



Department of
Knowledge & Information
Stewardship

University of Cape Town



ANNUAL REPORT

2020

for the

Department of
Knowledge &
Information
Stewardship
Advisory
Committee
Meeting

*27 November
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1. Introduction

On 1 January 2019 the Department of Knowledge and Information Stewardship (DKIS) was integrated both organisationally as well as academically into the Humanities Faculty under its new name (DKIS – previously Library and Information Studies Centre (LISC) and organisationally located within UCT Libraries). This was the consequence of recommendations from the Department’s 2018 Academic Review for full faculty integration and for nomenclature change that better reflects the diversity of the Department’s offerings. 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 currently has five permanent 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 currently registered for a PhD in DKIS became effective on 1 January 2019, under the mentorship of the DKIS HoD, with the aspiration that funding of this EE post will be absorbed into the DKIS budget at the end of three years. DKIS also has a full-time permanent Administrative Assistant (PC7). Emeritus associate professors/professors, 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 were eight meetings of the Advisory Board of the Department since the establishment of the Board in 2012 when LIS was re-instated at UCT (while an annual report was produced in 2015, an Advisory Board meeting was not held due to #RhodesMustFall student protests). With DKIS now fully integrated into the Humanities Faculty at UCT and governance structures firmly located within the Faculty, the Dean dissolved the Advisory Board (formerly chaired by the Dean of the Faculty) in 2020 but encouraged DKIS to continue its annual stakeholder engagement in a form that it saw fit. Hence the establishment of an Advisory Committee for which Terms of Reference have been drawn up and shared with members of the Committee.

This, the ninth DKIS Annual Report, is the first for the newly constituted 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 2019, on the Department’s

[website](#). Similar to past reports, this annual report too highlights the activities of DKIS, for the 2020 academic year, in response to its *Strategic Directions*.

2. DKIS Strategic Directions 2018-2022

Figure 1: Graphic representation of DKIS Strategic Directions

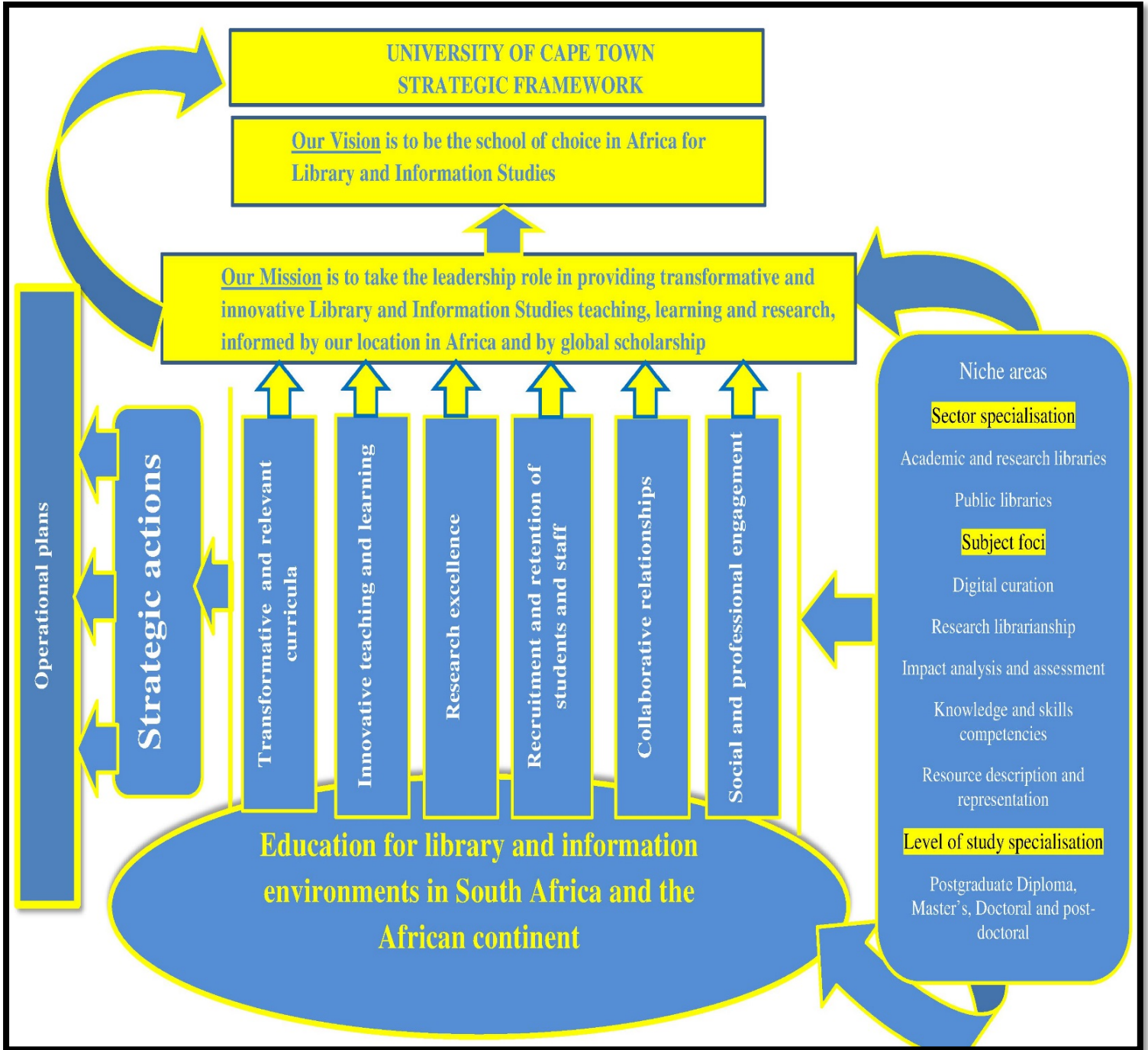


Figure 1 represents strategic planning for the five years (2018-2022) building on earlier strategic planning documents as well as regular review of operational plans within the current strategic plan for implementation, currency and relevance checks, especially in the context of UCT's re-focused transformation/decolonisation 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, even in a 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. Despite the 2018 Academic Review Panel's satisfaction with the Department's "*authentic commitment to decolonisation within the curriculum*", it 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, 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 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
- Epistemological, ontological and theoretical approaches informing the research process

The 2018 Academic Review Panel was supportive of the Department's suggestion for expansion of its offerings into the undergraduate space via an undergraduate servicing module in Humanities and even beyond, on the epistemologies and stewardship of managing data, information and knowledge. With a recent (1 September 2020) Lecturer appointment made, DKIS plans to begin in 2021 with curriculum planning and objectives setting for this undergraduate teaching expansion.

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
- eResearch, eScience & Digital Humanities
- Research impact measurement, including alternative approaches to measuring research impact (e.g. altmetrics)
- LIS leadership and management with a social and cultural focus within a transforming/decolonising context

MPhil (specialising in Digital Curation)

DKIS continues to lead (in South Africa and on the continent) in the new 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 2020 academic year were challenged by pandemic-related national lockdowns (at various alert levels) beginning at the end of March 2020 which led to emergency remote teaching (largely asynchronous) in Semester 1 and remote teaching (including synchronous modes) in Semester 2. UCT's Centre for Innovation in Learning and Teaching (CILT) provided, to the university teaching community, large-scale support in emergency transition to online teaching using a variety of teaching modes and platforms but, at the same time, being sensitive to students with device, connectivity and social vulnerabilities. The University itself provided laptop and data support from its COVID-19 Emergency Fund. The PGDipLIS programme, because of its capstone nature (students largely in their graduating year) was identified for early return to campus in October 2020 (when the country went into lockdown level 1) and face-to-face teaching was resumed with this cohort of students but subject to full COVID-19 health compliance (letters of authority to return to campus (both staff and students), daily health checks, social distancing in the classroom, provision by the University of PPE (face masks, foot dispensing hand-sanitisers) and teaching venues approved for and set up for teaching in terms of COVID-19 health compliance). The contact weeks in DKIS coursework Masters programmes were converted to online modes for the 2020 academic year. All DKIS programmes were subjected to shifts in the academic calendar prompted by the global pandemic.

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 meaning 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); and, 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). 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 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.

The 2018 Academic Review Panel recommended “*additional staff development*” for courses taught online. In response to the Improvement Plan (submitted in October 2018) on this aspect, in May-August 2020 all DKIS academic staff participated online in the Centre for Higher Education Development’s (CHED’s) very intensive six-week TSCOT (The Short Course on Teaching). DKIS teaching staff benefitted greatly from rigorous participation involving prior reading and task completions as well as robust space created by the facilitator (A/Prof. Kasturi Behari-Leak) for critical discussions on the dynamics of teaching (online) in a transforming and diverse higher education classroom.

Note: DKIS submitted its Report on the Improvement Plan in March 2020 to the Humanities Dean and to UCT’s Institutional Planning Department which facilitated the 2018 Academic Review (the Report is required to be submitted about 18 months after the review report is released). The Report on the Improvement Plan was tabled with UCT’s Academic Planning and Development Committee and received approval at the 26 August 2020 meeting of the Committee at which both the Dean and the DKIS HoD spoke to the Report. In short, DKIS enjoyed a successful academic review and the changes suggested (e.g. faculty integration, name change, additional staff, staff development in online teaching, etc.) had been successfully effected.

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
- Block release option 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 2020, all block release students were from the greater Cape Town area)
- 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. However, in 2020 because

of the COVID-19 pandemic, offered by contact for the first five weeks of the year, then in an emergency remote teaching (ERT) format (online, predominantly via Vula, prioritising zero-rated resources). In October (Quarter 4), students were permitted to return to campus for resumption of in-person teaching. Contact time used for teaching, practicals and assessments which could not be done remotely and which were required in order to complete the academic year

- 2020 registrations: 15 part-time; 15 full-time; 5 block release 9 (total=35). Following the beginning of lockdown and the introduction of ERT, three students chose to apply for leave of absence (that is, registrations put on hold until the following year)
- Projected 2020 graduations: 25 with 6 part-timers targeting 2021 for completion. However, of the 25, those who do not pass individual courses may have to complete after returning to repeat failed courses
- For the first time, there is an equal number of full-time and part-time students. Increase in part-time students attributed to the number of students (five) repeating individual courses in 2020. We predict that 2021 will also see weaker students needing to repeat courses
- 2020 total PGDipLIS registration (35) 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 in 2012 and 2016, respectively. Maintaining of registration numbers is also an indication that marketing efforts by DKIS have been useful
- While in 2020 the majority of students were from South Africa, recent Bachelor degree graduates come from a number of local institutions (UCT, UNISA, CPUT, UWC, NWU). There were several mature students, many (though not all) studying on a part-time basis, including nine already 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
- With the introduction of ERT, course conveners continued to provide a variety of formative and summative assessment methods, with adaptations where necessary. Additional tutorials (in response to the 2018 Academic Review) planned for block release students did not materialise because of ERT but were catered for in remote teaching where all students received the same teaching content at the same time. Students could learn at their own pace and return to online materials in their own time whenever needed
- With the closure of libraries and information resource centres during much of 2020 due to the pandemic, Work integrated Learning (WiL) placements (for purposes of relating theory to practice) have had to take place later in the academic year than usual: in December 2020 and January 2021. The minimum of three weeks required for WiL has been maintained. At the time of the writing of this report, the following libraries agreed to host our students: National Library of South Africa; Iziko Museums; South African Astronomical Observatory; Harry Molteno Library (Kirstenbosch Botanical Gardens); Cape Peninsula of Technology (Bellville, District 6 and Mowbray campuses). We are most grateful to these

libraries – which are themselves working under strain – for agreeing to host and supervise our students for WiL

- Academic orientation (for extra-curricular support) included: Vula (UCT’s online learning platform); referencing; citation management; academic writing; plagiarism & Turnitin; presentation skills; time management; and, exam writing. Transitioned from in-person to online presentation in 2020
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT’s Career Service, was once again timetabled into the PGDipLIS programme but presented entirely online in 2020. 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
- DKIS awarded, in 2020, six Buyskes and Spilhaus Bursaries open to students in the full-time PGDipLIS cohort, and valued at R45 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 December 2020. 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 15 November 2020: 90 PGDipLIS applications for 2021 (42 firm offers; 5 provisional offers; 3 declined; 5 withdrawn; 35 still being processed) – applications closed 31 October 2020

MLIS

- 2020 registrations: 37 (9 new registrations and 28 returning students)
- Of the 37, 28 were registered for the minor dissertation in 2020; 4 graduations for December 2020
- 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, Nigeria, Lesotho, Eswatini, Kenya, Cameroon) at no additional cost to the university. After the first term in 2020, contact weeks were transitioned to online due to ERT with both Teams and Zoom used as online teaching platforms
- 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 2020 there was no uptake on occasional course registrations – perhaps due to difficulties posed by a pandemic year

- As at 15 November 2020: 43 MLIS applications for 2021 (16 firm offers; 4 conditional offers; 10 declined; 13 still being processed) – applications closed 31 October 2020

MPhil (Digital Curation)

- 2020 registrations: 33 (8 new registrations and 25 returning students)
- Of the 33, 24 were registered for the minor dissertation in 2020; 2 graduations for December 2020
- 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. Namibia, Zimbabwe, Uganda, Nigeria (and Dubai)), and again, at no additional cost to the university. After the first term in 2020, contact weeks were transitioned to online due to ERT with both Teams and Zoom used as online teaching platforms
- Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area. However, in 2020 there was no uptake on occasional course registrations – again, perhaps due to difficulties posed by a pandemic year
- As at 15 November 2020: 39 MPhil(Digital Curation) applications for 2021 (27 firm offers; 1 provisional offer; 5 declined; 2 withdrawn; 4 still being processed) – applications closed 31 October 2020

MPhil (Research) & PhD

- 2020 MPhil (Research) registrations: 5 (3 returning and 2 new)
- 2020 PhD registrations: 12 returning; 2 PhD graduations for December 2020
- With the 2019 appointment of a Senior Lecturer in DKIS and a further Lecturer appointment with a PhD in September 2020, DKIS increases its capacity for PhD supervision. While currently Emeritus Associate Professors Nassimbeni and De Jager are supporting PhD supervision, the bulk of PhD supervision sits with permanent staff in DKIS
- DKIS continues to hold an Annual Research Day (this year on 3 December 2020 - virtually) at which Masters and PhD students (including minor dissertation students) present their research-in-progress; annual event provides research students with an opportunity to share their progress as well as their challenges with DKIS academics and fellow research students
- DKIS Annual Research Seminar Series was placed on hold in 2020 due to pressures on staff and students during a COVID-19 pandemic year. The Series will be resumed in 2021 to support the growing number of DKIS students engaged with dissertation preparation as well as academics growing supervision skills. The seminars are delivered by contact and simultaneously online to accommodate students located outside of Cape Town. The

Research Seminar Series is held over 20 weeks (on Friday afternoons) and runs from May until October. The research seminars target theory integration in research and the broader epistemological, ontological and methodological issues informing the research process

- As at 15 November 2020: 10 PhD applications for 2021 (0 firm offers; 4 declined; 6 still to be processed)
- As at 15 November 2020: 7 MPhil(Research) applications for 2021(0 firm offers; 0 provisional offers; 5 declined; 2 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 2020 research output (including conference presentations and papers with students). DKIS academics are encouraged to present papers at useful forums and to use the feedback to develop their papers for journal publication. The COVID-19 pandemic resulted in a number of conferences at which DKIS academics' papers were accepted, being called off or postponed to 2021.

Table 1: 2020 DKIS journal/chapter publications and conference presentations/proceedings

| Journal publications/book chapters/proceedings | Conference/Webinar presentations |
|--|--|
| <p>Hart, G. & Nassimbeni, M. 2019*. All together now?: new hopes for the transformation of South African schooling from the National Policy for LIS (NPLIS). In J. L. Branch-Mueller (ed.). <i>Proceedings of the 48th Annual Conference of the International Association of School Librarianship and the 23rd International Forum on Research in School Librarianship, Dubrovnik, Croatia, 21-25 October 2019</i>. doi: https://doi.org/10.29173/iasl7388</p> <p>*not reported in 2019 – as the publication only became available in 2020</p> | <p>Mfengu, A. 2020. Opportunities and threats for LIS education, research and training in light of COVID-19. Invited speaker at the LIASA Research, Education and Training Interest Group (RETIG) Webinar, 16 October 2020</p> |

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|---|---|
| <p>Tuyishimire, E. & Bagula, A. 2020. A formal and efficient routing model for persistent traffics in the Internet of Things. In <i>Proceedings of the 4th International Conference on Information Communications Technology and Society (ICTAS)</i>. Durban, South Africa. 11-12 March 2020. IEEE. doi: 10.1109/ICTAS47918.2020.234002</p> | <p>Mfengu, A. 2020. PhD research-in-progress. Presentation at the ASIS&T 2020 Annual Meeting Doctoral Colloquium (virtual), 25 October 2020</p> |
| <p>Tuyishimire, E. & Bagula, A. 2020. Modelling and analysis of interference diffusion in the Internet of Things: an epidemic model. In <i>Proceedings of the 4th International Conference on Information Communications Technology and Society (ICTAS)</i>. Durban, South Africa. 11-12 March 2020. IEEE. doi: 10.1109/ICTAS47918.2020.233984</p> | <p>Raju, J. 2020. Information Science education in Africa. Invited speaker. Information Science in Africa: Past, Present & Future. ASIS&T Africa Chapter Webinar Series, 8 October 2020</p> |
| <p>Tuyishimire, E. & Bagula, A. 2020. A novel management model for dynamic sensor networks using diffusion sets. In <i>Proceedings of the 4th International Conference on Information Communications Technology and Society (ICTAS)</i>. Durban, South Africa. 11-12 March 2020. IEEE. doi: 10.1109/ICTAS47918.2020.233985</p> | <p>Higgs, R. 2020. Addressing ontological inequities in the decolonial library. Invited Speaker. IFLA ARL Webinar: Decolonization in Education: Role of the Academic Library, 20 August 2020</p> |
| <p>Raju, J. 2020. Future of LIS education and evolving global competency requirements for the digital information environment: an epistemological overview. <i>Journal of Education for Library and Information Science</i>, 61(3): 342-356. doi: https://doi.org/10.3138/jelis.61.3.2019-0088</p> | |
| <p>Raju, J. 2020. Shaping LIS education for blended professionals in a pluralist information environment: global reflections. <i>Journal of Education for Library and Information Science</i>, 61(4) [in press]</p> | |
| <p>Mapulanga, P., Raju, J. & Matingwina, T. 2020. Research-evidence-based health policy formulation in Malawi: an assessment of policymakers' and researchers' perspectives. <i>International Journal of Health Governance</i>, 25(2): 161-176. doi: https://doi.org/10.1108/IJHG-05-2019-0029</p> | |
| <p>Nkeube, P. & Raju, J. 2020. Knowledge and skills requirements of National University of Lesotho librarians in meeting the information needs of undergraduate students in the digital age. <i>African Journal of Library, Archives and Information Science</i>, 30(2): 197-219.</p> | |

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| Dabengwa, I., Raju, J. & Matingwina, T. 2020. Applying interpretive phenomenological analysis to library and information science research on blended librarianship: a case study. <i>Library and Information Science Research</i> , https://doi.org/10.1016/j.lisr.2020.101055 | |
| Chu, C.M. & Raju, J. 2020. Prioritizing diversity in Library and Information Science (LIS) education. In Dali, K. & Caidi, N. (eds.). <i>Designing for diversity and inclusion in libraries and information organizations</i> . pp. 77-91 | |
| Sibiya, T.N. & Shongwe, M.M. 2020. 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> [in press] | |

Guest editorial/Special issue editor

Raju, J. & Tamaro, A.M. 2020. Guest editorial. [Special issue – Transforming LIS education for professionals in a global information world: digital inclusion, social inclusion and lifelong learning]. *Journal of Education for Library and Information Science*, 61(3): 305-307. doi: <https://doi.org/10.3138/jelis.61.3.01>

Raju, J. 2020. Diversity, inclusion and social justice in the information context: global south perspectives. [Special issue - Diversity, inclusion and social justice in the information context: global south perspectives]. *International Journal of Information, Diversity, & Inclusion*, 4(3/4): 1-4. doi: 10.33137/ijidi.v4i3/4.34974 /<https://jps.library.utoronto.ca/index.php/ijidi/issue/view/2326>

Independent research and collaboration

Professor Jaya Raju and Emeritus Associate Professors Mary Nassimbeni and Karin De Jager are currently NRF-rated researchers. *Table 2* reflects 2020 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. Jaya Raju | Development of a national LIS skills statement for the higher education | NRF Competitive Funding for Rated Researchers (2014-2016) | Masters & PhD students |

| | sector in South Africa | | |
|---------------|---|---|--|
| Prof. J. Raju | ‘Content, Conduit & Context’: curricularizing 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 (2020)

| DKIS academic | Grant | Amount |
|----------------|---|--------------|
| Michelle Kahn | URC travel grant for SCECSAL 2020 Conference (postponed to 2021 due to COVID-19 – URC funds carried over to 2021) | R 16 439.00 |
| Andiswa Mfengu | NRF Grantholder bursary for PhD study (via Jaya Raju’s NRF Competitive Programme for Rated Researchers - CPRR Fund) | R 120 000.00 |

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|----------------------|--|--------------|
| Dr Mzwandile Shongwe | Building Research Active Academic Staff Grant 2020 (for a full-time M student – 2020 - 2021) | R 140 000.00 |
|----------------------|--|--------------|

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) have in the past successfully accessed (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**. Unfortunately in 2020, due to the cancellation of conferences and international travel owing to the global pandemic, many 2020 fund applications were halted mid-process with requests for re-application once conferences and international travel are re-instated.

6. Staff and students

Staff

DKIS has a permanent Administrative Assistant (Ms Alison Davids) at Payclass 7. UCT’s Development Dialogue process frames her annual performance evaluation and monitoring of her development paths.

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* to demonstrate change in lecture load with the addition of new staff to DKIS as well as outcomes of the 2019 department evaluation/2020 planning workshop. 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 t/wks) | | Current supervision (sole/main supervisor) as at November 2020 | Completed supervision (sole/main supervisor) as at November 2020 |
|--|-----------|---|---|--|--|
| | | 2019 | 2020 | | |
| Michelle Kahn (Lecturer) - 2014 | Permanent | 4.75 plus repeat lectures for block | 5 plus repeat lectures for block release, as required | 2020: 14 (all minor dissertations) | 1 minor/d (2017) 1 minor/d (2018) |

| | | | | | |
|---|-----------|---|--|--|---|
| | | release, as required | | 2019: 12 (all minor dissertations) | 3 minor/d (2019) 1 minor/d (2020) |
| Richard Higgs (Lecturer) - 2014 | Permanent | 6.19 (because Richard does very little teaching in the PGDipLIS, he has relatively little in terms of block release repeat lectures). Furthermore, the assigning of 24 contact hrs to Curating-in-context supervision contact bumped up the 6.19 average | 5 plus repeat lectures for block release, as required (none for 2020) | 2020: 12 (all minor dissertations) 2019: 10 (1 MPhil(Res); 9 minor dissertations) | 1 minor/d (2015) 2 minor/d (2017) 3 minor/d (2018) 5 minor/d (2019) 1 minor/d (2020) |
| Prof. Jaya Raju (HoD) – 2012 | Permanent | 1.8 plus repeat lectures for block release, as required + headship | 1.5 plus repeat lectures for block release, as required + headship | 2020: 16 (5 PhDs; 3 MPhil(Res); 4 minor dissertations; working with 2 PhDs and 2 MPhil(Res) on proposals for reg.) 2019: 16 (5 PhDs; 3 MPhil(Res); 5 minor dissertations; working with 2 PhDs and 1 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) 1 MPhil(Res) (2018) 1 PhD (2018) 1 MPhil(Res) (2019) 1 minor/d (2020) |
| Dr Mzwandile Shongwe (Senior Lecturer) - 2019 | Permanent | 5.71 plus repeat lectures for block | 6 plus repeat lectures for block release, as required | 2020: 13 (1 PhD; 1 MPhil(Res); | 1 MPhil(Res) at UniZulu (2019) |

| | | | | | |
|--|-------------|---|--|--|---|
| | | release, as required | | 11 minor dissertations) 2019: 5 (1 PhD; 4 minor dissertations) | 1 MPhil(Res) at UniZulu (2020) |
| Andiswa Mfengu (Lecturer) - 2019 | T2 contract | 4.28 plus repeat lectures for block release, as required | 2.5 plus repeat lectures for block release, as required (on half teaching load) | 2020: co-supervising 1 minor dissertation with Jaya Raju (mentoring) 2019: co-supervising 1 minor dissertation with Jaya Raju (mentoring) | 1 minor/d (2020) – in mentored capacity |
| Emmanuel Tuyishimire (Lecturer) - 2020 | Permanent | Appointed 1 September 2020 – currently in induction programme | Appointed 1 September 2020 – currently in induction programme | Appointed 1 September 2020 – currently in induction programme | Appointed 1 September 2020 – currently in induction programme |

One part-time lecturer (Jenny Wood – expert in enterprise content management) contributes to teaching in LIS4053W and LIS4054W. Three Emeritus Associate Professors/Professor and two external supervisors supplement masters and PhD supervision in DKIS.

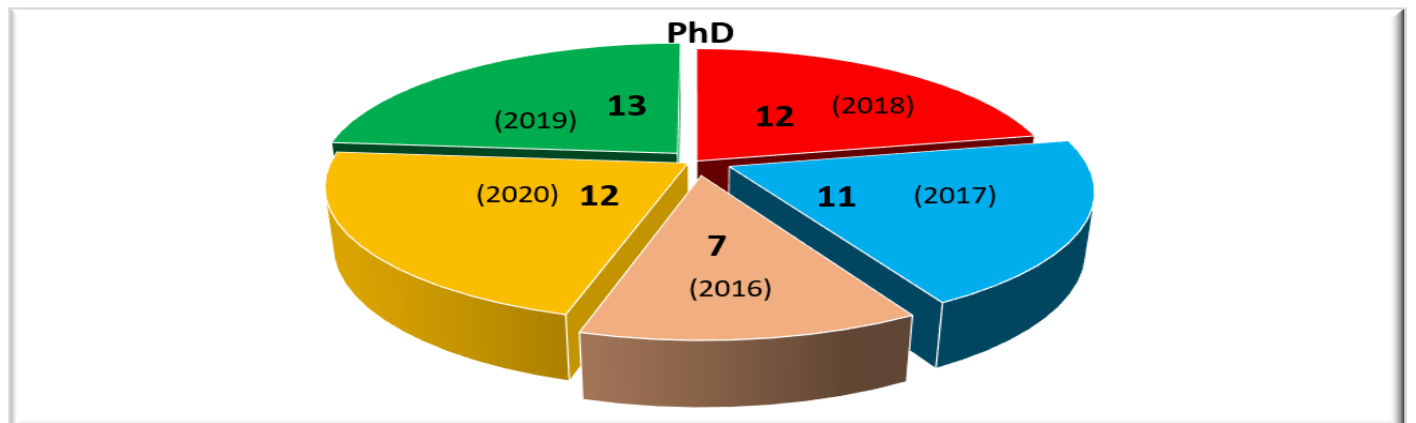
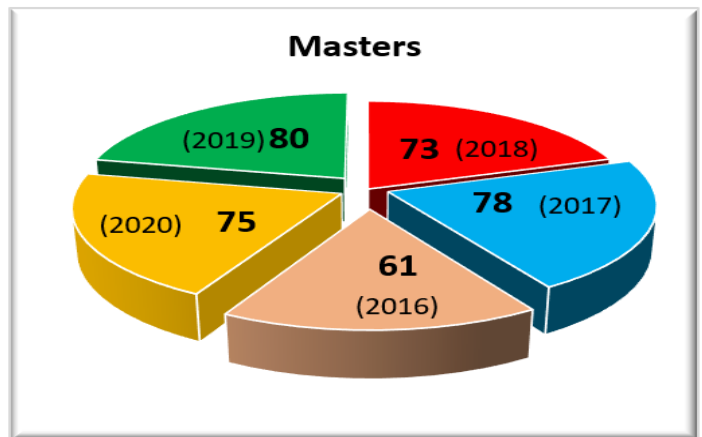
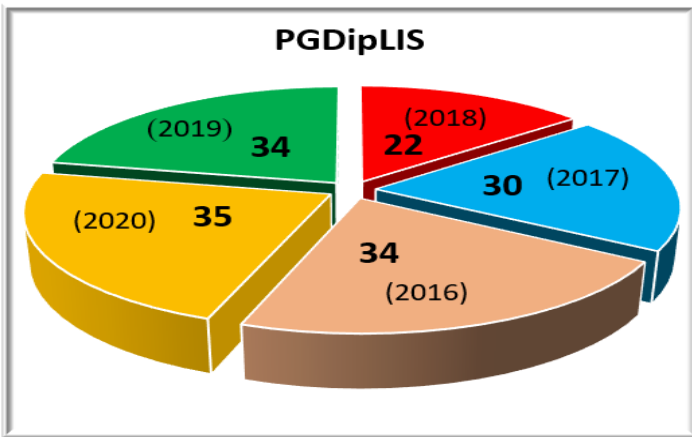
Students

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 2016 up to and including 2020 (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 2020 across all five programmes and these statistics look encouraging in terms of meeting 2021 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 2016-2020

| Registration totals | | | | | |
|------------------------|---------------------|--------------------------------------|------------|------------------|-----------------|
| | PGDipLIS | MLIS | MPhil (DC) | MPhil (Research) | PhD |
| 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 |
| 2016 | 34 PGDipLIS in 2016 | Total of 61 Masters students in 2016 | | | 7 PhDs in 2016 |



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 retains and refreshes some key elements of the old LISC design, but introduces new concepts that reflect 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 2020 to form the basis of the Department's marketing drive:

- Usually about 2000 copies of attractive double-sided A/4 flyers (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. With COVID-19 national lockdown for large parts of 2020, this volume of printed copies of the A/4 flyer was no longer needed – DKIS requested its external designer to develop specs for an e-insert of the A4 flyer which DKIS passed to LIT for publication – in 2020 the mid-year issue in which DKIS usually places its A/4 insert was issued electronically only
- Annually updated A/5 flyers, together with A/4 flyers, distributed on UCT Campus, at other relevant institutions and at important LIS related events – not possible in 2020 because of pandemic conditions – hence only a small number printed in 2020 for future use (instead e-versions used in 2020 for advertising electronically)
- DKIS Strategic Directions 2018-2022 – for use at special events e.g. DKIS Advisory Board/Committee meetings, collaboration meetings, etc. – updated and re-branded in 2020; 100 copies printed in 2020 for future use
- DKIS table overlays, folders, flyer holders, PowerPoint presentations and banners (used for special events, as appropriate) - all re-branded in 2020
- e-Copies of flyers distributed throughout the year via listservs such as Liasaonline, the HELIG list, irtalk and Africa-L as well as on Vula (UCT)
- Annual bursary advertising (R47 000 each – four in 2020) from the Buyskes and Spilhaus Funds
- Exhibition stand at the Annual LIASA Conference – did not happen in 2020 because the Conference was cancelled due to the pandemic
- Promotional presentations at Cape Town City Libraries and, where possible, at academic libraries in the Western Cape – not possible in 2020 because of the pandemic
- An attractive pocket with matching card inserts giving details of each of the Department's five programmes (identified for next phase of re-branding)
- PGDipLIS and Masters programmes were actively advertised in 2020 on rotating banners on the Vula homepage

DKIS usually participates in the Postgraduate Showcase, hosted annually by UCT's Careers Service. In 2020, due to the pandemic, this was at short notice converted to a virtual event, but DKIS still managed to participate.

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. 2020 saw a 10% growth in nominal visits in comparison to 2019. Mobile traffic now accounts for a third of site visits, so the responsive site container design is an asset. Referrals from both Twitter and Facebook continue to increase year-on-year, which highlights the benefit of a co-ordinated social media approach. Click-throughs from Vula advertisements do not seem to have a tangible impact, but the LIASA website has been the source of some visits, so it is worth considering prioritising cross-linking with associations' websites. As in previous years, the most popular pages among users are those that contain information about our academic programmes. In-site search behaviour reveals low usage of search and no specific insights, except that existing students appear to be using the site as much as external users. With publishing permissions now within the Department, it has become easier to maintain the site to keep it updated. Some legacy naming on the site is still being identified and rectified where appropriate. Outdated links from the Humanities Faculty website are automatically redirected to the DKIS domain.

DKIS is cognisant of its social media presence. It has a continued presence on Twitter and on Facebook. As at November 2020, DKIS had 1550 Facebook followers and 477 Twitter followers. Total tweets were at 774. Facebook page Likes totalled 1482. On Facebook, the most popular post was the programmes advert post (Opportunity to study LIS at UCT) – 2121 People Reached; 376 Reactions, Comments & Shares; and 314 Post Clicks. This was followed by the PGDip bursary recipients post (1547 People Reached; 581 Reactions, Comments & Shares; and, 278 Post Clicks). These two posts received similar attention on Twitter (1301 and 610 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 |
|----------------------|---|--|
| DKIS academics | Academics from the Department of Information Studies – University of Glasgow | MoU in existence since 2015; Joint research publications in Digital Curation and RDM; Teaching and research collaboration |
| 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 Global Working Group (35 members from 19 countries; 18 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; 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 |
| 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 |
| Vice-Chair (2019-): 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-): Africa Chapter, Association for Information Science and Technology (ASIS&T) | Andiswa Mfengu |
| Member of Publications Committee of ASIS&T | Andiswa Mfengu |
| Subject Chair on the Scopus Content Selection & Advisory Board (CSAB) for LIS 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 |
| Member of the Department of Arts and Culture commissioned LIS Policy Task Team | Em. A/Prof. Mary Nassimbeni |
| 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) global 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. 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. Bigger classes are taught in Hoerikwaggo 3A (part of mainstream UCT class scheduling) – relocated to ALEX LT1A from October 2020 for COVID-19 health compliance reasons. 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 the DKIS Administrator), 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.

A special thanks to the Humanities Faculty (and its successive Deans) which for the past eight years assumed the governance role of what was known as the DKIS (previously LISC) Advisory Board; and 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. Lastly, a special thanks to members of stakeholder communities for agreeing to participate in this newly constituted 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 2020