the staff was kept up to date on the status of the Sierra development and progress could be seen daily. A LibGuide was created with the necessary documentation, time line, manuals and videos of the new system. The project team was available at all times and was only a phone call away. Questions and problems were handled and documented immediately.

With the help of the NWU's IT services two new servers were installed and the data was moved to the new server. During the test stage (preview) the Sierra client was installed on the workstations of the entire staff. During this phase the staff could get the feeling of the new environment. The complete migration was completed by 8 June 2013 without any major problems and the staff could immediately carry on with their daily duties and activities.



One of the major differences between Millennium and Sierra lies in the more appropriate work flow. All library functions are now accessed on one level under Workflows and the various menus with the individual functions can now be created by activity roles.

Boloka: Institutional repository of the North-West University (NWU-IR)

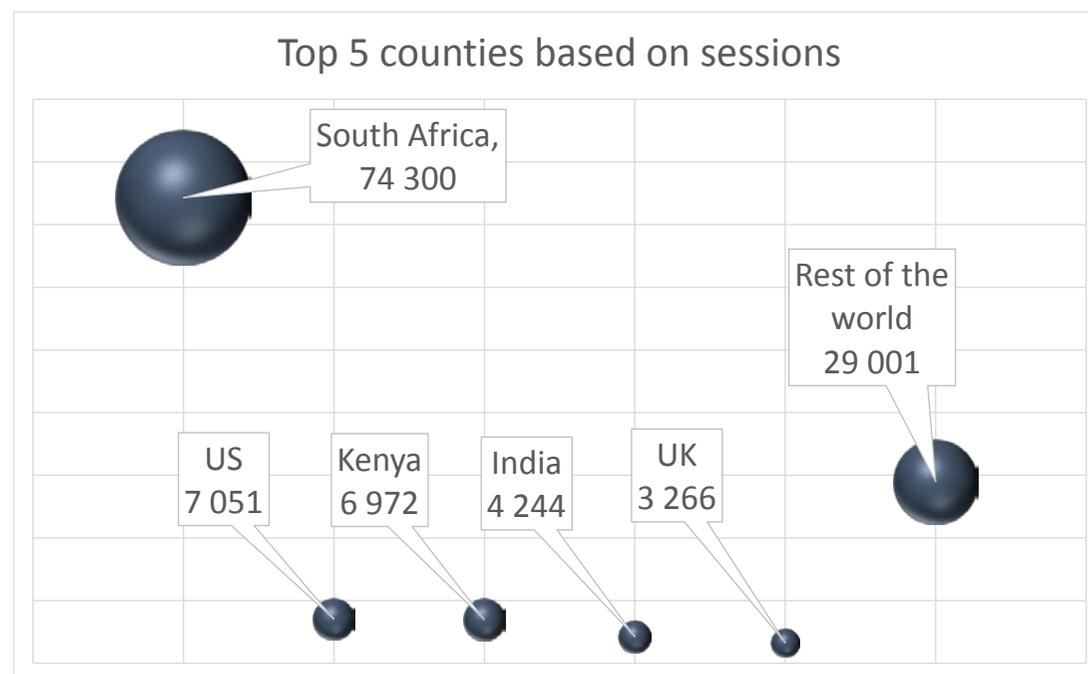
The [Institutional repository](#) (IR) of the NWU – also known as Boloka – is a platform for the collection and dissemination of various outputs by NWU authors. Items in the repository are Open Access (OA) and is available to anyone with an Internet connection.

Most viewed items

Below is a table containing the top five most viewed items in the NWU Institutional repository.

	Title/Author	Views
1	A comparison of integrated transport and spatial planning instruments : a case study of the Eden district municipality, Hermanus local municipality and Cape Town metropolitan areas / Page, J. H. (Link)	6635
2	Die rol van tegnologiekoördineerders in inligting- en kommunikasie tegnologie [kommunikasietegnologie] in Suid-Afrikaanse skole / Tarantal J.C. (Link)	5727
3	Efficiency measurement of basic service delivery at South African district and local municipalities / Van der Westhuizen, G.; Dollery, B. (Link)	5062
4	The impact of broad-based black economic empowerment (BBBEE) on family businesses / Orton, D. (Link)	4431
5	The balanced scorecard as performance measurement and personal development tool in a steel organisation / van Staden, A. (Link)	4067

The graph below shows the top five countries to view items in the repository– this is based on the number of sessions coming from that country (for the period 1 January–31 October 2015).



Boloka: Institutional repository of the North-West University (NWU-IR) (continues)

Growth

The library has several staff members across all three campuses which are tasked with adding items to the repository. Below is a table showing the growth of the different collections in the repository from 2014 to 2015.

Much attention is given in making research output of the NWU available on the repository. There are library staff members tasked in retrospectively adding full text articles where possible to the bibliographic entries which are already available for research outputs from 2010. The goal is to have full text items for all the research output entries on the repository.

Collection	2014	2015	Growth in numbers
Africana Books	160	307	147
Conference Papers	1	58	57
E Theses and Dissertations	6273	6758	485
Inaugural Lectures	242	248	6
Journals	2666	2923	257
Publications	13	19	6
Research output	3373	4633	1260



There are also a number of [accredited journals](#) loaded onto the repository, namely PER, The journal for transdisciplinary research, Jambá, New contree, and Yesterday & today.

Self-Submissions

Very recently self-submissions were implemented on the repository allowing subject librarians to submit articles by authors in their respective subject fields. Before the self-submission option articles were only added retrospectively a year or more after they were published. Now subject librarians can pro-actively work with authors to submit new items to the repository as soon as they become available. The library hopes that in the future the self-submissions can be expanded to include other submitters as well, but for the time being it is still in a test phase.

Repository usage

Metric	2014	2015	% change
Users (people using the repository)	98, 521	99, 111	+ 0.6
Sessions (times the repository was used)	120, 557	124, 834	+ 3.55
New sessions	78.06 %	80.04 %	- 2.48
Page views	383, 580	432, 079	+ 12.64

As can be seen from the table, there is a slight increase in the usage of the repository (both in terms of the number of users as in the number of times the repository was accessed). The only negative growth was in the number of new sessions – this is indicative of the fact that the same users come back to the repository for multiple sessions.

Boloka: Institutional repository of the North-West University (NWU-IR) (continues)

Devices used

The devices used to access the repository for the same period (2014-2015) is shown below.

Device	2015 %	% change from 2014
Computers	74.75	- 1.16
Mobiles	20.86	+ 22.06
Tablets	4.39	+ 13.78

As can be seen from the table there is an increase in mobile and tablet device usage to access the repository with a slight decrease in desktop users. The next version of the repository software will be more friendly to mobile and tablet users, and the library is actively working on it to accommodate the use of these devices when accessing online library services.



ENDNOTE vs RefWorks

In the light of budget constraints the NWU decided to support only one Bibliographic Management System instead of two as was done in recent years.

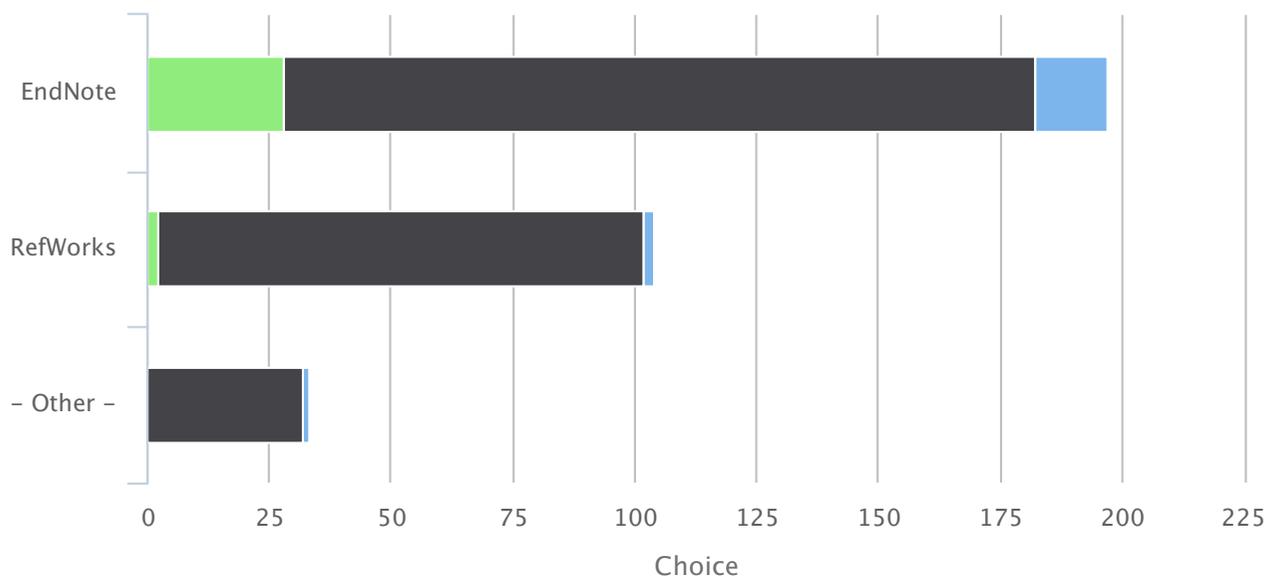
The library conducted an EndNote & RefWorks user survey across the three campuses in May 2015 to determine the user preference and user satisfaction with these reference management tools. The results indicated an overwhelming use and preference for EndNote on the Mafikeng and Vaal Triangle Campuses and a majority of users at the Potchefstroom Campus also preferred EndNote.

During June 2015 it was decided to discontinue the RefWorks Subscription for 2016 and Erika Rood and Zine Sapula assisted interested staff and students to migrate their databases to EndNote/EndNoteWeb. Regular training sessions in the use of EndNote were also scheduled and some staff members were visited in their offices to export their databases to EndNote.

It was interesting to note that other BMS software are also being used such as Mendeley, Zotero, Natbib, Jabref, Qiqqa, and Bibtex. Even the reference functionality on Word is being used by a few people.

[EndNote](#) can be downloaded to your office PC and laptop and the EndNote library can be synchronised with an EndNote Online account. The NWU Harvard style is also available on eFundi under the Library Resources Tab.

Choice



■ Mafikeng Campus / Kampus ■ Potchefstroom Campus / Kampus
■ Vaal Triangle Campus / Kampus

Highcharts.com

Staff and students will still be assisted to move their database from RefWorks to EndNote during November and December 2015.

Community service projects for 2014

It is with great joy that both the secondary school libraries at Resolofetse and Boitshoko in Ikageng, could be opened in October. It was for both the Ferdinand Postma Library and the schools an experience that will long be remembered.

The openings of each library occurred during a formal programme as arranged by the schools themselves. Dignitaries of the districts and the Department of Education attended and acted as speakers. The official handover was presided by Elsa Esterhuizen and Jubrie Oosthuizen at Resolofetse and Boitshoko respectively. The hospitality of the schools during both openings was remarkable. At Boitshoko the students and teachers presented several items.

The schools have expressed their sincere thanks and the Ferdinand Postma Library gave assurances of further help and support, if possible.



Community service projects for 2015

The need for school libraries cannot be over-emphasised. School libraries are beneficial to the progress and academic development of learners and therefore schools need functional and well-resourced school libraries. The purpose is to resuscitate secondary school libraries in Ikageng, foster a culture of reading, and assist in the provision of information literacy skills among learners, in order for them to have improved matric results with a bachelors certificate pass. By this the University will receive better prospective undergraduates and schools will have self-sustainable school libraries.

To date the Boitshoko secondary school benefited the following: a 24 drawer catalogue cabinet; a catalogue; issue card & pockets where designed and 332 books have been processed; 106 books, which include dictionaries and encyclopaedia, were donated collectively to Potchefstroom Secondary and Promosa secondary school.

“What do you say?”: 22 July 2014

The second semester scarcely commended when the Academic Counsel presented their Forum on 22 July 2014. Approximately 40 students attended the occasion in the hearty atmosphere of Ferdi's, the coffee shop in the Library.

The subject handled was very relevant for any student and prospective candidate of the professional life, namely “The reality in the work space, attitude and the importance of mentorship”.

Cindy Rautenbach (Psychological and wellness consultant at SAB) was the speaker and the audience drank in every word. She stated that emphasised ideas could become sour for many prospective workers because the reality does not always correspond with their expectations. She warned that qualifications were not always a warrant for high salaries and high positions. Each employee should be prepared to begin at the bottom of the ladder, with the specific task to benefit the employer and not necessarily initially the employee self.

With this in mind, she also indicated the importance of a positive attitude in the professional environment. Modesty and the readiness to do any kind of task will make a huge difference. One must have patience because climbing the corporate ladder successfully doesn't happen overnight.

She also stressed the importance of coaching and mentorship, because this could best help to cope

with the challenges accompanying emphasised ideas and attitudes. She encouraged students to contact companies to establish whether they presented mentorships.

Peet Roos and Anell van Pletsen of the Career Centre also attended the meeting. They invited students to use their services: to compose CVs and to get assistance on the preparation for interviews. Many questions were answered and afterwards students felt more confident.



“What do you say?”: 17 February 2015

The positive psychological effect of R & O on first year students

The first “What do you say?” academic discourse of the Academic Council for 2015 also took place in

Ferdi's. The topic of the discourse was: “The positive psychological effect of R & O on first year students”. This was a very appropriate topic because it was the first year without O & B.

There were two speakers to shed light on the topic. Bianca Enslin, SC Deputy Chairman, discussed the differences between R & O and O & B, as well as how the different role players experience each of these actions. After that Me. Heleen Coetzee, a clinical psychologist and ex-SC Chairman, supplied reasons why R & O has more positive psychological effects on first year students than O & B had.

She indicated that one can only achieve motivation through combined goals if there were mutual respect. If this is the goal, the natural hierarchy will never be an issue. The uniqueness of first year students must be respected, their creativity be stimulated and their coping abilities be strengthened.

About 130 students attended the meeting and Ferdi's was full to bursting. Each student received a free drink sponsored by the Library, and afterwards there was time for questions.

The mass meeting was proof that the topic was spot on and important.

Retirees 2012-2015

2012



Doefie Kruger

2014



Renie Laage



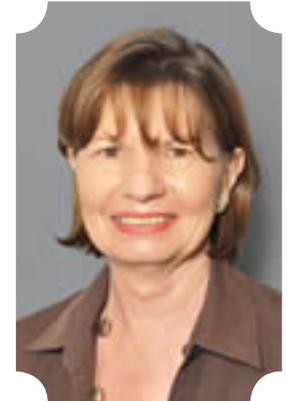
Christine Schutte



Hester Spoelstra



Susan Lourens



Marie de Wet

2015



Ester Venter



Elsa Esterhuizen



Ria Adelaar

***Retirement is the
beginning of life, not
the end.
— from the interna-
tional bestseller How
to Retire Happy, Wild,
and Free***



Articles written by: Carine Basson, Corrie Breitenbach, Elsa Esterhuizen, Janie Lamprecht, Louise Vos, Louw Venter, Martin Nokoane and Sonja van der Westhuizen

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