



Department of
Knowledge & Information
Stewardship
University of Cape Town



ANNUAL REPORT

2019

for the

Department of
Knowledge &
Information
Stewardship
Advisory Board
Meeting

*19 November
2019*

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1. Introduction

A significant recommendation emanating from its April 2018 Academic Review was full integration of the Library and Information Studies Centre (LISC), now re-named Department of Knowledge and Information Stewardship (DKIS), into a faculty. LISC had been in existence since 2012 when library and information studies (LIS) was re-instated at the University of Cape Town (UCT). For seven years LISC had been located organisationally within the University of Cape Town Libraries and offered its programmes through the Humanities Faculty. On 1 January 2019 it was integrated both organisationally as well as academically into the Humanities Faculty under its new name, also a consequence of a recommendation from its 2018 Academic Review for nomenclature that better reflects the diversity of its offerings, including that relating to information and knowledge stewardship. 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 four permanent full-time academic staff members: a Head at Associate Professor level (promotion to full professor recently announced), a Senior Lecturer (appointed on 1 January 2019 to replace a 2018 Senior Lecturer resignation), two Lecturers; and one T2 three-year contract appointment (2019-2021). The latter is the result of a successful application to UCT's Employment Equity (EE) Fund to address the Department's equity profile challenges, succession planning issues and the limited pool of black South Africans with PhDs in 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, in the hope that funding for 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.

This is the seventh meeting of the Advisory Board of the Department since the establishment of the Board in 2012 (while an annual report was produced in 2015, an Advisory Board meeting was not held due to #RhodesMustFall student protests). 2017 saw the end of the second three-year term of Board members (which began in 2015), as per the Terms of Reference of the Advisory Board, and the establishment of a new Board from 2018. In view of the Department's re-location to the Humanities Faculty, in 2019 the Terms of Reference were revised and approved by the Faculty via Deans Circular DC07(2019).

This, the eighth Annual Report for the 2019 Advisory Board Meeting of the Department of Knowledge and Information Stewardship (like the previous two for 2017 and 2018), takes a slightly different format from past reports in that it focuses on more succinct and accessible

presentation in the form of tables, figures and bulleted lists instead of detailed narratives (except where necessary). Further, instead of repeating historical and background details, the reader is referred to the DKIS website for the Department's [Annual Reports](#) from 2012 to 2018. However, similar to past reports, this annual report too highlights the activities of DKIS, for the 2019 academic year, in response to its *Strategic Directions*.

2. DKIS Strategic Directions 2018-2022

Figure 1: Graphic representation of DKIS Strategic Directions

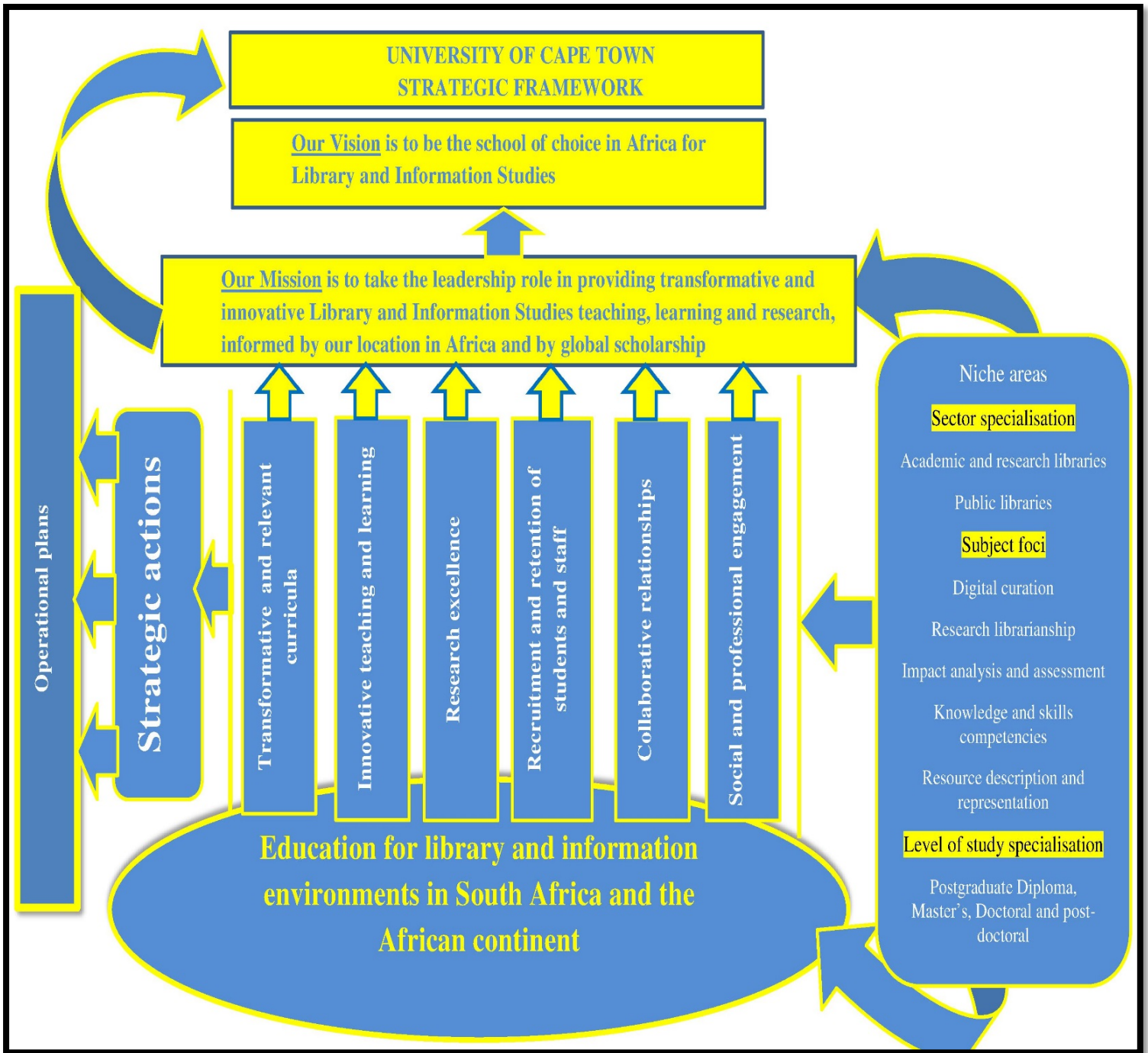


Figure 1 represents strategic planning for the five years (2018-2022) building on *LISC Strategic Directions 2012-2016* and regular review of this document for currency and relevance, especially in the context of UCT's re-focused transformation/decolonisation agenda in the wake of its #RhodesMustFall and #FeesMustFall experiences of 2015 and 2016, respectively. In the context of these sea-changing events, the Department waited for the finalisation in 2017 of UCT's *Strategic Framework* before crafting [DKIS Strategic Direction 2018-2012](http://www.dkis.uct.ac.za) which is summarised in Figure 1 and available on the DKIS website (<http://www.dkis.uct.ac.za>). *DKIS Strategic Directions* serves as a tool to guide the Department's transformative curriculum development, innovative teaching and learning, research excellence, collaborative relationships, and social responsiveness.

3. Curriculum relevance and renewal

DKIS continues 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 LIS. 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 means of scholarly communication (institutional repositories, 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)
- 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
- Web 3.0 and Library 3.0
- Competitive intelligence
- Virtual reference
- Digital scholarship
- Web archiving
- Web Dewey
- Strategic planning
- Performance evaluation
- Teaching and learning in LIS services
- 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. However, the Panel cautioned that it “*would not encourage such an approach without additional capacity*” as it found the Department “*severely understaffed*” and recommended “*additional staffing capacity in order to ensure that it continues its current growth trajectory*”. As part of its tracking of its Improvement Plan (submitted in October 2019), the Department included in its 2019 budget ask a “*senior hire*” as recommended by the Review Panel. This has been granted by the University in the form of a Senior Lecturer post. Recruitment is currently underway with the advert seeking an individual with, *inter alia*, expertise in curriculum design and delivery of the undergraduate service module described earlier. DKIS hopes to make an appointment in the early parts of 2020 so that curriculum planning and objectives setting may begin on 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 Digital Curation)

DKIS continues to lead (in South Africa and on the continent) in the emerging 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

In this core area 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, critical theory) 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; and, hands-on computer laboratory sessions 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 via Adobe Connect in all coursework Masters programmes, allows 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) provides a transformative learning experience for learners and DKIS educators alike in an e-learning higher education environment. It has also contributed to increased registrations for the coursework Masters programmes, drawing from markets outside of Cape Town and beyond (Namibia, Zimbabwe, Lesotho, Eswatini). 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 on this aspect, in 2019 DKIS has been in conversation with CILT (UCT’s Centre for Innovation in Learning and Teaching) to explore opportunities for further sharpening of blended learning knowledge and skills through further staff development with CILT on online teaching.

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 10 LIS schools in South Africa with this delivery method for the PGDipLIS; provides DKIS with an opportunity to draw students from across the county (this year from Pretoria, Hermanus, Wellington, Cape Town and even beyond (Namibia and Botswana))
- 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
- 2019 registrations: 9 part-time; 16 full-time; 9 block release; (total=34 – an increase of 12 from 2018)
- Projected 2019 graduations: 29 with 5 part-timers targeting 2020 for completion. However, of the 29, those who do not pass individual courses may have to complete after returning to repeat failed courses
- Encouraged to see an increase in PGDipLIS registrations in 2019, especially among the full-time students, after a drop to 22 in 2018. This 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. The increase in registrations is also an indication that the marketing efforts by DKIS have been useful
- Continued presence of international students over the years (Namibia, Malawi, Lesotho, Zimbabwe – in 2019, Botswana and Namibia); young Bachelor degree graduates from UCT and other institutions; mature students from LIS and other work environments; gender inclusive class composition
- 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.
- Variety of formative and summative assessment methods employed
- Work integrated Learning (WiL) placement (three weeks distributed between the Winter and September vacations) to relate theory to practice included the following hosts: UCT Libraries; City of Cape Town Libraries; the National Library; Iziko Museums; the Cape Town Holocaust & Genocide Centre; the South African Astronomical Observatory; Harry Molteno Library (Kirstenboch Botanical Gardens); UWC-Robben Island Museum Mayibuye Archives; Stellenbosch University Library and Information Service (Tygerberg Campus); and, Wynberg Girls, SACS and The Grove schools

- 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
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT’s Career Service, was once again timetabled into the PGDipLIS programme. 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
- Annual Prize-giving Ceremony (10 October 2019) brings the PGDipLIS academic year to a close with prizes (R500 ‘book’ vouchers) for Best Academic Performance in the PGDipLIS, for Leadership, and for Dedication & Perseverance, amongst 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 14 November 2019: 74 PGDipLIS applications for 2020 (48 accepted thus far; 19 provisionally accepted; 7 declined; 1 still to be processed) – applications closed 15 November 2019 (DKIS would need to adjust to this new Faculty process – previously remained open for applications up to 31 January in the new year)

While the 2018 Academic Review reported PGDipLIS students commenting on “*valuable classroom engagement and interaction*” and that the programme “*demonstrates the attention to the best approaches for student learning*”, minor gaps in the PGDipLIS were also identified by the Review Panel. For example, block release students needing additional ‘tutorials’ because while they may be in the same course as the full-time students, they might be at a “*different stage in their understanding*” of content. This was addressed in the Improvement Plan in 2018 and implemented in 2019 by formally including in the PGDipLIS timetable additional instruction time for block release students. The plan for 2020 is to use student mentorship led by stronger PGDipLIS students and DKIS Masters students to supplement learning reinforcement during these times. Funds have been identified in the DKIS budget to incentivise involvement in student mentorship with payment of a stipend. This also offers tutoring opportunities for interested DKIS students.

MLIS

- 2019 registrations: 41 (10 new registrations and 31 returning students)
- Of the 41, 30 were registered for the minor dissertation in 2019; 8 graduations in 2019
- Delivery is by blended format (online with contact weeks twice a semester) using Adobe Connect for online delivery – has contributed to increased registrations drawing over the years from markets outside of Cape Town and across the continent (Namibia, Botswana, Zimbabwe, Nigeria, Lesotho, Eswatini, Kenya, Cameroon) at no additional cost to the university

- Blended delivery provides a transformative learning experience for both learners and educators to become online-focused in an e-learning higher education environment
- 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
- As at 14 November 2019: 34 MLIS applications for 2020 (9 accepted thus far; 7 provisionally accepted; 16 declined; 2 still to be processed) – applications closed 15 November 2019 (DKIS would need to adjust to this new Faculty process – previously remained open for applications up to 31 January in the new year)

The MLIS was not selected for review in the 2018 Academic Review. The PGDipLIS and MPhil (DC) were selected – the review process only requires two programmes to be identified for review. Hence no reporting in this annual report on areas for attention identified by the Review Panel and responded to in the Improvement Plan.

MPhil (Digital Curation)

- 2019 registrations: 34 (16 new registrations and 18 returning students) – increase in new registrations is encouraging especially after the drop in 2018 (4 new and 22 returning = total of 26); this is to some extent attributed to targeted marketing (including Facebook & Twitter) for 2019 (after seeing the drop in 2018)
- Of the 34, 15 were registered for the minor dissertation in 2019; 2 graduations in 2019
- Delivery is by blended format (online with contact weeks once/twice a term/semester, as applicable) using Adobe Connect for online delivery – 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
- Blended delivery provides a transformative learning experience for both learners and educators
- Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area
- As at 14 November 2019: 25 MPhil(Digital Curation) applications for 2020 (6 accepted thus far; 11 provisionally accepted; 7 declined; 1 still to be processed) – applications closed 15 November 2019 (DKIS would need to adjust to this new Faculty process – previously remained open for applications up to 31 January in the new year)

While the 2018 Academic Review commented that the MPhil(DC) “*curriculum places UCT at the forefront*” of “*the growing international focus on digital curation*” and “*emerging international trends in LIS education*”, the Review Panel also expressed concern that the small through-put of students is in part due to the lack of supervisors for the MPhil(DC) research requirements and recommended an additional senior-level hire to assist with this issue. This was addressed in the

Improvement Plan (submitted in October 2018) by means of a request for a senior-level post. As already mentioned, DKIS was assigned an additional Senior Lecturer post in 2019 and recruitment is currently underway.

MPhil (Research) & PhD

- 2019 MPhil (Research) registrations: 5 returning; 1 graduation in 2019
- 2019 PhD registrations: 13 (2 new registrations and 11 returning students)
- With the 2019 appointment of a Senior Lecturer in DKIS (replacement for 2018 resignation of a Senior Lecturer) and a further Senior Lecturer appointment expected to happen in 2020 (recruitment is under way), DKIS increases its capacity for PhD supervision. Currently Emeritus Associate Professors Nassimbeni and De Jager are supporting PhD supervision but the bulk of PhD supervision sits with permanent staff in DKIS
- One PhD (Thomas Matingwina) was completed in 2015 (first registered in 2012), one graduated in 2018 (Patrick Mapulanga - first registered in 2016)) and a further two (Christine Kanyengo & Francois Hendrikz) are poised for completion shortly
- DKIS continues to hold an Annual Research Day (this year on 29 November 2019) at which Masters and PhD students (including minor dissertation students) present (physically or virtually) 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 continues to hold its annual Research Seminar Series 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 using Adobe Connect 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 14 November 2019: 8 PhD applications for 2020 (1 accepted; 2 declined; 5 still to be processed)
- As at 14 November 2019: 4 MPhil(Research) applications for 2020 (0 accepted; 1 provisionally accepted; 0 declined; 3 still to be processed)

The 2018 Academic Review Panel's concern that "*LISC was critically in need of one or two more senior staff to ... manage the bottleneck of students who are yet to complete the research element of their studies*" was addressed in the Improvement Plan (October 2018). Since then a Senior Lecturer appointment (1 January 2019) has been made and a further Senior Lecturer appointment is expected to be made early in 2020 (recruitment is currently underway).

5. Research

The 2018 Academic Review found that the Department “*was in need of ... senior staff ... to boost research output*”. In response to the Improvement Plan addressing this issue, in January 2019 a Senior Lecturer was appointed (replacing a 2018 Senior Lecturer resignation) and as already mentioned, following the recommendation of the Review Panel the University made available to DKIS a further Senior Lecturer post for which recruitment is currently underway. These appointments, it is envisioned, will positively impact the Department’s research output going forward. The Review Panel also encouraged the Department “*to develop a strong mentorship programme including co-supervision, co-publications, monitoring and support to nurture young academics into academia*”. In response to this and as per narrative in the Improvement Plan, DKIS has firmly established in 2019 its ongoing annual Research Seminar Series (over 20 weeks) to support the growing number of DKIS students engaged with dissertation preparation as well as young academics growing supervision skills – in general, to grow a strong research culture in DKIS. Co-supervision for mentoring purposes and co-publication with students are already established practices in the Department. The Department’s mentorship priorities have also been addressed with the appointment (funded via the DVC Transformation Office) on 1 January 2019 of a young black South African womxn Lecturer currently registered for a PhD in DKIS; with a half-teaching load and under the mentorship of the DKIS HoD to capacity build the incumbent in teaching; supervision; research and publication; and, leadership. The research trajectory of the Department has also been given a lift in 2019 with the promotion of the DKIS HoD to the rank of Full Professor.

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 2019 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.

Table 1: 2019 DKIS journal publications and conference presentations

| Journal publications | Conference presentations |
|---|---|
| Raju, J., Mfengu, A., Kahn, M. & Raju, R. 2019. The transition to open: a metrics analysis of discoverability and accessibility of LIS scholarship via the South African Journal of Libraries and Information Science. <i>South African Journal of Science</i> . 115(7/8): 1-8. DOI: 10.17159/sajs.2019/5867 | Mfengu, A. 2019. LIS professional’s knowledge and skills: towards sustainable development. Paper presented at the 20th LIASA Annual Conference: Butterfly Effect , Durban ICC, Durban, 30 September – 4 October 2019 |
| Kerchhoff, G., Kahn, M. & Nassimbeni, M. 2019. A 20-year evaluation of PLAAS research outputs: impact on the scholarly domain and in social media. <i>South African</i> | Mfengu, A. 2019. Fostering societal relevance in HEIs for development. Paper presented at the Third Research Evaluation in SSH (Social Sciences & Humanities) Conference , Valencia, Spain, 19-20 September 2019 |

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| <i>Journal of Science</i> . 115(7/8): Art. #5655. DOI:10.17159/sajs.2019/5655 | |
| Schäfer, S., Higgs, R. 2019. Perceptions and experiences of a digital visionary environment: digital curation and the Owl House. <i>The International Journal of New Media, Technology and the Arts</i> . 14(2):1-15. https://doi.org/10.18848/2326-9987/CGP/v14i02/1-15 | De Jager, K. 2019. From Scylla and Charybdis to the Hitchhiker's Guide to the Galaxy, or, Navigating one's way through the Information Universe in the 21 st century. Invited Keynote Address at the International Conference on Information Literacy . North-West University, Vanderbijlpark, South Africa. 23 – 26 September 2019 |
| De la Porte, B. & Higgs, R. 2019. Challenges in digitisation of cultural heritage material in the Western Cape, South Africa. <i>South African Journal of Information Management</i> . 21(1) https://doi.org/10.4102/sajim.v21i1.1104 | Shongwe, M.M. 2019. Knowledge management research: a South African perspective. 16th International Conference on Intellectual Capital, Knowledge Management & Organisational Learning , Sydney, Australia, 5-6 December 2019 |
| Raju, J. 2019. Embracing new trends in scholarly communication: from competency requirements in the workplace to LIS curriculum presence. <i>Journal of Librarianship & Scholarly Communication</i> , 7(General Issue). doi: https://doi.org/10.7710/2162-3309.2291 | Higgs, R. 2019. The missing archive and ontological injustice: can erased being be reclaimed? Annual Archives Lecture (Unisa) . Pretoria, 5 November 2019 |
| Mapulanga, P., Raju, J. & Thomas Matingwina. 2019. Levels of research evidence in health policy assessment in Malawi. <i>Leadership in Health Services</i> , 32(2): 226-250 | Raju, J. with IFLA BSLISE Working Group. 2019. International framework for the assessment of quality standards in LIS education: the role of associations, higher education and the professional community. World Library and Information Congress 85th IFLA General Conference and Assembly: Libraries: Dialogue for Change , Athens, Greece, 24-30 August 2019 |
| Dabengwa, I. Raju, J. & Thomas Matingwina. 2019. Academic librarians' transition to blended librarianship: a phenomenology of selected academic librarians in Zimbabwe. <i>Journal of Academic Librarianship</i> , 45(4): 343-357. DOI: 10.1016/j.acalib.2019.04.008 | Raju, J. 2019. Future LIS education and evolving global competency requirements for the digital information environment: an epistemological overview. Paper presented at the IFLA 2019 Post-Conference Satellite Meeting: Transforming LIS Education for Professionals in a Global Information World: Digital Inclusion, Social Inclusion and Lifelong learning , Vatican Library, Vatican City, Rome, Italy, 30-31 August 2019 |
| Mapulanga, P., Raju, J. & Thomas Matingwina. 2019. Health researchers and policy makers' involvement in knowledge translation activities in Malawi. <i>Journal of Health Organization and Management</i> , 33(4): 380-395 | Raju, J. 2019. Shaping LIS education for blended professionals in a pluralist information environment: global reflections. Invited keynote address at the ALISE 2019 Annual Conference: Exploring Learning in a Global Information Context , Knoxville Convention Center, Knoxville, Tennessee, USA, 24-26 September 2019 |
| Mapulanga, P., Raju, J. & Thomas Matingwina. 2019. Research evidence based health policy formulation in Malawi: an assessment of policy makers and researchers' | |

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| perspectives. <i>International Journal of Health Governance</i> [in press] | |
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Independent research and collaboration

Associate Professor Jaya Raju and Emeritus Associate Professors Mary Nassimbeni and Karin De Jager are currently NRF-rated researchers. *Table 2* reflects 2019 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 |
|----------------------------------|---|--|--|
| Emeritus A/Prof. Mary Nassimbeni | Measure for measure: developing a values matrix for the academic library | NRF Competitive Funding for Rated Researchers (2015-2017) | UCT Libraries |
| A/Prof. Jaya Raju | Development of a national LIS skills statement for the higher education sector in South Africa | NRF Competitive Funding for Rated Researchers (2014-2016) | Masters & PhD students |
| A/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; Prof. Jennifer Arns/Ass. Prof. Dick Kawooya, University of South Carolina; A/Prof. Dick N'gambi, School of Education, University of Cape Town; Masters & PhD students |
| A/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 |

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| | | | Theory and Research; SIG in LIS Education in Developing Countries |
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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 (2019)

| DKIS academic | Grant | Amount |
|----------------|---|-----------------|
| Michelle Kahn | Research Development Grant (UCT Emerging Researchers' Programme - ERP) | R39 627.82 |
| | Humanities Faculty Block Grant | R2 195 |
| Richard Higgs | Selected to participate in Dialogues with the Past (DIALPAST) 'Digital Pasts and Futures of Archaeology' PhD course organised by the Nordic Graduate School in Archaeology at the University of Oslo, in Rome from 16-20 September 2019. This course brought together 13 PhD candidates from Norwegian, Swedish, Danish and South African universities to present their PhD research for peer input and critique, guided by leading experts from the Universities of Lund and York. | Fully sponsored |
| Andiswa Mfengu | Research Development Grant (UCT Emerging Researchers' Programme - ERP) | R30 760 |
| | UCT New Academic Practitioners Programme (NAPP) | R5 000 |
| | NRF Grantholder bursary for PhD study (via Jaya Raju's NRF Competitive Programme for Rated Researchers - CPRR Fund) | R120 000 |

| | | |
|----------------------|--|---------|
| Dr Mzwandile Shongwe | Research Development Grant (UCT Emerging Researchers' Programme - ERP) | R37 689 |
|----------------------|--|---------|

DKIS staff 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 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**.

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. The Department's re-location in January 2019 to the Humanities Faculty significantly altered her roles and responsibilities, especially in the area of the Department's financial administration. Hence in October 2019 the HoD submitted a motivation (with all required documentation) to the Humanities Faculty Staffing Committee for re-evaluation of the DKIS Payclass 7 post. DKIS is waiting for an outcome.

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 part of the Improvement Plan). This applies to the supervision display as well. This is important in view of the 2018 Academic Review Panel's concern about a "*heavily burdened staff complement*" in DKIS.

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 2019 | Completed supervision (sole/main supervisor) as at November 2019 |
|---|-----------|--|--|---|--|
| | | 2018 | 2019 | | |
| Michelle Kahn (Lecturer) - 2014 | Permanent | 7.78 plus repeat lectures for block release, as required | 4.75 plus repeat lectures for block release, as required | 2019: 12 (all minor dissertations) 2018: 14 (12 minor dissertations) | 1 minor/d (2017) 1 minor/d (2018) 3 minor/d (2019) |
| Richard Higgs (Lecturer) - 2014 | Permanent | 4.92 plus repeat lectures for block release, as required (did not offer three electives in 2018 – hence necessary to show Richard’s average of 7.29 lectures per week in 2017) | 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 has bumped up the 6.19 average | 2019: 10 (1 MPhil(Res); 9 minor dissertations) 2018: 15 (1 MPhil(Res); 14 minor dissertations) | 1 minor/d (2015) 2 minor/d (2017) 3 minor/d (2018) 5 minor/d (2019) |
| A/Prof. Jaya Raju (HoD) – 2012 Professor (2020 -) | Permanent | 56 lecture periods for the year (plus repeat lectures for block release, as required) + headship | 48 lecture periods for the year (plus repeat lectures for block release, as required) + headship | 2019: 16 (5 PhDs; 3 MPhil(Res); 5 minor dissertations; working with 2 PhDs and 1 MPhil(Res) on proposals for reg.) 2018: 18 (5 PhDs; 3 | 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) |

| | | | | | |
|-----------------------------|-----------------------------------|---|--|--|-------------------------|
| | | | | MPhil(Res); 4 minor dissertations; working with 5 PhDs and 1 MPhil(Res) on proposals for reg.) | 1 MPhil(Res) (2019) |
| Dr Mzwandile Shongwe - 2019 | Permanent | – | 5.71 plus repeat lectures for block release, as required | 2019: 5 (1 PhD; 4 minor dissertations) | 1 MPhil(Res) at UniZulu |
| Andiswa Mfengu - 2019 | T2 contract | – | 4.28 plus repeat lectures for block release, as required | 2019: co-supervising 1 minor dissertation with Jaya Raju (mentoring) | – |
| Jenny Wood | Lecturer (part-time) – 2018; 2019 | 134 lecture periods for the year (plus repeat lectures for block release, as required) | 74 lecture periods for the year (plus repeat lectures for block release, as required) | – | – |

Three Emeritus Associate Professors/Professor and two external supervisors supplement supervision in DKIS

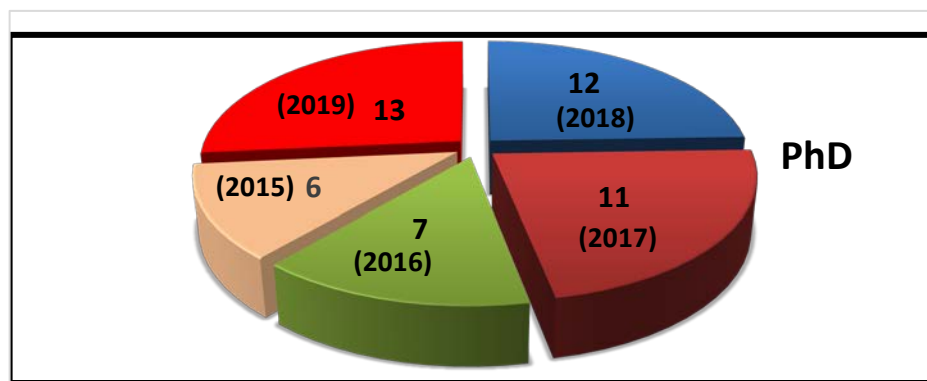
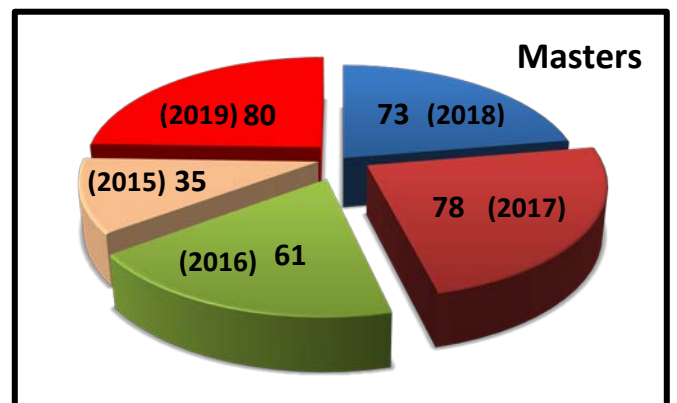
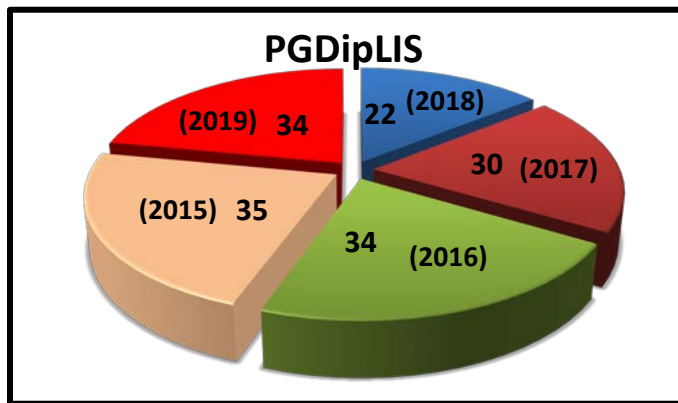
Students

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 2015 up to and including 2019 (past five years). While 2018 saw a drop in numbers for the PGDipLIS and MPhil(DC), 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 2020 enrollment 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. The 2018 Academic Review pointed out areas for attention as far as students are concerned – for example, throughput rate among dissertation students and additional contact time for block release students. As mentioned (and elaborated on) in this annual report, these issues have been addressed in the Improvement Plan and in subsequent implementation in 2019.

Figure 2: Student registration 2015-2019

| Registration totals | | | | | |
|------------------------|---------------------|--------------------------------------|------------|------------------|-----------------|
| | PGDipLIS | MLIS | MPhil (DC) | MPhil (Research) | PhD |
| 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 |
| | 34 PGDipLIS in 2016 | Total of 61 Masters students in 2016 | | | 7 PhDs in 2016 |
| | 35 PGDipLIS in 2015 | Total of 35 Masters students in 2015 | | | 6 PhDs in 2015 |



DKIS budget summary for 2019

Table 5 provides a DKIS budget summary for 2019 reflecting fee income, subsidy earnings, staffing and operating expenditure as well as Humanities Faculty administration costs. The latter (Humanities administration costs) will be removed for the next annual report (2020) as the 2019 budget was prepared (in 2018) when the Department was still organisationally located within UCT Libraries.

Table 5: DKIS budget summary for 2019

| DKIS budget summary 2019 | | | |
|------------------------------------|-------------|--------------------|----------------|
| | 2019 | 2019 | |
| | | | |
| Revenue excl. charges | | (7 871 513) | |
| Tuition Fees | (3 109 241) | | |
| Subsidy | (4 762 272) | | |
| | | | |
| Expenditure | | (5 524 928) | 100.00% |
| Staffing and Operating Expenditure | 4 928 981 | | 89.21% |
| Depreciation | 5 543 | | 0.11% |
| Faculty Administration Costs (20%) | 590 404 | | 10.68% |
| | | | |
| Net (Surplus)/Deficit | | (2 346 585) | |

Marketing

The Department's change of name 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, continue to form the basis of the Department's marketing drive:

- 2000 copies of attractive double-sided A/4 flyers (updated annually) with content details of DKIS courses in its various programmes, 1800 of which were placed in 2019 as inserts in the popular professional body magazine, *Liasa-in-touch* sent by LIASA to 1800 addresses

- Annually updated A/5 flyers, together with A/4 flyers, distributed on UCT Campus, at other relevant institutions and at important LIS related events
- 50 copies of DKIS Strategic Directions 2018-2022 – for use at special events e.g. DKIS Advisory Board meeting, collaboration meetings, etc. [still in process for 2019 because of re-branding]
- DKIS table overlays, buttons, pens, bookmarks, stickers, folders, branded flyer holders, PowerPoint presentations and banners used for special events locally and continentally, as appropriate [some still in process because of re-branding]
- e-Copies of flyers distributed throughout the year via listservs such as Liasaonline, Sabinews, the HELIG list, irtalk and Africa-L as well as on Vula (UCT)
- Annual bursary advertising (R45 000 each – 3 in 2019) from the Buyskes and Spilhaus Funds
- Exhibition stand at the Annual LIASA Conference
- Promotional presentations at Cape Town City Libraries and, where possible, at academic libraries in the Western Cape
- 3-minute video available on YouTube:
(<https://www.youtube.com/watch?v=3rNAbQWyeVY>)
- An attractive pocket with matching card inserts giving details of each of the Department's five programmes [yet to be re-branded]
- PGDipLIS programme is actively advertised on rotating banners on the Vula homepage.

DKIS participated, for the second year, in the Postgraduate Showcase, hosted by the Careers Service, in July 2019. We were joined at our stand by representatives from City of Cape Town Libraries who marketed their bursaries for LIS university study and the LIS profession in general, to prospective students. This, we hoped, would boost interest in our programmes in particular.

DKIS makes every effort to present the academic unit 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 Department's website (<http://www.dkis.uct.ac.za/>) was re-branded with the new name and new logo, and the sub-domain changed to reflect the new name. A redirect has been put in place for the old sub-domain, to ensure that visitors arrive at the correct site. These details have not yet been changed on the relevant page on the Humanities website, and this requires some attention. Most of the website content has been systematically reviewed and updated, and this is still in progress.

The website continues to be an integral part of the Department's marketing and publicity, profiling publications, news, staff and academic offerings, with closer integration and cross-population with social media to drive reciprocal traffic. Social media as a source of website traffic is still small,

but it is notable that the publication of course advertising on social media contributes the most to these visits, and course information continues to be the most visited on the website. The number of total user sessions has increased by a respectable 9% year-on-year (around 7 000, with 83% consisting of new users), with traffic spikes in January, April and the end of July. Organic search continues to constitute the dominant acquisition channel, which is an indication that disciplined metadata capture on the site’s content pays off. Direct access (entering a URL directly into the address bar) accounts for a surprisingly high 42% of visits, but it is unfortunately not possible to track what proportion of these originate from the new sub-domain. In-site search is minimal, but predictably relevant to courses (particularly “block release”) and fees. Outside of South Africa and the USA, most site visitors originate from countries that have historically constituted the largest user base (Namibia, Nigeria, Zimbabwe, Ghana and Botswana), with the interesting new additions of South Korea and Belgium. These may be potential markets worth targeting. Mobile access constitutes roughly 1/3 of visits, so attention should be paid in the coming year to making sure that the most highly-accessed content (course information) is mobile-friendly.

DKIS is cognisant of its social media presence. It has a continued presence on Twitter and on Facebook. With a fuller complement of staff in 2019, one staff member is assigned the responsibility of attending to the Department’s social media presence. As at October 2019, DKIS had 1 279 Facebook followers and 398 Twitter followers. Total tweets were at 519. Facebook page Likes totaled 1 257. On Facebook, the most popular post was that of A/Prof Raju’s (HOD’s) promotion to Full Professor – 3 264 People Reached; 343 Reactions, Comments & Shares; and, 473 Post Clicks. This was followed by PGDip graduation post (1 623 People Reached; 472 Reactions, Comments & Shares; and, 379 Post Clicks).

7. Collaboration

Table 6 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 6: 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; Research co-supervision |
| A/Prof. J. Raju | Prof. David Lankes, A/Prof. Dick Kawooya; Prof. Jennifer Arns - School of Library and | Visiting scholars (done on both ends engaging both staff and students) Research co-supervision; |

| | | |
|----------------------|---|--|
| | Information Science, University of South Carolina | Research collaboration (LIS knowledge and skills research; framework for quality assessment of international LIS education) |
| A/Prof. J. Raju | International Federation of Library Associations and Institutions (IFLA) BSLISE Global Working Group (27 members from 14 countries) | Framework for quality assessment of LIS education internationally; Global collaborative work; International data collection; While Paper published; International conference/panel presentations; Journal publications |
| 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 LISC research students |
| Dr Mzwandile Shongwe | University of Zululand | Dissertation co-supervision; Committee participation – Annual Information Studies Conference |
| DKIS academics | School of IT, UCT | Dissertation co-supervision; Research collaboration; Cross teaching in areas of common interest |

8. Social and professional engagement

DKIS staff continue to provide input into forums contributing to LIS 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 7* and are an indication of DKIS as a source of intellectual guidance for policy-making and professional and community development.

The 2018 Academic Review Panel commended the Department for its commitment to social and professional engagement and made no specific recommendations for improvement in this area of the Department's work.

Table 7: Social and professional engagement

| Social/Professional engagement | DKIS academic |
|---|-------------------------------|
| Guest Editor: Special issue of the <i>International Journal of Information, Diversity, & Inclusion</i> (theme: Diversity, inclusion and social justice in the information context: global south perspectives) | A/Prof. J. Raju |
| 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 | A/Prof. J. Raju |
| Invited to participate in the 3rd Roundtable of African Ministers responsible for Public Library Services in her capacity as an emerging African library leader – Accra, Ghana (October 2019) | Andiswa Mfengu |
| Elected Vice-Chair: 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 |
| Member of Publications Committee of ASIS&T | Andiswa Mfengu |
| Appointed Subject Chair of the Scopus Content Selection & Advisory Board (CSAB) for LIS journals – reviewing LIS and related journal applications for Scopus listing | A/Prof. J. Raju |
| ASSAf (Academy of Science of South Africa) journal evaluation panel | Em. A/Prof. Karin de Jager |
| 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 | A/Prof. J. Raju |
| Co-Chair of IFLA’s Building Strong Library and Information Science Education (BSLISE) global working group | A/Prof. J. Raju |
| Member of the CHE National Reference Group for developing a national benchmark standard for LIS education | A/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) | A/Prof. J. Raju |
| Chairing and/or participation in academic reviews (UCT and other universities) | A/Prof. J. Raju |
| Serving as members of various Humanities Faculty (UCT) committees | DKIS academics |
| Responding to UCT Libraries’ requests for knowledge and skills development | 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, it 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). The 2018 Academic Review Panel encouraged the Department “*to maintain a close relationship with the Library, regardless of its future location*”. DKIS continues to do this. 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 and Karin de Jager for their continued support of DKIS as well as to DKIS staff (including the DKIS Administrator), who despite challenges from time to time, remain committed to this small academic department and the work it does for the LIS and related professional sectors, for the University and for academia generally.

Over the past year DKIS has been tracking, via a special agenda item in its staff meetings held every six weeks, areas for attention set out in its Improvement Plan (October 2019) in response to the report from the 2018 Academic Review Panel. DKIS will be shortly producing its report on the extent to which the Improvement Plan has been met (due December 2019). A special thanks to the Acting Dean, A/Prof. Shose Kessi, and the Humanities Faculty for a warm reception and supportive re-incorporation of DKIS into the Humanities Faculty. We look forward to positive contributions to the Faculty.

Associate Professor Jaya Raju (with input from DKIS staff)

**Head: Department of Knowledge and Information Stewardship, Humanities Faculty, UCT
November 2019**