

**CURRICULUM VITAE: KASTURI BEHARI-LEAK**

Kasturi Behari-Leak

**EDUCATIONAL QUALIFICATIONS**

2015	Doctor of Philosophy (PhD)	Rhodes University
1997	Master of Education	University of Cape Town
1994	Bachelor of Education (cum laude)	University of Durban-Westville
1988	University Higher Diploma in Education	University of Durban-Westville
1987	Honours Degree in Speech & Drama	University of Durban-Westville
1986	Bachelor of Arts	University of Durban-Westville

**PROFESSIONAL LEARNING AND COMPETENCIES**

2021	Diversity, Equity and Inclusion Training	Ndiza le/Journeys to Remember Training
2020, 2019, 2017	Decoloniality Summer Schools	BAC/UCT and UNISA
2018	SSLHC Supervision Workshop	UCT Research Office
2016	HERS-SA conference for women leaders	HERS-Academy
2015	STARS Researcher's Programme	UCT + Association of Commonwealth Universities
2011	Citizenship, Social Inclusion, Difference	CHEC Short Course
2007	Assessor Training Level 5	Siyathembana Training
2005	Certificate in isiXhosa for Beginners	Cape Peninsula University of Technology
2002	Certified <i>inlingua</i> International Teacher	<i>inlingua</i> , Cape Town, South Africa
2001	Cambridge Examiner Certification	British Council, Cape Town
1991	Certificate in isiZulu for Teachers	Teachers' Association of South Africa (TASA)

**RELEVANT WORK EXPERIENCE**

2012 - present University of Cape Town	Associate Professor in Educational Development: Higher Education Studies (2020-) CHED Deputy Dean: Teaching and Learning (Nov 2020-) - CHED Director: Academic Staff and Professional Development Unit (2020-) CHED Senior Lecturer (2017-2020): Academic Staff Development – CILT, CHED Lecturer (2012-2017): Academic Staff Development – HAESDU, CHED
2004 - 2012 Cape Peninsula University of Technology	Lecturer (2010-2012): Academic Staff Development, FUNDANI Convenor: Teaching Development Programme (TDP) for new academics in higher education. Lecturer (2008–2010): Academic Development (student learning), FUNDANI: academic literacy work through professional development programmes, individual consultation and group workshops Lecturer: Academic Development Programme (2004–2007) – Business Faculty: Academic Literacy support for epistemological access, language, curriculum and assessment
1997-2004 <i>inlingua</i> , Cape Town branch, South Africa	Director of Studies (2001-2004): Curriculum design and professional development and training of TESOL/TEFL teachers; supervision of teacher trainees; Examiner for First Certificate in English; Cambridge University Oral Examiner. Senior TEFL Teacher-Trainer (1997- 2001): Business English Teaching to corporate students, locally and globally; Language Development for Refugees Programme (CRIC) Business Report Writing Workshops for National Parliament Staff (Cape Town)
1993-1997	WCED Teacher: Drama and English (Matric); matric examiner. Rylands High School
1989-1993	KZN Teacher: Drama and English (Matric); matric examiner. Reunion High School

**OVERALL EXPERIENCE**

An accomplished practitioner with 32 years in education in total; 17 years' experience, expertise, leadership and demonstrated success in the fields of educational and organisational leadership, higher education transformation, social inclusion and educational change, curriculum development, pedagogical innovations, critical professional development, critical online modalities for teaching and learning and the scholarship of teaching and learning.

Transformative practitioner - passionate about social justice and transformation; advocates for critical dialogue and socially just, decolonial pedagogies and consciousness; value creation in terms of empathy, compassion, trust, integrity and respect; promotes and builds an integral, humanistic culture through engaged participation; strong partnerships; builds well-organised sustainable communities; successful negotiation skills; develops clear principles and imperatives for educational change and educational strategies.

## EXECUTIVE SUMMARY: CURRICULUM VITAE (2015-2021 focus)

### SCHOLARLY and RESEARCH LEADERSHIP

*Sound educational and scholarly leadership of the academic project  
Recognised as an authority and a thought-leader in higher education studies*

- Peer reviewed scholarly publications: journal articles (15) and chapters (5; 4 forthcoming 2022)
- National and international keynote addresses (23); national and international conference presentations (32)
- Supervision of PhD (9), Master's (5) and Honours (1) students
- Investigator: international research projects; serves on research steering group for World Universities Network
- Convenor: DHET- HELTASA USDP Doctoral Cohort Programme and Decolonial Supervision Programme
- Public Intellectual: The Conversation, University World News; HELTASA Media

### PEDAGOGICAL and CURRICULUM LEADERSHIP

*Responsive to challenges in the learning, teaching curricula, assessment and pedagogical processes  
Transformation and decolonisation of curricula in response to institutional and national educational imperatives*

- Formal, semi-formal and informal teaching- new to established academics; institutional, regional and national
- Deputy Dean: Teaching and Learning, CHED
- Convenor: Knowledge and Curriculum in Higher Education: Master's in HES, UCT
- Convenor: Learning and Teaching in Higher Education: PGDip/ Master's in HES, UCT
- Regional: UCT Convenor for CHEC/QTHE Short Course on Understanding Decoloniality
- National: National University Teaching Awards (NUTA) Project of the NFfEAUT/ DHET

### STRATEGIC LEADERSHIP: EDUCATIONAL/ACADEMIC DEVELOPMENT

*Sound educational vision, strategy, policy, process and systems formulation; capacity to recognise new opportunities and overcome challenges; shapes policies, frameworks and conceptualisation of systems and processes*

- National and international advisory councils; DHET National Co-Ordinating Council (NCC) Member
- Executive Management Committee (EMC) of the DHET National Co-ordinating Council
- Council on HE (CHE) Peer Advisory Group: The Reconceptualising Learning and Teaching (RELATE) Project
- Project Partner: DHET/NSF-DSI/NRF SARChI Chair Teaching and Learning (UJ)/ CHE/ HELTASA

### ACADEMIC STAFF AND PROFESSIONAL DEVELOPMENT LEADERSHIP

*Recognised as a specialist in the field of academic staff and professional development; extensive experience and success in the design of contextual programmes that foster socially inclusive learning*

- Convenor: New Academic Practitioners' Programme (NAPP), UCT
- Convenor: The Short Course on Teaching (TSCOT), UCT
- Co-convenor: Established and Seasoned Academic Practitioners' Programme (ESAPP), UCT
- Co-convenor: Heads of Department Enhancement Programme (HoDEP), UCT
- UCT Convenor: New Academics' Transitions into HE Regional Colloquium (NATRC)
- National Project Leader: New Academics' Transitioning into HE (NATHEP) National UCDDP Collaborative Project.

### ORGANISATION LEADERSHIP

*Adept at strategic positioning and pursuit of strategic goals of organisation; excellent organisational skills and supervision of activities and effective outcomes; oversight and management of awards and grants/financial oversight of 3 R5M projects*

- President of Higher Education Learning and Teaching Association of Southern Africa (HELTASA)
- President of the International Consortium for Educational Development (ICED)
- Co-Chair: Curriculum Change Working Group (CCWG), UCT

### ACADEMIC CITIZENSHIP

*Takes responsibility for reinventing and reimagining a new knowledge order for specific contexts; supports institution and nationwide programmes to promote culture of openness; institutional committees and service; institutional audit/review*

- Membership: international and national editorial boards
- Moderator: national courses, programmes and assessments
- Examiner: Masters and Doctoral theses examiner
- Reviewer: Book, chapters and journal reviews