

About the contributors

Barbara Adair

Barbara Adair is a writer of fiction (including novels and short stories), travel articles and legacy work. Adair also works as a writing coach and has collaborated with Murray Nossel, the director, of Narativ Inc. (New York, US) on the telling and writing of personal stories.

Adair has practiced as an attorney litigating on human rights issues and thereafter, taught at the Wits School of Public and Development Management. She has a Ph.D. in Creative Writing from the University of Pretoria and currently works as a Senior Writing Fellow at the Wits Writing Centre and in Lamu, Kenya, teaching and assisting students in critical thinking.

Adair's publications include: *In Tangier we killed the blue parrot*, Jacana, 2005; *END*, Jacana, 2009; *WILL, the passenger delaying flight ...*, Modjaji Publishers, 2020; *In the shadow of the springs I saw*, Modjaji Publishers, 2022.

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Retha Alberts

Retha Alberts is a contract lecturer in the Unit for Academic Literacy, University of Pretoria. She obtained the degrees BA. Languages, majoring in French, English and isiZulu from the University of Pretoria (1986). Calling herself a blooming late bloomer, she then obtained her Honours (Translation and Interpreting) in 2016 and M.A. (Translation and Interpreting) also from the University of Pretoria, in 2020. She has been a consultant in the Humanities Writing Centre for five years while being an enrolled student.

Arlene Archer

Arlene Archer is a Professor in Applied Linguistics and the director of the Writing Centre at the University of Cape Town, South Africa. Her research employs a multimodal social semiotic perspective to interrogate issues around social justice, academic writing and academic literacies in Higher Education. She is an NRF rated researcher and is a co-founding editor of the SAGE journal *Multimodality and Society*.

Fouad Asfour

Fouad Asfour is a Senior Writing Fellow at the Wits Writing Centre and an International Writing Fellow for the Center for Liberal Arts and Sciences Pedagogy (CLASP) at the Institute for Writing and Thinking (IWT) at Bard College, US. His current work and research focusses on facilitating spaces for writing as collaborative practice. His Ph.D. project for the Wits School of Arts researches the silences of first languages in the borderlands of writing, through investigating multi-modal translanguaging practices. The working title for this project is '*Un-drawing the line through spectography. Exploring trans-lingual aspects through visual writing*'. Asfour holds an M.A. in Linguistics from Vienna University, Austria and an M.A. in Creative Writing from Rhodes University, Makhanda. He received the Igor Zabel Award for Culture and Theory working grant in 2008.

Babalwa Bekebu

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Babalwa Bekebu holds an M.Sc. in Medicine (Bioethics and Health Law). Her current research focusses on promoting and improving healthcare access policies for the most vulnerable groups in South Africa, under the working title, '*The ethico-legal position of state-funded healthcare for foreign nationals in South Africa*'.

Bekebu has worked in various roles within the University, including as a junior lecturer in Health Science, as a Writing Fellow in the Wits Writing Programme and as a consultant for the Wits Writing Centre and as a researcher in healthcare regulatory affairs in the Steve Biko Centre for Bioethics. Bekebu has also served in student leadership positions, including two terms as Chairperson of the Wits Postgraduate Association (PGA) (2018–2020) and concurrently, two terms in the Wits Student Representative Council, where she served on both the Wits Council board and the University Senate. Bekebu also volunteers at the Nelson Mandela Children's hospital, assisting the Radiolollipop crew entertain critically ill babies.

Sherran Clarence

Sherran Clarence is a senior lecturer in doctoral education and development at Nottingham Trent University and a former writing centre coordinator at the University of the Western Cape in South

Africa. She has worked as a writing specialist and academic developer since the mid-2000s and has researched and written about writing centre pedagogies and peer tutor training and development, as well as curriculum and pedagogy in the social sciences from the perspective of the sociology of knowledge. Currently, she is looking at the development of researcher identities in early career, including the doctorate and how we can create more inclusive, socially just research cultures on campus.

Arona Dison

Arona Dison is Coordinator of the Writing Centre and Learning and Teaching Specialist in the Directorate of Learning, Teaching and Student Success at the University of the Western Cape (UWC). She has worked in academic development for over 30 years at the University of Fort Hare, Rhodes University and UWC. Her work has spanned academic literacies, student development and professional development of academics in relation to learning and teaching. She is passionate about socially just education, which facilitates fulfilling of potential and the building of supportive and caring institutions and learning/working spaces. Her research interests include academic literacies, professional development of academics, writing centres, ethics of care and formative feedback.

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Laura Dison

Laura Dison is an Associate Professor in the Curriculum and Social Studies Division at the Wits School of Education and is the co-coordinator of the Post Graduate Diploma in Education in the field of higher education, a professional qualification for lecturers. In 2010 she co-established the Wits School of Education Writing Centre and has worked with lecturers to design embedded writing interventions in Education disciplines. Laura supervises several postgraduate students in curriculum and assessment studies and has published in the field of teaching, learning, reflective practice, assessment and writing development in higher education. She was appointed Assistant Dean for Teaching and Learning in the Faculty of Humanities in 2020.

Laura Drennan

Laura Drennan is a Lecturer in the Division of Languages, Literacies and Languages at the Wits School of Education. She holds a Ph.D. in English Language Studies and academic literacy development and teaches various literacy and language courses at undergraduate and postgraduate level. She has several publications in the fields of academic literacy and academic writing development, as well as language testing. Laura is a member of the Network of Expertise in Language Assessment (NexLA), the International Writing Centres Association (IWCA), as well as a member and co-founder of the South African Association for Academic Literacy Practitioners (SAAALP).

Frikkie George

Frikkie George is the STEM coordinator at Fundani Student Learning Unit managing the Mathematics, Physics and Chemistry consultations. He taught Engineering Science and Mathematics at Northlink TVET College from 2011 until 2018. His research interest is Mathematics and Science education, with a special focus on assessment for learning and dialogical argumentation. He is also an active member of the Universities South Africa federation (USAf) and has published a number of papers and presented his research at several national and international conferences.

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Tahira Goolam Hoosen

Tahira is an academic literacies practitioner at the Faculty of Health Sciences Writing Lab, as part of the New Generation of Academics Programme in South Africa. She holds a PGCE, B.Sc. (Hons) and M.Sc. (Med) qualifications in the Biomedical Sciences and worked for several years as a Writing Centre consultant at the University of Cape Town. During this time, she also worked on other academic development programmes where her passion for supporting student success led her to pursue a Ph.D. in Health Sciences Education. Her research is focussed on postgraduate academic literacies, particularly on understanding how authorial voice develops among masters' students in the Biomedical Sciences. Her other research interests include exploring threshold practices in academic writing, the affective domains of writing development to writing consultant

development, supervisor writing practices and metadiscourse analysis using corpus linguistics. She is also a writing mentor, facilitator and coach on various writing programmes offered at UCT.

Zander Janse van Rensburg

Zander Janse van Rensburg is a lecturer at North-West University (NWU) and serves as the Writing Centre Manager, actively contributing to the institution's academic writing development strategy. His dedication to enhancing academic writing was instrumental in establishing the NWU Writing Centre in 2014. Zander's expertise in this field was recognised, leading to his appointment as the university's subject specialist on plagiarism in 2019. In this capacity, he conducts forensic investigations into misconduct at all levels of academic practice, ensuring the upholding of academic integrity. Aside from his research and commitment to academic integrity, Zander has played a crucial role in spearheading the development of specialised forensic software designed to investigate various forms of academic misconduct. He has also been involved in developing e-grading software to provide qualitative feedback, further enhancing the academic assessment process. Beyond his professional pursuits, Zander's research interests lie in philosophical inquiry, specifically focussing on hermeneutic phenomenology.

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Emure Kadenge

Emure Kadenge is a lecturer in the Curriculum and Social Studies Division at the Wits School of Education. Her research interests are, broadly, in the field of teacher professional development and lie at the interface between initial teacher education and early career years in the teaching profession. She focusses on the professional development of early career teachers by exploring the different ways in which they learn and grow as professional and efficient teachers in the context of practice. Her research includes in-service teacher professional development, induction of young graduate teachers as well as academic literacy development of student teachers. Emure is also passionate about early career teachers and their conceptions and implementation of the curriculum.

Lucy Khofi

Lucy Khofi is a Medical Anthropologist, Pracademic, sexual and reproductive health, rights and justice research consultant and a multi-award-winning advocate for women's health, including sexual and reproductive health. Khofi's Ph.D. research falls under the NWO (Dutch Research Council) and NRF project: Ecological Community Engagements: Imagining Sustainability and the water-energy-food Nexus in Urban South African environments (Eco-Imagining), a collaboration between South Africa (the University of Witwatersrand) and Netherlands (the University of Amsterdam).

In 2020, Khofi founded the non-profit organisation Women's Health Ekklesia to educate and advocate for justice in sexual and reproductive health in South Africa. Women's Health Ekklesia collaborates with local schools, clinics and private organisations. Khofi is also the executive chairperson of the Sexual and Reproductive Justice Coalition (SRJC); serves on the South African Coalition of Menstrual Health task team for Policy, Governance and Advocacy at the Department of Women, Youth and People with Disabilities; and is a resident expert in sexual and reproductive health at Health for Mzansi.

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Pia Lamberti

Pia Lamberti heads the Postgraduate Writing Unit in the Commerce, Law and Management Faculty at the University of the Witwatersrand, South Africa. Previously, she was responsible for postgraduate researcher capacity development in the University of Johannesburg's Postgraduate School. She has a Ph.D. in educational linguistics. Her research interests include researcher development, undergraduate to (post)graduate transition, research literacies and argumentation and voice in academic writing.

Mapula Kgomotso Maropola

Mapula Kgomotso Maropola is the Project Coordinator in the Directorate of Learning, Teaching and Student Success (DLTSS) at the University of the Western Cape (UWC). She holds a B.Sc. (Hons) degree in Microbiology (Rhodes University), a Master's Degree in Biotechnology (UWC) and

a Postgraduate Diploma in Marketing Management (UNISA). During her time as a postgraduate student, she has worked extensively in a mentoring and teaching capacity. Notable roles include her work as a teaching assistant in the Extended Curriculum Program (ECP) within the Faculty of Natural Sciences (UWC), writing tutor/consultant at the UWC Writing Centre and later as the acting coordinator of the same centre. She also founded an outreach initiative, the BallPoint Project, which implements programmes that teach academic literacies to primary school children from marginalised communities. Her scientific research experience spans fields that include Mycology, Biomining and Microbial Ecology. Through her work in research and within the learning and teaching space, she seeks to contribute towards the creation of a truly inclusive academic environment that taps into the full potentials of learners from all walks of life and that provides the resources, support and information to help them succeed.

Jean Moore

Jean Moore is a Language Development and Academic Literacies Specialist, with a particular interest in legal writing. She recently completed a Ph.D. in Education, in which she interrogates conceptions affecting what it means to write in law. Jean currently works as the writing expert at the School of Law Writing Centre, University of the Witwatersrand. Previously, she worked for five years at the UKZN Law Faculty, as their academic development coordinator and ran UNISA's Reading and Writing Centre in Pietermaritzburg. She has co-authored a range of English textbooks and other writing development materials. She is an accomplished teacher of English and led the research team for English (First Additional Language) in the 2013-15 Umalusi curriculum review. In her current role, Jean facilitates a range of embedded writing development initiatives for undergraduate, postgraduate and short-course students. In 2021, she was the co-recipient of the Thomas Pringle Award for best Educational Article in English Education.

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Nontobeko Mthembu

Nontobeko Mthembu is a Ph.D. candidate in Clinical Science and Immunology at the Institute of Infectious Disease and Molecular Medicine. She holds a B.Sc. (Hons) and M.Sc. (Med) qualifications in Infectious disease and Immunology. As a researcher her interest lies in understanding mechanisms

involved in disease manifestation, an insight through which novel therapeutic interventions can be identified. Nontobeko has been working at the Faculty of Health Science Writing Lab since 2018, an opportunity that came at the right time as she was beginning her journey in academia. She is cognisant and appreciative of the extensive impact that working at the Writing Lab has had on her as an academic and enjoys sharing her knowledge and learning from all the students that she works with. To her, learning is life-long and therefore approaches every consultation as an opportunity of growth. She is fluent in IsiZulu and English and can also understand IsiXhosa, which facilitates better communication with students who may be struggling to express themselves in English.

Thembinkosi Mtonjeni

Thembinkosi Mtonjeni is an Academic Literacy Lecturer at the Cape Peninsula University of Technology (CPUT). He has the experience of working in the Writing Centre for more than two decades (since 2001). He is passionate about the student's academic literacy development, decolonisation of curriculum and the cultivation of student's disposition for dialectical and dialogical thinking. Thembinkosi is a change agent, serving in a number of institutional committees. He has co-authored several journal articles and book chapters wherein the transformative agenda of the writing centre in a university of technology setting is advanced. His research interests range from student writing, academic literacies, translanguaging methodologies, Euclidean Geometry, decoloniality, African Philosophy of *Ubuntu*, to decolonial linguistics.

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Natashia Muna

Natashia's background is in science, with a B.Sc. (Hons) in Biodiversity and Zoology and an M.Sc. and Ph.D. in Molecular and Cell Biology. During her Ph.D., Natashia worked as a student consultant at the UCT Writing Centre and the knowledge, training and experience she gained in that role profoundly impacted the trajectory of her career, motivating her to completely shift her focus to academic development. Since making the transition, her research has broadly focussed on the integrated literacies required for learning within scientific contexts, with a special interest in multimodal social semiotics. More recently, Natashia has established a research interest in how

authorial identity development can be enabled within an African health sciences context. The goal for research in this area is to deepen our understanding of the role that identity development plays in student access and success within academia and how identity development can be enabled through academic literacy practices. Natasha has been the Coordinator of the UCT Faculty of Health Sciences Writing Lab since 2015.

Pamela Nichols

Pamela Nichols is an Associate Professor at the University of the Witwatersrand. Her Ph.D. in Comparative Literature (New York University) was guided by the work of Edward Said and funded through teaching writing at the university. Said's understanding of the institutionalisation of knowledge as well as her experiences of working with major writing teachers in America, contributed to her understanding of how to set up the Wits Writing Centre (WWC) in 1998. In 2018, Nichols spear-headed the Wits Writing Programme, which is a university-wide programme of Writing Intensive courses supported by Writing Fellow tutors and the Wits Writing Board. Her recent publications have focussed on listening and the development of the citizen scholar.

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Puleng Sefalane-Nkohla

Puleng Sefalane- Nkohla is working at Cape Peninsula University of Technology (CPUT) as an Academic Literacy Lecturer in the Writing Centre with vast experience in leading and coordinating the Writing Centre at CPUT. Her research interests are in student writing in higher education, second language writing, academic development of students and leadership in higher education.

Phoene Mesa Oware

Phoene Mesa Oware recently completed her Ph.D. in Development Studies from the Institute of Social Development, at the University of the Western Cape (UWC). Her doctoral research explores the potential for complementarity between formal and informal social protection systems in Kenya.

In the last two years of her doctoral studies, Phoene worked as a tutor at the UWC writing centre where she supported students' development of academic literacies. Phoene's other interests include public health research, specifically focussing on adolescent sexual and reproductive health.

Esther Marie Pauw

Esther Marie Pauw held the position of writing fellow at the University of Witwatersrand (Wits) Writing Programme, an initiative directed by Prof Pamela Nichols, during 2021 and 2022. She is an affiliate of the Africa Open Institute for Music, Research and Innovation and a founding member of the Africa Open Improvising collective. Her doctoral work through artistic research (completed 2015) explored the theme of landscape as directive for concert curations of South African flute compositions. Subsequent article publications and performances have positioned her flute practice within registers of curating amidst sensitivities for decolonial aesthetics.

Avasha Rambiritch

Avasha Rambiritch is a Senior Lecturer in the Unit for Academic Literacy at the University of Pretoria where she teaches a number of academic literacy and academic writing modules at undergraduate and postgraduate level. She is also the coordinator of the writing centre. She has a Ph.D. in Applied Linguistics (Language Practice) and has published a number of research articles in accredited journals, as well as co-authored two book chapters published by reputable international publishers. Her research interests include academic writing, writing centres and social justice as well as language testing. She is an associate of ICELDA (Inter-Institutional Centre for Language Development and Assessment), a partnership of four multilingual South African universities (Pretoria, North-West, Stellenbosch and Free State) and NExLA (Network of Expertise in Language Testing). She is also the Assistant Editor of the *Journal for Language Teaching*.

Veneshley Samuels

Veneshley is a Ph.D. candidate in Medical Microbiology at the Molecular Mycobacterial Research Unit, in the Faculty of Health Sciences. She holds a B.Sc. (Hons) and M.Sc. (Med) qualifications in infectious disease and immunology. As a young aspiring researcher, she is driven by the desire to develop tools that can be used to combat infectious diseases in sub-Saharan Africa. Her drive and passion for impactful science exemplifies her true qualities as a future leading researcher in biomedical sciences. Her academic writing began when she started her honours at UCT. This was a major change for her, but it allowed her to grow and expand her knowledge and understanding of academic writing. She believes that her academic journey will be of great help to students because her experiences have taught her to be swift, adaptable, open-minded and willing to teach and serve to the best of her ability.

Brenda Vivian

Brenda Vivian is an academic literacy specialist at the School of Public Management and Administration at the University of Pretoria. She has extensive experience in both curricular and non-curricular English academic literacy programmes, for both tertiary and corporate environments. Brenda was previously based at the Unit for Academic Literacy at the University of Pretoria where she developed and taught both undergraduate and postgraduate academic literacy modules and set up a postgraduate writing unit. Subsequently, she was appointed as the in-house academic literacy specialist to offer both curricular and non-curricular academic literacy support to students at all levels in the School of Public Management and Administration. This support includes formal lectures, customised workshops, one-on-one and online consultations for both undergraduate and postgraduate students. Her particular focus is on developing models and instruments to assist postgraduate students and supervisors in the thesis writing process. Brenda's current research interests are postgraduate writing interventions and the cultural relativity of academic literacy practices with a specific focus on the implications of this for decolonising higher education in South Africa.