



Department of
Knowledge & Information
Stewardship

University of Cape Town



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2021

for the

Department of
Knowledge &
Information
Stewardship
Advisory
Committee
Meeting

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1. Introduction

The Department of Knowledge and Information Stewardship (DKIS) is located in the Humanities Faculty of the University of Cape Town (UCT). The Department's programme offerings include: the Postgraduate Diploma in Library and Information Studies (PGDipLIS); two masters by coursework (the MLIS and the MPhil (specialising in Digital Curation)); Masters by research (MPhil(Res)); and, the PhD.

DKIS began 2021 with six full-time academic staff members: a Head at full Professor level, a Senior Lecturer, three Lecturers and one T2 three-year contract appointment (2019-2021). The latter was the result of a successful application to the University of Cape Town's (UCT's) Employment Equity (EE) Fund to address the Department's equity profile, succession planning and the limited pool of black South Africans with PhDs in Library and Information Science/Studies (LIS) from which to make appointments. The three-year Lecturer appointment of a young black South African womxn, under the mentorship of the DKIS HoD, comes to an end in December 2021, but is currently under review by the University for absorption into the permanent academic staff cohort as from January 2022. The incumbent has completed her PhD (2021) and is currently under examination and is also a recipient, via nomination from the Vice-Chancellor's Office, of the NRF funded BAAP (Black Academics Advancement Programme) Award for the years 2021-2023. DKIS has a new full-time permanent Administrative Assistant (PC7), appointed on 1 August 2021, after the previous Administrative Assistant took early retirement. In October 2021, a recently appointed Lecturer resigned as his personal circumstances did not allow him space to carry out his academic and other responsibilities at UCT. Emeritus associate professors/professors (three in total), who have over the years played a mentoring role towards the Department's younger academics, continue to assist with supervision of research students, where necessary, but now more for reasons of required expertise or to cope with increasing numbers of students requiring research supervision.

There had been eight meetings of the Advisory Board of the Department since the establishment of the Board in 2012 when LIS was re-instated at UCT within the organisational structure of UCT Libraries and with the Humanities Faculty having academic oversight of its programmes (while an annual report was produced in 2015, an Advisory Board meeting was not held due to #RhodesMustFall student protests). With DKIS fully integrated (organisationally and academically) into the Humanities Faculty from 2019 and governance structures firmly located within the Faculty, the Dean (A/Professor Kessi) in 2020 dissolved the Advisory Board (formerly chaired by the Dean of the Faculty) but encouraged DKIS to continue its annual stakeholder engagement in a form that it saw fit. Hence the establishment in 2020 of an Advisory Committee for which Terms of Reference had been drawn up and shared with members of the Committee at the first meeting of the newly constituted Advisory Committee held in November 2020.

This, the tenth DKIS Annual Report, is the second for the Advisory Committee of the Department of Knowledge and Information Stewardship. As with more recent annual reports, the approach taken is that of succinct and accessible presentation in the form of tables, figures and bulleted lists instead of detailed narratives (except where necessary). For historical and background details, the reader is referred to DKIS [Annual Reports](#) from 2012 to 2020, on the Department's [website](#). Similar to past reports, this annual report too highlights the activities of DKIS, for the 2021 academic year, in response to its *Strategic Directions*.

2. DKIS Strategic Directions 2018-2022

Figure 1: Graphic representation of DKIS Strategic Directions

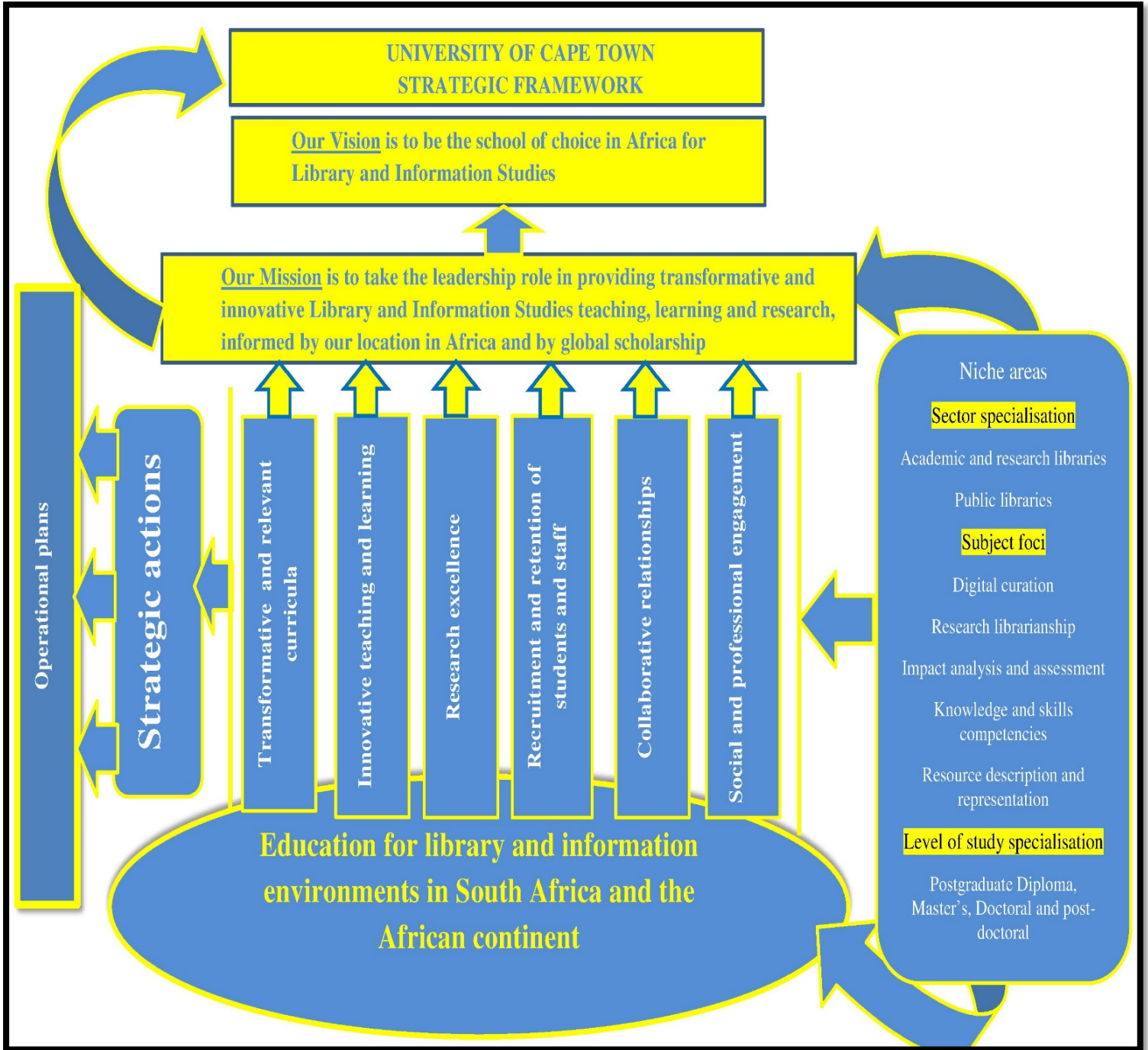


Figure 1 represents strategic planning for the five years (2018-2022) building on earlier strategic planning documents as well as regular review of operational plans within the current strategic plan for implementation, currency and relevance checks, especially in the context of UCT's re-focused transformation/decolonisation agenda in the wake of its #RhodesMustFall and #FeesMustFall experiences of 2015 and 2016, respectively. [*DKIS Strategic Direction 2018-2022*](#) which is summarised in *Figure 1* and available on the DKIS [website](#) will undergo review in 2022 for alignment with UCT's [Vision 2030](#) which was released in 2020. *DKIS Strategic Directions* serve as a tool to guide the Department's aspirations for transformative curriculum development, innovative teaching and learning, research excellence, collaborative relationships, and social responsiveness.

3. Curriculum relevance and renewal

DKIS continued, in a second COVID-19 pandemic affected academic year, to make tangible efforts in the curricula of all three of its coursework programmes to respond to issues of transformation and decoloniality, as detailed in previous annual reports. Course content continues to be constantly under review for alignment with the objectives and supporting theories of decoloniality and transformation in themes and aspects covered. Teaching exemplars are deliberately chosen for local relevance and to illustrate contemporary problems in library and/or information science. Topics such as information access and retrieval, ontology (cataloguing, classification and taxonomy systems), language hegemony, leadership and management actively question western assumptions that pervade LIS practice and require students to think critically about the position and agency of information institutions and practitioners in the contemporary global South. DKIS continues to seek opportunities to relate curriculum content and classroom engagement (face-to-face or virtual) with the lives of learners.

PGDipLIS

DKIS is a postgraduate-only academic department. The PGDipLIS serves as its 'tap-root' qualification and, as an entry level professional qualification, offers a conspectus of the field of LIS. DKIS remains cognisant of trends re-defining the LIS sector and especially the impact of technology on information and information-related services in a rapidly evolving information environment. Trends ingested into the PGDipLIS curriculum since its re-curriculation in 2012, include:

- Digital curation
- Research data management
- New methods of scholarly communication (institutional repositories, open data repositories and services, open journal publishing, open book publishing, open educational resources (OERS), digital humanities, data analytics, etc.)
- Digitisation and preservation
- Bibliometrics and altmetrics in research impact analysis

- Social media in the information service space
- New resource description and access standards (RDA)
- Web Dewey
- Metadata for large data sets
- HTML (HyperText Markup Language) and XML (Extensible Markup Language) in digital bibliographic control
- Web content management
- Intellectual property
- Knowledge organisation and representation (taxonomy, ontology, folksonomy, topic maps; linked data and semantic web)
- Knowledge mobilisation and brokering
- Knowledge management, knowledge sharing, indigenous knowledge systems
- Web 3.0 and Library 3.0
- Competitive intelligence
- Virtual reference
- Digital scholarship
- Web archiving
- Strategic planning
- Performance evaluation
- Teaching and learning in LIS services
- Fourth Industrial Revolution (4IR) and libraries
- Entrepreneurship and libraries
- Programmes management
- Space planning
- Equity, diversity, inclusion and accessibility (EDIA) and LIS services
- Epistemological, ontological and theoretical approaches informing the research process

As per recommendation from its 2018 Academic Review, DKIS began in 2021, after a further lecturer appointment in 2020, initial work on expansion of its offerings into the undergraduate space via an undergraduate servicing module in Humanities, on the epistemologies and stewardship of managing data, information and knowledge. It began with curriculum planning and objectives setting for this undergraduate servicing module, for which it intends to seek Faculty approval in 2022 for first offering in 2023.

MLIS

The MLIS continues to address deeper level knowledge and skills specialisation required by the modern LIS sector in the areas of Digital Curation, Research Librarianship, LIS Leadership & Management and Teaching & Learning for LIS Professionals. These specialisation offerings at Masters level are particularly directed to the academic and public library sectors that are identified

in the DKIS strategic framework as sector specialisations (see *Figure 1*). Ongoing curriculum review and renewal to address emerging knowledge and skills requirements of the LIS sector and beyond in cognate disciplinary areas, have included:

- Curation of digital objects and the associated challenge of developing archiving and governance infrastructure for the description, management, access and sharing of digital content
- Pedagogical theory and practice for instructional roles of LIS professionals in equipping users with knowledge and skills to mediate a technology-driven information environment
- Theoretical understanding of and practice in research librarianship to support national, regional and institutional research agendas
- Research landscape analysis
- Macro and institutional knowledge production policies
- Scholarly publishing and open access
- Changing patterns in scholarly communication
- Understanding the research process in various disciplinary domains
- Research data management
- Big data imperatives
- eResearch, eScience & Digital Humanities
- Research impact measurement, including alternative approaches to measuring research impact (e.g., altmetrics)
- Transformation/decolonisation and Africanisation/indigenisation in LIS leadership and management
- Information as capital and issues of access: COVID-19 and SDGs
- Equity, diversity, inclusion and social justice
- LIS and the 4th industrial revolution (4IR)

MPhil (specialising in Digital Curation)

DKIS continues to lead (in South Africa and on the continent) in the discipline of Digital Curation and its sub-discipline of Research Data Management by offering (since 2015) a full Masters coursework programme specialising in Digital Curation. The programme is designed to attract LIS and non-LIS applicants and hence its location within UCT's generic MPhil suite of Masters offerings. This means entry into this Masters specialisation stream can be from an HEQSF Level 8 qualification in any discipline, and not necessarily in LIS, providing DKIS with an opportunity to use LIS's inherent interdisciplinarity to diversify its offerings and thus widen its potential markets. While more recently the programme has been drawing applicants largely from the LIS sector because of the growing digital curation competency needs of this sector, the programme has over the years also attracted individuals from disciplines such as Media Studies, Journalism, Fine Arts, Education, History, Public Administration, Philosophy, Psychology, Information Technology and Accounting. The curriculum is principles-based, engages solidly and critically

with theory, and provides heuristics to support a rapidly and dynamically changing technology environment. A strong emphasis is placed on theory, as well as the epistemological context of Digital Curation, incorporating Philosophy of Science, Information Theory and Information Technology Theory, particularly in Constructivist, Critical and Postmodern paradigms. Theories used draw widely from diverse disciplines including Management, Physics, Sociology, Fine Arts, History, Education and Computer Science. DKIS continues in this specialisation stream, to maintain curriculum content currency in areas such as:

- Theory and philosophy underpinning Digital Curation
- Information architecture and metadata
- Research data management
- Curation for digital media and formats
- Technology enablers for digital curation

4. Teaching and learning

Teaching and learning in the 2021 academic year were, again, challenged by pandemic-related national lockdowns (at various alert levels) but this time the territory was more familiar and could be better planned for as a result of the experiences of the previous year (2020). Within a University ‘low-density’ campus approach, certain selected programmes, such as our LIS entry-level professional programme and small-group postgraduate cohorts, were allowed contact teaching and learning but under strict COVID-19 health protocols. In the circumstances, the Department took a flexible approach with coursework Masters programmes’ contact weeks, offering them online or in-person, depending on the COVID situation and lockdown levels at the time. UCT’s Centre for Innovation in Learning and Teaching (CILT) continued to provide, to the university teaching community, support for online teaching as well as hybrid modalities (fast becoming the norm) using a variety of teaching modes and platforms but, again, being sensitive to students with device, connectivity and social vulnerabilities.

Despite these challenges in a pandemic year, in this core area (teaching & learning) too, DKIS has continued to address issues of transformation and decoloniality, as detailed in previous annual reports. DKIS academics allow their teaching to be informed by relevant learning theories (cognitivism, connectivism, constructivism/social constructivism, critical theory - as applicable) and match learning styles to the classroom needs of their students. DKIS is sensitive to a constructivist approach to teaching and learning where students, coming from a diversity of backgrounds, are considered to be significant role players in the co-construction of knowledge in the classroom (physical or virtual). In such a learner-centred context, the following curriculum delivery methods are used to promote collaborative learning and critical thinking: debate and discussions; group engagement; peer learning; case-study; self-directed learning; reflective practice; work-integrated-learning; on-site engagement (when and where possible in a pandemic year); hands-on computer laboratory sessions (again, when and where possible in a pandemic year) involving exposure to a variety of information resources in a state-of-the-art academic library as

well as to Web 2.0/Web 3.0 technology (wikis, blogs, Google docs, tag clouds and other crowd-sourcing content instruments); and, use of the Hypothesis tool which allows for collaborative annotation in the online teaching and learning space. The use of blended learning in all DKIS coursework Masters programmes since 2015, has allowed for interactive virtual learning in online chat rooms and opportunities to contribute content to wikis and other crowd-sourcing content instruments. Blended delivery (online plus contact sessions) has provided a transformative learning experience for learners and DKIS educators alike in an e-learning higher education environment (placing DKIS somewhat ahead of the curve in the current pandemic-induced online/hybrid higher education teaching and learning environment). Blended delivery has also contributed to increased registrations for the coursework Masters programmes, drawing from markets outside of Cape Town and beyond (e.g., Namibia, Zimbabwe, Lesotho, Eswatini, Botswana). A variety of formative and summative assessment methods are employed in DKIS coursework programmes, depending on the nature and content of the course.

PGDipLIS

- Continues to be offered full-time (1 year), part-time (2 years) and by block release (1 year) – providing an array of options for those with a Bachelor degree wishing to attain a LIS professional qualification
- In 2021, the PGDipLIS was permitted to be delivered face-to-face subject to COVID-19 protocols. Except for a week in March when student protests across the country threatened to disrupt on-campus classes and therefore UCT classes were moved online, the PGDipLIS has continued with a face-to-face mode of teaching throughout 2021
- Block release option is now established as a niche for UCT - DKIS is the only of the nine L/IS schools in South Africa with this delivery method for the PGDipLIS; provides DKIS with an opportunity to draw students from across the county (in 2021, the block release cohort was made up of students from the Western Cape, Gauteng and Free State provinces)
- The PGDipLIS is usually offered by contact only; conscious decision not to go blended (online in combination with face-to-face teaching and learning) because of the nature of some of the course content as well as the professional preparation involved
- 2021 registrations: 11 part-time; 18 full-time; 8 block release (total=37). 2021 saw a larger contingency of full-time students but only 3 new part-time students
- Projected 2021 graduations: 34, with 3 part-timers targeting 2022 for completion. Of the 34, there may be students who do not pass individual courses and may therefore have to repeat failed courses in 2022
- 2021 total PGDipLIS registrations (37) sees an increase of two from 2020 (35) and is in keeping with the trend of maintaining a total registration of 30 or over since 2014 despite both the University of the Western Cape as well as UNISA beginning to offer the PGDipLIS from 2012 and 2016, respectively. Maintaining of registration numbers is also an indication that marketing efforts by DKIS have been useful

- The majority of students registered in 2021 are from South Africa, with three international students (two from Eswatini and one from Zimbabwe). Like in previous years, recent Bachelor degree graduates come from a number of local institutions (CPUT, NWU, UCT, UFH, UJ, UKZN, UNISA, UNIZULU, UWC, WSU). Seven registered students are employed in the LIS sector
- Constructive approach to teaching and learning, consistently cognisant of diversity in cognitive, age, cultural, social and language backgrounds of students and the implications of this for learning styles and different levels of intervention required
- Course conveners continued to provide a variety of formative and summative assessment methods, with adaptations where necessary in response to the COVID environment
- With libraries and information resource centres still being affected by the pandemic for a large part of 2021, for most students, Work integrated Learning (WiL) placements (for purposes of relating theory to practice) have had to take place later in the academic year than usual and are due to be completed at the end of November (instead of in September/October as normally scheduled). Students are being hosted by the City of Cape Town; the National Library of South Africa; Iziko Museums; and Cape Peninsula University of Technology (Mowbray campus). As always, we are grateful to these libraries for stepping in, particularly during another pandemic year
- Academic orientation (for extra-curricular support) included: Vula (UCT's online learning platform); library orientation; citation management; academic writing; and plagiarism & Turnitin
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT's Career Service, was once again timetabled into the PGDipLIS programme. It was presented entirely online in 2021 to cater for the many part-time students needing to complete it. CV preparation and other career-related assessments counted 5% to one of the PGDipLIS courses and required 80% attendance for students to benefit from the programme
- In 2021, DKIS awarded two Buyskes and Spilhaus bursaries open to students in the full-time PGDipLIS cohort, and valued at R47 000.00 per bursary award – academic performance and commitment to further study in the LIS discipline were among the main selection criteria
- Annual Prize-giving Ceremony, which brings the PGDipLIS academic year to a close, will this year be held virtually on 9 November 2021. Departmental prizes (R500 'book' vouchers) for Best Academic Performance in the PGDipLIS, for Leadership, and for Dedication & Perseverance, as well as other certificate and specialist awards, including the MaNel Trust Awards sponsored by a past graduate of the Department. The event is intended to provide students with an incentive to strive for quality in their performance in preparation for delivery in the work environment and/or for the pursuit of further postgraduate studies

- As at 22 October 2021: 99 PGDipLIS applications for 2022 (53 firm offers; 8 provisional offers; 6 declined; 5 withdrawn) – applications closed 31 October 2021

MLIS

- 2021 registrations: 40 (8 new registrations and 32 returning students)
- Of the 40, 32 were registered for the minor dissertation in 2021; 1 graduation for December 2021
- Delivery since 2015 has been by blended format (online with contact weeks twice a semester) – has contributed to increased registrations drawing over the years from markets outside of Cape Town and across the continent (e.g., Namibia, Botswana, Zimbabwe, Lesotho, Eswatini) at no additional cost to the university. In 2021, contact weeks were treated with flexibility (in-person or online) depending on national pandemic status and prevailing lockdown level
- Digital Curation and Teaching & Learning for LIS Professionals are also offered as occasional courses – responding to growing knowledge and skills needs in these areas among individuals who already hold Masters degrees but who are seeking continuing professional development. However, in 2021 there was no uptake on occasional course registrations
- As at 31 October 2021: 31 MLIS applications for 2022 (8 firm offers; 4 conditional offers; 17 declined; 2 awaiting further documentation) – applications closed 31 October 2021

MPhil (Digital Curation)

- 2021 registrations: 46 (16 new registrations and 30 returning students)
- Of the 46, 30 were registered for the minor dissertation in 2021; 3 graduations for December 2021
- Delivery since 2015 has been by blended format (online with contact weeks once/twice a term/semester, as applicable) – has contributed to increased registrations drawing over the years from markets outside of Cape Town and from across the continent (e.g., Zimbabwe and Namibia in 2021)), and again, at no additional cost to the university. In 2021, contact weeks were treated with flexibility (in-person or online) depending on national pandemic status and prevailing lockdown level
- Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area. In 2021 there was 1 (one) occasional course registration for RDM
- As at 31 October 2021: 20 MPhil(Digital Curation) applications for 2022 (6 firm offers; 5 conditional offers; 7 declined; 2 awaiting further documentation) – applications closed 31 October 2021

MPhil (Research) & PhD

- 2021 MPhil (Research) registrations: 5 (4 returning and 1 new)
- 2021 PhD registrations: 13 (10 returning and 3 new); 1 PhD submitted for examination in September 2021
- With the appointment of academics with PhDs since 2019, DKIS is gradually increasing its capacity for PhD supervision. While currently Emeritus Associate Professors Nassimbeni and De Jager and two external supervisors are supporting PhD supervision, the majority of PhD supervision sits with permanent staff in DKIS
- DKIS continues to hold an Annual Research Day (this year on 3 December 2021 - virtually) at which Masters and PhD students (including minor dissertation students) present their research-in-progress; this annual event provides research students with an opportunity to share their progress as well as their challenges with DKIS academics and fellow research students
- After a hiatus in 2020 due to pressures on staff and students during a COVID-19 pandemic year, the DKIS Research Seminar Series resumed in 2021 to support the growing number of DKIS students engaged with dissertation preparation as well as academics growing supervision skills. The Series this time was fully virtual (using Zoom), worked well in involving students and presenters located outside of Cape Town and enjoyed good attendance. To encourage attendance by coursework Masters students in preparation for their minor dissertations, as of 2021 it was made mandatory for these students to attend at least 4 core and 1 theory seminar in the Series. The Research Seminar Series is held over 20 weeks (on Friday afternoons) and runs from May until September/October. The research seminars target theory integration in research and the broader epistemological, ontological and methodological issues informing the research process
- As at 31 October 2021: 15 PhD applications in 2021 (5 firm offers; 10 declined)
- As at 31 October 2021: 10 MPhil (Research) applications in 2021 (1 firm offer; 6 declined; 3 still to be processed)

5. Research

DKIS staff are encouraged to balance both teaching (including supervision) and research, namely, conducting independent research and writing papers for conference presentations and for journal publication. Refer to *Table 1* for 2021 research output (including conference presentations and papers with students). DKIS academics are encouraged to present papers at useful forums (in-person or virtual) and to use the feedback to develop their papers for journal publication.

Table 1: 2021 DKIS journal/chapter publications and conference presentations/proceedings

Journal publications/book chapters/proceedings	Conference/Webinar presentations
<p>Sibiya, T.N. & Shongwe, M.M. 2021. South African Library and Information Science (LIS) students' perceptions, motivations and reasons for enrolling in the LIS programme, <i>Libri: International Journal for Libraries and Information Services</i>, 71(2): 159–170</p>	<p>Kahn, M. 2021. Perspectives on teaching Library and Information Studies in 2020. LIASA Conference 2021: Libraries Matter: Reflecting on a Year of Change, 27-30 September 2021 [virtual]</p>
<p>Shongwe, M.M. 2021. Knowledge management publications in two South African journals. In Ocholla, D., Evans, N., Mutula, S. & Britz, J. (Eds.). <i>Information and knowledge for development in Africa: crosscutting issues</i> [in press]</p>	<p>Sampuwa, A. & Kahn, M. 2021. Exploring the opportunities and challenges of adopting research data management practices at the University of Namibia. SCECSAL (Standing Conference of Eastern, Central and Southern African Libraries and Information Associations) XXIV Conference: Inclusive Libraries and Information Services Towards Achieving Prosperity for Sustainable Development, Safari Hotel & Conference Centre, Windhoek, Namibia, 8-12 February 2021 [hybrid]</p>
<p>Raju, J. 2021. Shaping LIS education for blended professionals in a pluralist information environment: global reflections. <i>Journal of Education for Library and Information Science</i>, 62(4): 366-381. doi: 10.3138/jelis-62-4-2020-0024</p>	<p>Mfengu, A. 2021. LIS education and training diversification for sustainable development. SCECSAL (Standing Conference of Eastern, Central and Southern Africa Libraries and Information Associations) XXIV Conference: Inclusive Libraries and Information Services Towards Achieving Prosperity for Sustainable Development, Safari Hotel and Conference Centre, Windhoek, Namibia, 8-12 February 2021 [hybrid]</p>
<p>Chu, C.M. & Raju, J. 2021. Prioritizing diversity in Library and Information Science (LIS) education. In Dali, K. & Caidi, N. (Eds.). <i>Humanizing LIS education and practice: diversity by design</i>. London: Routledge. pp. 77-91.</p>	<p>Skarzynski, J. 2021. It is a matter of what's in the frame and what's out: re-framing our view of information literacy in the South African context. LIASA Conference 2021: Libraries Matter: Reflecting on a Year of Change, 27-30 September 2021 [virtual]</p>
<p>Coetzer, L. & Mapulanga, P. 2021. Delivering equitable distance library services to off-campus users at the University of the Free State in South Africa. <i>Global Knowledge, Memory and Communication</i>, 70(1/2): 94-113. https://doi.org/10.1108/GKMC-11-2019-0145</p>	<p>Chu, C.M. & Raju, J. 2021. From practitioner to author: opportunities for journal publishing in <i>Library Trends</i> and beyond. Webinar organized by the Naseej Academy, Riyadh, Saudi Arabia and the Mortenson Center for International Library Programs of the University of Illinois at Urbana Champaign (USA), 7 April 2021</p>
	<p>Mackenzie, C., Raju, J., Chu, C.M., Singh, D. & Lison, B. 2021. Implementing the <i>IFLA Guidelines for Professional LIS Education Programmes</i>: stakeholder perspectives and buy-in locally and globally. IFLA World Library and Information Congress 2021: Let's Work Together for the Future, 17-19 August 2021 [virtual]</p>

	Sonnenwald, D., Fourie, I., Raju, J. , Julien, H., Alemnah, D. & Rorissa, A. 2021. North-South scholarly collaboration: opportunities and experiences in Africa. 84th ASIS&T Annual Meeting 2021, 30 October-2 November 2021, Salt Lake City, Utah, USA [hybrid]
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Journal editing

Professor Jaya Raju was appointed in January 2021 as Co-editor-in-Chief (with Professor C.M. Chu) of *Library Trends* (journal of the iSchool at the University of Illinois at Urbana-Champaign, USA; published by Johns Hopkins University Press; WoS and Scopus listed)

Independent research and collaboration

Professor Jaya Raju; Emeritus Associate Professors Mary Nassimbeni and Karin De Jager; and Dr Mzwandile Shongwe are currently NRF-rated researchers. *Table 2* reflects 2021 independent research and collaborations in DKIS (greyed out spaces: funding years and project are over but output and further building on these research areas continue).

Table 2: Independent research and collaborations

Principal investigator	Project	Funding	Collaborators
Prof. J. Raju	‘Content, Conduit & Context’: curricula for the academic librarian as a blended professional in a pluralist information environment	NRF Competitive Funding for Rated Researchers (2018-2020)	Dr Neil Evans, University of Zululand; A/Prof. Dick Kawooya, University of South Carolina; Prof. Dick N’gambi, School of Education, University of Cape Town; Masters & PhD students
Prof. J. Raju	Towards development of an international quality assessment framework that promotes quality in LIS education programmes	IFLA (International Federation of Library and Information Associations and Institutions) project funding – 2017 -	IFLA’s Building Strong LIS Education (BSLSE) – an active global network of LIS academics and researchers under: IFLA Section on Education and Training; IFLA Section on Library Theory and Research; LIS Education in Developing Countries SIG

Research output from independent research and collaboration captured in *Table 2* are reflected in *Table 1* as well as in previous years' [Annual Reports](#). DKIS academics have also accessed UCT based development, start-up funds and other grants (see *Table 3*) for research related activities.

Table 3: Development and start-up grants (2021)

DKIS academic	Grant	Amount
Andiswa Mfengu	NRF Black Academic Advancement Programme (BAAP) for 2021-2023 (PhD track)	R587 827.00 R116 565.00 (2021); R219 351.00 (2022); R256 911.00 (2023)
Dr Mzwandile Shongwe	Building Research Active Academic Staff Grant 2021 (for a full-time M student)	R140 000.00
	NAPP	R5 000.00
	NRF Incentive Funds for Y2 rating	R50 000.00

DKIS academics are encouraged to look beyond the DKIS budget to fund research travel and study visits and hence DKIS academics (including the HoD and emeritus professors) continue to successfully access (based on their publications) funding via the **University Research Committee (URC)**, **Faculty Block Grants** and the **NRF's Knowledge Interchange and Collaboration (KIC) International Travel Awards**. Again in 2021 (as in the previous year), due to the postponement or virtual translation of conferences, 2021 fund applications for international travel/conference attendance either had to be halted mid-process or if awarded, the funds had to be returned.

6. Staff and students

Staff

DKIS has a permanent Administrative Assistant (at Payclass 7). Ms Alison Davids, who occupied this post since 2015, took early retirement in 2021 and as of 1 August 2021 Ms Nicole Moodley has been appointed in this post. UCT's Development Dialogue process frames the annual performance evaluation and monitoring of development paths for the Administrative Assistant post in DKIS.

Table 4 reflects current DKIS academic staff and their teaching/supervision loads. DKIS follows the Humanities Faculty's academic performance review process in the assessment of academic staff performance. Departmentally, on an annual basis, development areas are identified, interventions put in place, where necessary, and progress is monitored to feed into the Faculty's four-year cycle in academic performance management.

The average number of lectures per week is shown over two years in *Table 4*. This applies to the supervision display as well.

Table 4: DKIS academics

Academic (and year of first appointment)	Status	Average no. of lectures per week (26 teaching weeks)		Current supervision (sole/main supervisor) as at November 2021	Completed supervision (sole/main supervisor) as at November 2021
		2020	2021		
Michelle Kahn (MK) (Lecturer) – 2014	Permanent	5 plus repeat lectures for block release (BR), as required	5.73 plus repeat lectures for block release, as required	2021: 14 (all minor dissertations) 2020: 14 (all minor dissertations)	1 minor/d (2017) 1 minor/d (2018) 3 minor/d (2019) 1 minor/d (2020) 3 minor/d (2021)
Richard Higgs (RH) (Lecturer) – 2014	Permanent	5 plus repeat lectures for block release, as required (none for 2020)	5.88 plus repeat lectures for block release, as required (includes additional take- over in the 4 th term of ET's LIS5030S; RH does not do BR teaching to the extent done by MK, MS & AM (JS)	2021: 16 (all minor dissertations) 2020: 12 (all minor dissertations)	1 minor/d (2015) 2 minor/d (2017) 3 minor/d (2018) 5 minor/d (2019) 1 minor/d (2020) 1 minor/d (2021)
Prof. Jaya Raju (JR) (HoD) – 2012	Permanent	1.5 plus repeat lectures for block release, as required + headship	1.7 plus repeat lectures for block release, as required + headship	2021: 14 (6 PhDs; 2 MPhil(Res); 2 minor dissertations; working with 2 PhDs and 2 MPhil(Res) on proposals for reg.)	2 PhDs (2015) 1 minor/d (2015) 1 MPhil(Res) (2016) 1 minor/d (2016) 2 minor/d (2017/18)

				2020: 16 (5 PhDs; 3 MPhil(Res); 4 minor dissertations; working with 2 PhDs and 2 MPhil(Res) on proposals for reg.)	1 MPhil(Res) (2018) 1 PhD (2018) 1 MPhil(Res) (2019) 1 minor/d (2020) 1 MPhil(Res) (2021)
Dr Mzwandile Shongwe (MS) (Senior Lecturer) – 2019	Permanent	6 plus repeat lectures for block release, as required	5.23 plus repeat lectures for block release, as required (ps. T & L not offered in 2021)	2021: 13 (1 PhD; 1 MPhil(Res); 11 minor dissertations) 2020: 13 (1 PhD; 1 MPhil(Res); 11 minor dissertations)	1 MPhil(Res) at UniZulu (2019) 1 MPhil(Res) at UniZulu (2020)
Andiswa Mfengu (AM) (Lecturer) – 2019	T2 contract	2.5 plus repeat lectures for block release, as required (on half teaching load)	1.92 (done by lecturer replacement (JS)) - Department fulfilled EE Fund + BAAP Award requirement for reduced teaching for PhD completion (ps. Leadership & Mgmt - not offered in 2021) – on half teaching load; Janusz/S – AM’s lecturer replacement	2021: 5 (all minor dissertations – supervising independently) 2020: co-supervised to completion 1 minor dissertation with Jaya Raju (mentoring)	1 minor/d (2020) – in mentored capacity
Emmanuel Tuyishimire (ET) (Lecturer) - 2020	Permanent	Appointed 1 September 2020 – in induction programme (teaching to commence in Semester 2 of 2021)	0.5 lectures a week; allowed a small teaching load for settling in - resigned on 3 October 2021 - teaching/superv. taken over by others	2021: 7 (1 PhD; 6 minor dissertations) Appointed 1 September 2020 – Sept. 2020 to Sept. 2021 in induction	-

				programme. Resigned 3 October 2021	
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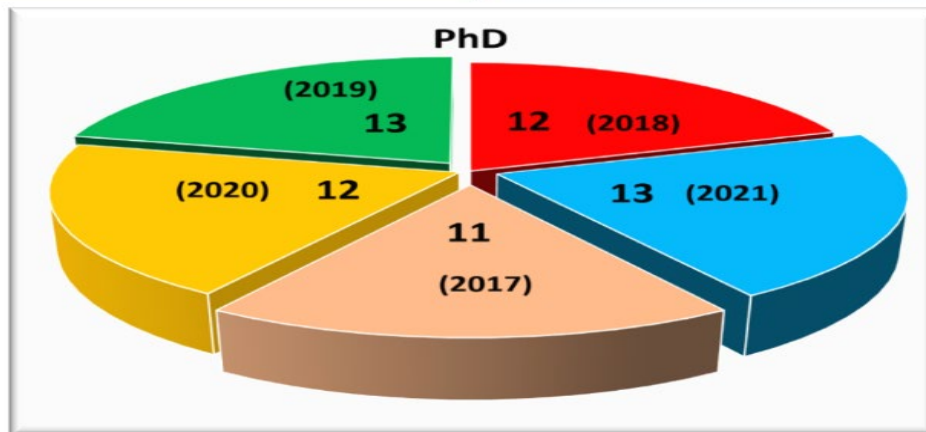
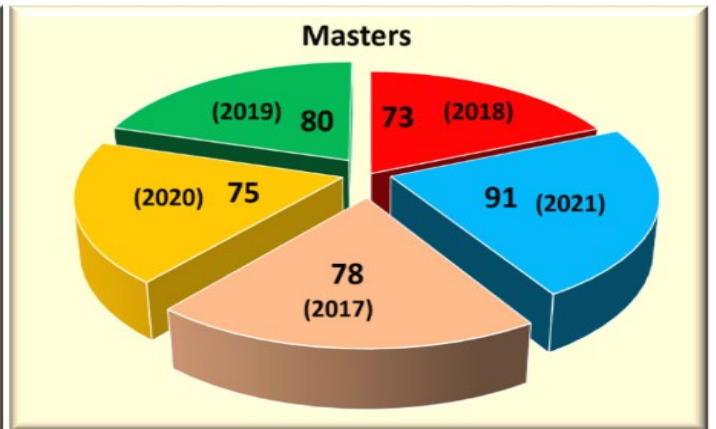
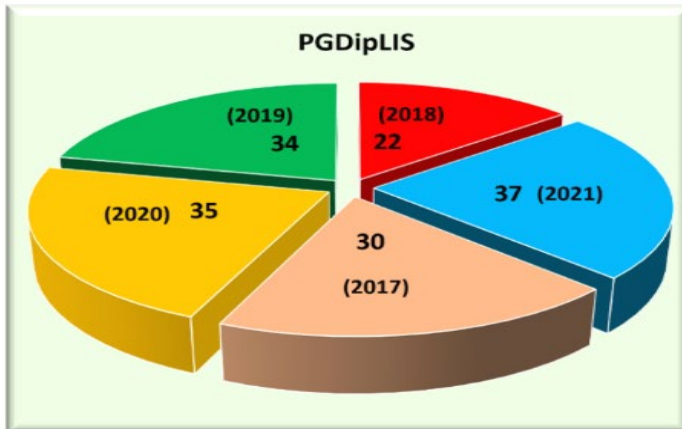
Note: Part-time lecturer (Jenny Wood – expert in enterprise content management) contributes to teaching in LIS4053W and LIS4054W – minimally in 2021 with Dr Shongwe now taking over most of the teaching. Three Emeritus Associate Professors/Professor and two external supervisors supplement Masters and PhD supervision in DKIS. External Supervisor, Dr Mapulanga, took over Dr Tuyishimire’s seven M & D students when the latter resigned on 3 October 2021; Andiswa Mfengu took over PGDipLIS research supervision.

Students

When LIS was re-instated at UCT in 2012, its PGDipLIS registrations stood at 20 (compared to 3 and 6 for the years 2010 and 2011, respectively). In 2013 it climbed to 23, surpassing Business Plan projections and also creating a critical pool of students from which to draw Masters students. In 2014 there was a dramatic increase to 34 PGDipLIS registrations which the Department has made an effort to maintain in the years that followed. *Figure 2* reflects the growth in student numbers across all five of its programmes from 2017 up to and including 2021 (past five years). While 2018 saw a drop in numbers for the PGDipLIS and MPhil(DC) – immediately after #RhodesMustFall and #FeesMustFall student protests, rigorous marketing re-instated buoyant enrolment figures in 2019 when DKIS was re-located to the Humanities Faculty. The research degree totals need to take into account completions. Section 4 of this annual report provides student application statistics for 2021 across all five programmes as DKIS works towards meeting 2022 enrolment projections. DKIS’s student demographics across all its programmes are reflective of the country’s national demographic profile. Like with many other disciplines, LIS too is acutely aware, in a context of transformation and decoloniality, of drawing into its research (MPhil(Res) and PhD) programmes more South African Africans. Every effort is made to do so, particularly at the level of support (funding and otherwise) and intervention once students are accepted into the research or other programmes. Occasional Course registrations at HEQSF Level 9 (mentioned in Section 4) are also used to ease individuals, who have had a hiatus from academic study, into senior degree programmes.

Figure 2: Student registration 2017-2021

Registration totals					
	PGDipLIS	MLIS	MPhil (DC)	MPhil (Research)	PhD
TOTALS for 2021	37	40	46	5	13
	37 PGDipLIS in 2021	Total of 91 Masters students in 2021			13 PhDs in 2021
TOTALS for 2020	35	37	33	5	12
	35 PGDipLIS in 2020	Total of 75 Masters students in 2020			12 PhDs in 2020
TOTALS for 2019	34	41	34	5	13
	34 PGDipLIS in 2019	Total of 80 Masters students in 2019			13 PhDs in 2019
TOTALS for 2018	22	43	26	4	12
	22 PGDipLIS in 2018	Total of 73 Masters students in 2018			12 PhDs in 2018
TOTALS for 2017	30	37	32	9	11
	30 PGDipLIS in 2017	Total of 78 Masters students in 2017			11 PhDs in 2017



Marketing

The Department's change of name (in 2019) required new branding collateral, including the design of a new logo. An external designer was engaged for this purpose and a brand architecture selected that retained and refreshed some key elements of the old LISC design, but introduced new concepts that reflected the extended scope of the Department's offerings with the inclusion of a circuit board in the logo imagery. Advantage was taken of the branding change to make the logo more web-friendly and more scalable for print.

The following DKIS branded promotional material, and other marketing strategies, continued in 2021 to form the basis of the Department's marketing drive:

- Usually about 2000 copies of a double-sided A/4 flyer (updated annually) with content details of DKIS courses in its various programmes are printed, 1800 of which are placed as inserts in the popular professional body magazine, *Liasa-in-touch* (LIT) sent by the Library and Information Association of South Africa (LIASA) to 1800 addresses. In 2020 as a result of COVID-19 national lockdowns, DKIS opted for an e-insert of the A/4 flyer (for which specs were done by an external designer) in the LIT magazine. This could not be repeated in 2021 because of the new exorbitant pricing of e-inserts which targeted vendors and was not affordable by an LIS school. DKIS decided to focus on other means of marketing and wait until 2022 to use the possible option of a physical insert of the A/4 flyer in the LIT magazine.
- Annually updated A/5 flyers, together with A/4 flyers, distributed on UCT Campus, at other relevant institutions and at important LIS related events – again, was not possible in 2021 because of pandemic conditions – hence these were not printed for 2021 (instead e-versions were used in 2021 for advertising electronically)
- DKIS Strategic Directions 2018-2022 – for use at special events e.g., DKIS Advisory Board/Committee meetings, collaboration meetings, etc. – updated, re-branded and 100 copies printed in 2020 but for pandemic related reasons could not be used in 2020 and 2021 - available for use in the future
- DKIS table overlays, folders, flyer holders, PowerPoint presentations and banners (used for special events, as appropriate) - all re-branded in 2020 and available for future use
- e-Copies of flyers distributed throughout the year via listservs such as LIASA's listserv, irtalk and Africa-L as well as on Vula (UCT)
- Annual bursary advertising (R47 000 each – two in 2021) from the Buyskes and Spilhaus Funds
- Exhibition stand at the Annual LIASA Conference – again, because of the pandemic this did not happen in 2021 as the Conference was held virtually
- Promotional presentations at Cape Town City Libraries and, where possible, at academic libraries in the Western Cape – again, this did not happen as a result of the pandemic

- Printing more of existing attractive pocket with matching card inserts giving details of each of the Department's five programmes (put on hold for re-branding in the future – current pandemic restricts its use)
- PGDipLIS and Masters programmes were actively advertised in 2021 on rotating banners on the Vula homepage

DKIS usually participates in the Postgraduate Showcase, hosted annually by UCT's Careers Service. In 2021, perhaps due to the pandemic, this event did not materialise.

DKIS makes every effort to present the department and the delivery of all its programmes (coursework & research) with quality and excellence as it believes that this is the ultimate marketing tool for attracting high quality students, PhD candidates, postdoctoral fellows, research collaborators, visiting scholars, and for achieving national and international recognition.

The re-branded Department [website](#) continues to serve as a useful information and branding platform for the Department, profiling publications, news, staff and academic offerings, with closer integration and cross-population with social media to drive reciprocal traffic. During 2021, the website attracted an impressive number of visitors. From 1 January 2021 to 24 October 2021, there were 20 631 views of the DKIS website. Most of the viewers were based in South Africa (3931) while the website also enjoyed views from the United States of America (486), China (156), India (121) and other countries. In South Africa most viewers came from Cape Town, followed by those based in Johannesburg, Pretoria, Durban and other cities. The month of February saw the highest number of views (2 027 views) followed by September (935 views). Eighty percent of the views were new users and 20% returning users. The following pages were visited the most: Postgraduate Diploma (1 966 visits), Masters programmes (1 066 visits), application (927 visits), digital curation (737 visits), academic programmes (609 visits), contacts (452 visits), fees (423 visits) and research interests (411 visits). The desktop computer seems to have been used the most to access the DKIS website followed by mobile devices.

DKIS is cognisant of its social media presence. It has a continued presence on Twitter and on Facebook. As at October 2021, DKIS had 1 769 Facebook followers and 525 Twitter followers. Total tweets were at 888. Facebook page Likes totalled 1 672. On Facebook, the most popular post was on Dr Shongwe's NRF rating and Ms Mfengu's BAAP Award (announcement of staff achievements) – 2 285 People Reached; 170 Reactions, Comments & Shares; and 163 Post Clicks. This was followed by an announcement of DKIS Advisory Committee Chair and Deputy Chair (1 599 People Reached; 195 Reactions, Comments & Shares; and 79 Post Clicks). These two posts received similar attention on Twitter (1 344 and 1084 People Reached, respectively). This was all organic, there were no paid posts.

7. Collaboration

Table 5 reflects current collaborative efforts in order to build research and other partnerships at the national and at international levels; and to cultivate a healthy research environment in which to build research projects that attract funding, strong LIS academics, good postgraduate students and post docs - particularly in the research niche areas identified in the DKIS strategic framework.

Table 5: Collaborative relationships

DKIS academic	Collaborators/Institution	Targeted outcomes
Prof. J. Raju	A/Prof. Dick Kawooya - School of Library and Information Science, University of South Carolina	Visiting scholars (done on both ends engaging both staff and students) Research co-supervision; Research collaboration (LIS knowledge and skills research; framework for quality assessment of international LIS education)
Prof. J. Raju	International Federation of Library Associations and Institutions (IFLA) BSLISE Working Group (39 members from 21 countries; 20 languages) – involving IFLA’s Section on Education and Training (SET); Library Theory and Research Section (LTR); and, LIS Education in Developing Countries Special Interest Group (LISEDG)	Framework for quality assessment of LIS education internationally; Global collaborative work; International data collection/Global consultation; White Paper published; International conference/panel presentations; Journal publications and book chapters; Key foundational knowledge areas in LIS education; Guidelines/Standards framework for LIS education programmes globally (now complete)
Richard Higgs	University of York	Co-supervision and external examination opportunities; Research collaboration
Richard Higgs	ICOM-SA and South African Museums Association Bulletin	Profiling of Digital Curation academic offerings in Heritage and Memory Institutions practice
Richard Higgs	Dr Grant McNulty; Prof. Carolyn Hamilton - Five Hundred Year Archive (FHYA) Project	Minor dissertation co-supervision; Funding for DKIS research students
Dr Mzwandile Shongwe	University of Zululand	Dissertation co-supervision; Committee participation – Annual Information Studies Conference

8. Social and professional engagement

DKIS staff continue to provide input into forums contributing to L/IS professional development as well as advancing community development and social justice. Social and professional engagement is one of the strategic themes (see *Figure 1*) informing the Department's programmes and activities and is also part of its contribution to addressing issues of transformation and decoloniality. Examples are captured in *Table 6* and are an indication of DKIS as a source of intellectual guidance for policy-making and professional and community development.

Table 6: Social and professional engagement

Social/Professional engagement	DKIS academic
Reviewing for local and international journals; serving on Editorial Advisory Boards	DKIS academics
Co-Editor – ALISE (Association for Library and Information Science Education) Book Series	Prof. J. Raju
Co-Editor - 'International Insights' column of <i>College & Research Library News</i>	Prof. J. Raju
Co-editor-in-Chief of <i>Library Trends</i> (international journal)	Prof. J. Raju
Vice-Chair (2019-2021): LIS Education and Training, African Library and Information Associations and Institutions (AfLIA)	Andiswa Mfengu
Members of professional bodies: LIASA; ALISE; ASIS&T; ALA; ACRL; IAKM; ICOM	DKIS academics
Chapter Assembly Representative (2020-2021): Africa Chapter, Association for Information Science and Technology (ASIS&T)	Andiswa Mfengu
Vice Chair of ASIS&T Publications Committee (2021-2022)	Andiswa Mfengu
Cabinet Representative for ASIS&T Special Interest Group for International Information Issues (SIG-III) (2021/2022)	Andiswa Mfengu
Subject Chair on the Scopus Content Selection & Advisory Board (CSAB) for LIS and multidisciplinary journals – reviewing LIS and related journal applications for Scopus listing	Prof. J. Raju
Member of the International Academic Board, HUMA (Institute for Humanities in Africa), UCT	Prof. J. Raju
Member of the Department of Environmental Affairs <i>Marine Information Systems</i> Steering Committee (Data Curation Project)	Richard Higgs & Michelle Kahn
Founding member of the L/IS Heads of Schools Forum	Prof. J. Raju
Co-Chair of IFLA's Building Strong Library and Information Science Education (BSLISE) Working Group	Prof. J. Raju
Member of the CHE National Reference Group for developing a national benchmark standard for LIS education	Prof. J. Raju
Short course development and facilitation for the LIS community in emerging skills areas	Michelle Kahn
Appointed to DHET Research Outputs Sub-Panels for the Evaluation of Scholarly Books and Conference Proceedings from universities (for subsidy claim)	Prof. J. Raju
Chairing and/or participation in academic reviews (UCT and other universities)	Prof. J. Raju
Serving as members of various Humanities Faculty (UCT) committees	DKIS academics

Serving as members of various university (UCT)-wide committees/structures	DKIS academics
Keynote addresses and invited speaker engagements at higher education-related and professional meetings/conferences/webinars	DKIS academics

9. Conclusion

DKIS continues to be physically located on the Hlanganani Level of the Chancellor Oppenheimer Library Complex, until space becomes available for it to move into a Humanities building – this is expected to happen in 2022. Once again, DKIS thanks UCT Libraries for support in terms of comfortable working space. UCT Libraries also generously provides DKIS with two dedicated teaching venues (though currently not available for use due to COVID-19 capacity related health protocols). Bigger classes are taught in venues that are part of UCT’s central venue booking system and effected during annual class scheduling – this too is done in terms of COVID-19 health compliance. DKIS continues its close working relationship with UCT Libraries. It wishes to thank UCT Library colleagues for their professional enrichment, from time to time, of DKIS curricula.

A special thanks to Emeritus Professors Mary Nassimbeni, Karin de Jager and Emeritus Professor Peter Underwood for their continued support of DKIS as well as to DKIS staff (including new DKIS Administrator, Nicole Moodley), all of whom, despite challenges from time to time, remain committed to the academic project and the work DKIS does for the L/IS and related professional sectors, for the University and for academia generally. DKIS also wishes to thank external research supervisors A/Prof. Dick Kawooya (University of South Carolina, USA) and Dr Patrick Mapulanga (University of Malawi), for providing support in the supervision of Masters and PhD students.

A special thanks to the current Dean (A/Prof. Kessi) for her encouragement to continue DKIS stakeholder engagement in a different form despite the dissolution of the Advisory Board as a result of full faculty integration. Gratitude also goes to the Humanities Faculty Executive and Administration for their support of DKIS in its delivery of its academic project. Lastly, a special thanks to members of stakeholder communities for agreeing to participate in the DKIS Advisory Committee – we look forward to productive engagement.

Professor Jaya Raju (with input from DKIS staff)

**Head: Department of Knowledge and Information Stewardship, Humanities Faculty, UCT
November 2021**