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Knowledge

Innovation

Empowerment



Message from the president

Dear colleagues

On behalf of the National Executive Committee, I am pleased to welcome you to NASDEV 2015 annual national Conference.

The conference promises to be both mind stimulating and interactive with a number of papers and presentations which will be coming from a variety of professionals in and outside the student affairs fraternity.

This will be a wonderful opportunity to gather together to learn from one another, enhance knowledge, strengthen skills and celebrate the student affairs.

The theme of the conference is

“Making student affairs fashionable”

We are pleased to announce that keynote speakers Dr Kgosi Maepa, a former member of Nasdev and Mr Israel Mkhize who is a prominent academic and commentator will engage delegates during plenary sessions.

Based on the positive feedback from the winter school, we will be having a sequel of the leadership conversations encored by Mr Siphwe Masiza of Empowaworx. Panellists will include Mr Simphiwe Handsome Moyo (a Member of NDP Commission, author and speaker) and Mr Joshua Maponga (author and speaker)

The Gala Dinner will be adressed by the minister of Arts and Culture, Mr Nathi Mthethwa and will have entertainment from the Metro Awards



Winner, Lloyd Cele and Multi-award winning poet, Sbo Da Poet.

Thanks to all the NEC members and our volunteers who are a dedicated team responsible for all aspects of the technical organisation, programme, marketing and exhibition of this conference.

We wish to encourage all delegates to attend all the sessions and effectively engage with the conference programme including exploring Durban.

I hope you will enjoy the conference.

Kind regards
Gugulethu Xaba

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Ethical imperatives pertinent to SA student affairs

NASDEV, as an organisation for student development practitioners, must advance and advocate for a professional student development and governance department that has the primary responsibility to shape graduates from being ordinary students to being extraordinary citizens.” These were the words of Dr. Kgosi Maepa, during his keynote address.

Dr Kgosi Maepa presented a paper at this year’s NASDEV Annual National Conference. His paper outlined the critical role played by Student Development Practitioners in developing well-grounded graduates. In his presentation, he highlighted the importance of accountability of University management to ensure that there is good governance within institutions of higher learning.

“Ethics are at the core of student governance. The issue of student governance has a core principle, which means that University management must reflect accountability for their actions on the broader student community and the university at large,” he said.

He urged delegates to make students their priority. He said: “Students, their organisations and formations, remain the main beneficiary and shareholder of every university. If you operate outside the perimeters of enhancing the experience of students, which is student development and governance, you’re not playing in the space of any value towards a graduate that is well-grounded.”

He added that the Student Development and Governance department (SDG) has a more important role to play in ensuring that students do not leave the university with only a qualification, while also highlighting Universities’ responsibility to produce graduates that will impact society. “Universities have a primary objective to conduct quality research and produce knowledge, develop the highest degree of creative and innovative thought. More importantly, universities must contribute to the provision of solutions that resolve societal problems, assist humanity and protect the environment,” said Dr Maepa.

“Institutions of higher learning must have a well-coordinated, resourced, and capacitated student development and governance department. A student development and governance department should provide students with various opportunities to acquire knowl-

edge and other life skills including but not limited to value systems such as ethics, issues of equality, integrity, trust, honesty, fairness, and other related issues to ethics and morality,” he said.

He advised delegates to teach students about hard work, leadership, and conduct. He also stressed that they teach students about the stewardship theory, financial responsibility, duty, and care. “The SDG department has a responsibility of molding an ethical and aesthetic sense in individual consciousness. Students must be able to flourish when it comes to their field of discipline, but also acquire and learn in essence, life skills; to maintain a good balance,” he added.

Also highlighted in Dr Maepa’s paper is the need for NASDEV to develop an extracurricular programme for its members. He said: “NASDEV has to make sure that the SDG department in all higher learning institutions lobbies for extra curriculum development, and that the curriculum is delivered by student development practitioners who are well-trained and qualified. The senate of higher learning institutions must be engaged to a large extent and co-develop this programme. We cannot have a situation where members of NASDEV are not members of the senate.”

He further encouraged NASDEV members to ensure that “young people must know that for a person succeed in every endeavor, they have to make winning a habit and couple it with a pursuit for excellence.”

“The vision and mission of SDG must have a strategic objective of enhancing student talent, nurturing and allowing it to grow by edifying talent with the culture of hard work and determination to succeed. SDG has a special responsibility to teach and guide students, and shape them to become leaders in their field of study in and out of the classroom,” he said.

This, however, will be easily achieved if “Universities and higher learning institutions ensure that the SDG department employs staff that is equipped with training and tools so that they dedicate time, energy and emotional intelligence towards the development of students.”

“Another important aspect of student development is practicing diversity, tolerance and interdependence. This would prevent cases of xenophobia in the workplace as students would have been taught at an early stage about diversity and tolerance,” said Dr Maepa.



Dr Kgosi Maepa addresses NASDEV delegates.

Responding to the voices of the students

Universities across the country have recently witnessed protests by students, calling for various 'injustices' to fall, resulting in the disruption of activities in most institutions of higher learning. Israel Mkhize, a political and business analyst provided critical analysis of the student affairs practice in deepening the culture of morality; with a particular focus on the Rhodes must fall movement.

Israel Mkhize, who is also an author currently completing his Doctorate, affirmed that students need to be united in fighting for a particular cause, to ensure their voices are heard. "When we call for certain things to fall in higher education, it must not just be in one area or university; all African students must put down pens and say 'enough is enough'. They must make the Rhodes must fall movement a macro and hegemonic problem, not a micro problem," he said.

While addressing delegates, Mkhize noted the socioeconomic division faced by the country, even after 1994; recognising that "there is a notion of two nations within one country, where one nation has access to that which is called public and the other has access to that which is private."

He said: "While we're busy handling transformation, there seems to be what Marx called 'an uninterrupted, now hidden and now open, countermotion of a class that now wants to reserve its definition of privilege.' It is in this light that the question of a critical analysis of the role of student affairs practice; particularly the role of organised student leadership and lobby bodies, protests of rights such as the Rhodes must fall call finds its

ground, its legitimacy, and its urgency."

He suggested that the notion of institutional morality be understood as justice and rightness for everyone, including in learning institutions. Mkhize also acknowledged that the reality of life is that morality is often bent by necessity and self-preservation, making the latter phenomena nobler than morality.

He said: "Often, what is moral and upright is not essentially what is necessary and relevant. The question then is; how do we call on people and institutions to become moral and upright when the prisms of necessity and self-preservation seem to have much stronger roots of human experience than that of being moral? In what context is the organised student body expected to deepen morality and achieve the things that must fall which are counter



morality?"

In his presentation, Mkhize provided a basis for helping 'activate' morality within student bodies. "We first have to understand the immorality of the system against which you are calling for things to fall," he said. Some of the challenges faced by the



current system, he noted, are the deliberate miss-education of the 'Negro' and the absence of black consciousness within the curriculum. He further noted that while most call for regulation hoping for positive results, it only produces a new kind of elitism.

He urged delegates to distinguish between a discourse of post colonialism and a discourse on decolonisation and to interpret the Rhodes must fall movement in light of evaluating the motive forces of the violence behind.

"We discuss things in the 'post' but do not de-register them. We need to interpret the Rhodes

must fall movement in this light. "Violence (metaphorical), in its classical sense, is perceived as a way of self-relief. We ought to distinguish between revolutionary, criminal, and self-cleansing violence. When we look at Rhodes as a movement, the apartheid or white settler movement, this action becomes self-cleansing and revolutionary violence," said Mkhize.

"We need to appreciate and recognise the individual level where violence is used as a force of self-cleansing. When this happens, it rids the colonized of their inferior complexes. It restores them into self-confidence," he concluded.

Understanding the student's mind

insights from a student leadership study

In completion of her Doctoral degree in Consulting Psychology, Neo Pule conducted a study on student leadership from a social construction perspective. Noting that students ought to be viewed as psychosocial participants, in the pursuit of understanding their minds; her study focused on a psychosocial analysis of student leadership, using social dream drawing as her data collection method.

"It would appear useful to view students as both psychological and social participants. The data is therefore of both natures, so you can understand the subconscious reasons behind students' actions. In cases like the Rhodes must fall movement, and the burning of property during protests, you want to understand the motivations beyond what is obvious. The dream methodology has provided that," she said.

One of the observations from this study was that "when students interact with others, they seem to be more comfortable with a cognitive engagement. Others get stuck on what student leaders are saying on the conscious level and never go beneath the surface, missing out on the rest of the subconscious conversation. Students also want people to have this limited version of information. As such, they avoid talking about what is represented in association and is associated in the subconscious. The 'game' they play is to leave others with the easily perceivable rather than going into the crux of matters that may be hidden; represented by the unconscious levels of the conversation."

Pule's study revealed how students have unconsciously worked with diversity. This indicated the actual feelings of students towards each other or situations surrounding them, as opposed to their actions towards those situations; particularly when exposed to diversity. "Working with diversity has



been evidenced to be important in the social construction of student leadership," she said.

"Violence and peace are often used as a means of communication, because we haven't been able to get past the obvious. At a conscious level, we are ready for diversity. At a subconscious level, there's a lot going on. The trade-off, therefore, is that 'I give you peace today so that tomorrow I can defend myself for tomorrow, but actually I want to shoot you.' That's why we end up with cars blowing up and classrooms burned, because it's like a cool bottle that's waiting to burst. The trade-off happens at a conscious level, but subconsciously there's a lot of violence," said Pule.

She further added that a very important aspect is subjectivity. "Subjectivity represents what people think, feel, and experience on the individual level. We need to be aware of our subjectivities and the subjectivity of the other person so that we can get into the crux of the matter. Subjectivity awareness means one can make room for what's beneath the

Continued on the next page.

surface. Students use a blurry line when talking about student leadership, its context, and connection. The main thing that's blurry for them is that they are anxious about diversity. Rhodes must fall and the burnings are all about diversity."

She also noted that individuals are often faced with anxiety; her interest was therefore how people – especially student leaders – master their anxiety and how they put it aside. She said: "in any social

environment, there is inevitable anxiety, thereby resulting in a defended space. The more anxiety there is, the more vigorous the response will be, in terms of aggression, hence the Rhodes must fall movement."

This paper could prove beneficial to Student Development Practitioners as it provides the required tools to better understand and communicate with student leaders.

Guidelines for grooming freshly ground graduates

A study commissioned by the Black Management Forum (BMF) in 2014 revealed the expectations of the corporate world, when employing 'freshly ground' graduates. The study, presented during this year's NASDEV winter school at the Tshwane University of Technology (TUT) was aimed at finding out the attributes that allow graduates to "hit the proverbial tarmac running." It was also aimed at helping the BMF determine what to include in their mentorship programmes, to prepare graduates to the world of work.

The participants in the research were HR practitioners from different sectors, including banking, mining, telecommunications, and manufacturing. The participants were asked questions on their considerations when hiring graduates, the required skills, and for advice they had for fresh graduates.

"There were variations and different emphases. While the ability to communicate effectively was most preferred by employers, problem solving would be top of the list in other instances," outlined the paper. Student Affairs Practitioners were urged to "expose students to recoverable difficulties, so they grow their problem solving skills. Do not pry the cocoon open for them. Mental toughness is crucial"

"Today's market environment places a premium on speed, flexibility, and the ability to lead in uncertain times," added the presenter. Traits the HR experts found desirable in graduates include the ability to take initiative, creativity and innovation, strategic thinking, and emotional intelligence. Other

participants preferred resilience, sound interpersonal skills, self-leadership, and realistic expectations from their graduate recruits. Graduates who are driven by a set of core values, technology savvy, and are risk aware but not risk averse also prove to be more successful in adjusting to the world of work.

Delegates were further urged to warn students of prohibitive tendencies that could affect their performance and interpersonal relationships when they reach the workplace. Some of these tendencies include arrogance, which could lead to lack of respect for one's colleagues and superiors. They were also advised to teach students to avoid "poor communication when asked a challenging question, talking without listening, and being prejudiced and judgmental in the workplace."

"Greater co-operation and collaboration is essential among Universities and the corporate world to ensure that expectations are matched. What is taught in the classroom has to be, at the least, what industry expects from a fresh graduate. The gloomy picture of graduate unemployment and youth unemployment suggests a greater need for focus on entrepreneurship, as well as innovation and creativity."

Student Affairs Practitioners were further urged to teach would-be graduates Dr. Franklin's five 'wells' of leadership. Dr. Franklin's Five 'wells' of leadership require well-read, well-spoken, well-travelled, well-dressed, and well-balanced graduates.

Leadership conversations

by Empowaworx



Empowaworx, a company that supplies keynote speakers and motivational speakers to various organisations, brought two of its speakers to address delegates during the 2015 NASDEV conference. Joshua Maponga and Siphwe Moyo presented on the topic: What the real world expects from well-rounded graduates.



Siphwe Moyo: Human Resources expert

Pat's study revealed that most people suffer from stress/anxiety-related disorders suffer from those because they believe life is supposed to be easy. What happens is: when you believe life is easy and you're experiencing difficult times, you have what psychiatrists call a cognitive dissonance. So, the best thing that you can do for yourself is teach yourself that life is tough, get over it. We get a lot of graduates who refuse what's outside the scope of their qualification, when they get to the workplace. People want, in an instant, what can only be released in a process. People need to understand that corporate South Africa is not easy. Another thing that I want you to tell your graduates is, contrary to what they may believe, the world owes them absolutely nothing. Too many graduates come to the world of work expecting things to be handed to them. If you're born poor, it's not your fault, but if you die poor, it is.

The other thing that I think you must tell them is that they need to get rid of the 'it's not in my job description mindset. In my internship, I managed to attend conferences that were way out of my time, because I went an extra mile. Through doing what was not necessarily part of my job description sometimes carrying boxes to conference rooms, I was exposed to knowledge. Ten years later, I was elected to be the head of the entire Human Resources Professional body, the youngest ever. What I'm saying to you, when these guys are coming in for their internships, tell them not to mind, let them do all these things. They should forget their 'job description' and they will be fine.

Final words: No matter what happens, the future of our students is in the hands of people in this room. Keep working, we appreciate you.

"I want to take you through what is happening in the word of work. The world of work is changing big time, and if we prepare graduates, we have to tell them what is happening in the world of work. The budgets in the corporate world are squeezed and graduate recruitment is also squeezed, as a result. People no longer work in companies for as long as they previously used to. The staff attrition rates have increased. Another thing now is that graduates and employees in general are demanding work-life balance. So by the time we have them, they are already negotiating what time they can leave. People's attention spans are dropping, they can't sit in meetings.

Technology has also had an influence on graduate recruitment, because certain skills can now be replaced by machines and computers. Another workplace trend is that people now want individualized attention at work.

"We need an attitude where graduates must be told that 'life is difficult, get over it!' Too many people are sulking and always complaining. Dr.



Joshua Maponga: Author, motivational speaker and social entrepreneur

"Think correctly, collect correct information, find passion for what you're doing, list activities that you must spend your energy on, reduce the distance between your head and your hand. This is the first recipe of success.

Leadership needs true service if we want to develop the next generation of leaders. Many of us are obsessed with occupying positions and we become irrelevant in occupation. Leadership is not about you occupying a position; leadership is dynamic. The first thing you must learn about leadership is to lead from the front. When you're leading from the front, you want vision and direction. Many people fall under the trends of others and are obsessed with what the world looks like. Lead from the front, and it's a lonely space- a place of leadership where you are in front and know where you're going and you keep on pushing even if there's no one following you.

To young professionals, for you to be a good leader in the next generation, don't get stuck in your offices and say 'this is what I occupy and I will not change.' Lead from the center, so you can measure the temperature of the organisation that you're leading. Lead from the back, to get a clear opinion of what is happening in the organisation. Go to the back to get an assessment of your organisation.

Lead from the side, because when you're not

involved in a problem, you're more objective around it. If you remove yourself from the situation, your language automatically becomes objective to the issues that you're dealing with. In good leadership, you need to once in a while get out of the situation and talk like a leader. If you were to get advice from someone else, what sort of advice would they be giving you? The only safe place to give that objective perspective is when you're leading from the side. In correct leadership, you do not spare yourself for the purposes of success. Correct leadership must be objective. We can't send you to Kwa-Zulu Natal, next thing universities are burning- be objective. Don't vandalise and destroy the same system that must be here, way after you are gone. I want to challenge you to not destroy statues, but to rather destroy statutes. Don't fight with stones; those are just historical components/ornaments. Deal with the statutes, policies, and laws that still mess you up. The day that you take your pencil and rewrite that, you will have fought more struggles than sweating your head trying to lift up a stone from campus. Sweat mentally, not physically. If you see yourself sweating, your brains aren't working.

After leading from the side, lead from the bottom, by having the correct historical background of the organisation that you are leading. Never undermine the history of organisations which you're leading. There's no tree that is stronger than its roots, no building firmer than its foundation. Some of the issues that you're battling right now are traditions that have been 'developed' by the previous SRC chairmen, leaders that were in your organisation. And until you go back and find out the history of that organisation, you might most likely walk into a place which is already been cut for you to fit into shoes of violence which you don't believe in. You will end up sacrificing your ethics for popularity.

Lastly, lead from the top, where you now have a complete picture of where you are going, and of all aspects of your organisation. Don't make decisions based on one position; consider your options from all aspects.

Final words: You will not feature in a future you can't picture. See ahead and act responsibly today.

The role of Student Affairs in HIV/AIDS education

HIV/AIDS in South Africa is a prominent health concern. South Africa has the highest prevalence of HIV/AIDS compared to any other country in the world with 5.6 million people living with HIV, and 270,000 HIV related deaths recorded in 2011, according to the Joint United Nations Programme on HIV/AIDS.

Aubrey Moshia and Mcdonald Mochaki presented on the challenges faced by the country in fighting the HIV/AIDS pandemic, and the role NASDEV members could play in educating students about the disease.

Student Affairs practitioners are at a better position to empower the youth, with more education about the disease. More education about the HIV/AIDS pandemic, through Health and Wellness departments in institutions of higher learning could contribute greatly to the prevention of HIV contraction among students. "Promising practices have included a combination of micro-economic approaches linked with interpersonal and community activities that challenge socio-cultural norms that allow for age-disparate sex, and that empower girls and women to make healthier sexual decisions. Leaders in the field also call for greater involvement of men in HIV and AIDS prevention programs that challenge social and gender norms," they said.

Factors that contribute to the spread of HIV include poverty, sexual violence, globalization,

and history of poor leadership in the response to the epidemic. "Certain socio-economic factors e.g. globalization and food shortage have heightened the economic conditions that lead to poverty, and sex in exchange for economic or material support is one way for young people to survive," said Moshia and Mochaki.

According to Moshia and Mochaki, "the current youth is exposed to a diverse sexual life. Social media and the entertainment industry have put sexual consciousness in the forefront. Social media, for example, has made accessibility of pornographic material easy, which sensationalizes sex."

There is direct evidence that intergenerational relationships place young women at high risk for HIV infection. For example, one study in Uganda demonstrated that HIV risk doubled for women who were 15 to 19 years old when they had a partner 10 years or older compared to those who had partners who were 0 to 4 years older.

In their presentation, Moshia and Mochaki further asserted that "overwhelming information regarding HIV and AIDS has been repeated over so many media outlets, such that the audience receive so much information that it becomes monotonous."

Student Affairs Professionals are encouraged to support organisations like Brothers for Life, and to strengthen Peer Education and LGBTI programs in their respective universities.

The importance of LGBTI education in student affairs

South Africa has led the world in reforms around sexual orientation, and when you look at education, you see that the basic rights are there in the policies. Despite these protections, Higher Education Institutions continue to be unsafe spaces for Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) students, who are often victimised, harassed and bullied.

Bongani Sibeko, an MSM/LGBTI Programme Coordinator at the Tshwane University of Technology's department of Human Resources and Transformation, had a session with Student Development Practitioners on challenges faced by the LGBTI community on campus.

"Although it becomes clear that LGBTI students have the same rights as other students at Higher Education Institutions, and there should be no discrimination against them.

The topic of homosexuality has always been ignored in most Higher Education Institutions. Some of us might know that LGBTI students are dropping out in high numbers, and that they experience high levels of suicide, depression, drug and alcohol abuse, and they also engage in risky sexual behaviour," he said.

He advised Student Development Practitioners to put their personal views and beliefs aside when working with LGBTI students, while also highlighting the need for "interventions aimed at addressing LGBTI students' Human Rights, health, and social needs."

A necessity to educate SDPs and students on LGBTI students' need has risen in institutions of higher learning. Sibiya said that although South African schools are steered by legislation such as the Constitution which entrenches all people's rights, attitudes of people in the Higher Education Institutions and social systems are yet to be improved towards LGBTI people.

"LGBTI students see universities as spaces of intellectual freedom and believe these institutions are progressive and inclusive spaces – unlike their communities back home. Institutions are often an extension of some of the general population's homophobic attitudes. Their fellow students are homophobic and discriminate against them in their residences, on the sport fields, during lectures and

when they access other support services on campus. The education system still reproduces social unjust and inequality in which heterosexual students are privileged," he said.

The intervention to address issues of LGBTI students is not a single department's duty. It demands an integrated response from political, academic, student development practitioners and student leadership. It also requires stakeholder engagement in order to achieve social change that brings LGBTI students into the fold of protection of their rights, and risk reduction in relation to their sexual health and psychological and overall wellness.

Ways of ensuring that LGBTI students are treated equally include developing "curriculum reforms aimed at incorporating teaching material about sexual orientation and gender diversity, and educating and training employees of higher education institutions to implement and promote basic human rights amongst students."

Sibiya said Student Development Practitioners should "ensure each student's right to equal sexual health education. In sexual health education, both heterosexual and homosexual issues should be addressed in the curriculum. Ensure appropriate literature on LGBTI issues in the library and remove offensive literature. Invite outside speakers to talk about difference, respect, understanding, prejudice, stereotypes and discrimination."

There are existing LGBTI interventions in some of the country's universities. These interventions are in the form of Sensitisation workshops, LGBTI Support groups, Campus dialogues, and distribution of Information, Education and Communication materials. Some universities have intervened through making linkages to LGBTI sensitive and affirmative services on and off campus, networking, advocacy, and lobbying.

Sibiya acknowledged that "South African Higher Education Institutions have an important part to play in challenging diversity issues such as homophobia, as homophobia is fuelled by both a lack of awareness and a lack of the promotion of Constitutional values and rights. LGBTI education is fundamental to overcome widely accepted prejudice, as well as the "hidden curriculum" in the South African Education System and broader society."



Making student affairs fashionable

In trying to build well rounded students through Extra-Curricular activities in South Africa, Itumeleng Molose of the Tshwane University of Technology, presented a paper on “Making student Affairs fashionable.”

In his presentation, he pointed out that Extra-curricular activities such as sports, voluntary work, Learnership, cultural and religious groups can play a vital role in making student affairs fashionable. The paper highlighted challenges that could hinder the process of producing well rounded students, such as “lack of encouragement to participate in Extracurricular Activities, sufficient funding, and resources.” These challenges are also inclusive of “academic time schedules, lack of skillful practitioners.”

Students should be taught communications skills which include leadership, presentation, conflict management skills, team work and self-confidence. They should be taught “Soft skills which can be developed and can enable someone to interact ef-

fectively and harmoniously with their peers.”

Molose believes that the Students Affairs environment should improve the awareness of Extra-curricular Activities, and that students should be made aware of the importance of participating in Extracurricular Activities during their first year on campus.

He emphasised that Universities should employ skillful people to execute Extracurricular Activities and that more funding should be available. “Academics have the responsibility to teach students the curricular education and to develop education. The addition of Extracurricular Activities to that curriculum produces well rounded students.”

According to the paper, students have an opportunity to build their future profile while still at University by actively participating in Extracurricular Activities and ensuring that by the time they graduate, they possess as much information as possible.

“A tree that is well rounded is not easy to fall than the one that is not well rounded.”

Meaningful SRC participation in co-operative governance

The Student Representative Council (SRC) is a critical component of effective communication between students and university management. The Higher Education Act of 1997 increased and broadened participation of the SRC, as a statutory body within universities. Dr Clement Moreku’s paper, “meaningful participation of the student representative councils in co-operative governance in higher education institutions (HEIs) in South Africa” highlighted the role played by the student body in ensuring co-operative governance.

“The SRC’s overarching purpose is to provide students with an opportunity to voice views, suggestions and concerns through a proper and efficient process. SRCs suggest, develop and implement solutions that are campus specific and university wide,” outlined Dr Moreku’s paper.

Dr Moreku is an Assistant Director: Student Recruitment, Communications and marketing at Central University of Technology (CUT). He presented this paper during the 2015 NASDEV winter school at the Tshwane University of Technology. One of the objectives for his presentation was to encourage “participation of the SRC in the governance of Higher Education Institutions and to provide a legislative framework of the Higher Education sector.”

He urged university stakeholders to be committed to the values of co-operative governance, through accountability, efficiency, responsiveness to societal interests and needs, and cooperation in partnerships and governance. “These principles are vital in moving towards realising the intricate concept of transformation, thereby ensuring co-operative governance is practiced,” he said. He added that “co-operative governance calls for collaborative working relationships envisaged within shared governance and is a contentious issue, interpretation and implementation.”

The research results revealed that according to

perceptions of SRC members, there is no participatory democracy in public HEIs, and not adequate platforms for their voice to be heard by management; which can be considered as non-adherence to the imperatives of co-operative governance.

“For any democratic governance to succeed there needs to be cooperation and partnership amongst the different stakeholders. Within the Higher Education Institutions, the key institutional structures are the Council, Institutional Forum, Senate and the SRC,” he said. Dr Moreku also called for cooperation within public higher education institutions, acknowledging that “effectiveness and efficiency in HEIs can be achieved when key stakeholders work collaboratively consultatively and decisions are taken in tandem.”

He said: “contested interests need to be debated and an amicable consensus reached. In co-operative governance, the SRC should be effective in the governance of student affairs. Management at public HEIs needs to capacitate the SRC to carry their duties effectively and efficiently.” He cited the basis for all subsequent levels of participation as access to information, partnership, consultation, and dialogue.

“A student representative body and administration should hold regular exchange of views built on mutual interests and potentially shared objectives. Practically, this means that student representatives are involved in various consultative committees where they perform advisory functions or are informally consulted on a regular basis. They also have opportunities to launch their own agenda issues. However, they do not have formal decision-making powers, such as that of voting or veto rights. If dialogue can be fostered between the SRC and management and a certain degree of decision-making given to the SRC especially on crucial student matters, dialogue could be an effective tool of communication and transformation on campuses,” he added.



Welcome cocktail sets the tone for 2015 conference

Gala dinner closes conference in style

As NASDEV tradition permits, delegates were welcomed to Durban in style during this year's conference. Held at the Riverside Hotel's conference centre, the welcome cocktail saw Mangosuthu University of Technology's Dean of Students Mr. Thami Mchunu and Cllr Diana Hoorzuk, from the office of the mayor, welcome the NASDEV delegation.

During his keynote address, Mchunu encouraged practitioners to advocate for a holistic development of a student. He stated that the most important trait student development practitioners need to have is flexibility. He said: "as a Student Affairs professional, it is important for you to be committed to your work, to an extent that if you knock off at 4pm and there's a student that needs you at 6, you should be able to commit to that without complaining about time."

Obviously you've got to do what is within your capacity as a human being. But once you're accustomed to the student affairs environment, you set up a system and you find what is going to work for you."

"You have students, who leave home used to being supported and surrounded by their parents, and they are forced to be independent when they get to

university. These students now have to account for their actions. We therefore always have an obligation as Student Affairs officials to also play a parental role to the student," he added.

From great performances by a local Gumboots dance group, the welcome cocktail set the tone for the NASDEV annual national conference. In her welcoming address, NASDEV deputy president Nobuntu Rabaza thanked all those who were present, noting that the purpose of the conference is a development of a holistic and a well-rounded student. She added that NASDEV is where the broader student affairs fraternity meets to become real in addressing issues confronting the higher education sector.

Cllr Hoorzuk expressed her concern over the academic performance of Student Representative Council (SRC) members. "Youngsters who go onto the SRC forget that they came to university not to serve the SRC but to educate themselves. You have come there to learn, to be future leaders of this country, and if every one of the universities that are here has to take the academic achievement of kids who end up in the SRC, very few of our kids excel," she said. She further urged student leaders to improve their academic record.

The 2015 NASDEV annual conference lived up to its theme: 'making student affairs fashionable'. In nothing short of glamour, the closing Gala dinner saw delegates reveal all their elegance in great outfits for a masquerade themed party. This was held at the Riverside Hotel's conference on the final evening of the conference.

The gala dinner was not only fun, but an opportunity to for student affairs officials to learn from each other. Minister of arts and Culture, Nathi Mthethwa, who was the keynote speaker at the event encouraged delegates to ensure that transformation takes place at institutions of higher learning.

"The Rhodes must fall campaign and more recently, the fees must fall campaign, have been a wakeup call and are reminders that the pace of transformation in our institutions is slow. The role of Student Development Practitioners and student affairs practitioners as the nurturer of a future nation is an important one, as we set our sights to a South Africa of tomorrow," he said.

He went on to urge student affairs officials to reflect on the Rhodes must fall and fees must fall campaigns on an ongoing basis and quickly come to the actual reality. He said: "The culture in our education sector remains one where there are great 'class/clouds' of colour divide where those students from the disadvantaged backgrounds still face a

culture shock and habits they have to face in order to attain their goals.

Under these circumstances, the role of the SDP becomes even more important; where your task cannot simply be to assimilate the student into the life of the institution and impose its ideologies and discourses. But your challenging task is also to ensure that there are changes put in place to reflect the changing environment of our country and our rich vibrant cultural, political, social life in a close of a dynamic transition."

During the Gala dinner, outstanding student affairs officials were honoured, under different categories.

In conclusion to his speech, Mthethwa urged student development practitioners to make their priority to teach the youth about leadership. "The youth must be told that leadership must be earned through deeds and understanding correctly what leadership means. They must be told that being revolutionary does not mean being vulgar or disrespectful; that is anarchy. The kind of leaders which have to be produced in this particular era has to be leaders who will follow in the footsteps of people like Walter Sisulu, OR Tambo," he said.

With entertainment for the evening were Sbo the Poet and *Idols South Africa* runner-up, singer Lloyd Cele.

Student Leadership

Topic: strategies for regulating the negative effects of external bodies on student governance.

Who is governing?



Jeffrey Mabunda (Tshwane University of Technology)

“Indeed, external bodies are governing. There is nothing we can do about it because they are like our parents. As student leaders, we need to listen to them and at a certain point we need to adhere to their mandate. It’s unfortunate that some of their mandate is incorrect because it compromises your leadership capacity since you cannot lead freely. If you can see, SRCs, end up accommodating fellow comrades in their housing to avoid being recalled. That’s a challenge affecting students at

large. Current policies need to be amended, because as a student leader, you don’t know when your political structure will recall you. Even strikes are never started by the SRC. This requires SDPs to have the power to say those external bodies should not jump to this angle. In terms of decisions making; student leaders’ decisions are sponsored decisions from external bodies. There should be boundaries to stop all these things from happening.”



Nkululeko Ndlovu (Mangosuthu University of Technology)

“One speaker asked why we want to sit on the tender committee and not on the academic committee. External forces are governing the institutions but they need to identify their role. We had a crisis where students had no money or NSFAS support to over their residence fees but external forces were not there to offer their help. Problems start when external forces want favours from us but do not respond to our issues as students. It is compulsory for them to assist us because we assist

them. We don’t even sit in the tender committee and as SRC we need to challenge that issue, because people who sit in the tender committee are only sitting there for their own interest. People within MUT have relations with prominent companies. If we, as the SRC had such relations, we would encourage those companies to give bursaries and internships to our students, and then let us build a relationship. But there was no SRC there. That’s why today we are facing the crisis of NSFAS and there is no one who is going to assist us, we are only waiting for the SRC. To answer your question as to why we do not sit in the academic committee: the institution does not care about students; it only cares about money. If we sat in the academic committees, SRCs would have degrees and PhDs, but we only sit in these minor committees.

Panel discussion



Nicole Msomi (Wits University)

“It’s important to note that we are global citizens, and that means there are macro factors. Therefore as a practitioner, it would be wrong for me to ignore these political and social factors. I’m going to move away from party-specific politics and use an example of Palestine and Israel. We’ve got students who are fighting for global social justice at Wits University. Within the Israeli-Palestinian issue, students are raising the challenges faced by the respective countries as a result of their conflict. But I’m trying to develop a global citizen, so it would be wrong for me to say we cannot have those debates and discussions around campus. But then in terms of funding, I know where the money is

coming from. As a practitioner, how do I make sure the money received from external bodies gets used in the correct manner? And what systems and policies are we putting in place to make sure that the money gets used in the correct manner? In terms of debates about national or global issues, we engage the organisations involved to make sure that boundaries are discussed. Yes, there’s influence from outside, but how are we as management ensuring that it fits into our space? Our institutions are different and dynamic, and that’s why it’s important to adapt.

Thulani Mandu (Walter Sisulu University)

“SDPs must be able to engage and have a closer relationship with campus political organisations, where they would actually have an advisory opinion. I want to disagree with those who say we should not be funded by external forces. Political organisations do not necessarily have budgets; it is the SRC that has a budget. It therefore becomes a very difficult situation to say they must be excluded at all. Student political structures are forever engaging their mother bodies to give them assistance. It is expected that they will ask for favours. External bodies should have limited decision-making powers. We should avoid a situation where external bodies play a governance role in student governance, where they should be oversight bodies. Student governance as a body is basically a body that governs the affairs of student bodies. The strategic role of external bodies becomes that of advisory guardians, for proper overall governance of Higher Education institutions. However, they should not be found meddling in issues of governance themselves. External bodies’ pro-active interfering in student governance has a potential of creating corruptive behaviour through using student governance as a vehicle for subjective ends of the body. An authoritative oversight of a body should not be at a point of benefiting from the affairs of student governance as an external body. Hence the role must not at any point have a way to hamper the affairs of student governance.



Yeki Mosomothane (Stellenbosch University)

“In 2011, when I started at UFS, we were coming post the race incident, where we saw how divisive politics on campus had been leading to racial incidents by intention. Students therefore took a decision to have independent candidates, not political parties running for SRC. The amazing thing that happened is that SASCO took the university to court. The question now is: who is funding them? We are seeing that our SRCs and universities are becoming heavily influenced with respect to politics. We even have a registrar from Fort Hare, caught saying that they will destroy the Democratic Alliance through DASO. We need to also acknowledge that we have our own biases. What then is our role as teachers? I think that student issues are getting lost in politics and university issues. The focus therefore doesn’t become on real student issues. We see our SRCs now becoming careerists, because they want to move up the ranks. Why do you want to sit on the tender committee and not on the academic committee? The National Development Plan is the blue print for the country. So, what are our SRCs basing their planning on? We also need to engage in the academic project, we do not celebrate our SRC members graduating.



Jimmy Molautsi (University of Pretoria)

“My position is that external bodies are governing the institutions, because through student leadership, they want their affiliates to emerge on campus. When an affiliate of a mother body emerges on campus as SRC members, you have an influence on the direction the institute has to take in terms of the ideas of the mother body. The other issue is having access to resources. If you have your affiliate in the SRC, you might have a chance of accessing the resources that the institution provides. There is a trend that one has observed, in that SRC election results are all of a sudden broadcast on TV. These groupings will then be called by their mother bodies to form strategies in terms of how they need to perform at institutions. You also have a scenario where

during elections; you have non-students on campus, campaigning on behalf of their affiliates. People outside election values know results before they are even released. Another thing I wanted to raise is that SRC elections sort of provide a benchmark in terms of the direction the youth are taking. My perception with what is happening this year, is that the SRC election results have served as an indirect survey by political parties in terms of what the youth are thinking, where are they affiliated and that is the background overview that one wants to give with regards to the topic.

Ephraim Gosiambe Serojane (Tshwane University of Technology)

“Could it be that we’re labeling these student activities as negative or having negative effects as student practitioners and university governance to deny the fact that we are trying to protect our own space? According to my understanding, when we speak of external bodies, we’re not limited to political parties. We become worried when our behaviours and activities are exposed through media, where it grabs the attention of mother bodies. Could it be again that these activities could be easily avoided when we’re having spontaneous reaction from our management every time when students are raising these issues? We only react after the public sympathy has been ‘matched’ outside. It is my perspective that the issue of ‘who is governing?’ should rather be addressed as co-governance. A university is a public institution, and it therefore should not be a one-man show of some sort. During the winter school, Dr Rhodes labeled these sectors as faceless. So giving strategies to faceless people might prove difficult. Who are you going to regulate, because external bodies don’t come clean? We need to have a very inclusive process that will regulate across all institutions of higher learning



A framework for training student leadership

Student leadership in South Africa has evolved since the participation of students in the popular 1976 Soweto uprising. This has paved a way forward for the current generation of student leaders in influencing policy and other matters relating to students in the Higher education sector. One such example would be the recent fees must fall movement, which saw student leaders from all universities across the country stand together in the hopes of transforming the Higher Education landscape.

With the current generation of revolutionary student leaders, also come challenges. There is often “political intolerance, inadequate communication, and inadequate understanding of roles in the statutory bodies. Functionality and effectiveness are constrained by lack of research capacity, meaning student leaders possess limited knowledge about issues they are required to engage with.”

This is according to most of the speakers who took part in the winter school panel discussion. The panellists were Unisa Director Irene Mohasoa, Director of SMU, Themba Khumalo, and Director of WSU Ntsiki – Nohako Mtiki. It was common consensus that inefficiencies in the handover process often hamper continuity.

A student governance model based on political formations and contestation is divisive and racially separates the student population and the entire university community, especially during the SRC election campaigns. National political party politics have a negative impact on the academic enterprise, as well as the institutional image and culture.

The presenters insist that there is a need to train a student leadership body that can think creatively and find progressive solutions to historic and emerging problems. Student leaders should be important partners in providing solutions to the immense challenges facing the sector and our society. In order to thrive and be constructive to the higher education system, student leadership needs to work beyond the narrow scope of student interests and

provide intellectual leadership informed by the challenges of our country.

According to the panellists, there is a need to develop the capacity of student leaders so that they can respond appropriately to the ever changing post schooling landscape and dynamic challenges of the system. Involvement in the governance of an institution, entails having a clear understanding of policies and rules of the institution, and, broadly, those of the higher education system at large.

The discussion further highlighted the need to strengthen leadership effectiveness and to improve the quality of SRC leadership and the understanding of their purpose. “Being in student leadership is about understanding not only the role of their structure but that of other structures too,” said the speakers.

The challenges faced by student leadership are not without solutions. A capacity development programme initiated by the Department of Higher Education and Training (DHET) will focus on communication, conflict management, leadership theories, diversity, accountability and transparency, change management, policies and regulations, and strategic planning.

The programme will see student leaders from different universities across the country attend seminars, workshops and conferences on leadership. Relevant institutions providers will design specialized programmes linked to the topical issues to be covered in the programme. Such institutions will be selected based on their ability to demonstrate their expertise in curricular and co-curricular programmes, and their capacity to deliver such programme.

DHET, in partnership with the Centre for Education Policy Development (CEPD), will conduct the first student leadership capacity development workshops in the programme. Workshops are expected to enhance constructive dialogue on a wide range of topical issues facing not only the general student body, but also South Africa as a country.”

Challenges faced by senior student affairs officers

According to the University of Wisconsin System, a Senior Student Affairs Officer (SSAO) is a senior level administrator in charge of the division that provides services, support, and education that enhances students' academic, social and personal development.

They strive to foster inclusion and work to strengthen a sustainable educationally diverse co-curricular environment, where all students have access and the support they need to achieve their educational goals.

In her presentation, Dr Rose Laka Mathebula outlined the roles of Senior Student Affairs Officers as leadership, management, compliance, student conduct, residence life, strategic direction, policy development, and administrative oversight of the Student Affairs Division. "SSAOs are responsible for ensuring effective student service delivery and student development efforts," she said. There is a variety of SSAOs' titles and titles of the divisions they serve. These include Vice President for Student Affairs/Student Services, Executive Directors of Student Affairs, and Dean of Students. The titles for divisions often vary from Student Affairs, Student Services, Student Support & Development, Student Life, and Campus life.

According to Dr Mathebula, "SSAOs lack clear institutional philosophy and model of Student Affairs, which impacts positioning and reporting lines, staffing, and resourcing. Despite organisations like

NASDEV and ACUHO attempting to address this challenge, there is a lack of standardized student affairs personnel development programmes."

The diversity of student needs has also contributed to challenges faced by senior student affairs officers in South African institutions of Higher Education.

"The cultural dynamics of students on campuses have increasingly become complex, making the work of student affairs professionals ever more challenging. Issues and concerns that include significant variables such as race, gender, physical ability, age, income, and other social variables contribute to the difficulty in creating an environment that is welcoming for all students," she said.

Top administrative issues faced by SSAO across the country, as outlined by Dr Mathebula are diminishing resources, compliance and regulatory requirements, strategic planning, and managing crises on campus.

Quoting Ackerman, she suggested that senior student affairs officers forge powerful and strategic relationships within the university, communicate the hierarchy more effectively, manage staff, and develop professional skills. Ackerman's strategies also include seeking out and sustaining mentorships, advancing through the field of student affairs through research, reflections and personal stories, developing one's own philosophy of student affairs, and developing fundraising strategies.

Building an effective residence life



Students spend only about 25 per cent of their time in the classroom. 75 percent of the remaining time is often spent in residences for those who do not reside off campus. Building an effective residence life, therefore, contributes greatly to producing well-rounded graduates.

Sipho Mnyakeni presented on the topic: the journey of building effective residence life at UFS Qwa-Qwa campus during this year's NASDEV winter school. Sipho is a residence manager at the University of Free State Qwa-Qwa campus.

The main focus of his programme for building an effective residence life is first year students. With the ultimate aim being to shift the initiative back to students, the residence team introduced vibrant activities for students to participate in.

What proved to be effective in the implementing the programme, was various inter departmental collaborations, eliminating the need for personal

glory among staff members. The team was also ready for a second option to implement, in case there were challenges.

The residence life programmes implemented by UFS Qwa-Qwa, as outlined by Mnyakeni in his presentation, were a Gateway Evening Programme, Mental games Olympics, mentorship programmes, a spoken word evening and a leadership summit.

In his presentation, Mnyakeni encouraged Student Affairs Practitioners to be patient with students, be less obsessed with numbers, and give students space to make mistakes. "Always explain your reasons for any action or decision you take and do learn from other Institutions," he added.

Four years after the implementation of the programme, the stakes are higher and the Qwa-Qwa campus residence team is challenged to raise the bar.

Building a case for internationalisation in the African continent



At the dawn of democracy, the University of Cape Town (UCT) partnered with seven other Southern African universities to develop a network of African researchers capable of addressing needs of the continent. As UCT's international students' office celebrates 20 years of existence in 2016, Nosizwe Mgudlwa presented a paper on 'Building a case for internationalisation: Students' internationalisation and Student Affairs Professional internationalization. She is an International Student Advisor at the University of Cape Town.

According to Mgudlwa, International students, particularly those from other continents, come to the university and pay in foreign currencies. This revenue helps to finance the faculties at UCT as well as encourage local students to go on exchange programs. The presence of international students within the university has also diversified the academic programme.

"International students offer diversity and this is regarded by academics as a positive impact, as they have observed that an international perspective is beneficial to local students in preparing them to compete in the global world," she said.

A study conducted on behalf of the university found that more beneficial to local students are international students from the African continent. Mgudlwa said: "According to professors, African students bring fresh perspectives from Africa into the programme. There is a perception that full

degree students from other African countries work harder than South African students. In associating with these students, local students were inspired to also work harder. African students have impacted the curriculum. Due to the presence of post graduate students from other African countries, the professors were forced to look at the curriculum, to diversify it and include the African voice. Some of the African students even participate in community development."

Internationalisation, however, is not without challenges. Many professors were concerned with the negative impacts of international students from outside Africa. Local students seemed to be intimidated by American students. This could result in South African students losing out on the opportunity to learn about their international counterparts.

"The question then becomes how we keep the students who have critical skills, so that they can serve the country towards economic development. These are critical skills which the country needs. We need to engage with international students not to take work or opportunities of our students but to utilise their expertise where the skills are scarce in the country," Mgudlwa said.

She further added that her office runs programs where international students are taught about the country's history and heritage. This is done through tours of national heritage sites like Robben Island.



Professionalising Student Affairs

Implications for Student Development Practitioners

Student Affairs plays a vital role in students' lives and practitioners play a vital role in ensuring that students benefit from this division. Jimmy Molautsi gave a presentation which tackles professionalism in Student Affairs, under the theme "implications for Student Affairs development."

Student Affairs entail working with students outside the classroom setting, which is made of separate specialty disciplines like counseling, student health and student governance amongst others. This implies that health and counseling are professions already but student development and governance are not.

The presentation singles out professionalism as the biggest challenge facing the field of Student

Affairs, as Leigh's work points out. The process of professionalism involves three areas which are responsible for meeting the demands of the market, undertaking higher educational qualification, and engaging in essential specialist training in order to equip professionals with advanced knowledge.

The presentation further singled out the need for an organisation that reflects the expertise of its members and a set of standards of performance. These include high societal status and Legitimacy, special norms and code of ethics and finally self-control by professional associations.

The presentation proposed that a curriculum should include educational Psychology, research methodology and inclusive education.

The closing gala dinner saw great performers in the field of student affairs honoured in an award ceremony. Practitioners from various institutions of higher learning were given certificates for their outstanding performances in their respective specialisations.



Best student governance practitioner: Gaster Tshabalala (TUT).



Best culture practitioner: Vumuxolo Sonqishe (WSU).



Best culture practitioner: Lethiwe Kubheka (NWU).



Most promising young researchers: Neo Pule (UP).



Most promising young researchers: Itumeleng Molose (TUT).



Lifetime achievement awards: Dr Edward Sedibe (pictured) & Prof Cecil Bodibe.



Most resourceful Practitioners: Tshepang Manyesa (TUT).



Most resourceful Practitioners: Dumisani Ntose.



Best administrator: Zanele Nyembe.



Best TVET colleges: Motheo TVET & Letaba TVET.



Most supportive managers: Sipho Mnyakeni (UFS), Zandile Jacobs (CPUT), Kenneth Ntombela (UJ) & Patson Sibanda (TUT).

Other winners of the night

Most supportive Deans of students:
Zoleka Dotwana (WSU)
Dr Pakiso Tondi (CUT)
Cora Njoli Motale (CPUT)
Dr Raletsatsi Moraka (TUT)

Best universities: TUT
: CPUT
: CUT
: WSU



PARTNERS IN STUDENT AFFAIRS DEVELOPMENT



**Mangosuthu
University of Technology**

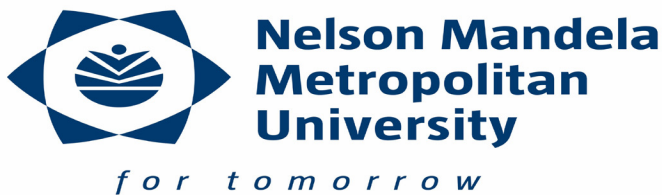


MOTHEO FET COLLEGE



**Tshwane University
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