



# **Advancing Social Justice Through Curriculum Realignment:**

**Centering Scholarly  
Communication in  
LIS Curricula**

**Andiswa Mfengu & Reggie Raju  
Editors**

# ADVANCING SOCIAL JUSTICE THROUGH CURRICULUM REALIGNMENT: CENTERING SCHOLARLY COMMUNICATION IN LIS CURRICULA

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**Editors:** Andiswa Mfengu & Reggie Raju

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## Foreword

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Tuum Est, Latin for “It is yours” or “It is up to you”. I harken back to the motto of my alma mater, the University of British Columbia (Canada), as I think about the thought-provoking and generative gathering that resulted in this book. The conference “Advancing Social Justice Through Curriculum Realignment: Centering Scholarly Communication in LIS Curricula”, convened as part of the [2<sup>nd</sup> Global Summit on Diamond Open Access](#), not only brought together interdisciplinary experts and stakeholders from around the globe, but has yielded this multilingual collection of essays. The Global South and Global North voices contained in this book infused the dialogue at the conference at the University of Cape Town (UCT), 8-9 December 2025, which is now in your hands, to center scholarly communication in the library and information science (LIS) curriculum as a social justice project. This book addresses the need for a foundational text in scholarly communication to anchor and realign LIS education. The necessary realignment will ensure that future LIS professionals are prepared to advance social justice-driven scholarly communication from day one on the job, rather than learn on the job how to engage and counter power structures to facilitate unfettered publishing and access to knowledge.

This compelling book is a result of intentional leadership and advocacy by the conference and summit organisers to put into effect the four elements that constitute the Toluca-Cape Town Declaration on Diamond OA and are foundational to advancing diamond OA. This framework was adhered to at the conference and in this book in the corresponding manner:

1. Sharing knowledge is a human right – this book is open access, freely accessible to those who have the technology to download and access the publication, allowing the knowledge to be available to all. The introduction by open access advocate, scholar and Chair of the International Oversight Summit Committee, Reggie Raju, makes this case in point.
2. It is community-owned, community-led, and non-commercial – this book has adopted a Creative Commons Attribution 4.0 International licence that allows the knowledge to be shared (copy and redistribute in any medium or format for any purpose) and adapted (remix, transform, and build upon the material for any purpose).
3. Social justice, equity, and inclusivity are fundamental to enabling decolonisation and demarginalization – the book’s content aims to advance social justice through LIS education, with an emphasis on scholarly communication, as a recognised gap in the curriculum.



Two essays set the context: “Social justice in scholarly communication and decolonised education: implications for a realignment of LIS curriculum” (in seTswana: Tlhaeletsano ya borutegi ya tshiamiso ya loago le thuto e e sa tlholeng e le ya bokoloniale: ditlamorago mo thulaganyong ya go ithuta ya LIS), by Kgomotso H. Moahi (LIS Professor and Vice Chancellor, Open University of Botswana), and “A hermeneutical consideration of what knowledge is produced before how it is shared”, by Jaya Raju (Professor of LIS education and Deputy Dean, Faculty of Humanities, UCT). These are followed by essays on Scholarly communication, decolonisation and LIS education (Section B) and Scholarly communication and social justice within an LIS disciplinary framework (Section C).

4. There is regional and linguistic diversity in scholarly communication – This is substantiated by the inclusion of authors, such as Lorraine J. Haricombe (Vice Provost and Director of Libraries, University of Texas at Austin) from North America writing on “Scholarly communication as a tool for furthering social justice”, Archie Dick (Emeritus Professor of Information Science, University of Pretoria) from South Africa writing on “Investigating, writing and teaching social justice themes in library and information studies”, Spencer Lilley (Associate Professor, Victoria University of Wellington) from Aotearoa (New Zealand) writing on “Indigeneity and its contribution to creating a stronger DEI future in the library and information sector”, and Michelli Pereira da Costa (Professor, Universidade de Brasilia) from Brazil, writing in English and Portuguese on “Reflections on open science and the teaching of library and information science: a perspective from Brazil” (in Portuguese: Reflexões sobre ciência aberta e o ensino da Biblioteconomia e ciência da informação, um olhar a partir do Brasil).

Research assessment is the fifth element that completes the framework that centers scholarly communication from a social justice perspective to realign the LIS curriculum. Thus, the last section (Section E) of the book addresses Scholarly communication and research impact, and includes an essay by Andiswa Mfengu (Senior Lecturer and Head, Department of Knowledge and Information Stewardship, UCT) on “Equitable research assessment driving research impact in the global South: a perspective from South Africa”. The authors are leading national and/or international experts who are advancing an equitable and inclusive publishing ecosystem through their research and/or practice.

The 19 curated conference essays are published herein for educators, scholars, students, publishers, LIS professionals and other stakeholders so we have a theoretical and real-world understanding of scholarly communication from across the globe to drive systemic change by re-imagining our roles in the scholarly communication cycle. For the LIS education community and stakeholders, we have passed the knowledge to challenge our thinking and practice of what and how we teach for LIS practitioners to individually and collectively advocate for decolonized and inclusive knowledge production and sharing. *Tuum Est.*

**Prof. Clara M. Chu**

Director and Mortenson Distinguished Professor  
Mortenson Center for International Library Programs  
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## Preface

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This collection of essays is drawn from the rich discourse which took place during a Library and Information Science (LIS) education segment of the [2nd Global Summit on Diamond Open Access](#) held at the University of Cape Town, South Africa. This scholarly conference was hosted by the University's Department of Knowledge and Information Stewardship (DKIS) with the theme *Advancing Social Justice Through Curriculum Realignment: Centering Scholarly Communication in LIS Curricula*. While the broader summit explored the systemic challenges of scholarly publishing, this focused forum brought together LIS educators, practitioners, and students to engage in one of the core goals of the summit, that is, developing capacity through centering scholarly communication in LIS curricula. This goal emphasises the need to reimagine LIS education to prepare professionals who can lead, sustain and transform scholarly communication in the years to come.

Scholarly communication itself is no longer a specialist niche within professional academic library practice; it is now a core service demanding both critical engagement and practical expertise. Scholarly communication is viewed as a transformative vehicle for equitable access, knowledge democratisation and inclusive participation in global knowledge systems. As the scholarly landscape continues to make this transformation, LIS curricula must evolve to reflect these priorities. This includes integrating topics such as open science, multilingualism, research assessment, open infrastructure and the political economy of knowledge production.

LIS education is being outpaced by the momentum in professional practice, hence the urgent need to reimagine curricula to bridge the curricula-practice divide in preparing future professionals to address the evolving demands of access, equity and impact. This collection of essays has been compiled to address the urgency to capacitate the next generation of scholarly communication librarians. These professionals will be at the forefront of supporting researchers, shaping publishing policy, managing repositories and publishing platforms, and advocating for inclusive, community-led knowledge systems. LIS programmes need to prioritise the responsibility of equipping graduates with the competencies to fulfil these roles, grounded not only in technical skills but in a deep understanding of the ethical, cultural, and political dimensions of scholarly communication.

A core strand in the reimagining of the curricula is the inclusion of Indigenous Knowledge Systems and other historically marginalised ways of knowing. Hence, the growing emphasis on an equitable scholarly communication ecosystem built on examining the epistemic injustices embedded in mainstream knowledge production.

LIS education, therefore, must create space for these knowledge traditions, ensuring that future professionals are prepared to work with and advocate for diverse epistemologies within scholarly systems.

This collection of essays represents a cross-section of regional experiences, pedagogical innovations, and strategic frameworks that are shaping the conversation on LIS education and scholarly communication. Together, they contribute to the formation of a global community of LIS educators committed to transformative change. This emerging network is focused on building capacity, fostering collaboration, and ensuring that LIS graduates, especially those from the Global South, are equipped to participate in and lead the future of scholarly communication.

This collection of essays is collated into five thematic clusters. The first cluster offers a high-level discourse connecting scholarly communication, social justice and LIS curriculum realignment within a decolonial and transformative framework. The second cluster, *Scholarly communication, decolonisation and LIS education*, explores the intersection between scholarly communication and decolonisation from diverse regional and social perspectives, and implications for LIS education. The cluster, *Scholarly communication and social justice within an LIS disciplinary framework* grounds scholarly communication in the LIS disciplinary context, particularly in relation to indigenous communities and knowledge systems. Clusters four and five explore *Scholarly communication and LIS curriculum realignment* and *Scholarly communication and research impact*, respectively.

This compilation of 19 essays by 23 authors demonstrates the intent by the editors to be as inclusive as possible, drawing views from across Africa, Latin America, Europe, North America and Australasia. The contributors reflect a diverse range of professional and scholarly experiences, offering regionally grounded and globally relevant insights into the future of scholarly communication in LIS education. A further point of inclusion is multilingual engagements captured in this collection of essays. It has been written in English, Spanish, Portuguese and SeTswana, a departure from mainstream English medium only. Moreover, to accommodate Englishes of the world, the essays adopt variations in the English language and style.

To ensure academic rigour, each essay underwent a double-blind peer review process, which was independently coordinated by the publisher, UCT Libraries Press. The editors were totally responsible for overseeing the content and academic components of the review process, ensuring that the recommendations of the peer reviewers were justified and thoroughly addressed. When necessary, they mediated interventions to align the content with scholarly standards.

In parallel, the publisher took charge of the technical management of the peer review process, overseeing logistics and maintaining the integrity of the process. Furthermore, the collection of essays as a whole was reviewed by an experienced editor and reviewer, whose expertise ensured the overall coherence, integrity, and academic rigour of the work.

This collection of essays makes the case that scholarly communication is no longer peripheral; it is central to the mission of academic libraries and must be positioned accordingly in LIS education. As the field shifts from 'just-in-case' ownership models to 'just-in-time' knowledge production paradigms, LIS education must evolve - and it must do so with social justice at its core.

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&

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The 23 authors who contributed to this collection are acknowledged for their rich and diverse scholarly contributions, which bring different regional perspectives, making this publication a truly global scholarly output.

Ageographically diverse review panel of disciplinary experts contributed to quality assurance of the collection of essays - the review panel was made up of: Professor Christine Stilwell (South Africa); Professor Saray Córdoba González (Costa Rica); Associate Professor Maned Mhlongo (South Africa); Associate Professor Mabel K. Majanja (Kenya); Dr Néstor Daniel Martínez-Domínguez (Mexico); and, the overall publication reviewer, Professor Dietmar Wolfram (United States of America).

UCT Libraries and its 2nd Global Summit for Diamond Open Access Local Organising Committee were integral to the organisation of the two-day conference. Acknowledgements are also extended to the sponsors and partners of the Global Summit; the publisher of this open access publication, UCT Libraries Press; and, DKIS staff and students.

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