

Author biographies

Dr Kasturi Behari-Leak is associate professor in higher education studies and dean of the Centre for Higher Education Development at the University of Cape Town. As director of the Academic Staff and Professional Development Unit, she leads a national project on academic staff development agency. She also convenes HELTASA's university staff doctoral programme. She was president of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) as well as the International Consortium of Educational Development.

Lamese Chetty works in the Faculty of Medicine and Health Sciences, Stellenbosch University, Cape Town, South Africa. Chetty is a registered educational psychologist holding a master's of education in Educational Psychology, a Postgraduate Certificate in Education (PGCE) (senior and FET phase) and honours with bachelor's in Psychology. She has worked in the technical and vocational education and training (TVET) sector for eleven years and in the university sector for five years, the latter specifically in academic support services to students. Her research interests include identity formation, career development, academic support, and mental health awareness among young and middle adults within the tertiary education system.

Dr Adam Cooper is a chief research specialist in the Equitable Education and Economies research division of the Human Sciences Research Council (HSRC), Cape Town, South Africa. He holds a PhD in education policy studies from Stellenbosch University. Cooper specialises in the sociologies of education and youth, looking at how young people navigate various social challenges shaped by race, class, gender, age, language and spatial relations, amongst others, to create opportunities for themselves and others. Cooper was a post-doctoral scholar at the Graduate Centre of the City University of New York (2014–2016) and a commonwealth scholar at Cambridge University (2012–2013). He works on The Imprint of Education study, leading the component exploring structural barriers to young people finding fulfilling livelihoods and giving back to their societies. Cooper is on the editorial committee of the *Journal of Education* (UKZN) and the editorial board of the *Journal of Youth Studies*. He has published 12 scientific articles, 8 research reports, and 8 book chapters. He authored the book, *Dialogue in places of learning: Youth amplified from South Africa*; co-authored *Studying while black: Race, education and emancipation in South African universities*; and is a co-editor of the Oxford University Press *Handbook of global South youth studies* (2021).

Tarryn de Kock works as a researcher within the fields of basic and higher education, contributing to reporting, research and programme design, data analysis and evaluation. Her current work focuses on levers for strengthening quality in basic education. She previously worked as a senior researcher at the Human Sciences Research Council, South Africa, contributing to the official evaluation of the Public Schools Partnership in

the Western Cape, South Africa, as well as The Imprint of Education longitudinal study of the Mastercard Foundation's scholars programme. Tarryn is currently completing her PhD in education, with a focus on the political economy of privatisation in basic education governance, while also training to enter the culinary field as a chef interested in indigenous and creole food histories of the Global South.

Prof. Chris R. Glass, PhD, is a professor of practice in the Department of Educational Leadership and Higher Education at Boston College. His research and writing focus on global student mobility, virtual mobility and exchange, as well as equity, inclusion, and sustainability in international higher education.

Dr Dumile Gumede is a faculty research coordinator in the Faculty of Health Sciences at the Durban University of Technology. She holds a PhD in health promotion, which investigated trajectories of intergenerational relationships between adolescents and their grandparent caregivers in the context of HIV prevention interventions. Her main research interests focus specifically on the socio-behavioural aspects of young people's health and well-being in terms of how the spaces they belong to shape their HIV risks and self-care. Dr Gumede has collaborated with local and international scholars at various institutions to advance HIV prevention and self-care research. She is an academic citizen who is supervising postgraduate students and serves as a peer reviewer for several high-impact journals.

Dr Somarie M. Holtzhausen is a senior lecturer in the field of higher education studies at the University of the Free State's Faculty of Education in South Africa, where she received a 30-year service reward in 2023. Currently, she is focused on coordinating and facilitating the postgraduate diploma in higher education studies by inspiring diverse academics nationally, supervising master's and doctoral students, and serving on several committees. Her higher education niche was expanded in 2020 when she obtained a second PhD qualification in merging higher education and student affairs. These areas have become her primary research focus.

Dr Taurai Hungwe received a PhD in Science from Sefako Makgatho Health Sciences University (SMU), Pretoria, South Africa. He also has a Certificate in Education (science) and Bachelor of Science honours in computer science with education from the University of Zimbabwe, a Master of Education (ICT) from the University of the Witwatersrand, and a Master in Information Technology (ICT management) from the University of Pretoria and other certifications and badges. He is currently a senior lecturer in the Department of Computer Science and Information Technology at SMU. He has more than 20 years of experience in academic teaching and research in Zimbabwe and South Africa. He is a member of the Association for Computing Machinery (ACM), Information and Computer Security Architectures (ICSA) (now the DigiFORS research group), at the University of

Pretoria. His research interests include cybersecurity, information security and digital forensics in the cloud and databases, artificial intelligence, curriculum, teaching and learning and entrepreneurship. He also serves as a reviewer for the *International Journal of Learning, Teaching and Educational Research* (IJLTER) and for Zimbabwe Conference of Information Communication Technology (ZCICT). He has published two books and a number of interdisciplinary articles on digital forensics, computer science curriculum, industry specific training, translanguaging, SMME, and long-term research data archiving.

Dr Chanaaz Charmain January manages the residence life service and heads the Leadership Academy at the University of Cape Town, South Africa. She managed the University of Cape Town Institutional Transformation and Reconciliation project from 2017 to 2018. She has presented at international conferences, including the World Conference on Religions (1999), the World Summit on Sustainable Development (2002), the International Conference on Non-Violence (2013) and the National ACUHO-I conferences (2011–2021). In 2013, she chaired the Association of Bahá'í Studies in South Africa. She has also served as faculty member at the National Student Housing Training Institute and has been selected to lead the Student Housing Training Institute for the 2025 to 2028 term. Her primary research interests include transforming higher education and the strategic role of student affairs.

Dr Andrea Juan is a senior research specialist in the Equitable Education and Economies research division at the Human Sciences Research Council (HSRC) and an honorary research fellow at the University of KwaZulu-Natal's (UKZN) School of Law in Durban, South Africa. Dr Juan obtained master's and PhD degrees in policy and development studies from UKZN. Her doctoral thesis focused on governance and policy management in South African further education and training (FET) institutions. Dr Juan has been involved in conducting a number of research projects for the national departments of science and technology, labour, basic education, and higher education and training. She has been a member of the Trends in International Mathematics and Science Study (TIMSS) lead research team since 2011. This project assesses thousands of South African learners to adequately compare their achievement with that of their international peers. Dr Juan is also the co-principal investigator of a longitudinal cohort study exploring transformative leadership among young Africans funded by the Mastercard Foundation. Her academic publications include the authoring and co-authoring of 11 books, 16 journal articles, and 7 book chapters.

Brigitta Kepkey is in the Faculty of Medicine and Health Sciences, at Stellenbosch University, in South Africa. Kepkey completed her Bachelor of Science, Bachelor of Arts honours (psychology) and Master of Arts (psychology) degrees at Stellenbosch University. She has been involved in various research projects investigating attitudes to COVID-19 vaccines, breast cancer and student support services.

Dr Nozuko Lawana is an emerging researcher who recently obtained her PhD in Economics from the University of Fort Hare, bringing a fresh perspective to the field of labour market analysis. She currently serves as a data analyst within the Equitable Education and Economies division at the Human Sciences Research Council. Her doctoral thesis, 'The impact of non-communicable diseases on labour market outcomes in South Africa', reflected her commitment to exploring the intricate connections between health and employment. Nozuko's research interests encompass a range of topics, including labour market outcomes, youth unemployment, gender inequality, health systems, and non-communicable diseases.

Dr Sonja Loots is a researcher at the Centre for Teaching and Learning at the University of the Free State in South Africa. Her research primarily focuses on student engagement and success. She has a PhD in Psychology. Dr Loots was awarded two post-doctoral research fellowships by the National Research Foundation and the SARChI Chair on Higher Education and Human Development (HEHD), respectively. She is also a CICOPS fellow of the University of Pavia, Italy. She has been involved in several research, academic and student development programmes and has published nationally and internationally.

Prof. Thierry M. Luescher is strategic lead: equitable education in the Equitable Education and Economies research division of the Human Sciences Research Council, Cape Town, South Africa. He is also adjunct professor of critical studies in higher education transformation at Nelson Mandela University, Gqeberha, and a research fellow in higher education at the University of the Free State, South Africa. Prof. Luescher has been awarded international excellence awards for his research on student affairs by NASPA (2023) and ACPA (2021). He is an NRF-rated researcher and a founding member of the JSAA Editorial Executive. Thierry's recent books include *#FeesMustFall and its aftermath: Violence, wellbeing and the student movement in South Africa* (with Angelina Wilson-Fadji, Keamogetse Morwe et al.) published by the HSRC Press (2022).

Dr Alude Mahali is a chief research specialist in the Equitable Education and Economies programme at the Human Sciences Research Council, Durban, South Africa. With a background in the humanities (arts) including degrees from Rhodes University and a PhD from the University of Cape Town, Alude has worked in the social sciences over the last 8 years. Alude's research expertise and experience focuses on youth social justice work using innovative visual and participatory methodologies, especially those suited to resource-constrained contexts. Alude was recently principal investigator on a project on civic education for youth and another on language policies and practices in South African higher education institutions. She is currently the co-principal investigator on a longitudinal cohort study of African tertiary alumni of the Mastercard Foundation scholars programme, investigating how to maximise the impact of young African graduates as agents in the social and economic transformation of Africa. She has

published a number of journal articles, book chapters and research reports, including the book, *Studying while black: Race, education and emancipation in South African universities* (2018). Her most recent publications look at youth activism and youth navigational capacities. In 2018, she was nationally recognised as one of the *Mail & Guardian's* 200 inspiring young South Africans. She is former editor of the *South African Theatre Journal* and currently honorary lecturer in the School of Arts at the University of KwaZulu-Natal.

Phomolo Maoba, an emerging scholar, is currently employed as a senior researcher in The Imprint of Education project in the Equitable Education and Economies division of the Human Sciences Research Council, South Africa. She earned her master's degree in sociology from the University of Johannesburg. Previously, she served as a master's research trainee in the HSRC's Impact Centre division, contributing to projects such as the national COVID-19 antibody study. Phomolo also held the position of North-West provincial coordinator for the SABSSM VI national study conducted by the HSRC's Public Health, Societies, and Belonging division. Her research interests focus on decolonising and transforming African educational institutions, addressing inequality in accessing quality education, exploring issues of unemployment, human rights, and gender inequality.

Dr Carmen Martinez-Vargas is a lecturer in education and social justice in the Centre for Social Justice and Wellbeing in Education at Lancaster University in the UK. Before joining Lancaster, she was a post-doctoral research fellow with HEHD at the University of the Free State. She is a transdisciplinary scholar whose work focuses on the politics of knowledge and knowledge inequalities embedded in higher education practices, specialising in participatory research and the capability approach. Thus, her areas of expertise span educational studies, critical participatory methodologies praxis, as well as applied philosophy, political philosophy, and global development ethics. She is the author of the open-access book *Democratising participatory research: Pathways to social Justice from the South* (2022).

Vuyiswa Mathambo is a project manager on The Imprint of Education study of the Equitable Education and Economies research division at the Human Sciences Research Council, Durban, South Africa. She holds a Master of Public Health from Umeå University in Sweden, a Bachelor of Social Science honours (Social Anthropology) and a Bachelor of Social Science from the University of Natal (now the University of KwaZulu-Natal). She also has a Certificate in Advanced Project Management from the University of KwaZulu-Natal, as well as a Certificate in Programme Management from the University of Cape Town. Prior to joining the HSRC, she worked as a project coordinator at the University of KwaZulu-Natal on the university capacity development programme and the education and emancipation project. Her areas of interest are in research management, youth transitions and livelihoods, and women in science.

Prof. Mikateko Mathebula is an associate professor at the SARChI Chair's Higher Education and Human Development Research Programme (HEHD) at the University of the Free State. She is a higher education researcher whose work examines, through storytelling, participatory methods and the capability approach, the relationship between processes of higher education, youth development and well-being in South Africa, with a focus on youth from low-income households and/or rural communities. She is a co-author of the open-access book *Low-income students, human development and higher education in South Africa: Opportunities, obstacles and outcomes* (2022).

Dr Vimbai Mbirimi-Hungwe is a sociolinguist who holds a PhD from the University of Limpopo. Dr Mbirimi-Hungwe works as a senior lecturer at Sefako Makgatho University of Health Sciences. She has worked as a lecturer in various institutions such as the University of Pretoria, University of the Witwatersrand, University of Zululand as well as the University of Limpopo. Currently, Dr Mbirimi-Hungwe is working on a research collaborative initiative with the University of Pretoria. Her areas of interest are in multilingualism, translanguaging and translingual pedagogy. Dr Mbirimi-Hungwe uses translanguaging strategy among multilingual students in her teaching and research. She is passionate about the recognition of students' language practices in her teaching and research. Dr Mbirimi-Hungwe has published 21 research articles in accredited journals and a co-edited volume on multilingualism and translanguaging.

Nokhetho Mhlanga is a research psychologist and holds a bachelor of psychology degree and a master's degree in social and psychological research. She has also completed the Afrikan feminism and gender studies short course with the Thabo Mbeki Leadership Institute. Nokhetho's journey began as a mental health practitioner before transitioning into research. She contributed as a research assistant for child protection NGOs, followed by an internship at the Military Psychological Institute. She then worked in market research as a project manager before becoming a senior researcher at the Human Sciences Research Council on The Imprint of Education study. Her research interests include social justice, gender-based violence, critical and community psychology, educational psychology, and African feminism. She's also the founder of Cebisa Izingane, a community learner support programme.

Prof. Teboho Moja is clinical professor of higher education at New York University in the US. She is also a visiting research fellow at the Centre for the Advancement of Scholarship, University of Pretoria, South Africa, and an extraordinary professor at the Institute of Post School Studies in the University of the Western Cape, South Africa. Prof. Moja is a recipient of the Lifetime Achiever Award of the National Research Foundation of South Africa. She is JSAA's Editor-in-chief.

Dr Anthony Mugeere is a senior lecturer in the Department of Sociology & Anthropology at Makerere University, Uganda's largest and oldest university. He is also a research

fellow at the Advocates Coalition for Development (ACODE), a public policy think-tank based in Kampala, Uganda. He holds a PhD in Sociology and specialises in teaching, research and advocacy in health, education, disability and climate change studies. He holds master's and bachelor of arts degrees in sociology and anthropology and is also a trained journalist who served as founding reporter and features writer of the *Education for the New Vision* newspaper. Anthony is the Ugandan country partner for The Imprint of Education project implemented by the Human Sciences Research Council with support from the Mastercard Foundation. He is also the governance and resource mobilisation expert for the Health Supply Chain (HSC) activity jointly implemented by ACODE and Uganda Health Federation (UHF) with support from the United States Agency for International Development Health Supply Commodities Chain (USAID/HSCC) activity. He has published several articles in peer-reviewed journals and contributed chapters in books. He has also held various academic positions in several universities in Africa, Asia, Europe and the United States.

Dr James Otieno Jowi is the principal education officer at the East African Community (EAC) where he coordinates the development and implementation of regional education programmes. He is also the acting executive secretary of the East African Kiswahili Commission. As principal education officer at EAC, he is responsible for harmonization of EAC education systems, mutual recognition agreements, EAC centres of excellence, and TVET harmonization, among others. He is the founding executive director of the African Network for Internationalization of Education (ANIE). He is currently a member of the ANIE board and chairs the research committee. He holds a PhD from the Centre for Higher Education Policy Studies (CHEPS), University of Twente, Netherlands; a master's degree in comparative and international education, University of Oslo, Norway; a Master of Linguistics and Bachelor of Education from Moi University, Kenya. Before joining the EAC, he was a senior lecturer at the School of Education, Moi University, Kenya. He has several publications on higher education in Africa, especially on internationalization, governance and leadership. He also sits on the boards of several international organisations

Hanlé Posthumus works as a research analyst at the Centre for Teaching and Learning at the University of the Free State in South Africa, where she has been part of the South African Student Engagement team since 2013. She is responsible for the administration, analysis and reporting of the different student engagement surveys. Hanlé holds a Bachelor of Science (Hons) from the University of the Free State.

Dr Rishen Roopchand joined UJ in 2020 as a lecturer in the New Generation of Academics Program (nGAP). He holds a doctoral degree from UKZN (2021) and is pursuing a postgraduate diploma in higher education at UJ. Teaching transfer processes and process design in chemical engineering, he integrates mediated learning theory to foster cognitive growth. With a background in engineering consulting and completing

Eskom's graduate training programme, he values each student's potential. His research focuses on green construction materials using cellulose nanocrystals, as reflected in journal articles and conference papers. He also presented innovative online teaching approaches through Blackboard at the WEEF GEDC conference 2022. Dr Roopchund is dedicated to enhancing engineering education via action research for a better student experience. Some of Dr Roopchund's notable achievements include being selected winner in the education category of the 2023 cohort of *Mail & Guardian's* 200 Young South Africans. Dr Roopchund was also nominated as the best second-year lecturer by the students in his department, which he attributes to his desire to innovate his teaching practices to ensure optimal learning.

Dr Birgit Schreiber is a member of the Africa Centre for Transregional Research at Alberts-Ludwig-Universität Freiburg, Germany, and the vice-president of the International Association of Student Affairs and Services (IASAS), and a founding member of the JSAA Editorial Executive. She is a senior consultant for the Higher Education Leadership and Management (HELM) project of Universities South Africa (USAf). Dr Schreiber received the Noam Chomsky Award in 2022 and has been awarded international excellence awards for her research on student affairs by NASPA and ACPA.

Dr Oliver Seale is a leadership development specialist, lecturer and researcher. He is the director of the Higher Education Leadership and Management (HELM) programme at Universities South Africa (USAf). Before that, Oliver was the director of executive education at the Graduate School of Business Leadership in UNISA. Some of his other former positions include: consulting as a strategist and advisor to public and private higher education institutions, acting CEO at Universities South Africa, director in the vice-chancellor's office at Wits University, and deputy director-general for training delivery at the Public Administration Leadership and Management Academy (PALAMA). Oliver has extensive experience in strategic planning, change management, business development, programme/project management, relationship and stakeholder management in various organisational environments. He has a keen interest in university governance, leadership and management, organisational development, performance management and leadership development. He holds a PhD in leadership development from the University of the Witwatersrand, South Africa, and has published various academic papers on university leadership, management, deanship and leadership development. Oliver's book, *Deanship in the global South: Bridging troubled waters* was published in April 2021.

Dr Naadhira Seedat joined the University of Johannesburg as a New Generation of Academics Program (nGAP) lecturer in 2019. She previously held a position as a lecturer at the University of South Africa (UNISA) and worked as a project engineer in the gas manufacturing industry before entering the tertiary education sector. She holds PhD, MSc and BSc degrees from the University of Johannesburg. She obtained several awards

in her undergraduate studies which she completed with distinction. She is currently enrolled in the postgraduate diploma in higher education at UJ. Her passion lies in engineering education, and she is currently involved in education research based on pedagogy of care, facilitation and authentic learning and the inclusion of gamification to enhance teaching and learning methods in her classroom. She focuses on establishing a student-centred environment in the classroom; hence, she encourages an authentic and optimal learning environment for her students. The peer-reviewed articles she has published reflect a core engineering research focus on distillation design, biomass conversion, and waste valorization. She has a passion for community service and has used her expertise to educate South African youth. She has been involved in numerous outreach programmes such as the STEM MentHER programme and UJ-FoS-SCC Take a Child to Work Day, to inspire young people and women and promote the importance of STEM in society. She has a firm commitment to helping shape a better future for South Africa and has shown that her academic skills and knowledge can be used to contribute to the country's development in various ways, from implementing sustainable technologies to educating the next generation of engineers.

Prof. Maureen Nokuthula Sibiyi is the deputy vice-chancellor: research, innovation and engagement at the Mangosuthu University of Technology (MUT). She has previously served at the Durban University of Technology (DUT) as the deputy vice-chancellor: teaching and learning, executive dean: Faculty of Health Sciences, head of department of nursing. In 2015, she was inaugurated as a fellow of the Academy of Nursing of South Africa in recognition of her excellent contribution to primary healthcare. Prof. Sibiyi was awarded the 2018 South African Distinguished Woman Scientist in Humanities and Social Sciences by the South African Department of Science and Technology. She has published over 100 articles, book chapters and conference proceedings and has successfully supervised over 90 postgraduate students. She is an NRF-rated scientist.

Prof. Francois Strydom is currently senior director of the Centre for Teaching and Learning (CTL) at the University of the Free State in South Africa. He has a DPhil in Psychology from Oxford University. He has been the project leader of the South African Surveys of Student Engagement (SASSE) since 2007. The SASSE project, sponsored by the Kresge Foundation, has been used by 20 public higher education institutions across Southern Africa. The SASSE has influenced national quality assurance policy and practices and is a key component of the Siyaphumelela network focused on improving student success in higher education through the use of data analytics. Prof. Strydom is the recipient of various research grants and has published several national and international articles focused on higher education issues. His research interests include student engagement and success, improving the quality of teaching and learning, and evidence-based change in higher education and employability.