

# Institutionalizing Education for Publishing in Nigerian Universities: Rationale, Imperatives and Sample Curriculum in the 21<sup>st</sup> Century

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## Abstract

**Purpose:** This paper examines the neglect, state of sub-standard published works and absence of first degree programmes in publishing studies in Nigerian universities, which affect the development of the sector in the country and its contribution to national development.

**Design/methodology/approach:** This is a prose literature type, covering the rationale and imperatives for establishing the publishing studies programme, and identifying those universities that have such programmes across the universe with their websites. Related sources/literature from the library and the Internet on publishing were reviewed.

**Findings:** Sample curriculum that could be adopted for the establishment of first degree programmes in publishing studies in Nigerian universities was proposed as it was discovered that publishing has no place in Nigerian Universities.

**Originality/Value:** this is the first study that advocates for the programme, to be tagged Publishing and Multimedia or Publishing and Media Studies, could be mounted either as a standalone department or as a sub-unit under the already existing Department of Library and Information Science in Nigerian universities.

**Practical implications:** The identified existing needs-academic and industry for publishing personnel and specialists could be met through the implementation of the proposed programme. The principal stakeholder in this endeavour, the Nigerian Association of Library and Information Science Educators (NALISE) should play a leading role in facilitating the programme in our emerging knowledge economy.

**Keywords:** Publishing, Multimedia, Media Technologies, NALISE, Nigerian Universities

**Paper type:** Conceptual Work

## Introduction

The mission of all branches of knowledge, be it humanities, social sciences, pure sciences, applied sciences, engineering and technology thrive in research and dissemination of findings via publications for possible utilization and applications in various sectors, which results in continuous development of man and his society. Published intellectual outputs of man in the form of information resources, both print and digital, are selected, acquired, organized, preserved and disseminated for the use and benefits of individuals that are entitled to them, and for the satisfaction of their information needs. These processes constitute information management, which are carried out in libraries and allied information agencies, thus, leading to the study of library and information science/studies (LIS) in universities and other tertiary institutions.

However, LIS is known to be multidisciplinary in nature and scope. Libraries serve all branches

of knowledge, all professions, and all classes of individuals in the society. In other words, libraries and other information agencies engage in the provision of information resources and services in agriculture, law, health sciences, social sciences, applied sciences, engineering and technology, among others. Furthermore, there are specialized practices like health and medical librarianship, law librarianship, agricultural librarianship, media librarianship, and so on. These various resources, services and practices form the constituents of LIS. Thus, apart from library and information resources management, there are many allied areas of LIS like archives and records management, business information management, health information management, agricultural information management, publishing, multimedia technology, and knowledge management, which are studied as part of LIS programme in universities.

Meanwhile, with the influence of globalization tools, especially sophisticated developments of information and communication technologies (ICTs), the Internet, issues of information glut and knowledge explosions, the above-mentioned constituents of LIS are gradually disintegrating into independent academic disciplines. Today, specialized programmes such as records and information management, health informatics, business informatics, agricultural informatics, multimedia technology, knowledge management, publishing studies and the likes are being offered in universities as full-fledged disciplines leading to the award of bachelor and postgraduate degrees. This is mostly the case in developed climes, and even in some developing countries in Africa.

Be that as it may, this paper is limited to publishing, an area of study and practice in LIS that has numerous opportunities. Thus, it articulates the content of publishing as unique programme which our universities should consider establishing, not only for reality of the times as an emerging knowledge economy, but also as a result of its various entrepreneurial and employment opportunities.

### **Overview of Publishing**

Publishing involves creation, production and distribution of information resources, including text, graphics, audio-visuals, and digital content, for consumption by individuals in the society. Okwilagwe (2001) sees publishing as planning, selecting, designing, producing, marketing (promotion, sales and distribution) of information materials such as books, newspapers, magazines, newsletters, journals, and other electronic products. According to Igwe, Ahmed, Alhassan and Saka (2015), publishing is a field of study, a business, a vocation, a profession and a tool for national and international development; and it involves the process of articulating and documenting the intellectual ideas, insights, thoughts, experiences, findings and perceptions of man into information products, and making them available to the public for consumption. As a field of study, it is studied as an independent degree programme and also serves as a key component in the curriculum of information schools for the education and training of information practitioners. As a business, it is part of creative ventures which individuals can take advantage of to earn living as writers and authors. It also serves as an entrepreneurial

opportunity for individuals to establish publishing outfits for fee-based services to the public. This could be in the area of sole proprietorship, partnership/joint venture, or limited liability companies, as the case may be. As a vocation, individuals work in publishing firms as indexers, graphic designers, editors, editorial assistants, copyeditors, printers, binders, accounting officers, human resource managers, sales representatives, marketers and distributors of published information products, among others.

As a profession, publishing outfits owned by individuals and organizations have registered associations with approved laws and regulations that protect the interest of their members, and the society at large. As an instrument of development, the impact of publishing cuts across educational, political, social, economic, and all other areas of human endeavour, at both national and global levels. In fact, publishing contributes strategically to development through facilitating access to the intellectual ideas and insights of individuals, creation of employment and entrepreneurial opportunities, documentation and preservation of culture and traditions, elongation of the history of societies, aids research and educational development, facilitates entertainment and leisure, encourages development and use of natural resources, aids in the implementation of bibliotherapy, among many others (Igwe, Ahmed, Alhassan & Saka, 2015). Thus Enang (2008) adds that publishing is indispensable in the knowledge industry, as well as important for national development, for information dissemination and preservation of culture and history. Making published products available to the public for consumption has financial implications. This therefore positions publishing studies as an entrepreneurial-oriented and opportunities-filled field that needs to be explored and developed in Nigerian universities.

Publishing is all about creating concepts, making products and sharing them with people (readers) whenever and wherever they want them. It is a fact that publishing is a fast-moving business that thrives on creativity, innovation and collaboration. With over one hundred thousand (100,000) books published every year in the UK alone, publishing contributes more to the British economy than any other creative industry (Kingston University London, 2015). This same British economy has many universities offering degree programmes in publishing studies, not only for further research in the publishing sector,

but also to enable the continuous growth and development of the sector. However, the situation appears different in Nigeria.

### **Rationale for Degree Programmes in Publishing Studies in Nigerian Universities**

In Nigeria today, it appears the study of publishing is not given the appropriate status it deserves in our universities. Furthermore, Afolabi and Jimoh (2014) had systematically analysed not only the state of education, but also the challenges facing the education and training of professionals in publishing sector of the Nigerian economy, and called for the establishment of institutions for training these professionals in order to meet the needs of the industry and the society at large. Presently in the country, there is no university that is offering publishing studies as first degree programme, unlike what is obtainable in the UK, USA, South Africa, Ghana, Kenya, Zimbabwe, and some other countries. At the postgraduate level, the following are the exceptions:

- Master of Publishing and Copyright Studies (MPCS – both academic and professional) offered by the Department of Library, Archival and Information Studies (LARIS) at the University of Ibadan;
- Professional Master of Communication Arts, with one of the specializations in Book Development and Publishing offered by the Department of Communication and Language Arts, University of Ibadan;
- PGD, M.Sc. and PhD of the Department of Mass Communication at Babcock University Ogun State with specialization in Journalism and Publishing Studies; and the
- PGD in Book Publishing and Marketing Education offered by the Department of Vocational Teacher Education at the University of Nigeria Nsukka.

In addition, there are also some other LIS Schools in the country that indicate publishing or book publishing as part of their specializations at postgraduate level. However, the extent of education, training and award of certificate specifically in the art and science of publishing by these LIS schools are not yet known.

In the case of polytechnics, the regulatory body known as National Board for Technical Education (NBTE) approved a National Diploma (ND) and Higher National Diploma (HND) programme in Printing Technology, in addition

to HND Book Publishing. This is run by few polytechnics in the country such as Yaba College of Technology, Lagos; and Kaduna Polytechnic, Kaduna state; Federal Polytechnic Oko, Anambra State, Institute of Management and Technology, Enugu; Hussaini Adamu Federal Polytechnic Kazaure, Jigawa State; and Benue State Polytechnic Ugbokolo.

The effort of academic stakeholders in LARIS with respect to further research and developments in publishing studies is a welcome development. The situation in Babcock University Ogun State, with its combination with journalism is also acknowledged, but as a private university, the financial implication and affordability is a critical factor to consider. Professional masters degree programmes have limitations, and may not involve rigorous research as it is in academic master degrees that may lead to further studies at the doctoral level. For the PGD and HND Book Publishing, publishing is not only about books ... what of other categories of information resources and products? Not only that, we are now in the digital era with massive explosion of online information products, and many individuals are into content development and digital marketing of these information products and services to final consumers that need them at the comfort of their homes and offices. In addition, the HND book publishing programme does not have room for further empirical research and investigations at postgraduate level for the development of the publishing sector in Nigeria. These are limitations which an academic programme focusing specifically on publishing studies from first degree level to further studies can take care of in Nigerian universities.

There is no contradiction to the fact that the absence of first degree programme, which is the foundation, before subsequent development of postgraduate academic programmes in publishing studies in Nigerian universities is having many effects on the nation's economy. Take for instance, the standard of many books published in the country leaves much to be desired. There are various cases where rules for book publishing were never adhered to. A case in point is the International Standard Bibliographic Description (ISBD) as developed by International Federation of Library Associations and Institutions (IFLA), which is intended to serve as a principal standard to promote universal bibliographic control, i.e., to make universally and promptly available, in a

form that is internationally acceptable, basic bibliographic data for all published resources in all countries (Okwilagwe, 2011). Thus, ISBD gives guidance to publishers, but the content are never adhered to in Nigeria, thereby creating problems for cataloguers, document lists and information users (Enang, 2008). The case of non-use of cataloguing-in-publication (CIP) data is already a norm among so-called author-service providers posing as publishers in the nation (Okwilagwe, 2011). There is total lack of regulations and standardization in the publishing industry in Nigeria. Okwilagwe (2011) puts it succinctly that the intellectual and commercial processes involved in book publishing have been systematically and rigorously distorted by the unwholesome activities of some 'publishers', and even government officials and agencies.

Furthermore, everybody in Nigeria now is a publisher. The continuous rise of self-publishing with its associated threats and concerns such as poor content, poor editing, poor design, poor printing, poor quality, and the likes is getting out of hand in the country (Igwe & Ahmed, 2015). Many books are written and published without target audience in mind, especially in the area of choice of words and grammar. Some self-published children's books were developed with grammar that is not equivalent to their level. So many quacks, road-side printers, and even many others that are not literate enough to be in publishing business, but have printing equipments run presses and assume the status of publishers. Unfortunately, in a country with over 170 million inhabitants, the number of approved and registered publishers by the Nigerian Publishers Association (NPA) is not enough to cater for the needs of the society.

The study of bibliometrics, and its subsidiaries like citation analysis, content analysis, impact factor of journals and other academic publications, and even webometric ranking of academic institutions are gradually being affected by lack of standardization and extensive studies and research in publishing science in Nigeria. Bibliometrics is the application of quantitative analysis and statistics to publications such as journal articles and their accompanying citation counts (Thomson Reuters, 2008). It is the statistical analysis of bibliographic data, focusing on citation analysis of research outputs and publications, which is increasingly an important way to measure and assess research impact of individuals, groups of

individuals and institutions (University of Leeds, 2014).

Bibliometrics is used in research performance evaluation, especially in universities and the governments, and also by policy makers, research directors and administrators, information specialists and librarians, and even researchers themselves. A library faced with collection development decision, an organization/foundation making funding choices, or a government office weighing national research needs must rely on expert analysis of scientific research performance (Thomson Reuter, 2008). That is the mission of bibliometrics, which is also used to identify the pattern of publication in order to gain insight into the dynamics of growth of knowledge in the areas under consideration (Thanuskodi, 2010). Presently, research works on bibliometric analysis of research outputs appears to be declining in the country. Publishing studies therefore needs a facelift to accommodate and encourage extensive research in all areas of publishing and allied fields.

Meanwhile, publishing studies is too broad to be left as introductory course(s) in programmes like LIS and mass communication (MAC). Even the treatment of publishing under print option of MAC programmes has not provided avenue for the publishing industry to succeed in the country. Unfortunately, in the Benchmark Minimum Academic Standards (BMAS) for social sciences by the National Universities Commission (NUC), the few courses under mass communication that focus on publishing are left as electives (Okojie, 2007). In the case of BMAS document for education, only two courses under LIS are on publishing, specifically for book publishing. The same is also applicable to the latest BMAS draft developed for Nigerian universities (Okojie, 2014). These imply that both MAC and LIS programmes offered in Nigerian universities did not make adequate provision for publishing studies and practice to thrive in the country. There is therefore the need for the establishment of publishing studies programmes or better departments in our universities.

### **Further Imperatives for Establishing Publishing Programmes in Nigerian Universities**

As earlier noted, the goal of all fields of study in our emerging knowledge society will be actualized via research and publications for

possible utilization and application. In Nigeria, publishing studies programme will make series of impacts if developed, nurtured and run as first degree and subsequently developed postgraduate degree programmes in our universities. Fortunately, the programmes are entrepreneurial-oriented, and have numerous employment opportunities in the society.

With publishing studies, the sub-standard nature of books and other information products published in Nigeria, most especially by quacks and road-side printers will be checkmated and properly regulated. These poorly published books cut across subjects in the pure sciences, arts, social science, applied sciences and technology. Presently, it may interested to note that some universities in Nigeria do not recognize for appraisal and promotion books (single-authored, co-authored, co-edited, chapter contributions, etc) that are not published by registered publisher/publishing firm who is a member of the Nigerian Publishers Association (NPA).

Today, many youths and even adults in Nigeria have resorted to writing and publishing of literary works like prose, poetry, and drama as well as other how-to-do-it books/manuals in diverse areas of human endeavour. Such they see as entrepreneurship cum entrepreneurial opportunity to explore. This they do mainly through self-publishing, which is known to be associated with many threats and concerns especially poor editing, poor design, poor production, and overall substandard works. Thus, a full-fledged academic programme for publishing studies in universities will create room for organizing affordable workshops and short courses on the art and science of publishing for these entrepreneurial-oriented writers and publishers.

Presently, the issues of impact factor of journals, politics and economics of webometric ranking of universities and other tertiary institutions, and predatory open access (OA) publishers and journals are current challenges Nigerian universities (and by extension other tertiary institutions) have found themselves in the digital era. These three challenges touch all aspects and branches of knowledge such as the pure sciences, arts, social science, applied sciences, engineering and technology. Universities in Nigeria need to commission comprehensive research on the core factors surrounding these issues, using scholars in their publishing studies

and information management departments and allied disciplines as researchers. A study by Okoye (2010) on the use of impact factor in the appraisal of academic librarians in Nigerian universities shows that majority of the respondents (97.6%) rejected the application of impact factor in their appraisal, and also disagreed that impact factor had wider acceptance than any other alternative appraisal mechanism. Furthermore, the investigation reveals heavy lapses in the provision of facilities, which are factors militating against use of impact factor for academic assessment in Nigeria. In addition, Eugene Garfield, the originator of impact factor, issued repeated warnings that impact factor is an inappropriate and misleading measure of individual research, especially if used for tenure and promotion (Cameron, 2005; Okoye, 2010). This also requires extensive research to ascertain the actual politics surrounding it, especially in academic environments in Nigeria.

In the case of webometrics ranking of universities, there is no doubt to the fact that lecturers, research fellows and research students in Nigerian universities and other tertiary institutions are doing considerably (if not excellently) well in terms of research efforts. However, majority of their works gather dust in their various institutions' shelves, thus making local content of indigenous research outputs of Nigerians not globally visible. This is the major tool for webometric ranking, i.e. the unavailability of scholarly outputs of Nigerians on the World Wide Web showing their universities affects their ranking. However, high webometric ranking can be actualized through institutional repository, which is a web-based access point to scholarly outputs of a research community in digital medium, usually facilitated by digital librarians. It however, requires very high internet bandwidth for sustainability, but the cost implication remains a factor and a big challenge for universities in Nigeria, mostly due to poor funding.

For open access (OA) journal publishing, it appears some universities in Nigeria are already being influenced by the so-called list of predatory journal publishers maintained by Jeffrey Beall, a librarian at the University of Colorado – Denver, who curates a blacklist of so-called 'potential, possible, or probable' open access publishers and journals ([www.scholarlyoa.com/publishers](http://www.scholarlyoa.com/publishers)). Although some of these open access journals demand very

high article processing charges (APC), the fact remains that a very good number of them are reliable journals that publish important research findings, though with manageable peer-review and evaluation systems. Reports have shown that some of the journals in Beall's list are not actually predatory, his bias against publishers from less economically developed countries, and Beall's contributions are arguably compromised by his attitudes (skepticism, if not hostility) about open access (Berger & Cirasella, 2015). It also appears that Jeffrey Beall did not take a thorough appraisal of unending serials crisis that have befallen academic libraries, institutions and researchers, especially in developing countries. Meanwhile, there are series of allegations on the Internet against Jeffrey Beall that some publishing houses like Hindawi and Elsevier pay him on yearly basis to continue the fight against open access publishing (http://svpow.com/2013/06/04). This is because open access publishing is affecting the annual huge profits made by these traditional journal publishing firms. Even scholars like Crawford (2014) have made a strong case for Jeffrey Beall's list to be disregarded and ignored.

African scholars, researchers and academic institutions should shine their eyes, and support open access to knowledge. Thus, open access has come to stay, most importantly to mitigate the enormous challenges posed by serials crisis, and exorbitant cost of journals published by Elsevier and other acclaimed high impact factor journals. Extensive and continuous research is required on these issues in line with realities in our local environment in Nigeria. Thus, publishing studies needs to be developed and fortified to chart a better course on the dynamics of scholarly communication in our emerging knowledge economy.

### Some Universities Offering Publishing Studies across the Universe

The following are some selected universities that offer degree programmes (B.Sc/B.A., M.Sc/M.A. & PhD) in publishing studies across the universe:

- i. Department of Publishing Studies ([www.publishing.knust.edu.gh](http://www.publishing.knust.edu.gh)) Kwame Nkrumah University of Science and Technology, Ghana.
- ii. Department of Publishing Studies, University of Witwatersrand, South Africa ([www.wits.ac.za](http://www.wits.ac.za))

- iii. Department of Publishing Studies ([www.nust.ac.zw](http://www.nust.ac.zw)). National University of Science and Technology, Zimbabwe
- iv. Department of Publishing and Media Studies, Moi University Kenya. ([www.mu.ac.ke](http://www.mu.ac.ke))
- v. Publishing Studies, Department of Information Science, University of Pretoria, South Africa
- vi. Centre for Publishing at the Department of Information Studies University College London, (<http://www.ucl.ac.uk/publishing>)
- vii. Oxford International Centre for Publishing Studies, Oxford Brookes University UK ([publishing.brookes.ac.uk](http://publishing.brookes.ac.uk))
- viii. Publishing Studies, Illinois State University, USA. ([www.ilinoisstate.edu](http://www.ilinoisstate.edu))
- ix. City University London, Publishing (<https://www.city.ac.uk/courses/postgraduate/publishing-studies>)
- x. University of Stirling, Publishing Studies (<https://www.stir.ac.uk/postgraduate/programme/information/prospectus/english/publishing-studies-mlitt/>)
- xi. Kingston University London, Publishing (<http://www.kingston.ac.uk/postgraduate-course/publishing-ma/why->
- xii. Bath Spa University, UK, Publishing (<https://www.bathspa.ac.uk/schools/humanities-and-cultural-industries/courses/undergraduate/Publishing>)
- xiii. Anglia Ruskin University, UK, Publishing (<http://www.anglia.ac.uk/study/postgraduate-taught/publishing>)
- xiv. Edinburg Napier University, UK, Publishing ([www.napier.ac.uk](http://www.napier.ac.uk))

It should also be noted that majority of the above-listed universities that run degree programmes on publishing studies, also have degree programmes in Mass Communication and Library and Information Science. The essence is to create a clear-cut specializations and proper subject knowledge of the various sub-fields. This sends a message that publishing studies department ought to have properly developed before now for extensive research into the sub-sector in Nigerian universities. However, it is believed that there is still room for such programme to emerge. This can only be possible where there are creative and innovative management teams in universities that will be able to consider the merits and approve the establishment of the programme, develop the academic brief and benchmark for such a programme and then urge NUC to inspect resources for smooth take-off. Furthermore, the

continuous developments in publishing sector due to influence of multimedia and other digital technologies shows that multimedia is integral in publishing studies, thereby leading to integration of media and multimedia courses in publishing studies. Thus, multimedia serves as backbone of publishing in the digital era.

It will also be of interest to note that NUC has developed a draft new bachelor degree (B.Sc.) programme tagged “Information Science and Media Studies”, domiciled in the faculty of social sciences, which is different from already existing Library and Information Science, and Mass Communication programmes. The philosophy of the Information Science and Media Studies programme is to provide a synergy between the study of information as a science and media communication as a practice. The programme draws on advances in information technology and its application in the

field of media work and information practice (Okojie, 2014). Thus, a thorough assessment of the content of the draft programme shows that the emphasis is on multimedia technologies and e-publishing. LIS educators can leverage on this to mount B.Sc.(Hons.) Publishing and Multimedia or Publishing and Media Technologies programme in Nigerian universities.

**Sample Curriculum for B.Sc/B.A. Publishing and Multimedia or Publishing and Media Technologies**

The following curriculum/courses were developed to serve as a guide for universities that are interested in the programme. Contents of the various courses can be developed, and universities that are interested in the programme can further develop the academic brief that will serve as a guide.

**Table 1, Sample Courses for B.Sc/B.A. Publishing and Multimedia or Publishing and Media Technologies**

<p><b>100 Level</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to Publishing</li> <li>▪ Information Resources</li> <li>▪ Media and Information Literacy</li> <li>▪ Writing for Publication</li> <li>▪ Introduction to Printing</li> <li>▪ Basics of Designs and Illustrations</li> <li>▪ Libraries and Information Agencies I</li> <li>▪ Introduction to Literature I</li> <li>▪ Computer Basics and Applications I</li> <li>▪ Introduction to Media &amp; Communication</li> <li>▪ Indexing, Abstracting and Bibliographies</li> <li>▪ Libraries and Information Agencies II</li> <li>▪ Introduction to Literature II</li> <li>▪ Computer Basics and Applications II</li> <li>▪ Financial Management in Publishing</li> <li>▪ Media, Publishing and Society</li> </ul>	<p><b>200 Level</b></p> <ul style="list-style-type: none"> <li>▪ Multimedia Technologies&amp; Applications</li> <li>▪ Creative Writing I</li> <li>▪ Principles of Programming</li> <li>▪ Web Design and Management I</li> <li>▪ Desktop Publishing I</li> <li>▪ Writing / Publishing Children’s Literature</li> <li>▪ Public Relations Planning &amp; Management</li> <li>▪ Textbooks and Instructional Materials</li> <li>▪ Multimedia Techniques and Skills</li> <li>▪ Editorial Principles and Practices I</li> <li>▪ Digital Publishing (E-Publishing) I</li> <li>▪ Book Design and Production</li> <li>▪ Printing Technologies and Materials</li> <li>▪ New Titles and Products Development</li> <li>▪ E-Business &amp;Business Communications</li> <li>▪ University Press and Publishing</li> </ul>
<p><b>300 Level</b></p> <ul style="list-style-type: none"> <li>▪ Research Methods in Publishing</li> <li>▪ Basic Statistics</li> <li>▪ Authorship &amp; Manuscripts Development</li> <li>▪ Copyediting and Proofreading</li> <li>▪ Design and Production of Newspapers and Magazines</li> <li>▪ Book Publishing Process</li> <li>▪ Computer-Aided Graphic Designs</li> <li>▪ Creative Writing II</li> <li>▪ Visual Communication</li> <li>▪ Organisations and Publishing (Corporate and Industrial Publishing)</li> <li>▪ Website Design and Management II</li> <li>▪ Bibliometrics and Webometrics</li> <li>▪ Element of AdvocacyandMarketing Communication</li> <li>▪ Editorial Principles and Practices II</li> <li>▪ Media Production Process</li> <li>▪ Introduction to Scholarly Publishing/ Communication</li> <li>▪ Knowledge Management</li> <li>▪ Entrepreneurship Development</li> <li>▪ Industrial Attachment.</li> </ul>	<p><b>400 Level</b></p> <ul style="list-style-type: none"> <li>▪ Management of Publishing Firms &amp;Media Industries</li> <li>▪ Desktop Publishing II</li> <li>▪ Publishing Newspapers and Magazines</li> <li>▪ E-Content Development, Open Access and Multimedia Publishing</li> <li>▪ Digitisation and Digital Preservation</li> <li>▪ Web-Based Technologies, Interactive Media andDigital Culture</li> <li>▪ Academic and Journals Publishing</li> <li>▪ Opportunities and Business of Publishing</li> <li>▪ Multimedia Imaging and Animation</li> <li>▪ Digital Publishing (E-Publishing) II</li> <li>▪ Fundamentals of Self Publishing</li> <li>▪ Information Products and Services</li> <li>▪ Principles of Economics in Publishing</li> <li>▪ Bookwork, Imposition &amp; Print Finishing</li> <li>▪ Marketing in Publishing</li> <li>▪ Legal and Ethical Issues in Publishing and the Media</li> <li>▪ Seminar on Issues and Themes in Publishing and the Media</li> <li>▪ Project</li> </ul>

## Expectations from Library and Information Science Educators in Nigeria

Publishing is one of the core areas of LIS that is entrepreneurial in nature, with various opportunities. Many LIS educators in Nigeria are experts in publishing and other allied areas of media and information management. LIS educators in Nigeria have expected roles to play in institutionalizing degree programmes in publishing and multimedia. Therefore, LIS educators should not allow all and sundry to continue experiencing sub-standard, poor and unregulated publishing scenario in our society. LIS educators can consider mounting degree programme (B.Sc/B.A., Masters and PhD) in Publishing and Multimedia or Publishing and Media Technologies as sub-unit of the already existing LIS Schools in the country.

## Conclusion

It could be seen from the above submissions that publishing programme is an essential field of study that requires attention and consideration in Nigerian universities. The absence of this unique programme is not ideal for Nigeria's emerging knowledge economy, considering its imperatives and associated issues surrounding the sub-areas, as examined in this article. Even African countries such as Ghana, South Africa, Kenya and Zimbabwe have universities running publishing studies programmes, then why not Nigeria?

The need to develop the study of publishing and multimedia out of LIS is related to the fact that many other sub-fields have emerged from existing fields/ branches of knowledge. Examples are degree programmes such as demography and social statistics from sociology, criminology and security studies from sociology and other social sciences, taxation and tax management from accounting, local government and development studies from public administration, public relations and advertisement from mass communication, among others. Therefore, a programme on publishing and multimedia studies is ideal to emanate from LIS schools in Nigerian universities. The elements that constitute publishing are many to develop it as a degree programme, as illustrated in the table. Moreover, the opportunities and emerging trends in the sector are also unprecedented. Thus, this is a challenge for LIS educators in Nigeria to develop and run degree programmes from first

degree to doctoral degrees in publishing. Mounting such as a sub-unit in the already existing Department of Library and Information Science in our universities will be a positive step in the right direction in Nigeria. The initiative of Department of LARIS, University of Ibadan, for their postgraduate programmes in publishing is a commendable effort. Other LIS Schools should follow same, but consider starting such as a first degree programme with strong foundation.

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