**DKIS**

Department of
Knowledge & Information
Stewardship

University of Cape Town

ANNUAL
REPORT
2023

*for the*

Department of
Knowledge &
Information
Stewardship
Advisory
Committee
Meeting

*15 November
2023*

# Contents

## 1. Introduction

The Department of Knowledge and Information Stewardship (DKIS) is located in the Humanities Faculty of the University of Cape Town (UCT). The Department's programme offerings include: the Postgraduate Diploma in Library and Information Studies (PGDipLIS); two Masters by coursework (the MLIS and the MPhil (specialising in Digital Curation)); Masters by research (MPhil(Res)); and, the PhD. In 2023 DKIS offered, for the first time, a Faculty-approved undergraduate service course, Introduction to Social Informatics, to first-year students across the Humanities Faculty.

DKIS began 2023 with five full-time academic staff members: a Head at full Professor level, a Senior Lecturer, three Lecturers. March 2023 saw the addition of a Lecturer academic appointment in DKIS, as a replacement for a resignation in 2021. DKIS has a full-time permanent Administrative Assistant (Payclass 7). Emeritus associate professors/professors (three in total), who have over the years played a mentoring role towards the Department's younger academics, continue to assist with supervision of research students, where necessary, but now more for reasons of required expertise or to cope with increasing numbers of students requiring research supervision.

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

This, the twelfth DKIS Annual Report, is the fourth for the Advisory Committee of the Department of Knowledge and Information Stewardship. The approach taken in this report 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 2022, on the Department's website. Similar to past reports, this annual report too highlights the activities of DKIS, for the 2023 academic year, in response to its *Strategic Directions*.

## 2. DKIS Strategic Directions 2023-2027

*Figure 1: Graphic representation of DKIS Strategic Directions*
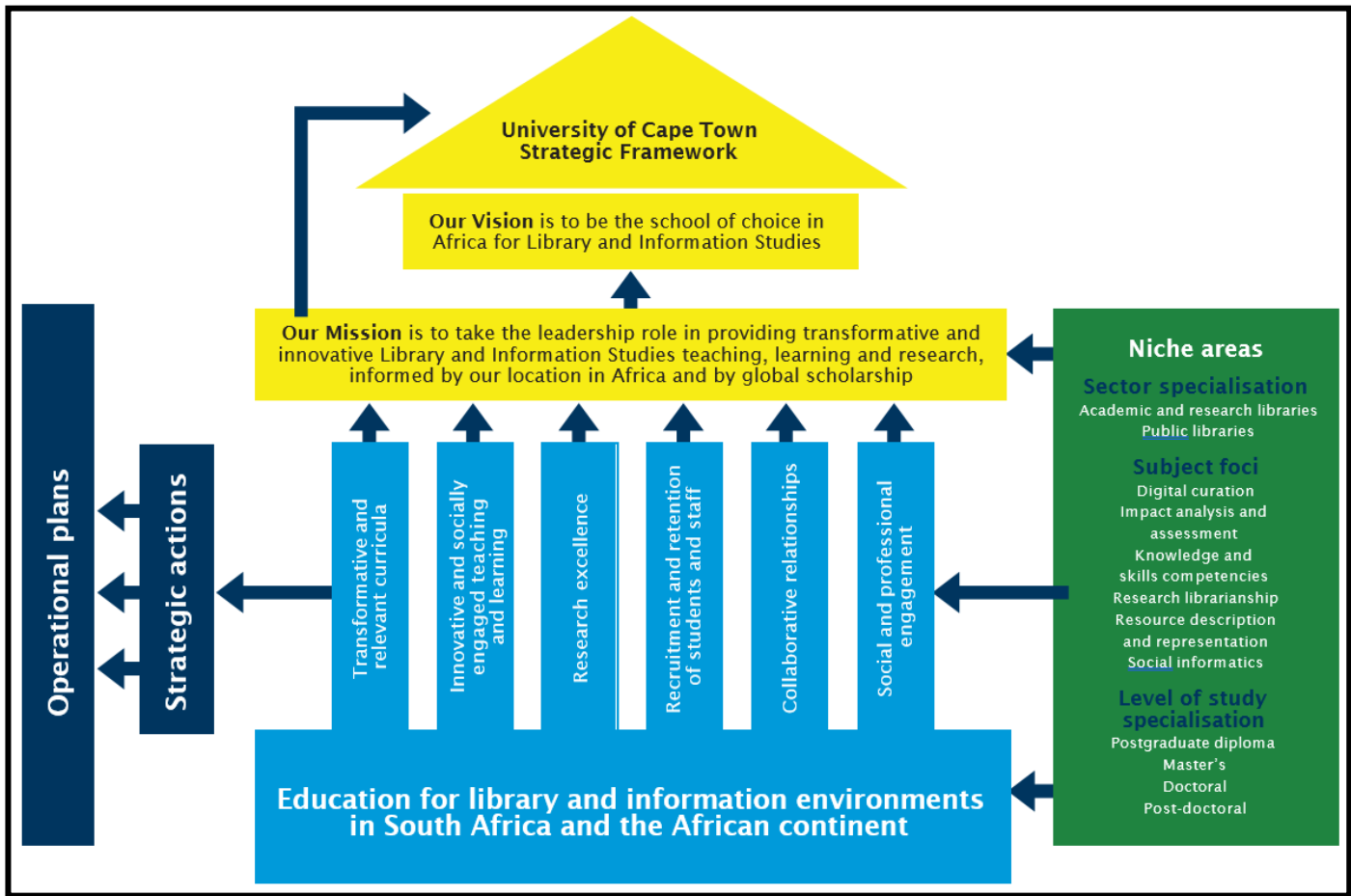


*Figure 1* represents strategic planning for the five years (2023-2027) building on earlier strategic planning documents as well as regular review of operational plans within the current strategic plan for implementation, currency and relevance checks. *DKIS Strategic Directions 2023-2027* which is summarised in *Figure 1* and available on the DKIS website, was developed in response to UCT's Vision 2030. *DKIS Strategic Directions* serve as a tool to guide the Department's aspirations for transformative curriculum development, innovative and socially engaged 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 as well as in its new undergraduate service course offering, to respond to issues of transformation and decoloniality. 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 intentionally chosen for local contextual relevance and to critically illustrate contemporary problems in knowledge and information stewardship. Topics such as information accessibility, discoverability and critical use of different content types; ontology (cataloguing, classification and taxonomy systems); language hegemony; multi-modal literacies; leadership and management, all actively question dominant cultures and western assumptions/ways of knowing that tend to permeate LIS practice, and they require students to think critically about the position and agency of information institutions and practitioners in the contemporary global south, where indigenous knowledge systems and other ways of knowing abound. DKIS continues to seek opportunities to relate curriculum content and classroom engagement (face-to-face or virtual) with the lives of learners.

### *PGDipLIS*

In terms of programme offerings, 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 support
- Research data management
- Scholarly communication and digital publishing (institutional repositories, open data repositories and services, open journal publishing, open book publishing, open educational resources (OERS), digital humanities, data analytics, etc.)
- Digitisation and preservation
- Bibliometrics and altmetrics in research impact analysis
- Social media in the information service space
- Resource description and access standards (RDA; FRBR)
- Web Dewey
- Metadata for large data sets
- HTML (HyperText Markup Language) and XML (Extensible Markup Language) in digital bibliographic control
- Web content management

- Intellectual property
- Knowledge organisation and representation (taxonomy, ontology, folksonomy, topic maps, linked data and semantic web)
- Knowledge mobilisation and brokering
- Knowledge management, knowledge sharing, indigenous knowledge systems
- Web 3.0/4.0 and Library 3.0/4.0
- Competitive intelligence
- Virtual reference
- Digital scholarship
- Web archiving
- Strategic planning
- Teaching and learning in LIS services
- 4th industrial revolution (4IR) in LIS services
- Artificial intelligence (AI) in the context of LIS
- Entrepreneurship and libraries
- Performance evaluation
- Programmes/project management
- Change management
- Financial resources management
- Space planning
- Diversity, equity, inclusion and accessibility (DEIA) and LIS services
- Epistemological, ontological and theoretical approaches informing the research process

### *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
- ➢ Library as publisher
- ➢ Changing patterns in scholarly communication
- ➢ Understanding the research process in various disciplinary domains
- ➢ Research data management
- ➢ Big data imperatives
- ➢ eResearch, eScience & Digital Humanities
- ➢ Research impact assessment
- ➢ Bibliometrics, altmetrics and alternative measures of impact
- ➢ Transformation/decolonisation and Africanisation/indigenisation in LIS leadership and management
- ➢ Information as capital and issues of access: COVID-19 and SDGs
- ➢ Diversity, equity, inclusion, accessibility (DEIA) and social justice
- ➢ LIS and the 4th industrial revolution (4IR) and AI (artificial intelligence)

## MPhil (specialising in Digital Curation)

DKIS continues to contribute to the fast-maturing 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

*Undergraduate service course (LIS1000S – Introduction to Social Informatics)*

As per recommendation from its 2018 Academic Review, DKIS worked on expansion of its offerings into the undergraduate space via an undergraduate service course in the Humanities, on the epistemologies and stewardship of managing data, information and knowledge. The curriculation for the new undergraduate service course (LIS1000S – Introduction to Social Informatics) was completed in 2022 and in the same year received Humanities Faculty approval for first offering in 2023.

The course aims to provide entry level general degree humanities students with critical understanding of multi-modal literacies and information stewardship principles for the discoverability, accessibility and critical use of information content available in different formats and mediums. It also provides students with an understanding of the research lifecycle, and within this, an understanding of research data management and analysis using basic statistical and computational approaches relevant to digital humanities. This course critically explores computational applications and data science use in decolonised social sciences and humanities contexts. The course uses content that engages the diversity of UCT's students' life worlds and in its curriculation is cognisant of our African location.

## 4. Teaching and learning

In a post-pandemic period, DKIS continued in 2023 with on-campus teaching and learning, albeit with health precautions being taken, as necessary. In this core area (teaching & learning) too, DKIS has continued to address issues of transformation and decoloniality, as detailed in previous annual reports. DKIS academics allow their teaching to be informed by relevant learning theories (cognitivism, connectivism, constructivism/social constructivism, critical theory – as applicable) and match learning styles to the classroom needs of their students. DKIS is sensitive to a constructivist approach to teaching and learning where students, coming from a diversity of backgrounds, are considered to be significant role players in the co-construction of knowledge in the classroom (physical or virtual). In such a learner-centred context, the following curriculum delivery methods are used to promote collaborative learning and critical thinking: debate and discussion; group engagement; peer learning; case-study; self-directed learning; reflective practice; work-integrated-learning; on-site engagement; 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 3.0/Web 4.0 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, not just during 2020-2021 pandemic induced online/hybrid higher education teaching and learning, but also in this post-pandemic phase in which blended/hybrid delivery appears to have become a popular option). Blended delivery has also contributed to increased registrations for the coursework Masters programmes, drawing from markets outside of Cape Town and beyond (e.g., Namibia, Zimbabwe, Lesotho, Eswatini, Botswana). A variety of formative and summative assessment methods are employed in DKIS coursework programmes, depending on the nature and content of the course.

### *PGDipLIS*

➢ Was offered in full contact mode in 2023
➢ 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's degree wishing to attain a LIS professional qualification
➢ Block release option is now established as a niche for UCT. DKIS is the only of the ten L/IS schools in South Africa with this delivery method for the PGDipLIS. It provides DKIS with an opportunity to draw students from across the country. In 2023, the block release class was made up of students from the Western Cape as well as Gauteng and Eastern Cape provinces, with one international student (Botswana)
➢ 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
➢ 2023 registrations: 8 part-time; 15 full-time; 13 block release (total=36)
➢ Projected 2023 graduations: 30, with 6 part-timers targeting 2024 for completion. As always, there may be students who do not pass individual courses and may therefore have to repeat failed courses in 2024
➢ 2023 PGDipLIS registrations saw an increase of 10 from 2022. The block release class was the largest it has been in recent years indicating that the attempts to reach audiences across South Africa and beyond through promotional activities is bearing fruit. In addition, it seems that the block release offering is still seen as a viable option by employers sponsoring formal LIS studies of their staff
➢ Students registered in 2023 are mostly from South Africa having previously graduated from a number of local institutions (Cape Peninsula University of Technology, Durban University of Technology, Rhodes University, University of Fort Hare, University of Limpopo, University of South Africa, University of Zululand, University of Pretoria, University of the Western Cape and Mancosa). Eleven registered students are employed in the LIS sector
➢ Constructive approach to teaching and learning, consistently cognisant of diversity in cognitive, age, cultural, social and language backgrounds of students and the implications of this for learning styles and different levels of intervention required

- Course conveners continued to provide a variety of formative and summative assessment methods
- Work-integrated-Learning (WiL) placements (for purposes of relating theory to practice) took place mid-year and in the September short vacation, as scheduled. This year, our students were hosted by a variety of libraries and information services, to whom we are grateful for their contribution to our students' learning. These institutions were: Botswana Open University; CPUT Libraries (Mowbray & Cape Town campuses); Cape Provincial Library Services; City of Cape Town Library and Information Services (Meadowridge, Mowbray, Muizenberg, Rondebosch); Iziko Museums; Library of Parliament; National Library of South Africa (Cape Town campus); RU Library; Rustenburg Girls' Junior School; South African Astronomical Observatory; St Andrew's College (Grahamstown); UCT Libraries; Webber Wentzel law firm; and Zwelethemba Municipal Library (Worcester)
- Academic orientation (for extra-curricular support) included: Vula (UCT's online learning platform); library orientation; citation management; academic writing (facilitated by UCT's Writing Centre); and plagiarism & Turnitin (one session facilitated by the Centre for Innovation in Learning and Teaching)
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT's Careers Service, was once again offered in the PGDipLIS programme and, this year, incorporated into the scheduled LIS4052W (Resource Planning & Use) lecture periods as a means of emphasising the synergy between PPDP, the course and the overall programme, as well as to reduce students' timetabled commitments. CV preparation and other career-related assessments counted 5% to LIS4052W and required 80% attendance for students to benefit from the programme. Students who complete all elements of the programme successfully receive a Certificate of Completion from the Careers Service
- In 2023, DKIS awarded one Patricia Ashby Spilhaus Memorial Bursary and one Hilda Buyskes Bursary, each valued at R50, 600.00. 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, was held on campus on 19 October 2023. Departmental prizes (R500 'book' vouchers) for Best Academic Performance in the PGDipLIS, Dedication & Perseverance, and Leadership in LIS, as well as other certificate and specialist awards, including the MaNel Trust Awards sponsored by a past graduate of the Department, were awarded. 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 of 31 October 2023: 115 PGDipLIS applications for 2024 (63 firm offers; 5 provisional offers; 10 declined; 19 in process) – applications closed 31 October 2023

*MLIS*

- 2023 registrations: 44 (12 new registrations and 32 returning students)

- Of the 44, 30 were registered for the minor dissertation in 2023 and 2 repeating a course each; 5 MLIS graduations for December 2023
- 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., in 2023 from Namibia, Zimbabwe and Cameroon) at no additional cost to the university
- 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. In 2023 there was one occasional course registration in the MLIS and this was for Digital Curation. Fee cost is a likely influencing factor in the slow uptake of occasional courses
- In 2023, the LIS5035S (Digital Curation) course in the MLIS programme was volunteered as a pilot course for UCT's transition from Vula to the Amathuba learning management platform – all UCT courses are expected to transition by 2024. However, the course convener withdrew from the pilot in 2023 due to technical challenges with Amathuba which impacted course delivery
- As of 31 October 2023: 89 MLIS applications for 2023 (20 firm offers; 17 conditional offers; 16 declined; 10 in process) – applications closed 31 October 2023

## MPhil (Digital Curation)

- 2023 registrations:  59 (17 new registrations and 42 returning students)
- Of the 59, 41 were registered for the minor dissertation in 2023 and one repeating a course; 2 MPhil(DC) graduations for December 2023
- Delivery since 2015 has been by blended format (online with contact weeks once/twice a term/semester, as applicable) – has contributed to increased registrations drawing, over the years, from markets outside of Cape Town and from across the continent (e.g., Zimbabwe and Namibia), and again, at no additional cost to the university
- Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area. There were no RDM occasional course registrations in 2023
- As of 31 October 2023: 46 MPhil(Digital Curation) applications for 2024 (11 firm offers; 11 conditional offers; 3 declined; 15 in process) – applications closed 31 October 2023

## MPhil (Research) & PhD

- 2023 MPhil (Research) registrations: 9 (8 returning and 1 new)
- 2023 PhD registrations: 8 plus 2 on leave of absence (7 returning and 1 new); 1 PhD graduation in July 2023; 1 PhD graduation confirmed for December 2023
- With the appointment of academics with PhDs since 2019, DKIS is gradually increasing its capacity for PhD supervision. While currently Emerita Associate Professors Nassimbeni

and De Jager are supporting PhD supervision, this is now shifting towards permanent staff in DKIS

➢ DKIS continues to hold an Annual Research Day (this year on 30 November 2023 – virtually) at which Masters and PhD students (including minor dissertation students) present their research-in-progress; this annual event provides research students with an opportunity to share their progress as well as their challenges, with DKIS academics and fellow research students

➢ DKIS continued in 2023 with its Research Seminar Series aimed at supporting the growing number of DKIS students engaged with dissertation preparation as well as academics growing supervision skills. The Series, held virtually (using Zoom), worked well in involving students and presenters located outside of Cape Town and enjoyed good attendance. To encourage attendance by coursework Masters students in preparation for their minor dissertations, as of 2021 it has been made mandatory for these students to attend at least four (4) core and one (1) theory seminar in the Series. The Research Seminar Series is held over 20 weeks (on Friday afternoons) and runs from May until September/October. The research seminars target theory integration in research and the broader epistemological, ontological and methodological issues informing the research process. In the closing session of the 2023 Series an award in the form of a 2023 published research text was made to a student for the 'most impactful participation in the Series' – the 2023 Award went to an MPhil(DC) minor dissertation student

➢ As of 31 October 2023: 7 PhD applications in 2023 (1 firm offer; 4 declined; 2 in process)

➢ As of 31 October 2023: 6 MPhil (Research) applications in 2023 (0 firm offers; 4 declined; 2 in process)

***Undergraduate service course (LIS1000S – Introduction to Social Informatics)***

LIS1000S was offered for the first time in 2023. It employed innovative teaching and delivery methods, including digital literacy modalities, aimed at affording more time for active engagement and the development of critical skills in the humanities:

➢ Second semester, first-year, undergraduate offering

➢ Offered as part of the Humanities Education Development Unit's (EDU's) Khanyisa suite of courses introducing humanities undergraduate students to critical thinking and literacies

➢ Delivered in a blended mode with lectures online via Microsoft Teams, which are also recorded (3 times a week – Monday to Wednesday)

➢ Tutorial and practical sessions delivered in-person (once a week – on Thursdays). The course has 6 tutorial and 4 practical sessions

➢ In 2023, 37 students enrolled for the first-time offering of the course

➢ Humanities undergraduate students will, from 2024, be required to take two courses from EDU's Khanyisa suite of courses. This is expected to increase LIS1000S course enrolment in 2024

- In 2023 the course made use of tutors (two senior postgraduate students from DKIS) to facilitate the tutorial and practical sessions – thus providing opportunity for DKIS postgraduate students to develop teaching and assessment capacity
- A variety of formative (tutorial responses, practical exercises, quizzes) and summative (written 2-hour examination) assessment methods are used

## 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 2023 research output (including conference presentations and papers with students). DKIS academics are encouraged to present papers at useful forums (in-person or virtual) and to use the feedback to develop their papers for journal publication.

*Table 1: 2023 DKIS journal/chapter publications and conference presentations/proceedings*

| Journal publications/book chapters/proceedings | Conference/Webinar presentations/Panel presentations |
|---|---|
| **Mfengu, A. & Raju, J.** 2023. University rankings and performance assessment systems driving research impact in the global south. In *Impact of global university ranking systems on developing countries*, O.B. Onyancha & A. Tella (Eds). IGI Global. 240-255. Doi: https://doi.org/10.4018/978-1-6684-8266-7.ch013 | Connaway, L.S., Faniel, I.X., **Mfengu, A.**, Huism, T. & Ulloa, S. 2023. *From pandemic to endemic: global experiences and perspectives on the OCLC New Model Library*. **American Library Association (ALA) Annual Conference,** 22-27 June, Chicago, USA [juried panel -in-person] |
| **Mfengu, A.** 2023. Library and information science education and training: skills and competencies for the new world order. In *International library and information science practice: excellence in leadership, management and mentorship*. V. Okojie & I. Abdullahi, Eds. Accra: Woeli Publishing Services. 245-258 | **Mfengu, A.** 2023. **Keynote address**: the relevance of LIS schools in South Africa and how 4IR has shaped the profession. **LIASA Northwest Branch** webinar on 27 September 2023 [virtual] |
| **Mfengu, A. & Raju, J.** 2023. Research impact assessment in Africa and the evolving role of academic librarians. *Library Trends* [in press – by Johns Hopkins University Press for publication before the end of 2023] | **De Young, T.**, Coetzer, G. & Mvakade, Z. 2023. A collaborative initiative for establishing library and information services within OneNRF. Paper presented at the **LIASA 2023 Conference, Somerset West South Africa, 10-13 October 2023** [in-person] |

| | |
|---|---|
| **Kunene, N.** & Mapulanga, P. 2023. A survey of transformational leadership traits for South African libraries in Gauteng province, South Africa. *Library Management*, 44(1/2): 1-16. Doi: https://doi.org/10.1108/LM-04-2022-0025 | **De Young, T.** 2023. Library and information services (LIS) in astronomical research: an analysis of the contribution of LIS to the historical development of astronomy at the South African Astronomical Observatory (SAAO). Paper presentation at the **23rd Information Studies Hybrid Conference: Sustainable Information for Education and Development, Imvubu Lodge/University of Zululand, Richard's Bay, KwaZulu-Natal, 5-7 September 2023** [in-person] |
| **Badenhorst, P. & Raju, J.** 2023. Research data management competencies for academic libraries: perspectives from two universities in South Africa. *African Journal of Libraries, Archives & Information Science*, 33(2): 215-229 | **Kahn, M.** 2023. Academic libraries + DH: libraries adding (even more) value to the academic project. **University of the Western Cape Digital Humanities Day, Cape Town, 31 May 2023** [in-person] |
| Zhao, Y., Du, J.T., Pang, N., **Raju, J.** & Yan, H. 2023. *JASIST* special issue on ICT4D and intersections with the information field. *Journal of the Association for Information Science and Technology*, 2023: 1-5. Doi: https://doi.org/10.1002/asi.24838 | **Raju, J.** 2023. LIS research methodology: African decolonial perspectives. **Keynote Address** at the **Third University of South Africa Biennial International Conference on Library and Information Science Research in Africa UNILISA),** Pretoria Hotel Fire and Ice, Menlyn, Pretoria, 6-10 March 2023 [in-person] |
| | **Raju, J.**, Chu, C.M. & Cunningham, C. 2023. The *IFLA Guidelines for Professional LIS Education Programmes*: competencies towards excellence in professional practice. **ALISE [Association for Library and Information Science Education] 2023 Annual Conference: Bridging the Gap: Teaching, Learning, Practice & Competencies, Hyatt Regency, Milwaukee, Wisconsin, USA, 02-05 October 2023** [juried panel – in-person] |
| | Chu, C.M. **Raju, J.** & Mehra, B. 2023. Decolonizing LIS journal publishing: addressing the equity, diversity, inclusion, accessibility and development gap. **ALISE [Association for Library and Information Science Education] 2023 Annual Conference: Bridging the Gap: Teaching, Learning, Practice & Competencies, Hyatt Regency, Milwaukee, Wisconsin, USA, 02-05 October 2023** [juried panel - in-person] |
| | **Raju, J.** 2023. Leading a 'decolonial turn' in research methodology from a knowledge and information stewardship perspective. **University of Cape Town Vice Chancellor's Professorial Lecture Series, Chris Hani Lecture Theatre,** |

| | | Upper Campus, University of Cape Town, 18 October 2023 |
|---|---|---|

## Scholarly editing

Professor Jaya Raju:

- Continued in 2023 to serve as Co-editor-in-Chief (with Professor C.M. Chu) of *Library Trends* (journal of the iSchool at the University of Illinois at Urbana-Champaign, USA; published by Johns Hopkins University Press; WoS and Scopus listed)
- Continued in 2023 to serve as inaugural Co-editor (with Professor Wolfram Dietmar, University of Wisconsin- Milwaukee) of the ALISE ([International] Association for Library and Information Science Education) **Book Series on LIS education and research** – published by Rowman & Littlefield
- Guest Editor (with Zhao, Y., Nanjing University of Science and Technology; Du, J.T., University of South Australia; Pang, N., National University of Singapore; Yan, H., Renmin University of China) for a Special Issue (**ICTD4D & Intersections with the Information Field** – published in 2023) of the *Journal of the Association for Information Science and Technology* (*JASIST*); published by Wiley; WoS and Scopus listed)

## Professorial inaugural lecture

Professor Jaya Raju, appointed to the rank of Full Professor from 1 January 2020, delayed her inaugural lecture until after the COVID-19 pandemic years when UCT, in 2023, re-instated the in-person mode of the Vice-Chancellor's Professorial Lecture Series. Led by Dr Andiswa Mfengu, DKIS leveraged the occasion of Prof. Raju's inaugural lecture to reify knowledge and information stewardship and its scholarly place in the social sciences academy, through rigorous social media presence. The inaugural lecture took place in the Chris Hani Lecture Theatre, Upper Campus, University of Cape Town on 18 October 2023 with very satisfying in-person as well as virtual attendance.

## Independent research and collaboration

Professor Jaya Raju and Dr Mzwandile Shongwe are currently NRF-rated researchers. *Table 2* reflects 2023 independent research and/or collaborations in DKIS.

*Table 2: Independent research and/or collaborations*

| Principal investigator | Project | Funding | Collaborators |
|---|---|---|---|
| Prof. Jaya Raju (Principal Co-Investigator) | Towards development of an international quality assessment framework that promotes quality in | IFLA (International Federation of Library and Information Associations and Institutions) project funding – 2017 - | IFLA's Building Strong LIS Education (BSLISE) – an active global network of LIS academics and researchers under: |

| | LIS education programmes | | IFLA Section on Education and Training; IFLA Section on Library Theory and Research; LIS Education in Developing Countries SIG |
|---|---|---|---|
| Prof. Jaya Raju | Book project: *Decolonizing Library and Information Science research methodology* | Post-doctoral fellowship from the Humanities Faculty (R200 000.00 x 3 years – 2023-2025) | Sole author |

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 development, start-up funds and other grants (see *Table 3*).

*Table 3: Development and start-up grants (2023)*

| DKIS academic | Grant | Amount |
|---|---|---|
| Dr Andiswa Mfengu | NRF Black Academic Advancement Programme (BAAP) for 2021-2023 | R587 827.00<br>R116 565.00 (2021);<br>R219 351.00 (2022);<br>**R256 911.00 (2023)** |
| Dr Mzwandile Shongwe | NRF Incentive Funds for Y2 rating | R50 000.00 |
| Michelle Kahn | Six months sabbatical leave to work on PhD studies (1 January-30 June 2023) | Leave replacement funds from the Humanities Faculty, UCT |
| Richard Higgs | Six months sabbatical leave to work on PhD studies (1 July-31 December 2023) | Leave replacement funds from the Humanities Faculty, UCT |

DKIS academics are encouraged to look beyond the DKIS budget to fund research travel and study visits and hence DKIS academics continued in 2023 to consider funding applications (based on their publications) from funding sources such as the **University Research Committee (URC), Faculty Block Grants** and the **NRF's Knowledge Interchange and Collaboration (KIC) International Travel Awards.** In a post-pandemic global environment, DKIS academics have reverted to in-person conference presentations (national and international) and international study visits.

## 6. Staff and students

### *Staff*

DKIS has a permanent Administrative Assistant (at Payclass 7). UCT's Development Dialogue process frames the annual performance evaluation and monitoring of development paths for the Administrative Assistant post in DKIS.

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

With Dr Shongwe taking over convenership of the MPhil(DC) programme during Richard Higg's semester-long sabbatical leave in 2023, in addition to his own convenership of the MLIS programme, DKIS provided financial resources to employ a teaching assistant (Dr Lena Nyahodza) to assist Dr Shongwe with his end-of-year course assessments.

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

*Table 4: DKIS academics' teaching/supervision load*

| Academic (and year of first appointment) | Status | Average no. of lectures per week (26 teaching weeks) | | Current supervision (sole/main supervisor) as of November 2023 | Completed supervision (sole/main supervisor) as of November 2023 |
|---|---|---|---|---|---|
| | | 2022 | 2023 | | |
| Michelle Kahn (MK) (Lecturer) – 2014 | Permanent | **4.26** plus repeat lectures for block release, as required | **1.28** – a lower than norm average due to MK's sabbatical leave in Semester 1 (2023) towards completion of a PhD | **2023: 12** (minor dissertations) **2022: 12** (minor dissertations) | 1 minor/d (2017) 1 minor/d (2018) 3 minor/d (2019) 1 minor/d (2020) 3 minor/d (2021) 2 minor/d (2022) 3 minor/d (2023) |

| | | | | | |
|---|---|---|---|---|---|
| Richard Higgs (RH) (Lecturer) – 2014 | Permanent | **5.71** plus repeat lectures for block release, as required | **2.21** - a lower than norm average due to RH' sabbatical leave in Semester 2 (2023) for purposes of working on a PhD | **2023: 15** (minor dissertations)<br><br>**2022: 11** (minor dissertations) | 1 minor/d (2015)<br>2 minor/d (2017)<br>3 minor/d (2018)<br>5 minor/d (2019)<br>1 minor/d (2020)<br>2 minor/d (2022) |
| Prof. Jaya Raju (JR) (HoD) – 2012 | Permanent | **1.8** plus repeat lectures for block release, as required plus headship responsibilities | **1.9** plus repeat lectures for block release, as required plus headship responsibilities | **2023: 13** (4 PhDs; 6 MPhil(Res); 3 minor dissertations<br><br>**2022: 12** (5 PhDs; 6 MPhil(Res); 1 minor dissertation | 2 PhDs (2015)<br>1 minor/d (2015)<br>1 MPhil(Res) (2016)<br>1 minor/d (2016)<br>2 minor/d (2017/18)<br>1 MPhil(Res) (2018)<br>1 PhD (2018)<br>1 MPhil(Res) (2019)<br>1 minor/d (2020)<br>1 MPhil(Res) (2021)<br>1 PhD (2022)<br>1 minor/d (2022)<br>1 PhD (2023) |
| Dr Mzwandile Shongwe (MS) (Senior Lecturer) – 2019 | Permanent | **8** plus repeat lectures for block release, as required (teaching assistance was provided for MS as he took on teaching an extra course while | **6** plus repeat lectures for block release, as required (teaching assistance provided again as MS teaches two lecture-intensive courses in the | **2023: 13** (1 PhD; 1 MPhil(Res); 11 minor dissertations)<br><br>**2022: 13** (1 PhD; 1 MPhil(Res); | 1 MPhil(Res) at UniZulu (2019)<br>1 MPhil(Res) at UniZulu (2020) |

| | | | professional programme as well as carried an additional Masters programme convenership while RH was on sabbatical leave in Semester 2 of 2023 | 11 minor dissertations) | 1 minor/d (2022)<br>1 minor/d (2023) |
|---|---|---|---|---|---|
| Dr Andiswa Mfengu (AM) (Lecturer) – 2019 | Permanent | **4.65** plus repeat lectures for block release, as required (and preparation for new undergraduate service course (Introduction to Social Informatics) due for offering for the first time in 2024) | **4.42** plus multiple tutor support and management for DKIS's new undergraduate service course (Introduction to Social Informatics) offered for the first time in 2024 across the Humanities Faculty | **2023: 18** (1 PhD; 1 MPhil(Res); 16 minor dissertations)<br><br>**2022: 13** (minor dissertations) | 1 minor/d (2020) – in mentored capacity<br><br>1 minor/d (2023) |
| Theresa de Young (TDY) (Lecturer - 2023 | Permanent | - | **4.07** – as a new appointment, TDY has been allowed some settling-in time with a relatively lighter teaching load | **2023: 7** (minor dissertations) | - |

**Note:** Two Emeritus Associate Professors supplemented Masters and PhD supervision in 2023. This is being progressively lessened with full-time academics taking over most of the research supervision. DKIS did not use any external supervisors in 2023 (as was done in the past) – a good indication of the department approaching a point of in-house independence in its supervision capacity.

### *Students*

Previous Annual Reports capture student enrolment figures across DKIS programmes since the re-instatement of LIS at UCT in 2012. *Figure 2* reflects student numbers across all five of its programmes from 2019 up to and including 2023 (past five years). Rigorous marketing is used to ensure buoyancy of enrolment figures. The research degree totals need to take into account completions. Section 4 of this annual report provides student application statistics for 2023 across

all five programmes as DKIS works towards meeting 2024 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 of, in a context of transformation and decoloniality, 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. While occasional course registrations at HEQSF Level 9 (mentioned in Section 4) are used to ease individuals who have had a hiatus from academic study into senior degree programmes, the COVID-19 years (2020-2021) and the immediate post-COVID-19 period (2022-3) have not seen much uptake on occasional courses. *Figure 2*, however, shows a healthy increase of enrolment numbers in 2023 across almost all programmes. This return to the past trend (pre-COVID-19) of a steady increase or maintaining of enrolment numbers is a welcome relief after a drop in enrolment numbers experienced in 2022, the immediate post-pandemic period. Perhaps higher education enrolment has now stabilised after a period of uncertainty induced by pandemic-related challenges and restrictions and/or could be the result of DKIS's rigorous marketing via various means but particularly via social media. The drop in PhD numbers should be viewed in the context of, in the past two years or so, DKIS having graduated a PhD student almost every six months - this augurs well for the Department's graduate output and subsidy earning capacity for the university. In addition, two international PhD students have taken leave of absence (LOA) in 2023 for financial reasons. DKIS is highly selective in its PhD intake, because of capacity requirements needed for PhD supervision as well as commitment to and/or potential for quality and timeous completion.

*Figure 2: Student registration 2019-2023*

| Registration totals | | | | | |
|---|---|---|---|---|---|
| | **PGDipLIS** | **MLIS** | **MPhil (DC)** | **MPhil (Research)** | **PhD** |
| **TOTALS for 2023** | 36 | 44 | 59 | 9 | 8 |
| | 36 PGDipLIS in 2023 | Total of 112 Masters students in 2023 | | | 8 PhDs in 2023 |
| **TOTALS for 2022** | 26 | 48 | 52 | 8 | 12 |
| | 26 PGDipLIS in 2022 | Total of 108 Masters students in 2022 | | | 12 PhDs in 2022 |
| **TOTALS for 2021** | 37 | 40 | 46 | 5 | 13 |
| | 37 PGDipLIS in 2021 | Total of 91 Masters students in 2021 | | | 13 PhDs in 2021 |
| **TOTALS for 2020** | 35 | 37 | 33 | 5 | 12 |
| | 35 PGDipLIS in 2020 | Total of 75 Masters students in 2020 | | | 12 PhDs in 2020 |
| **TOTALS for 2019** | 34 | 41 | 34 | 5 | 13 |
| | 34 PGDipLIS in 2019 | Total of 80 Masters students in 2019 | | | 13 PhDs in 2019 |
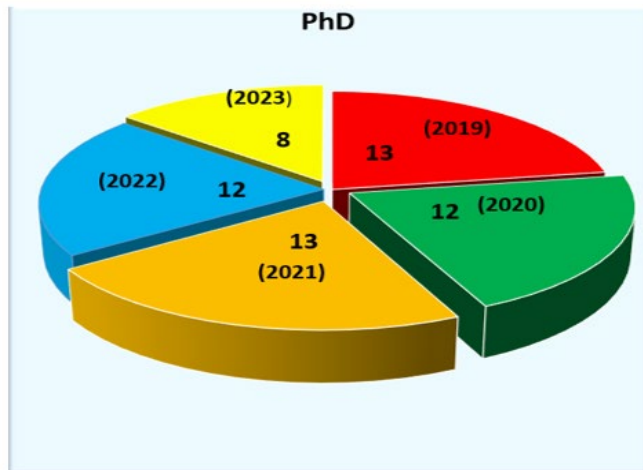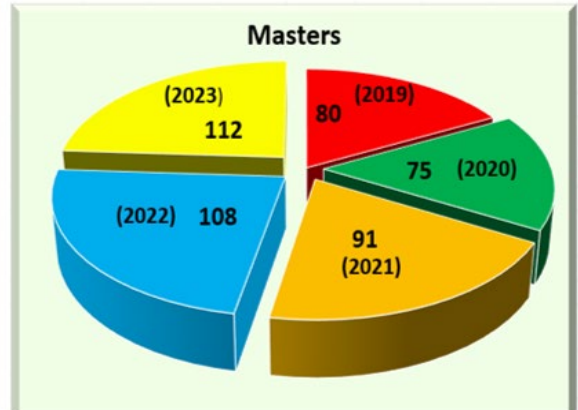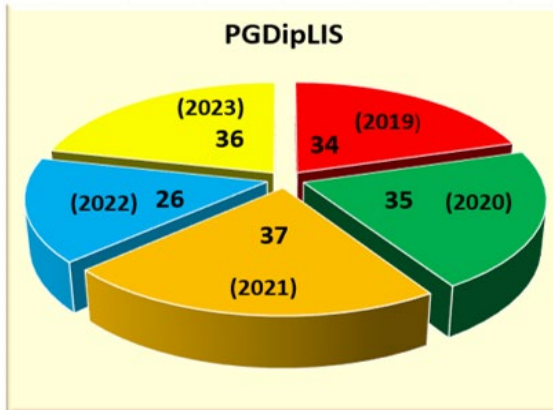
*Marketing*

The DKIS logo (re-designed in 2019 when the Department had a name change and was integrated into the Humanities Faculty), includes in the imagery concepts that reflect the extended scope of the Department's offerings. Advantage was also 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 2023 to form the basis of the Department's marketing drive:

➢ Annually updated A/5 flyers, together with A/4 flyers, were distributed on the UCT Campus, at other relevant institutions and at important LIS related events. E-versions were also used in 2023 for advertising electronically
➢ *DKIS Strategic Directions 2023-2027* has been made available in print form and is also on the DKIS website
➢ DKIS table overlays, folders, flyer holders, PowerPoint presentations and banners (used for special events, as appropriate) – all re-branded with the new logo – have been in use in 2023
➢ e-Copies of flyers have been distributed throughout the year via listservs such as LIASA's listserv, irtalk as well as on Vula (UCT)
➢ Annual bursary advertising (ca. R50 000 each – two in 2023) from the Buyskes and Spilhaus Funds
➢ Exhibition stand at the Annual LIASA Conference, Lord Charles Hotel, Somerset West, 10-13 October, where the DKIS Administrator was in full-time attendance supported by a DKIS academic
➢ PGDipLIS and Masters programmes were actively advertised in 2023 on rotating banners on the UCT Vula homepage
➢ DKIS participated in the following City of Cape Town Library and Information Service promotional events: Display stand at the Durbanville Public Library Open Day (23 May 2023); Slide presentation at the City of Cape Town Education, Training and Development Workshop (28 April 2023)
➢ Sadly, the Department's placing of 1500-2000 copies of a double-sided A/4 flyer with content details of DKIS courses in its various programmes, as inserts in the popular professional body magazine, *Liasa-in-touch* (*LIT*), came to an end in 2022. *LIT* is now distributed electronically and the cost of the e-insert is beyond the financial means of the Department. DKIS has replaced this advertising with frequent distribution of e-copies of flyers via various electronic lists (mentioned above)

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, post-doctoral fellows, research collaborators, visiting scholars, and for achieving national and international recognition.

The 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. As per university-wide website development, the DKIS website was migrated to an upgraded platform in 2023. For the period between 1 January to 30 October 2023 there were 926 visitors. This is a huge drop (78%) compared to 4 781 visitors in 2022. This is attributed to the migration that took place at the beginning of 2023 which resulted in many technical glitches which left the website not updated for about eight months. Through the concerted efforts of DKIS staff led by Dr Mzwandile Shongwe and supported by DKIS Administrator, Nicole Rajman, the DKIS website is now (November 2023) updated. It is encouraging to see that most of the visitors (83%) are new. Most of the visitors visited the website between February and June 2023. There were almost no visitors between July and October 2023, for reasons explained earlier.  Visitors spent an average of about two minutes on the website. Most visitors were from South Africa, followed by those from the United States of America, Namibia, Botswana and from other parts of the world. The age group 24-35 is the most active on the website. Masters programmes are the most viewed pages (421 views), followed by the PGDipLIS page with 82 views. Although there has been significant drop in website visits  compared to 2022, the Department strongly believes that the migration has improved the look-and-feel of the website, it is now updated, and many more visitors are expected in 2024.


DKIS continues to be cognisant of its social media presence. It has a continued presence on Twitter, Facebook, and on LinkedIn which DKIS added in 2022 to its suite of social media platforms.  As of October 2023, DKIS had 2 273 Facebook followers and 683 Twitter followers. DKIS has 1 048 followers on LinkedIn (a huge growth from 241 in the previous year (2022) when it was first introduced). On Facebook, the most popular post was the invitation to Prof. Jaya Raju's inaugural lecture on 18 October 2023 (2 559 **People reached** and 154 **Engagements**). The second most popular post was on UCT Day 2023 (1 196 **People reached** and 268 **Engagements)**. DKIS also explored paid advertising on Facebook for the second successive year to engage with more people, especially from the SADC region. The paid post ran for one month before the UCT applications closing date (31 October 2023) – 2 060 **People reached** and 1 048 **Engagements** (the paid posts cost DKIS a little over R1 000). [Note: **Reach** - The number of people who saw any of your posts at least once. Reach is different from impressions, which may include multiple views of your posts by the same people. This metric is estimated. **Engagement** - the number of times people engaged with your post through reactions, comments, shares and clicks. **Impressions** - the number of times that your post was on screen.]

## 7. Collaboration

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

*Table 5: Collaborative relationships*

| DKIS academic | Collaborators/Institution | Targeted outcomes |
|---|---|---|
| Prof. Jaya 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. Jaya Raju | International Federation of Library Associations and Institutions (IFLA) BSLISE Working Group (27 members from 15 countries; 13 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 (LISEDC) | Framework for quality assessment of LIS education internationally; Global collaborative work; International data collection/Global consultation; White Paper published; International conference/panel presentations; Journal publications and book chapters; Key foundational knowledge areas in LIS education - published; Guidelines framework for LIS education programmes globally – published IFLA Guidelines Stewardship Committee – stewarding global implementation of the Guidelines which includes presentations on the Guidelines at various national and regional and international forums |
| Richard Higgs | Centre for Theatre, Dance and Performance Studies (CTDPS), UCT | Masters teaching collaboration (Dr Mbongeni Mtshali) with potential research collaborations Richard Higgs was successful in his application for a short-term fellowship with CTDPS on Reimagining Tragedy for Africa and the Global South (ReTAGs) project (http://www.retags.uct.ac.za/) - Richard works alongside the project's |

| | | digital archivist, Jayne Batzofin, in re-curating the project's archival material to produce digital output for its online project platform |
|---|---|---|
| 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 | Funding for DKIS research students |
| Dr Mzwandile Shongwe | University of Zululand | Committee participation – Annual Information Studies Conference |
| Dr Andiswa Mfengu | Dr Linda Mtwisha (UCT's Executive Director: Research) to collaborate on an interdisciplinary project by UCT's Research and Internationalisation to develop an impact framework for UCT | UCT's Impact Framework |
| Theresa de Young | National Research Foundation - National Facilities' Librarians | Collaborative framework for future of their library services |

## 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. Jaya Raju |
| Co-editor-in-Chief of *Library Trends* (international journal) | Prof. Jaya Raju |
| Vice-Chair (2019-2021; 2021-2023): LIS Education and Training, African Library and Information Associations and Institutions (AfLIA) | Dr Andiswa Mfengu |
| Members of professional bodies: LIASA; ALISE; ASIS&T; ALA; ACRL; IAKM; ICOM | DKIS academics |
| Chapter Assembly Representative (2020-2023): Africa Chapter, Association for Information Science and Technology (ASIS&T) | Dr Andiswa Mfengu |
| Chair of ASIS&T Publications Committee (2022-2023) | Dr Andiswa Mfengu |

| | |
|---|---|
| Member of DORA (Declaration on Research Assessment) Tools to Advance Research Assessment (TARA) Advisory Group: 2022 - | Dr Andiswa Mfengu |
| Subject Chair on the Scopus Content Selection & Advisory Board (CSAB) for LIS and multidisciplinary journals – reviewing LIS and related journal applications for Scopus listing: 2018 - | Prof. Jaya Raju |
| Member of the Literature Services Advisory Board for Europe PubMed Central (PMC) and European Molecular Biology Laboratory European Bioinformatics Institute (EMBL-EBI) (2024-2026) | Dr Andiswa Mfengu |
| Member of the International Academic Board, HUMA (Institute for Humanities in Africa), UCT | Prof. Jaya Raju |
| Member of the Department of Environmental Affairs *Marine Information Systems* Steering Committee (Data Curation Project) | Richard Higgs & Michelle Kahn |
| Western Cape Archives Advisory Committee | Richard Higgs |
| Founding member of the L/IS Heads of Schools Forum | Prof. Jaya Raju |
| Co-Chair of IFLA's Building Strong Library and Information Science Education (BSLISE) Working Group | Prof. Jaya Raju |
| Member of the CHE National Reference Group for developing a national benchmark standard for LIS education (2018-2020) – continuing consultation | Prof. Jaya Raju |
| Short course development and facilitation for the LIS community in emerging skills areas | Michelle Kahn |
| Chairing and/or participation in academic reviews (UCT and other universities) | Prof. Jaya Raju |
| Language and Literacy Programme (LLP), Cape Town | Dr Mzwandile Shongwe |
| 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 it moves to a Humanities building. The COVID-19 (2020-2021) pandemic had delayed this move. Space has been identified for DKIS in a Humanities building and DKIS is expecting to relocate to this space at some stage in the near future, when this space becomes available and is made ready for occupation. Once again, DKIS thanks UCT Libraries for support in terms of comfortable working space and for their patience regarding the pending relocation. UCT Libraries also generously provides DKIS with two dedicated teaching venues. Bigger classes are taught in venues that are part of UCT's central venue booking system and effected during annual class scheduling. DKIS continues its close working relationship with UCT Libraries. It wishes to thank colleagues from UCT Libraries for their professional enrichment, from time to time, in DKIS teaching.

A special thanks to Emerita Associate Professors Mary Nassimbeni and Karin de Jager as well as to Emeritus Professor Peter Underwood for their continued support of DKIS. Thanks also go to

DKIS staff (including DKIS Administrator, Nicole Rajman), all of whom, despite periodic challenges, 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.

Gratitude also goes to the Humanities Faculty Dean (Prof. Shose Kessi) and the Faculty Executive and Administration teams for their support of DKIS in its delivery of its academic project. Lastly, a special thanks to members of stakeholder communities for participation in the DKIS Advisory Committee – we look forward to productive engagement.

**Professor Jaya Raju (with input from DKIS staff)**
**Head: Department of Knowledge and Information Stewardship, Humanities Faculty, UCT**
**November 2023**