DKIS

Department of
Knowledge & Information
Stewardship

University of Cape Town

ANNUAL
REPORT

2022

for the

Department of
Knowledge &
Information
Stewardship
Advisory
Committee
Meeting

*16 November
2022*

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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 2022 DKIS received Faculty approval for offering, from 2023 onwards, an undergraduate service course, Introduction to Social Informatics, which will be offered to first year students across the Humanities Faculty.

DKIS began 2022 with five full-time academic staff members: a Head at full Professor level, a Senior Lecturer, two Lecturers and one T2 three-year Lecturer contract appointment (2019-2021). The latter was the result of a successful application to the University of Cape Town's (UCT's) Employment Equity (EE) Fund to address the Department's equity profile, succession planning and the limited pool of black South Africans with PhDs in Library and Information Science/Studies (LIS) from which to make appointments. The three-year Lecturer appointment of a young black South African womxn, under the mentorship of the DKIS HoD, came to an end in December 2021, and went into review by the University for absorption into the permanent academic staff cohort. The incumbent completed her PhD (2021), underwent examination and graduated in July 2022. She has been successfully appointed as a permanent member of the DKIS academic staff as of 1 April 2022 and is also a recipient, via nomination from the Vice-Chancellor's Office, of the NRF funded BAAP (Black Academics Advancement Programme) Award for the years 2021-2023. DKIS has a full-time permanent Administrative Assistant (PC7). 2022 also saw DKIS begin a recruitment process for a Lecturer post resulting from a resignation in 2021 - this process is still in progress. Emeritus associate professors/professors (three in total), who have over the years played a mentoring role towards the Department's younger academics, continue to assist with supervision of research students, where necessary, but now more for reasons of required expertise or to cope with increasing numbers of students requiring research supervision.

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

This, the eleventh DKIS Annual Report, is the third for the Advisory Committee of the Department of Knowledge and Information Stewardship. As with more recent annual reports, the approach taken is that of succinct and accessible presentation in the form of tables, figures and bulleted lists instead of detailed narratives (except where necessary). For historical and background details, the reader is referred to DKIS Annual Reports from 2012 to 2021, on the Department's website. Similar to past reports, this annual report too highlights the activities of DKIS, for the 2022 academic year, in response to its *Strategic Directions*.

2. DKIS Strategic Directions 2018-2022

Figure 1: Graphic representation of DKIS Strategic Directions

UNIVERSITY OF CAPE TOWN STRATEGIC FRAMEWORK

Our Vision is to be the school of choice in Africa for Library and Information Studies

Our Mission is to take the leadership role in providing transformative and innovative Library and Information Studies teaching, learning and research, informed by our location in Africa and by global scholarship

Operational plans

Strategic actions

- Transformative and relevant curricula
- Innovative teaching and learning
- Research excellence
- Recruitment and retention of students and staff
- Collaborative relationships
- Social and professional engagement

Education for library and information environments in South Africa and the African continent

Niche areas

Sector specialisation
- Academic and research libraries
- Public libraries

Subject foci
- Digital curation
- Research librarianship
- Impact analysis and assessment
- Knowledge and skills competencies
- Resource description and representation

Level of study specialisation
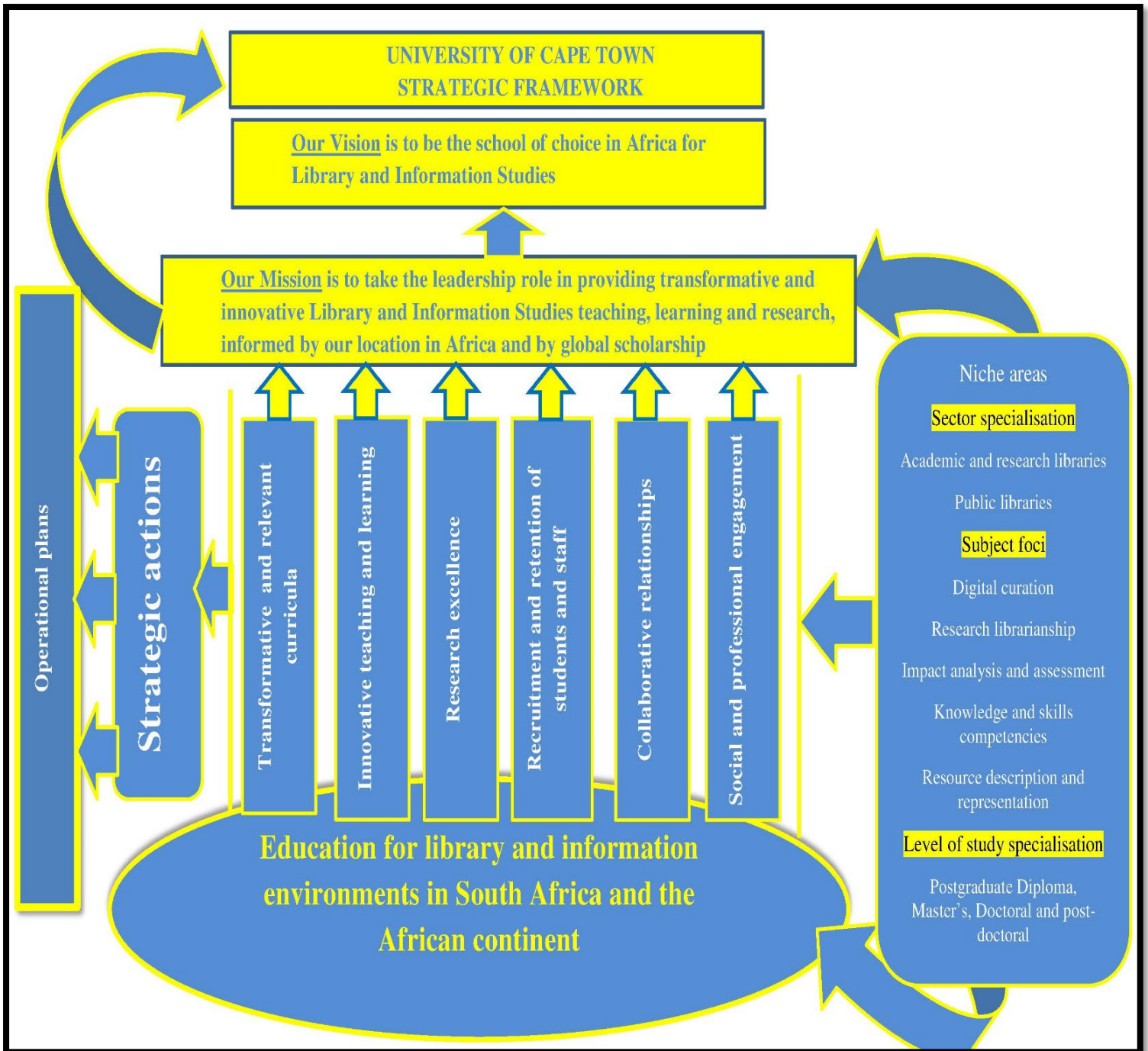- Postgraduate Diploma, Master's, Doctoral and post-doctoral

Figure 1 represents strategic planning for the five years (2018-2022) building on earlier strategic planning documents as well as regular review of operational plans within the current strategic plan for implementation, currency and relevance checks, especially in the context of UCT's re-focused transformation/decolonisation agenda in the wake of its #RhodesMustFall and #FeesMustFall experiences of 2015 and 2016, respectively. [DKIS Strategic Direction 2018-2022](#) which is summarised in *Figure 1* and available on the DKIS [website](#), was reviewed in 2022 for alignment with UCT's [Vision 2030](#) has resulted in *DKIS Strategic Directions 2023-2027* (which will be made available from January 2023)*. DKIS Strategic Directions* serve as a tool to guide the Department's aspirations for transformative curriculum development, innovative teaching and learning, research excellence, collaborative relationships, and social responsiveness.

3. Curriculum relevance and renewal

DKIS 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 deliberately chosen for local relevance and to illustrate contemporary problems in library and/or information science. 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 pervade 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
- 4IR and AI in LIS services
- 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)

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 began in 2021 with work 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

After two years of COVID-19 impacted teaching and learning, it was good to revert in 2022 to a largely on-campus teaching and learning environment, 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 discussions; 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); and, use of the Hypothesis tool which allows for collaborative annotation in the online teaching and learning space. The use of blended learning in all DKIS coursework Masters programmes since 2015, has allowed for interactive virtual learning in online chat rooms and opportunities to contribute content to wikis and other crowd-sourcing content instruments. Blended delivery (online plus contact sessions) has provided a transformative learning experience for learners and DKIS educators alike in an e-learning higher education environment (placing DKIS somewhat ahead of the curve 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 entirely in contact mode in 2022, observing COVID-19 protocols in the first half of the year as required
- ➢ 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; provides DKIS with an opportunity to draw students from across the country (in 2022, the block release class was made up of students from the Western Cape, Eastern Cape, Free State and North West provinces)
- ➢ Offered by contact only in 2022; 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
- ➢ 2022 registrations: 9 part-time; 12 full-time; 5 block release (total=26)

- Projected 2022 graduations: 23, with one student on leave-of-absence and 2 part-timers targeting 2023 for completion. As always, there may be students who do not pass individual courses and may therefore have to repeat failed courses in 2023
- 2022 PGDipLIS registrations saw a decrease of 11 from 2021. The relatively smaller number of registrations are possibly the result of some applicants – having come from two years of online undergraduate classes due to the pandemic – presuming that the PGDipLIS would be offered online. There is evidence, too, that the lack of funding for studies (e.g., no NSFAS funding for 4th level vocational programmes) resulted in some students not eventually registering after being accepted to the programme. Faculty statistics showed a drop in PGDip registrations across the faculty, with similar reasons cited
- All students registered in 2022 are from South Africa and come from a number of local institutions (Fort Hare, Pretoria, Rhodes, Stellenbosch, UCT, Unisa, UWC). Five registered students are employed in the LIS sector
- Constructive approach to teaching and learning, consistently cognisant of diversity in cognitive, age, cultural, social and language backgrounds of students and the implications of this for learning styles and different levels of intervention required
- Course conveners continued to provide a variety of formative and summative assessment methods
- With COVID-19 restrictions having been widely lifted in the latter part of the year, Work-integrated-Learning (WiL) placements (for purposes of relating theory to practice) were able to take place mid-year and in the September short vacation, as scheduled. We are grateful to those libraries which were able to host our students this year: City of Cape Town; National Library of South Africa; Webber Wentzel law firm; Cape Peninsula of Technology (District 6 campus); and, University of Cape Town Libraries
- Academic orientation (for extra-curricular support) included: Vula (UCT's online learning platform); library orientation; citation management; academic writing; and, plagiarism & Turnitin
- Personal and Professional Development Programme (PPDP), developed and delivered by UCT's Career Service, was once again timetabled into the PGDipLIS programme. It was presented in a hybrid fashion in 2022 (combination of face-to-face and online classes). CV preparation and other career-related assessments counted 5% to one of the PGDipLIS courses and required 80% attendance for students to benefit from the programme
- In 2022, DKIS awarded one Hilda Buyskes Bursary at R48 100.00. 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 20 October 2022. Departmental prizes (R500 'book' vouchers) for Best Academic Performance in the PGDipLIS and for Dedication & Perseverance, as well as other certificate and specialist awards, including the MaNel Trust Awards sponsored by a past graduate of the Department, 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 2022: 131 PGDipLIS applications for 2023 (62 firm offers; 22 provisional offers; 10 declined; 11 withdrawn) – applications closed 31 October 2022

MLIS

➢ 2022 registrations: 48 (13 new registrations and 35 returning students)
➢ Of the 48, 34 were registered for the minor dissertation in 2022; 6 MLIS graduations for December 2022
➢ 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 2022 from Namibia, Zimbabwe, 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. However, in 2022 there was no uptake on occasional course registrations
➢ In 2022, 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
➢ As of 31 October 2022: 47 MLIS applications for 2023 (10 firm offers; 3 conditional offers; 20 declined) – applications closed 31 October 2022

MPhil (Digital Curation)

➢ 2022 registrations: 52 (12 new registrations and 40 returning students)
➢ Of the 52, 35 were registered for the minor dissertation in 2022; 2 MPhil(DC) graduations for December 2022
➢ 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. In 2022, delivery has returned to full blended modality, with face-to-face contact weeks replacing the full-day online seminars that were in place for ERT (emergency remote teaching) during 2020 and 2021
➢ Research Data Management is also offered as an occasional course – responding to knowledge and skills demands in this area. Two provisional registrations for RDM as an occasional course in 2022 did not translate into registrations, one of which was hampered by international student clearance, and the other converting to a full MPhil registration for 2023

➢ In 2022 the programme piloted an innovative cross-teaching opportunity with the Centre for Theatre, Dance and Performance Studies (CTDPS). The MPhil(DC) students were brought together for combined workshops in the second contact week with Performance Studies Masters students. The workshop output was the conceptualisation of a project that integrated and problematised virtuality, archives and embodiment, with the students consulting as experts to each other from within their respective disciplines and applying the theories that they had encountered in their coursework. Although the students found the project to be challenging, they unanimously valued the experience. One of the project concepts was presented by the students at the launch of the South African National Archives Awareness Week. It is hoped that this pilot will be a springboard for further interdisciplinary teaching that incorporates students from other disciplines within the faculty and even other faculties in future workshops

➢ As of 31 October 2022: 43 MPhil(Digital Curation) applications for 2023 (17 firm offers; 5 conditional offers; 10 declined;) – applications closed 31 October 2022

MPhil (Research) & PhD

➢ 2022 MPhil (Research) registrations: 8 (5 returning and 3 new)

➢ 2022 PhD registrations: 12 (12 returning and 0 new); 1 PhD graduated in July 2022; 1 PhD graduation confirmed for December 2022; 1 PhD in the process of submitting for examination

➢ 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 and two external supervisors are supporting PhD supervision, this is now shifting towards permanent staff in DKIS

➢ DKIS continues to hold an Annual Research Day (this year on 2 December 2022 - 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 2022 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 2022 Series an award in the form of a research text was made to

a student for the 'most impactful participation in the Series' – the 2022 Award went to an MLIS minor dissertation student

➢ As of 31 October 2022: 7 PhD applications for 2023 (0 firm offers; 7 declined)
➢ As of 31 October 2022: 2 MPhil (Research) applications for 2023 (0 firm offers; 2 declined)

Undergraduate service course (LIS1000S – Introduction to Social Informatics)

The new undergraduate service course, when it begins in 2023, will employ innovative teaching and delivery methods, including digital literacy, aimed at affording more time for active engagement and the development of critical skills in the humanities. It will be offered as part of the Humanities Faculty's Education Development Unit's Khanyisa suite of courses introducing humanities undergraduate students to critical thinking and literacies. The service course will be offered in a blended mode as part of a critical exploration into innovative, decolonised and transformative pedagogical approaches in a context of the digital information landscape undergoing constant re-definition, and from which humanities undergraduate students could benefit. The DKIS service offering will involve lecture sessions, tutorials and practical lab sessions, and assessments will be made up of tutorial responses, practical exercises, quizzes, and an examination with both contextual and essay questions to test critical understanding. The enrollment for 2023 is projected at 60 students.

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 2022 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: 2022 DKIS journal/chapter publications and conference presentations/proceedings

Journal publications/book chapters/proceedings	Conference/Webinar presentations
Oosthuizen, C. & **Kahn, M.** 2022. The research support needs of emerging researchers employed at the Education Faculty of a University of Technology. *Practical Academic Librarianship: The International Journal of the SLA Academic Division*. 12(1): 54-83	Connaway, L.S., Chu, C.M., Kawooya, D. & **Mfengu, A.** 2022. Juried panel: research frameworks for multiple ways of knowing: social justice, methodology, and policy. **Association for Library and Information Science Education (ALISE) Conference, 24-26 October 2022, Pittsburgh, USA** [in-person]
Samupwa, A.N. & **Kahn, M.** 2022. Research data management practices at the University of Namibia: moving towards adoption. *International Journal of Digital Curation*. 16(1).	**Mfengu, A.** 2022. Roundtable: writing for publication globally: evaluation regimes, knowledges, professional practices. Convened by T. Lillis and M. Curry. **American Association for Applied Linguistics Conference, 19-22 March 2022, Pittsburgh, USA** [virtual]
Mfengu, A. 2022. 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.) [in press]	**Higgs, R.** 2022. A reflection on attempts at affective engagement using a combination of synchronous online tools. **UCT Teaching & Learning Conference, 25 & 27 October 2022** [in-person]
Mfengu, A. & **Raju, J.** 2022. Research impact assessment in Africa and the evolving role of academic librarians. *Library Trends* [in press]	**Higgs, R.** 2022. At the intersection of performance, the archive and the digital: a review of a collaboration between Digital Curation and Performance postgraduate students. **27th International Conference on Cultural Heritage and New Technologies, Vienna, Austria, 10-12 November 2022** [virtual]
Chu, C.M., **Raju, J.** et al. 2022. *IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes*. The Hague, Netherlands: IFLA. https://repository.ifla.org/handle/123456789/1987	**Raju, J.**, Chu, C.M. & Hinchliffe, L. 2022. IFLA guidelines for LIS education programmes: applying a global framework to transform LIS education in local contexts. **87th IFLA World Library and Information Congress: Inspire, Engage, Enable, Connect, Dublin, Ireland, 26-29 July 2022** [in-person]
Chu, C.M. & **Raju, J.** 2022. Academic and research librarians engaging a global mindset: from awareness to action. *College & Research Libraries News,* 83(5).	**Raju, J.** 2022. LIS research methodology: decolonial perspectives informing knowledge of African communities. Paper presented at the **IFLA 2022 Post-Conference Satellite Meeting: Towards a**

	Curriculum for Social and Digital Inclusion and Lifelong Learning, **University College Dublin, Dublin, Ireland, 29-30 July 2022** [in-person]
Kunene, N. & **Mapulanga, P.** 2022. A survey of transformational leadership traits for South African libraries in Gauteng province, South Africa. *Library Management* [in press]	**Raju, J.** & Chu, C.M. 2022. IFLA Guidelines for LIS Education Programmes: applying a global framework to LIS education in the African context. Guest Speaker presentation at the **22ⁿᵈ Annual Information Studies Conference: Library and Information Science Research Matters for Sustainable Development Goals**, **Imvubu Lodge/University of Zululand, Richard's Bay, KwaZulu-Natal, 6-8 September 2022** [in-person]
	Chu, C.M. & **Raju, J.** 2022. Introducing the IFLA Guidelines for Professional Library and Information Science (LIS) Education Programmes. Guest Speaker at the **47ᵗʰ Croatian Library Association General Conference and Assembly: Libraries Build New Worlds, The Providur's and Rector's Palace, Zadar, Croatia, 5-8 October 2022** [virtual]
	Chu, C.M. & **Raju, J.** 2022. Decolonizing LIS journal publishing: equity, diversity, inclusion, accessibility, development in the international context. **American Library Association Annual Conference & Exhibition, Walter E Washington Convention Center, Washington DC, USA, 23-28 June 2022** [in-person]
	Shongwe, M. 2022. Library and Information Science (LIS) Teaching and learning during and post COVID-19. Paper presented at **the LIASA-SCECSAL 2022 Conference, Johannesburg South Africa, 3-7 October 2022** [in-person]

Scholarly editing

Professor Jaya Raju:

- Continued in 2022 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 2022 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, 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** – 2022 in press) of the *Journal of the Association for Information Science and Technology* (*JASIST*); published by Wiley; WoS and Scopus listed)

Independent research and collaboration

Professor Jaya Raju and Dr Mzwandile Shongwe are currently NRF-rated researchers. *Table 2* reflects 2022 independent research and/or collaborations in DKIS.

Table 2: Independent research and/or collaborations

Principal investigator	Project	Funding	Collaborators
Prof. Jaya 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 (BSLISE) – an active global network of LIS academics and researchers under: IFLA Section on Education and Training; IFLA Section on Library Theory and Research; LIS Education in Developing Countries SIG
Prof. Jaya Raju	Book project: *LIS research methodology: African decolonial perspectives*	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 (2022)

DKIS academic	Grant	Amount
Dr Andiswa Mfengu	NRF Black Academic Advancement Programme (BAAP) for 2021-2023	R587 827.00 R116 565.00 (2021); **R219 351.00 (2022)**; R256 911.00 (2023)
Dr Mzwandile Shongwe	NRF Incentive Funds for Y2 rating	R50 000.00

DKIS academics are encouraged to look beyond the DKIS budget to fund research travel and study visits and hence DKIS academics continued in 2022 to make funding applications (based on their publications) to the **University Research Committee (URC), Faculty Block Grants** and the **NRF's Knowledge Interchange and Collaboration (KIC) International Travel Awards.** After a hiatus in conference travel in 2020-2021 (due to pandemic induced postponements and virtual presentations of conferences), 2022 saw a revival among DKIS academics of in-person conference presentations (national and international) and international study visits. Dr Mfengu, supported by her BAAP funding, while attending the ALISE and ASIS&T conferences in the US in October 2022, did study visits to University of Maryland iSchool and Libraries; University of Illinois Urbana-Champaign iSchool, Libraries and Mortenson Centre for International Library Programs; the University of Chicago Library; and, the Carnegie Mellon University Library.

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.

Due to a resignation in 2021, DKIS has been one academic staff member short for 2022. Recruitment is in process and DKIS hopes to make an appointment by January 2023. DKIS acknowledges its academic staff for picking up, where necessary, extra teaching until a new appointment is made. Special thanks go to Senior Lecturer, Dr Shongwe, for taking on an additional 24-credit/6-week Masters course while this appointment is being made. To assist Dr Shongwe, the Faculty provided resources for a teaching assistant for Dr Shongwe in view of his heavier teaching load in 2022 (see *Table 4*).

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 2022	Completed supervision (sole/main supervisor) as of November 2022
		2021	2022		
Michelle Kahn (MK) (Lecturer) – 2014	Permanent	**5.73** plus repeat lectures for block release, as required	**4.26** plus repeat lectures for block release, as required; Research Librarianship not taught in 2022 – too few students and also DKIS welcomed a lighter load for MK to give time to her PhD	**2022: 12** (all minor dissertations) **2021: 14** (all 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)
Richard Higgs (RH) (Lecturer) – 2014	Permanent	**5.88** plus repeat lectures for block release, as required (includes additional take-over in the 4th term of ET's LIS5030S; RH does not do BR teaching to the extent done by MK, MS & AM (JS)	**5.71** plus repeat lectures for block release, as required; RH does not do BR teaching to the extent done by MK, MS & AM (TDY)	**2022: 12** (11 minor dissertations; plus working with 1 MPhil(Res) for registration in 2023) **2021: 16** (all minor dissertations)	1 minor/d (2015) 2 minor/d (2017) 3 minor/d (2018) 5 minor/d (2019) 1 minor/d (2020) 1 minor/d (2021) 2 minor/d (2022)
Prof. Jaya Raju (JR) (HoD) – 2012	Permanent	**1.7** plus repeat lectures for block release, as required + headship	**1.8** plus repeat lectures for block release, as required + headship	**2022: 12** (5 PhDs; 6 MPhil(Res); 1 minor dissertation **2021: 14** (6 PhDs; 2 MPhil(Res); 2 minor dissertations;	2 PhDs (2015) 1 minor/d (2015) 1 MPhil(Res) (2016) 1 minor/d (2016) 2 minor/d (2017/18)

|					
				working with 2 PhDs and 2 MPhil(Res) on proposals for reg.)	1 MPhil(Res) (2018) 1 PhD (2018) 1 MPhil(Res) (2019) 1 minor/d (2020) 1 MPhil(Res) (2021) 1 PhD (2022) 1 minor/d (2022)
Dr Mzwandile Shongwe (MS) (Senior Lecturer) – 2019	Permanent	**5.23** plus repeat lectures for block release, as required (ps. **T & L not offered in 2021**)	**8** plus repeat lectures for block release, as required (teaching assistance was provided for MS as he took on teaching an extra course while DKIS was still recruiting for a lecturer post)	**2022: 13** (1 PhD; 1 MPhil(Res); 11 minor dissertations) **2021: 13** (1 PhD; 1 MPhil(Res); 11 minor dissertations)	1 MPhil(Res) at UniZulu (2019) 1 MPhil(Res) at UniZulu (2020) 1 minor/d (2022)
Dr Andiswa Mfengu (AM) (Lecturer) – 2019	Permanent	**1.92** (done by lecturer replacement (JS)) - Department fulfilled EE Fund + BAAP Award requirement for reduced teaching for PhD completion (ps. Leadership & Mgmt - not offered in 2021) – on half teaching load; Janusz/S – AM's lecturer replacement	**4.65** (excludes AM's 3rd teaching course which was curriculated by her for UEC approval in 2022 to begin teaching in 2023); TDY – AM's lecturer replacement for Resource Planning & Use in 2nd semester of 2022	**2022: 13** (all minor dissertations – supervising independently) **2021**: **5** (all minor dissertations – supervising independently)	1 minor/d (2020) – in mentored capacity

Note: Three Emeritus Associate Professors/Professor and two external supervisors supplement Masters and PhD supervision in DKIS. This is being progressively lessened with full-time academics taking over most of the research supervision.

Students

Previous <u>Annual Reports</u> 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 2018 up to and including 2022 (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 2022 across all five programmes as DKIS works towards meeting 2023 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) have not seen much uptake on occasional courses. While *Figure 2* shows a general maintaining of enrolment numbers across all its programmes, the PGDipLIS has seen a drop in numbers in 2022 (post COVID-19 – Section 4 outlines possible reasons for this).

Figure 2: Student registration 2018-2022

Registration totals					
	PGDipLIS	**MLIS**	**MPhil (DC)**	**MPhil (Research)**	**PhD**
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
TOTALS for 2018	22	43	26	4	12
	22 PGDipLIS in 2018	Total of 73 Masters students in 2018			12 PhDs in 2018
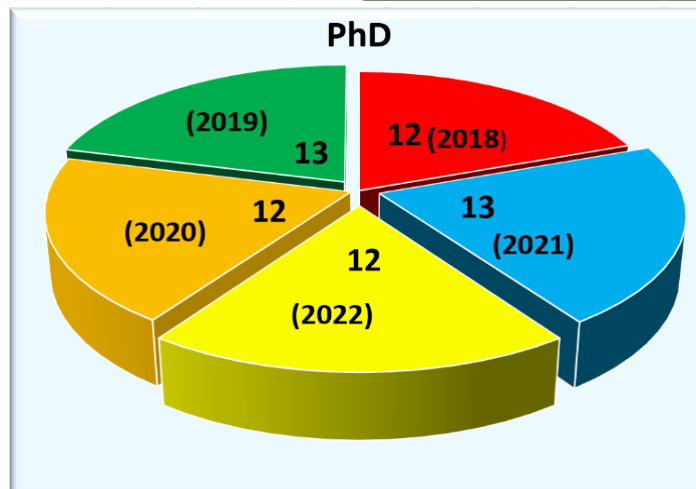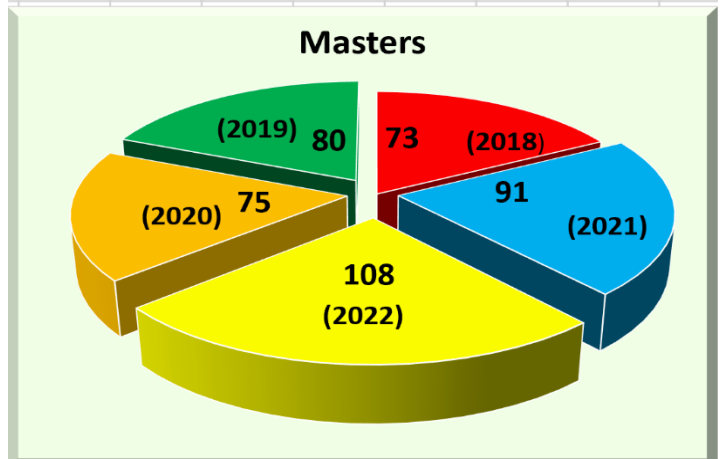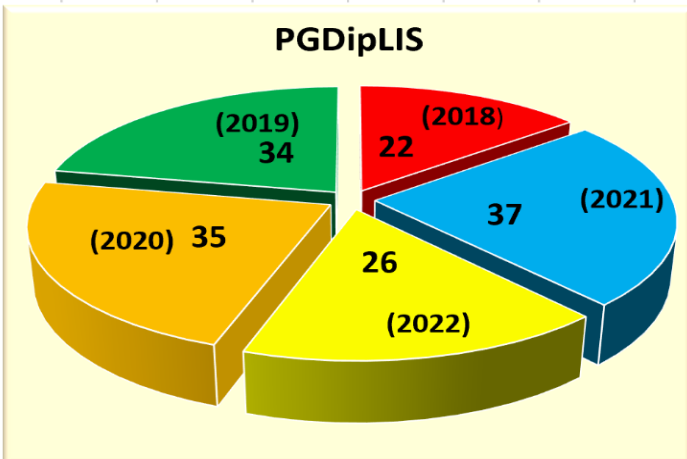
Marketing

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 2022 to form the basis of the Department's marketing drive:

➢ 1500 copies of a double-sided A/4 flyer (updated annually) with content details of DKIS courses in its various programmes, were placed as inserts in the popular professional body magazine, *Liasa-in-touch* (LIT) sent by the Library and Information Association of South Africa (LIASA) to 1500 addresses

➢ Annually updated A/5 flyers, together with A/4 flyers, were distributed on UCT Campus, at other relevant institutions and at important LIS related events. E-versions were also used in 2022 for advertising electronically

➢ *DKIS Strategic Directions 2018-2022* has been workshopped in 2022 for translation to *DKIS Strategic Directions 2023-2027* in a context of UCT's Vision 2030 - it will be made available for use and on the DKIS website from the beginning of 2023

➢ 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 2022

➢ e-Copies of flyers distributed throughout the year via listservs such as LIASA's listserv, irtalk and Africa-L as well as on Vula (UCT)

➢ Annual bursary advertising (ca. R48 000 each – one in 2022) from the Buyskes and Spilhaus Funds

➢ Exhibition stand at the Annual LIASA Conference – as this was a joint LIASA/SCECSAL conference in 2022, stands were not available to LIS schools and therefore DKIS did not have a stand at the annual LIASA conference

➢ PGDipLIS and Masters programmes were actively advertised in 2022 on rotating banners on the Vula homepage

DKIS usually participates in the Postgraduate Showcase, hosted annually by UCT's Careers Service. The 2022 event has not yet taken place.

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

The 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 is currently being migrated to an upgraded platform. For the period between 1 January to 20 October 2022, the website had 4 781 visitors. There was a concentration of visitors in January 2022 (the pre-registration period), but the number of visits declined from February to July 2022 and picked up again from August to September 2022 (as the UCT application deadline of 31 October 2022 approached). Eighty-two percent (82%) of the visits were from returning visitors and 18% from new visitors. Visitors spent an average of about three minutes on the website. Most visitors were from South Africa and others were from parts of the world such as India, the US, Ghana, Nigeria and Australia, to mention just a few countries. The PGDipLIS site was the most visited with 3 458 visitors, followed by the Masters programmes page with 1 185 visitors. Other popular pages were the fees and application details pages.

DKIS is cognisant of its social media presence. It has a continued presence on Twitter and on Facebook, and in 2022 DKIS introduced LinkedIn to its suite of social media platforms. As of October 2022, DKIS had 2 102 Facebook followers (18% growth) and 590 Twitter followers. It has 241 followers on LinkedIn. On Facebook, the most popular post was on the PhD graduation of Dr Andiswa Mfengu supervised by Prof. Jaya Raju – 3 803 People reached and 465 Engagements. The second most popular post was on DKIS programmes and applications, 1 370 People reached and 135 Engagements. In 2022 DKIS explored paid advertising on Facebook to connect with more people, especially in the SADC region. The paid post ran for two months before the application closing date of 31 October 2022 - 25 242 People reached and 1 538 Engagements (the paid posts were costed at ca. R2 000).

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 (39 members from 21 countries; 20 languages) – involving IFLA's Section on Education and Training (SET); Library Theory and Research Section (LTR); and, LIS Education in Developing Countries Special Interest Group (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 (Dr Mbongeni Mtshali)	Masters teaching collaboration with potential research collaborations
Richard Higgs	ICOM-SA and South African Museums Association Bulletin	Profiling of Digital Curation academic offerings in Heritage and Memory Institutions practice
Richard Higgs	Dr Grant McNulty; Prof. Carolyn Hamilton - Five Hundred Year Archive (FHYA) Project	Minor dissertation co-supervision; Funding for DKIS research students
Dr Mzwandile Shongwe	University of Zululand	Dissertation co-supervision; Committee participation – Annual Information Studies Conference
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

Dr Andiswa Mfengu	African Library and Information Associations and Institutions (AfLIA) LIS Education and Training Section to develop continental guidelines on LIS education and training	LIS education and training guidelines for the African continent

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 (2020-2022): Africa Chapter, Association for Information Science and Technology (ASIS&T)	Dr Andiswa Mfengu
Vice Chair of ASIS&T Publications Committee (2021-2022)	Dr Andiswa Mfengu
Cabinet Representative for ASIS&T Special Interest Group for International Information Issues (SIG-III) (2021/2022)	Dr Andiswa Mfengu
Member of DORA (Declaration on Research Assessment) Tools to Advance Research Assessment (TARA) Advisory Group	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	Prof. Jaya Raju
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
Co-Chair of ASIS&T Taskforce: Diversity, Equity, Inclusion & Access (DEIA) - 2022	Prof. Jaya Raju
Short course development and facilitation for the LIS community in emerging skills areas	Michelle Kahn
Appointed to DHET Research Outputs Sub-Panels for the Evaluation of Scholarly Books and Conference Proceedings from universities (for subsidy claim)	Prof. Jaya Raju
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 in 2023. Once again, DKIS thanks UCT Libraries for support in terms of comfortable working space. UCT Libraries also generously provides DKIS with two dedicated teaching venues. Bigger classes are taught in 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 Moodley), 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. DKIS also wishes to thank external research supervisors A/Prof. Dick Kawooya (University of South Carolina, USA) and Dr Patrick Mapulanga (University of Malawi), for providing support in the supervision of Masters and PhD students.

Gratitude also goes to the Humanities Faculty Dean (A/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 2022