EDITORIAL

In what may be termed as perhaps one of the more difficult periods in higher education in South Africa with impacts felt in other sectors of South African society as well, the second half of 2016 – dominated by the #FeesMustFall student protests – still saw *SAJLIS* receive a total of fifteen manuscripts in this six-month period from both within and outside of South Africa for consideration for publication. The rigour of the journal's peer-review process and the efforts to maintain the quality and standard of the journal, while at the same time promoting development of the next generation of LIS researchers and authors, saw just five papers make it to the final publication stage. The others (67%) were either rejected or authors encouraged to revise on the basis of guidance provided by the journal's expert reviewers and to re-submit for review for forthcoming issues. As the Editor, I wish to thank *SAJLIS* reviewers, not only for the sterling work they do in contributing to the enhancement of the papers which are finally published, but also for the guidance for improvement provided to authors whose papers were not selected for publication.

Scholarly journals are often dominated by contributions by academics because of their natural involvement in research and *SAJLIS* is no exception to this trend. Hence, the delight in observing that this issue is dominated by papers by LIS practitioners. Not only is this an indication of the emerging confidence of LIS practitioners to take on research and publication as a workplace competency, but also augurs well for LIS services in that its professionals are engaging in research as a contribution to enhanced and value-added service delivery. Furthermore, it is appropriate that in an issue emerging during the #FeesMustFall protests, which saw calls for the decolonisation of the curriculum and 'pain-free' education, the following themes abound: LIS services to people with disabilities; the impact of new information services on teaching, learning and research in higher education in a rural context; informetric analysis of medical and health research in Africa; open access journal publishing as a contributor to social justice in Africa; and, fostering librarian-lecturer partnerships for enhanced teaching and learning in higher education in a developing context.

Aubrey Harvey Chaputula and Patrick Makono Mapulanga use interviews with students with disabilities, among other data collection methods, to highlight the lack of library and information services to people with disabilities in Malawi as well as the accessibility challenges they face.

In a context of shrinking budgets, currency fluctuations and the high cost of print and e-resources, Lyudmila Ocholla, Grace Mutsvunguma and Zanele Hadebe use a case study of the University of Zululand Library to show how new information services initiated by information librarians have impacted on teaching, learning and research at the university.

"Research productivity and visibility are becoming increasingly important in the individual researcher's pursuit to build his or her research reputation, be promoted to the next academic rank within an institution and gain national and international recognition among peers", explain Daniel Chebuck Rotich and Omwoyo Bosire Onyancha. Hence, they offer an analysis of research trends and patterns among health science academics in a Kenyan context to gauge research productivity and visibility.

In yet another case study, this time at the University of Cape Town, Reggie Raju, Jill Claassen and Elizabeth Moll report on the contribution of the openness movement to the changing mode of distributing scholarly literature. They argue that leading research universities on the African continent have a social justice obligation to distribute freely their scholarly output to the widest reading audience possible for the general betterment of society.

Last but not least, Allison Fullard uses the recently revised American College and Research Libraries (ACRL) Framework for Information Literacy to demonstrate how this tool may be used as a heuristic resource for "deepening the conversations and achieving more productive collaborations between lecturers and librarians". Based on a series of interviews with lecturers from different disciplines at the University of the Western Cape she "explores the synergy between the conceptual frames of the Framework and the lecturers' strategies to bring about the kinds of literacies that are valued as generic graduate attributes needed in the twenty-first century".

Enjoy the read!

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Editor-in-Chief