FROM **HOPE** TO **ACTION** THROUGH **KNOWLEDGE**

The Renaissance of the
University of the Western Cape

2001 – 2014

Editors

Ramesh Bharuthram
and Larry Pokpas

4

Reconceptualising Student Development and Support

Emeritus Professor Lullu Tshiwula

Deputy Vice-Chancellor Student Development and Support, 2004-2013

Introduction

I was initially approached to apply for the vacant position of Deputy Vice-Chancellor (DVC) for students by Prof Brian O’Connell, the then Rector and Vice-Chancellor of the University of the Western Cape. My first thought was to be open to meeting with the Rector without any agenda of taking up any available position. It was meeting the Rector and listening to his clear and strategic vision for UWC that persuaded me to consider leaving an academic position and engage in the process followed in these kinds of 5-year executive management appointments. I was aware that there were no guarantees of an appointment, and my academic position at the Nelson Mandela University was still in place.

Once the DVC appointment was confirmed, UWC arranged the first strategic meeting for November 2003 prior to my assumption of duty in January 2004. An external facilitator managed the process, which entailed UWC’s transformational transitioning of the portfolio from Student Affairs to Student Support and Development, which had already been initiated by the University Executive Management before my appointment. This served as the foundation that was followed by future annual strategic meetings (University of the Western Cape, 2004-2013a).

Reconceptualising Student Support and Development and its alignment with the UWC Institutional Operational Plan

On my assumption of duty in January 2004, I submitted a proposal for renaming the division from Student Support and Development to placing Development before Support. The strengths approach in social work (Saleebey, 2009) assumes people are capable of taking responsibility for their own lives. This then means that a student division must first enable such a space for development, whilst also supporting those who need it. This thinking is a result of my worldview on finding an empowering narrative for applying to one's teaching, learning and practice. And it seemed important for both subject lecturers and students to learn that each person has internal strengths. In a profession such as social work one has to assist clients to unlock these assets for dealing with their lives. In lecturing this applied science, one deals not only with theory, but also assists students to apply theory to practice in a campus laboratory and later as they advance in their learning to real-life situations (Tshiwula, 1995).

My research findings as well as those of other relevant scholars confirm the strengths-based approach and the resilience of all people, especially young people. These approaches made sense in respect of South Africa's past political dispensation. There is evidence of a bounce-back effect from whatever people are dealt with. One just has to look at the communities who, despite their common oppressive experience, are resilient and strong, have managed to educate their children with minimal resources. These communities continue yearning for the best in their lives, despite the structural and social ills facing them. This reconceptualising of Student Support and Development had to be approached through the lenses of human strengths and resilience (Saleebey, 2009: pp. 12-13, 202-203; Lee, 2001)

The defining framework

A strengths perspective firstly assumes that every person has an inherent power that may be characterised as a life force, spiritually if you will, a transformational capacity, life energy, a regenerative potential and healing power.

Secondly, this power is a potent form of knowledge that can guide personal and societal transformation. Accepting one's experience as a valid form of knowledge, while at the same time honouring the experience of others, creates a communal basis for knowledge exchange. Dialogue among equals replaces hierarchical knowledge structures, so no individual or group has a monopoly on knowledge structures and their attendant power.

Thirdly, there is a crucial pragmatic presumption about the nature of change. This core strength assumes that when people's positive capacities are supported, they are more likely to act on their strengths.

Each person boasts a unique combination of assets upon which to build a future. A thorough mapping of these assets will begin with the gifts, skills and capacities of that person. The capacity mapmakers will discover a vast and often surprising array of talent and productive skills to build a foundation for a purposeful life. Thus, a belief in people's own internal resources, talents, experiences and aspirations enhances the probability for positive growth.

These assumptions may seem unimportant but they place human beings in a direction that runs directly counter to major cultural, political and moral assumptions of some Western thinking which sometimes assumes knowledge is a scarce and esoteric resource, in contrast to a vision of knowledge as universally shared. This narrative forms a part of the need to create desired positive actions (Saleebey, 2009: pp. 15-19).

My working assumption as an incoming appointee was that there is generally nothing wrong with students. I by no means underestimate the effects of a past unjust system and its structural effects on generations of people. In advocating for a strengths perspective, however, I do not remotely suggest a one-size-fits-all approach. I rather advocate for a change in the narrative of how students are viewed in higher education. In my view it would have been an injustice to view all students in 2004 as victims of whatever they have experienced in the past. We were by then ten years into a democratic dispensation and the intention of changing the narrative was to encourage students to see themselves as capable of being their own change agents. This is especially so as higher education authorities often have no idea what it took for some of these students to get to a university. And thus it is important for students to be enabled within a space where they can own their strengths and develop the resilience necessary for their development. (Saleebey, 2009: pp. 205-210; O'Connell as cited in Singama & Nel, 2014: p. 6)

FROM HOPE TO ACTION THROUGH KNOWLEDGE

It is on the basis of this understanding that placing ‘support’ first in a division’s name had to be changed, as it could lend itself to a misunderstanding of UWC strategic goals. There is nothing wrong with providing support, as it has a service orientation, but the desired outcome was for students to engage in an enabling space for their growth and creating their own future. This division was then rebranded and marketed as Student Development and Support (SDS) as of 2004 to convey the notion that “You are your future”. In subsequent strategic meetings the branding changed from “You are your future” to “Creating your future”, as can be found in all SDS communiqués up to 2013 (University of the Western Cape, 2004-2013b).

Revisiting the Inherited Design and Structure

I reported for duty in January 2004 and, finding 10 units reporting to me, I sought Executive Management support to align the student development and support division with the overarching University goals, which in turn necessitated a redesign of the portfolio. The redesign was aimed at a combination of processes that seemed similar in function to create an alignment and congruence appropriate to the portfolio management system.

As part of this realignment, units such as the offices for Students with Disabilities and Student Development (responsible for student elections) were informed that their reporting line would in future be with the Director of the Institute for Counselling. This process of alignment and strategic thinking resulted in the two units, School Liaison and Enrolment which are responsible for student enrolment, having to become part of the Institutional Planning Office, which deals with issues of equity and access. The proctor’s office which dealt with student discipline would also eventually move from within the portfolio of the DVC SDS to the University’s legal office, the creation of which was in the pipeline.

This process sounds as if it was easy, yet it was anything but. The Institute for Counselling was redesigned to be inclusive of a disability unit, student development unit, an academic support unit for student mentoring, as well as a leadership and social responsibility unit. Counselling was retained, but would in future accommodate not only clinical psychologists but educational psychologists as well as other professions such as social workers. The end result was approval by the Executive Management for the renaming of the unit for Counselling as the Centre for Student

Support Services (CSSS). Concomitantly, a post of director to oversee the overall day-to-day management of CSSS was approved in 2008. As of 2012 there were 6 units reporting to the DVC: Student Development and Support, as opposed to 10 as was previously the case; the two new and existing department's reporting lines were to the Director of CSSS.

In addition, in order to provide the necessary support to the Office of the DVC SDS as the portfolio was being reconceptualised and to pay particular attention to regular interactions with relevant stakeholders, a position of Manager in the Office of the DVC: Student Development and Support was created and approved by the University's Executive Management to coordinate the activities and liaise closely with relevant role players. This position was filled in October 2005.

Participation in student registration – emphasis on academic performance

The newly appointed DVC SDS assumed the responsibility of working with the Student Representative Council (SRC) as well as the UWC Finance Department's Student Credit Management (SCM) unit to determine each individual student's circumstances in respect of funds owed to the University, which sometimes meant their exclusion from registration. The Executive Management's intention was to control the debt so that it did not escalate to uncontrollable levels. Needless to say, balancing University interests with those of an SRC whose task it is to represent the student body was hard work. The very first engagement with students in 2004 presented the DVC SDS with an opportunity to put in place a process in agreement with the SRC that emphasised academic performance. The first category was students who passed and did not have funding. This process would finally reach those whose home circumstances were dire and were therefore caught in a vicious cycle of no basic resources to study, subsequently failing and then being propelled back into the same vicious cycle.

A second category was first-year students who were accepted on the basis of good matriculation results and then get into university but have no clue of what is expected of them, waste the year and end up failing. The National Student Financial Aid Scheme (NSFAS) funding received by such students would also end up failing. There were some students who signed debit orders with the SCM unit, paid the first instalment and then had no additional funds to pay. The worst situation was faced by students living in a university residence or having no accommodation. The list

FROM HOPE TO ACTION THROUGH KNOWLEDGE

seemed endless. The process improved in subsequent years; for example, the SRC realised that, as the student leadership, it was important for its members to role model academic performance. In a novel intervention the SRC submitted a recommendation that placed successful academic performance as a criterion for potential candidates to participate in student elections.

Asset mapping of UWC's student strengths and opportunities presented

As a result of their adjudication role on fees, student leadership of various formations both in and out of SRC structures seemed to own their strengths. This became clear to me as I navigated campus spaces meeting with a diversity of students, becoming involved in some strong arguments against a strengths approach to SDS practice. What helped me to sustain my resolve was the experience of teaching Social Work both at undergraduate and postgraduate levels in theory, and guiding application of this theory in practice and research supervision.

As DVC SDS, I embraced opportunities that presented a mutual learning environment for myself and the students. This was especially significant as UWC students have a history of student political activism and were quite articulate and clear in their discussions with Executive Management. The SRC offered strong arguments about issues they believed would serve students. However, it was evident that some prior relationship building with Executive Management had occurred as I found an existing foundation for building mutual respect.

There were groups of students who were genuinely concerned about their fellow students. One example was a group of dentistry students who, out of their concern for their peers who seemed challenged by some modules, decided to start a voluntary tutoring group for the relevant modules. The group kept a record of the students they tutored as well as their progress in tests until they were doing well and then recruited others in their place. This was the humble beginnings of the campus student mentorship programme, the growth of which led to an Academic Support Unit reporting to the Director of CSSS.

There were some pocket of students utilising knowledge and skills learnt from their business modules to assist people in the surrounding communities with business skills. Accordingly, the SDS's role was to guide the processes through its units and focus the altruistic goals of

student efforts, firstly, on campus; and secondly, to assist students to take sustainability into account in their effort, and then gradually to think of assisting the external community (CSSS External Evaluation Report, 2013).

Development of a limited research capacity for SDS

On exploring the portfolio, it was discovered that research was not a part of the set of functions. To understand this situation and the reason that the sub-heading above refers to 'limited', one has to understand the place of Student Affairs in higher education institutions in South Africa. This country is part of a continent where the management of student affairs is not a profession, and therefore it tends to be undertaken by psychologists, teachers and other professionals. And since its status is associated with psychologists and counsellors, in most universities it is referred to as a counselling centre or institute, as was the case at UWC. Secondly, student affairs is supposed to 'fix' whatever is 'wrong' with students – house them, look after their health, involve them in sport, be responsible for their governance structures, etc., so that they (the students) can focus on their studies and graduate. This is contrary to a whole theoretical and research approach to governing student affairs in countries such as the USA. Thirdly, although student affairs is not necessarily an easy area to navigate, it is not considered an academic space that warrants any kind of research. There is definitely an 'otherness' associated with student affairs; functioning in this area one moves from being misunderstood to being a source of benign tolerance.

This situation was further clarified for me through a visit by representatives of a Belgian funding organisation which funded a UWC and Belgian universities partnership project, namely the Dynamics of Building a Better Society (DBBS). My designated role was project leader for student leadership and quality of life. As someone who was to be a student leadership project leader, I was duly informed that this project did not carry a research component. The project's brief was to carry out projects within the university. This meant implementing projects without exploring what was available and perhaps building on it, which was contrary to the author's community-based theory and practice.

In order to understand where students are located in a university community, one has to rely on some study to indicate where the strengths and gaps are. A consultation with the University Executive

FROM **HOPE** TO **ACTION** THROUGH **KNOWLEDGE**

Management led to a limited research component being introduced into the portfolio as paramount to understanding the perceptions of students. Moreover, experience has also shown that research is the basis of planning interventions as well as for programme evaluation (Tshiwula, 1995; McKnight, 2017).

The following studies were commissioned from 2004-2013:

- o A research study by the former Education Policy Unit to better understand student perceptions and their view of interventions by the units reporting to the DVC SDS (2004).
- o A first-year resilience study, which looked at what worked for successful first-year students that could be utilised for their academically struggling first-year colleagues (2005-2006).
- o A study on desegregating residences as well as closing a pub on campus called 'The Barn' was commissioned in November 2004. The finding was contrary to some popular university beliefs; students were against such a proposal.
- o Diversity of UWC students: what promotes or hinders the inclusive processes (2006-2007).
- o The evaluation of a partnership programme with the Western Cape's Department of Social Development, namely Big Brother Big Sister, in Xhosa 'Brawam-Siswam'. This involved UWC's students mentoring life skills to high school learners in groups in a 3-year implementation cycle (2005-2007).
- o A staff learning/development environment component in SDS was introduced in 2005 to support the SDS paradigm shift from student affairs to student development and support.
- o As part of implementing a learning environment, staff were encouraged to take responsibility for their own learning, namely to write and share their interventions on campus and nationally, at the Association of South African Senior Student Affairs Professionals and the National Association of Student Development. In addition, the DVC SDS co-authored with some staff members papers on selected student affairs topics, which were presented at national and international conferences. As part of enabling a learning environment for all SDS staff as well as students, the office began to explore planning, hosting, presenting of national and collaborative international conferences that would attract scholars researching in the area of present-day South African higher education, including debates, in particular those of relevance to student life, development and support. Topics covered included citizenship, diversity and inclusiveness, and transformation.

In addition to conferences, SDS in partnership with the SRC held conversations or arranged dialogues in order to understand South Africa's legacy of leadership irrespective of the frame of reference from which they were derived. The point was to understand their contribution to the legacy that was explored. The challenge was opening a dialogue contrary to the populism of the time. The appropriate platform for the dialogue was established by the opening address of the inaugural guest speaker, who was a renowned political scientist and a highly respected scholar in the field, Dr. Somadoda Fikeneni. He tackled the leadership of Mandela, Sobukwe and Biko in a manner that made it possible for students to participate with a growing openness (Tshiwula, 2004-2013, Magopeni & Tshiwula, 2014 and 2016).

As part of this window of research, in 2009 SDS explored the possibility of undertaking professional training and research in student affairs. As noted earlier, there was no such training available in South Africa or in Africa. Such a programme was available in the USA through taught master's and doctoral programmes. This exploration, led by the DVC SDS, resulted in a collaborative partnership between UWC and California State University Fullerton, through which a doctoral programme in Student Affairs was introduced in the UWC Education Faculty (Person & Tshiwula, 2018). Since then other student affairs training programmes have been initiated in some South African universities.

UWC's Vision as the foundation for Student Development and Support

In the UWC IOP: 2005-2009, Goal 1 states:

Providing institutional leadership for the development and delivery of a broad range of student support and development services essential for the achievement of the educational goals of the institution. These must be designed to contribute to the cultural, social, moral, intellectual, and physical needs of students (UWC IOP, 2005-2009: p. 11).

This was the first goal that served at a SDS strategic planning session to be analysed for SDS to be made fit for purpose at the University. The functions of the SDS Division had to be stated in terms of clear objectives that would indicate what action steps to take, in what time frame, what qualitative and quantitative improvements were necessary, and what would be the cost of these actions. This fit-for-purpose clarity would form the basis of SDS Division's performance management system, which also had to be in line with the University's quality assurance system.

FROM **HOPE** TO **ACTION** THROUGH **KNOWLEDGE**

The departments within the DVC SDS reporting line had to develop their own action plans in response to the SDS strategic plan and had to be held accountable. The intention was for managers to know and understand what was required of them in respect of both the midyear review of the strategy as well as providing the required annual evidence in respect of line programmes to enable the DVC SDS to feed into the University's annual performance and accountable operational functionality.

The DVC SDS on occasions met members of the Division's middle management during University meetings or workshops which involved group participation at all levels. Feedback received at these events led to an awareness that the strategic intention of the SDS Division seemed to be understood in different ways by some staff within SDS. Consequently, a consultation with line managers yielded a collective decision to include SDS middle managers in midyear reviews of the SDS strategy, which became known as an All Leaders workshop (University of the Western Cape, 2004-2013b; University of the Western Cape, 2005-2012).

The year 2010 heralded a new era for the SDS Division in terms of participating in the University's new IOP. This process was inclusive of student leadership (SRC). The IOP: 2010-2014 Goal 1 read: "To strategically attract, retain and enable the development of students in line with our vision and mission, paying particular attention to growth in business, natural and health sciences, and in postgraduate studies" (IOP, 2010-2014: p. 9).

This IOP was much easier to cascade down into a SDS strategy as the SDS voice was evident in the narrative of the first goal. This is also seen in the following extract from IOP: 2010-2014:

In the previous IOP (2005-2009), the University had begun to re-think the role of student development within the University, resulting in the restructuring of the division for Student Affairs to Student Development and Support under the Deputy Vice-Chancellor: Student Development and Support. These structural changes signalled both a conceptual shift to a more holistic approach to supporting students and developing their potential, as well as a prioritisation of our student development responsibilities in pursuit of our strategic goals. We have continued to make important progress in this area, including continuing with the realignment of institutional structures to take forward our goals, important of these was the realignment of various student development services under a Centre for Student Support Services.

These developments have also contributed to the articulation of a much clearer conceptual framework to improve service. The strategies outlined in this IOP build on achievements and respond to ongoing challenges. They are conducive

to developing an enabling learning environment for students, where a strong academic programme is enhanced through interventions outside the formal classroom that add a valuable dimension to the student's holistic development. The University believes that this co-curriculum is central to our graduates developing those attributes that will enable them to pursue their careers with confidence and play a meaningful and responsive role in society (IOP, 2010-2014: p. 9).

The University's commitment to its students is also embodied in one of the strategies linked to the IOP: 2010-2014 Goal 1, namely,

Pursue a holistic, strength-based approach to the development and support of students, i.e. The University will build on the holistic, strength-based approach to the development of students even in a time of seriously inadequate schooling. This is aimed at student ownership of their learning and at achieving attributes in terms of which graduates hold beliefs and values consistent with democratic citizenship and are responsive to both their work and living environments. Programmes and interventions must be based explicitly on relevant and desirable student learning and development outcomes and sophisticated ways of achieving them (IOP, 2010-2014: p. 10).

The idea of a co-curriculum referred to in the above extract from the IOP: 2010-2014 was developed in the University's Student Development and Support Services Committee of Council, which is chaired by the DVC SDS. The development of a co-curriculum was aimed at addressing the gap identified by graduating students, namely, a concern about employers' reluctance to employ a graduate without work experience. In order to address this concern, the Committee proposed developing a comprehensive transcript of a student's performance and achievements at the University to be approved by the Council. Once approved by Council, all of a student's out-of-class achievements and responsibilities such as leadership, mentorship and tutorship positions and sporting achievements would be recorded in addition to their academic performance. The record would be inclusive of specifics about the responsibility and its timeline. This was in line with the annual SDS awards hosted by the DVC SDS, which acknowledged excellence in all student co-curricular pursuits. The co-curricular transcript was approved by Council in December 2013, which meant that at the end of their studies students would receive a transcript of their academic performance as well as their co-curricular achievements (University of the Western Cape, 2004-2013a; Kretzman, 2010).

The advancement of the six units within SDS

This section provides a brief summary of how the six units within the SDS evolved within the unfolding of the vision of the DVC SDS and the University's IOP.

In 2005 the units reporting to the DVC SDS held review workshops within their units to enable an understanding and application of their roles and responsibilities within a strengths paradigm shift, as outlined below.

Residential and Catering Services (RCS)

In line with creating a living and learning environment, residences had to promote the practice of engaging students, especially the entry cohort, to knuckle down to hard work in their academic programmes whilst also creating a balance with their co-curricular activities. Other gaps addressed were food insecurity, utilizing a strengths-based approach. A student requiring a specific item had to exchange what he/she is good at academically within Barrett's seven levels of personal consciousness. This exchange is temporary for both students and RCS in the role of provider (of goods provided by sponsoring companies). The project became known as a skills resource exchange programme (Barrett, 2006; Seale & Tshiwula, 2006; McKnight, 2017).

And last but not least the externally funded Dynamics of Building a Better Society (DBBS) Project required that SDS provide a campus project that combined recreation with responsibility. The rationale for the project was that, since UWC was located within an industrial area in South Bellville, students in on-campus residences did not have access to recreational facilities normally located in urbanised city centres. The requirement of the funding was that UWC would adopt this project into the SDS after the funding cycle. In embracing this mandate SDS decided on a Remember and Give (RAG) project in which students could build floats and hold a parade (recreation) in which they would collect money from the public for donation to non-governmental organisations (NGOs) around the University (social responsibility). It was also envisaged that future fund raising could form the foundation of a student-owned registered NGO on campus. This goal was met when GIVEN 2 GIVE (My Community, My Contribution) was registered as an NGO in 2012 (University of the Western Cape, 2004-2013a).

Centre for Student Support Services (CSSS)

The year 2007 ushered in the CSSS as a restructuring of the existing Institute for Counselling, with five sub-units, namely,

- o Leadership and Social Responsibility Unit: for the establishment of leadership training for students, and coordination of all student social responsibility projects, and to align them with the ethos of a strengths-based practice;
- o Student Development Office: for facilitating elections of the on-campus residence Central Housing Committee and of the overarching Student Representative Council. In addition, this office was responsible for annual first-year university orientation and career days;
- o Office for Students with Disabilities: specifically to serve the special needs of this group of students, including recommendations for policy change/alignment;
- o Therapeutic Services Unit: for the provision of appropriate services with clinical psychologists and clinical internships of two years. Other relevant internships were included in CSSS; and
- o Academic Support Unit: responsible for peer mentoring on the UWC campus, training, as well as monitoring and evaluation.

Sports Administration

There are more than 24 sporting codes for students on the UWC campus. This department was responsible for the overall management of all codes. Given the limited resources of the University, resource prioritisation was allocated to athletics, cricket, rugby, soccer and swimming (UWC's indoor swimming pool is designated as one of two national training centres for swimming in South Africa). Through the efforts of this unit student participation has increased significantly in provincial and national platforms, and the All-Africa University Games, including selection for national teams, e.g. the national women's soccer team as well as some individual participation in World Student Games.

Financial Aid Office

In 2004 there were audit recommendations for this unit which had to be followed through, namely addressing a high turnover rate of staff and finding ways to create stability especially around student funding. The unit had to undertake a review of the financial aid policy, given that there were other University entities that had similar roles. A re-design followed to render a holistic service, finding ways, in consultation with the SRC, to address identified gaps in respect of student financial aid.

Office of the Proctor

This office remained within SDS until the establishment of the University legal office in 2005, as had been proposed in 2004. The only changes effected through SDS have occurred in the University disciplinary rules, namely the establishment of a DVC SDS tribunal for urgent cases of rule transgression that cannot wait for the setting up of a formal disciplinary process. The second was around students who falsely accused others and cause them unwarranted punishment (UWC's disciplinary rules as cited in General Information Calendar, 2019: p. 95-102).

Campus Health

The provision of health services for students within the University is an outsourced service to a campus doctor, whose reporting line is to the DVC SDS. Financial accountability is monitored by the University's finance department. UWC's mandate for student campus health seeks to provide primary health care as well as support for sports injuries on campus.

Special Projects (in the office of the DVC SDS)

- o A proposal for a collaborative partnership project between UWC and the Western Cape Provincial Departments of Social Development and Education was approved and a grant of R5.074 million over a 3-year period was received. This project focused on life skills mentoring of high school learners by trained UWC students. Apart from learners and students being provided with lunch two days a week in line with food insecurity, participating students also received a stipend of R500 per month. If necessary, in agreement with the student, a percentage of the stipend was deducted by the UWC finance department towards the payment of student tuition fees.
- o Remember and Give (RAG), as mentioned earlier a student outreach initiative, was inaugurated in 2005 with an annual publication of a magazine written and produced by students. Through the funds raised by the students, two youth organisations in communities close to UWC, namely a soccer club in Langa and a swimming organisation in Belhar, shared an amount of R14 000.
- o A Mathematics, Science and Accounting project initiated by the 2004 SRC, which involved tutoring in township high schools, was discontinued by the incoming SRC. As a result of its success, the project found a temporary home in SDS in 2006.

Lessons for SDS best practice

A university such as UWC in all its functions has to balance a world-class competitiveness without losing its contextual understanding of the diverse students it attracts. And with its holistic view of all role players within a university, a division such as SDS can add value to this process. The achievement of all university goals entails systemic and interdependent functions. I found that there is a delicate balancing in navigating the interdependence of university spaces to achieve a desired goal. The successful navigation of such a space is evident in deliberations with academic stakeholders to professionalise student affairs to a PhD qualification level at UWC. I also came to understand that applying knowledge and practice from your field of expertise can inform the direction of SDS within a university.

Conclusion

The author acknowledges the University's transformational work in reconceptualising the Division of Student Affairs as Student Support and Development. And therefore, as a new incumbent to the position, I found there was foundational goodwill from executive colleagues under the visionary and supportive leadership of Prof Brian O'Connell. The brief as I understood it was to build on the foundation and move the division towards a more theoretically-oriented foundation whose interventions were to be informed by research. Emanating from the 2010 UWC and California State University of Fullerton partnership, there is a sense of achievement for SDS at UWC to have three PhD Student Affairs graduates from UWC's Faculty of Education.

FROM HOPE TO ACTION THROUGH KNOWLEDGE

References

- Barrett, R. (2006). *Building a values-driven organization*. London and New York: Routledge. pp. 11-15. <https://doi.org/10.4324/9780080461687>
- Kretzman J.P. (2010). Asset-based strategies for building resilient communities. *Handbook of adult resilience*. New York: Guilford press. pp. 484-495.
- Lee, J.A. (2001). *The empowerment approach to social work practice*. (2nd Edition). New York: Columbia University Press.
- Magopeni, N. & Tshiwula, L. (2016). Access to Higher Education in South Africa: Addressing the Myths. *Access to higher education: Understanding global inequalities*. London: Macmillan International Higher Education. pp. 137-150. https://doi.org/10.1057/978-1-137-41190-7_11
- McKnight, J. (2017). *Asset Based Community Development Institute*. pp. 1-4. Available from: <https://bit.ly/2Ev2zbH>
- Nel, H. (2018). A comparison between the asset-oriented and needs-based community development approaches in terms of systems changes. *Practice*, 30(1):33-52. <https://doi.org/10.1080/09503153.2017.1360474>
- Person, D. & Tshiwula, L. (2018). *Building South African women's leadership: A cohort model for the PhD in student affairs*. International symposium of applied research (ISAR). Conference held at CETYS University of Ensenada, Ensenada, Mexico.
- Saleebey, D. (2009). *The strengths perspective in social work practice*. 5th Edition. Boston: Pearson/Allyn & Bacon. pp. 12-13, 15-19, 202-203, 205-210.
- Seale, M. & Tshiwula, L. (2006). *Social resource exchange programme*. South African Association of Senior Student Affairs Professionals (SAASSAP). Conference conducted at The University of the Western Cape. Bellville, University of Western Cape.
- Singama, P. & Nel, J. (2014). Nearing the end of my career journey. *University of the Western Cape Career update*. Bellville: University of Western Cape. p. 4.
- Tshiwula, J.L. (1995). *The development and evaluation of a preventative programme for juvenile delinquency*. Doctoral dissertation. Port Elizabeth: University of Port Elizabeth (now Nelson Mandela University).
- Tshiwula, L. & Magopeni, N. (2014) Selective factors affecting access to Higher Education. *Journal of Student Affairs in Africa*, 2(1).
- University of the Western Cape. (2004-2013a). *SDS Annual reports*. Bellville: University of Western Cape.
- University of the Western Cape. (2004-2013b). *SDS Strategic reports*. Bellville: University of Western Cape.
- University of the Western Cape. (2005-2012). *SDS Midyear Review Reports*. Bellville: University of Western Cape.
- University of the Western Cape. (2005-2013). *SDS Awards*. Bellville: University of Western Cape.
- University of the Western Cape. (2006). *Seale & Tshiwula concept document SREP*. Bellville: University of Western Cape.
- University of the Western Cape. (2009). *SDS 5-year Self-Evaluation Report*. Bellville: University of Western Cape.

Reconceptualising Student Development and Support

University of the Western Cape. (2013). *CSSS 5-year External Evaluation Report*. Bellville: University of Western Cape.

University of the Western Cape. (2019). *Calendar of General information*. pp. 95-106. [Accessed from UWC Institutional Planning Division/ldippenaar@uwc.ac.za].

University of the Western Cape. (2004) (2009). Institutional Operating Plans 2005-2009 and 2010-2014. [Accessed from UWC Institutional Planning Division/ldippenaar@uwc.ac.za].