
Thank you to our reviewers and editors

The JSAA Editorial Executive wishes to thank the peer reviewers and editors of Volume 10 of the *Journal of Student Affairs in Africa* for their time and expertise in evaluating and helping to select and improve the submissions received:

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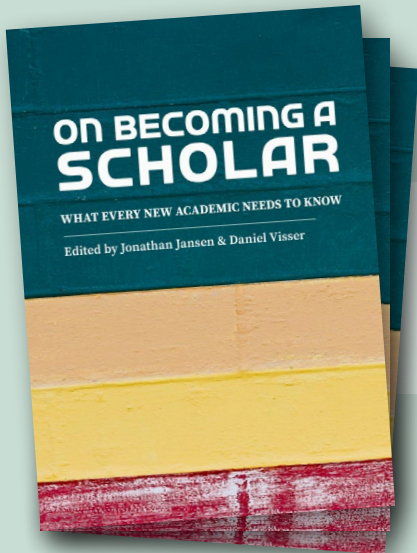
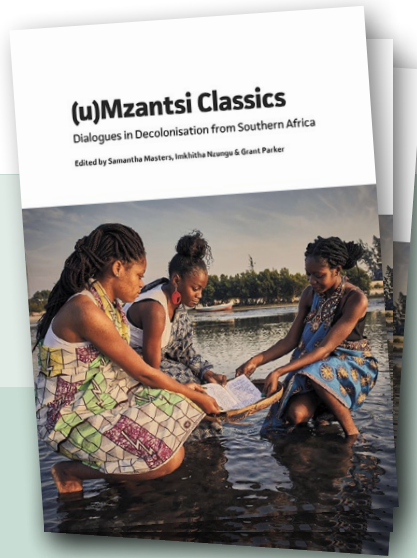
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Publications by African Minds

(u)Mzantsi Classics: Dialogues in Decolonisation from Southern Africa

Edited by Samantha Masters, Imkhitha Nzungu and Grant Parker (2022)



On Becoming a Scholar: What Every New Academic Needs to Know
 Edited by Jonathan Jansen and Daniel Visser (2022)

Who Counts? Ghanaian Academic Publishing and Global Science

David Mills, Patricia Kingori, Abigail Branford, Samuel T. Chatio, Natasha Robinson and Paulina Tindana (2022)



Submissions

Please register as an author and read the Author Guidelines at <https://upjournals.up.ac.za/index.php/jsaa>. Submissions must be made on the online system at <https://upjournals.up.ac.za/index.php/jsaa>. For information and help, please contact the Journal Manager, Ms Bronwin Sebonka at bronwin.sebonka@up.ac.za. Submissions in response to special calls for papers must also be made directly to the guest editors concerned (see Call for Papers).

The *JSAA* typically has themed issues. However, submissions that fall within the general scope and focus of the Journal can be made at any time and may be published irrespective of the overall theme of the Journal. Particularly encouraged are open-theme manuscripts that address the following:

- Case studies of innovative practices in student affairs in the context of African higher education (e.g. student lifecycle, orientation, residence management, student governance, student counselling).
- High-level reflective practitioner accounts.
- Explorations of the nexus of student affairs theory, policy and practice in the African context and beyond.
- Conceptual discussions of student development, and key enablers and inhibitors of student development in Africa.
- Explorations of authoritative literature, theory and professional trends related to student affairs in Africa.

Please note that there are different requirements for different types of manuscripts:

- **Research articles:** Contributors are encouraged to submit research-based manuscripts. Research articles must include an extensive consideration of recent literature and relevant theory. Research-based articles must be original and research-based and must make a significant conceptual (or empirical or normative) contribution relevant to the scope and focus of the *JSAA*. The length must be approximately 5000 words, including all references, notes, tables and figures. Manuscripts should be accompanied by an abstract of approximately 150–300 words.
- **Reflective practitioner accounts:** High-quality reports on professional campus practice are screened and reviewed according to the same criteria as for research articles, albeit with a different emphasis. Unlike a research article, they do not need to include an extensive consideration of recent literature and theory, but they must nonetheless comply with standard academic convention and scholarly practice. Reflective practitioner articles must be original, must make a significant empirical contribution, and must significantly enhance our understanding of student affairs practice within their respective scope and focus. Typical length should be 2500–5000 words. Manuscripts should be accompanied by an abstract of approximately 150–300 words.
- **Book reviews** should be between 800 and 1000 words in length. Competent reviews of key student affairs books are published at the discretion of the Editorial Executive.
- **Comments and critique**, of no more than 2500 words, are also welcome.
- **Proposal for the Journal's Dialogue/Interview section and Calls and Notices** should be emailed directly to the Journal Manager. The publication of calls and notices (for conferences, vacancies, etc.) may incur a nominal fee.

Authors are required to check their submission's compliance with all of the following items, and submissions that do not adhere to these guidelines may be returned to authors.

1. The ethical requirements of social research have been considered and fully complied with.
2. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
3. The submission file is in MS Word, OpenOffice, or RTF document file format.
4. The text is double-spaced; uses a 12-point font; employs italics rather than underlining (except with URL addresses); and all illustrations, figures and tables are placed within the text at the appropriate points, rather than at the end.

5. The text adheres to the stylistic and bibliographic requirements outlined on the Journal's website.
6. The Journal uses the APA author–date referencing system.
7. If submitting to a peer-reviewed section of the Journal, i.e. as a research article or reflective practitioner account, the instructions in Ensuring a Blind Peer Review must have been followed.
8. If submitting a proposal for the Dialogue section, a Call/Notice, or a Comment/Critique, this should be emailed directly to the Journal Manager.
9. The final text of the article has been professionally edited and proofread prior to submission.
10. The front page of the manuscript indicates the Section under which it is proposed that the article be published, i.e. Research Article (peer-reviewed); Reflective Practice (peer-reviewed); or Book Reviews/Dialogues/other contributions.
11. Permission to reproduce any copyrighted material has been obtained and can be produced should this be requested by the Editorial Executive.

Section review policy and process

The *JSAA* publishes research articles (peer-reviewed); high-quality reflective practitioner accounts (peer-reviewed); dialogues/interviews (non-reviewed); and book reviews (non-reviewed). The Journal is committed to assisting emerging scholars and professionals in developing promising manuscripts to the point of publication.

Editorial commentary

Open submissions Indexed Peer reviewed

Research articles and professional practitioner accounts

Open submissions Indexed Peer reviewed

Campus dialogue/interview section

Open submissions Indexed Peer reviewed

Book reviews

Open submissions Indexed Peer reviewed

The editorial and peer-review policy adheres to the *ASSAf National Code of Best Practice in Editorial Discretion and Peer Review for South African Scholarly Journals* (ASSAf Council, 2008). All submitted manuscripts undergo an initial careful examination by the Editorial Executive to ensure that authors' submissions fall within the mission, scope and focus of the *JSAA* and conform to scholarly best practice. Qualifying scholarly research-based articles and high-quality, relevant reflective practitioner accounts are blind-reviewed by at least two peer reviewers, who would typically be members of the International Editorial Advisory Board of the *JSAA*. Peer reviewers have proven scholarly and/or professional expertise in the subject matter of a manuscript. Reviewer reports are assessed by a member of the Editorial Executive and form the basis of any decision by the Editorial Executive on how to proceed with a manuscript. The suitability of a manuscript is evaluated in terms of originality, significance, scholarship and adherence to the requirements of ethical social research, scope and interest, and accessibility.

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- Printed copies from Vol 4(2) - Vol 9(1) and following can be ordered directly from African Sun Media at orders@africansunmedia.co.za.

Journal of Student Affairs in Africa

The *Journal of Student Affairs in Africa (JSAA)* is an independent, peer-reviewed, multi-disciplinary, open-access academic journal that publishes scholarly research and reflective discussions about the theory and practice of student affairs in Africa.

Editorial

Collaborative Approaches to Scholarship in Student Affairs

Guest editorial

Embracing SAASSAP Scholarship

Research articles

Thinking with Nancy Fraser in Understanding Students' Experiences of Accessing Psycho-social and Academic Support during the COVID-19 Pandemic

An Assessment of COVID-19 Pandemic Quarantine and Isolation Programmes: A Case Study of the University of Limpopo

Demographic and Systemic Factors Affecting Student Voter Turnout in Africa's Largest Distance Higher Education Institution

Developing Online Student Leadership Training Interventions so that Disadvantaged Black Students May Enjoy a Seat at the Proverbial Table

Keeping Up with Changing Times: Student Leaders, Resilience, Fragility and Professional Development

An Exploratory Study of the Effects of the COVID-19 Pandemic and Lockdown on the Emotional and Social Well-being of University Students Enrolled at a University of Technology

Psychometric Properties of a Short Measure for South African First-Year Students' Perceptions of Fit with their Courses of Study

Student Perceptions on their Transition Experiences at a South African University Offering a First-Year Experience Programme

Demystifying the Work of South African Academic Advisors: An Exploration of Students' Structural and Material Constraints

Does Gender Moderate the Association of Peer Pressure on Alcohol Use during Emerging Adulthood of Students? A Multi-Group Analysis

Facilitating First-Year Student Adjustment: Towards a Model for Intentional Peer Mentoring

Profiling Students at Risk of Dropout at a University in South Africa

Reflective practice

Campus Mental Health Revisited

Student Affairs and Services Leadership in Trying Times: Student Social Behaviour Project and Psycho-social Support Interventions at a Comprehensive University in South Africa

Building Capabilities and Leadership for Youth Development: Nelson Mandela University's Approach

Book reviews

Wealth, values, culture & education: Reviving the essentials for equality and sustainability

Low-income students, human development and higher education in South Africa: Opportunities, obstacles and outcomes

#FeesMustFall and its aftermath: Violence, wellbeing and the student movement in South Africa



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