UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

By

Salochana Hassan
{MSc (Biochemistry), H.D.E., D.T.E. (*cum laude*), MEd. (Didactics)}

Submitted in partial fulfilment of the requirements for the degree of

Philosophiae Doctor
In the
Faculty of Education
University of Pretoria

November 2003

Supervisor: Prof. W.J. Fraser

© University of Pretoria

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

DECLARATION

I declare that the dissertation, which I hereby submit for the degree Philosophiae Doctor at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at any other institution.

.....

S. Hassan

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

ACKNOWLEDGEMENTS

I WISH TO THANK THE FOLLOWING:

My supervisor, Professor W.J. Fraser, for his expert guidance, expertise, support, thoroughness and reliability.

My sister, Professor S. Chetty (Massey University, New Zealand), for her invaluable suggestions, guidance and moral support.

The participants of this study, for their time, effort and encouragement.

My daughter, Johara, for her useful comments, moral support, patience and copy editing parts of this dissertation.

The University of Pretoria and The Medical University of Southern Africa for financial assistance.

My creator, for giving me the strength and cognitive ability to manage this project.

DEDICATION

For Johara

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

ABSTRACT

A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

BY

Salochana Hassan

Supervisor: Professor W.J. Fraser
Department: Curriculum Studies
Degree: Philosophiae Doctor

Recent global occurrences pertaining to the knowledge explosion, globalization and advances in technology are in one way or another affecting the functions of many higher education institutions, nationally and internationally. While there is a major drive to reshape the higher education landscape, few institutions are adequately geared towards making an optimum contribution to this type of change. The vision of practice that underlies the educational transformation agenda requires that most educators rethink their own practice, construct new classroom roles and expectations about learners and teach in ways they have, hitherto, never taught before. Unsurprisingly, most academics are under-prepared to cope with the demands of educational transformation and therefore, academic staff development in the andragogical applications of new technology, innovation and change, is fundamental to the process of educational transformation.

Against this background, this dissertation examines the multifaceted elements of educational transformation in higher education and their implications for tertiary educators, juxtaposed with the dynamics and pertinence of academic staff development. The epistemological perspectives that were applied were two-fold; comprising interpretative (qualitative) and positivist (quantitative) approaches. The

use of these empirical research methods helped explore the role and involvement of management, as well as the needs and perceptions of academic staff regarding academic staff development, contextualised at the Medical University of Southern Africa, within a climate of educational transformation. This was undertaken to assess the rationale for the non-responsiveness of management and academics towards the imperatives of educational transformation and the nexus with academic staff development.

The study demonstrated that a cacophony of constraints, mostly related to the fragmented nature of existing staff development initiatives, including a lack of finance and staff shortages, are restricting the meaningful implementation of educational transformation arrangements. Hence, altering the modus operandi of the activities of higher education institutions is not a task that can be easily accomplished. The demands of educational transformation relate not only to significant cultural shifts, but are labour-intensive and resource dependent as well.

KEY WORDS

Educational transformation

Academic staff development

Curricula innovations

Information and communication technologies

Interpretative

Positivist

Knowledge society

Quality assurance

Equity and redress

Scholarship

TABLE OF CONTENTS

CONTENT **PAGE**

TITLE PAGE i
DECLARATION ii
ACKNOWLEDGEMENTS iii
DEDICATION iv
ABSTRACT v
KEY WORDS vii

CHAPTER 1

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Preamble 1
1.2 Background to the problem and problem statement 2
1.2.1 Socio-political change and transformation in education in a knowledge-based society 2
1.2.2 Transition to Outcomes-based Education (OBE) 3
1.2.3 The under-preparedness of tertiary educators for implementing educational transformation and innovation 4
1.2.4 Problem statement 7
1.3 Research questions 10
1.3.1 Main research questions 10
1.3.2 Sub research questions 10
1.4 Aim and objectives 11
1.4.1 Main aims 11
1.4.2 General objectives 11
1.4.3 Specific objectives 12
1.4.3.1 Specific objectives of the literature search 12
1.4.3.2 Specific objectives of the qualitative study 12
1.4.3.3 Specific objectives of the quantitative study 13
1.5 Hypotheses 14
1.6 Research methodology 14
1.6.1 Research approach 15
1.6.2 Methods of data collection 15
1.6.3 Rationale for choice of the target group 16

1.7 Need and justification for the study 17
1.7.1 Towards a justification for staff development 17
1.7.2 Does training and development of staff make any difference? 19
1.7.3 The rationale for determining the nature and character of staff development for the achievement of academic excellence at MEDUNSA 21
1.7.4 The changing nature of staff development 22
1.8 Clarification of terms 23
1.8.1 Staff/faculty development 23
1.8.2 Development 26
1.8.3 Staff/faculty 26
1.8.4 Change 27
1.8.5 Educational transformation 29
1.8.6 Educational innovation 32
1.8.7 The Medical University of Southern Africa 33
1.9 Programme of study 34
1.10 Conclusion 36
References 37

CHAPTER 2

TRANSFORMATION, CHANGE AND INNOVATION IN HIGHER EDUCATION AND THEIR IMPLICATIONS FOR STAFF DEVELOPMENT

2.1 Introduction **42**

2.2 The changing nature of higher education **43**

2.2.1 Criticism against the slow pace of change 43

2.2.2 Changing trends in higher education 45

2.3 Technological advances **47**

2.3.1 The impact of technology on higher education 47

2.3.2 Specific applications of technology in the classroom 48

2.3.2.1 The use of electronic mail (e-mail) as a teaching/learning instrument 48

2.3.2.2 The merits of web-based teaching 49

2.3.2.3 E-learning initiatives 50

2.3.3 The implications of technology on academic staff development 51

2.4 Changes in the process of teaching and learning **53**

2.4.1 The paradigm shift from teaching to learning 54

2.4.2 The impact of change in the teaching/learning process on staff development 55

2.5 Examples of curricula transformation and innovations **57**

2.5.1 Outcomes-based Education (OBE) 58

2.5.1.1 What is Outcomes-based Education (OBE)? 58

2.5.1.2 Outcomes-based Education (OBE) in South Africa 61

2.5.1.3 Outcomes-based Education (OBE) and staff development 65

2.5.2 Problem-based Learning (PBL) in higher education 68

2.5.2.1 **What is Problem-based Learning (PBL)?** **69**

2.5.2.2 Problem-based Learning (PBL) in the context of medical education 70

2.5.2.3 The implications of Problem-based Learning (PBL) for staff development 74

2.6 Change and considerations for staff development **78**

2.6.1 Strategies employed to effect change 79

2.6.2 The change process in the context of education 80

2.6.3 Typical responses to educational change 80

2.7 Transformation in higher education: A national and international perspective 82
2.7.1 Transformation of higher education in South Africa 82
2.7.1.1 Apartheid and its impact on higher education 85
2.7.1.2 A programme for transformation in higher education 86
2.7.1.3 Curriculum and teaching/learning issues in the "new" South Africa 89
2.7.1.4 SAQA, the NQF and quality assurance (QA) 91
2.7.2 Higher educational transformation in New Zealand 97
2.7.3 Higher educational transformation in the United Kingdom 99
2.7.4 Higher educational transformation in Australia 103
2.8 Conclusion 105
References 107

CHAPTER 3

WHAT IS STAFF DEVELOPMENT, WHY IS IT NECESSARY AND HOW IS IT CONDUCTED?

3.1 Introduction 116

3.2 Why staff development is necessary 116

3.2.1 Staff development in a changing, transforming, technological, postmodern society 118

3.2.2 Educational transformation in South Africa and its impact on academic staff development 122

3.2.2.1 The concept of educational transformation and coping with change 123

3.2.2.2 Equity, redress and development: Implications for staff development 124

3.2.2.3 Distance education as an educational transformation issue 127

3.2.2.4 Research as an educational transformation issue 130

3.2.3 The paradigm shift from teaching to learning: Implications for staff development 132

3.2.4 Curricula innovations and implications for staff development 133

3.2.4.1 Problem-based Learning (PBL) and Outcomes-based Education (OBE) 134

3.2.4.2 The impact of curricula innovations on academic staff development 135

3.2.5 Some constraints faced by academic staff and implications for staff development 138

3.2.5.1 Lack of formal training 138

3.2.5.2 Problems encountered by new faculty 141

3.2.6 The employer/employee relationship 142

3.2.7 The influence of quality on academic staff development 145

3.2.7.1 Quality assurance and its impact on academic staff 145

3.2.7.2 The link between scholarship and the quality of academics 146

3.2.8 A synthesis of why staff development is necessary 146

3.3 What is to be developed? 148

3.3.1 The concept of scholarship 148

3.3.1.1 The definition of scholarship 149

3.3.1.2 Boyer's categories of scholarship 149

3.3.1.3 The implications of the promotion of scholarship for staff

development 150
3.3.1.4 The scholarship of teaching 150
3.3.1.5 Research and teaching: The debate about the relationship between the two activities 152
3.3.1.6 Personal views on the scholarship of teaching 156
3.4 Models and Strategies for staff development, mainly in higher education 157
3.4.1 Models of staff development 157
3.4.1.1 A categorization of micro and macro models 157
3.4.1.2 The input, process, output model 159
3.4.1.3 The developmental and personal growth models 160
3.4.1.4 The Readiness, Planning, Training, Implementation and Maintenance (RPTIM) model 161
3.4.1.5 The Job-embedded learning model 162
3.4.1.6 The self-management model 164
3.4.1.7 The individually guided model 165
3.4.1.8 The problem-based learning model 166
3.4.1.9 The prototypic human resource model 167
3.4.1.10 The career lattice model 169
3.4.1.11 The twinning model 170
3.4.1.12 A synthesis and interpretation of staff development models 171
3.4.1 A brief overview of strategies and methods used in staff development programmes 176
3.4.2.1 Methods used in the staff development process 176
3.4.2.2 Strategies used in staff development 178
3.4.2.2.1 Collaborative staff development 178
3.4.2.2.2 Peer observation and peer review of teaching for the enhancement of academic quality 180
3.4.2.2.3 Mentoring/coaching as a staff development approach 181
3.4.2.2.4 Teaching Portfolios as a means of enhancing academic quality 182
3.4.2.2.5 Action research as a medium for staff development 183
3.5 Conclusion 184
References 186

CHAPTER 4

QUANTITATIVE STUDY: RESEARCH METHODOLOGY AND THE CONTENT VALIDATION OF THE SURVEY INSTRUMENT

4.1 Introduction 193

4.2 Research design 194

4.3 The research instrument 196

4.3.1 Definition of a questionnaire 196

4.3.2 Rationale for the choice of instrument 196

4.3.3 Rating Scale techniques 198

4.3.4 Ensuring the reliability of the questionnaire 200

4.3.5 Ensuring the validity of the questionnaire 201

4.4 The content validation of the instrument 202

4.4.1 The place of the needs analysis in the context of the quantitative study: A theoretical framework 203

4.4.1.1 The need for a needs analysis 204

4.4.1.2 Change and needs analysis 204

4.4.1.3 Needs analysis instruments 205

4.4.2 The content validation of the self-administered questionnaire 207

4.4.2.1 The widespread use of technology in education 210

4.4.2.2 The impact of educational change on academics 210

4.4.2.3 The demands of educational transformation in higher education 214

4.4.2.4 The challenges of implementing curricula innovations 216

4.4.2.5 Adapting to a paradigm shift from teaching to learning 219

4.4.2.6 The enhancement of quality in higher education 220

4.4.2.7 The influence of the scholarship of research and teaching on academic staff development 224

4.4.2.8 Changing trends in staff development: An analysis of models and Strategies 227

4.4.2.9 Time: The availability of academics to attend staff development programmes 232

4.4.2.10 Items identified as important through the interviews with Executive Management, Management of CADS and the Deans 233

4.5 Piloting and pre-testing the main study 234
4.6 The selection of the study sample 235
4.6.1 Sample size 236
4.6.2 Target population 237
4.7 Administering the questionnaire 237
4.8 Analysis of the results 238
4.9 Conclusion 239
References 239

CHAPTER 5

QUALITATIVE INVESTIGATION: RESEARCH METHODOLOGY, DEVELOPMENT AND CONTENT VALIDATION OF THE INTERVIEW SCHEDULES

5.1	**Preamble**	**242**
5.2	**Research design**	**243**
5.3	**Data collection method**	**244**
5.3.1	Definition and explanation	244
5.3.2	Rationale for using interviews	244
5.3.3	Limitations of interviewing and how they were overcome	245
5.3.4	Ensuring reliability and validity in the construction of the interview schedule	247
5.3.4.1	Reliability	247
5.3.4.2	Ensuring the validity of the interview schedule	248
5.4	**The content validation of the semi-structured interview schedule for the Executive Manager and CADS Manager**	**249**
5.4.1	Introduction	249
5.4.2	Structuring the interview questions	250
5.5	**Developing the interview schedule for the Deans**	**260**
5.5.1	Preamble	260
5.5.2	Content validation of the interview schedules	261
5.6	**Pilot studies**	**266**
5.7	**The study sample**	**267**
5.7.1	Sampling	267
5.7.2	The target population	268
5.7	**The main study: Conducting the interviews**	**269**
5.8	**Analysis of the results**	**270**
5.9	**Conclusion**	**271**
	References	272

CHAPTER 6

INTERPRETATION AND DISCUSSION OF THE RESULTS OF THE QUALITATIVE STUDY CONDUCTED AMONG MANAGEMENT

6.1	Introduction	274
6.2	**Results of the interview with the Management of CADS**	**274**
6.2.1	Staff development policies and practices	274
6.2.2	Educational transformation and its impact on staff development at MEDUNSA	276
6.2.3	The training and development of academics in the implementation of novel curricula	276
6.2.4	The promotion of scholarship at MEDUNSA	277
6.2.5	The role of CADS in promoting quality assurance (QA) among academics	278
6.2.6	Training and development in the use of technology in the teaching/learning Process	278
6.2.7	Distance education and equity as educational transformation issues at meso level	278
6.3	**Results of the interview with Executive Management**	**279**
6.3.1	Staff development policies and practices	279
6.3.2	The implementation of educational transformation at institutional level	280
6.3.3	Curricula innovation as an element of educational transformation at institutional level	281
6.3.4	The promotion of the scholarship of research and teaching at MEDUNSA	283
6.3.5	Assuring the quality of MEDUNSA academics	283
6.3.6	The application of technology in the teaching/learning situation	284
6.3.7	Distance education and equity as educational transformation issues	285
6.4	**Synthesis, discussion and analysis of the interviews with the Executive Management and Management of CADS**	**286**
6.4.1	Synthesis and analysis of the findings of the interviews	286
6.4.2	Discussion of the results of the interview with the Management of CADS	290
6.4.3	Discussion of the results of the interview with Executive Management	290
6.4.4	Items for inclusion in the self-administered questionnaire	291

6.5 Results of the interviews with the Deans 292
6.5.1 What MEDUNSA should be doing that it is not already doing 292
6.5.2 The role of Deans in educational transformation 293
6.5.2.1 The management of departments for the delivery of goals for educational transformation 293
6.5.2.2 Assistance given by Deans in the development of academics in an era of educational transformation 294
6.5.3 Training of academic staff for Outcomes-based Education (OBE) implementation 294
6.5.3.1 Effectiveness of MEDUNSA in preparing academics for Outcomes-based Education (OBE) implementation 294
6.5.3.2 Support, guidance and management strategies that Deans have in place for Outcomes-based Education (OBE) implementation 296
6.5.4 The enhancement of quality among academics 296
6.5.4.1 Effectiveness of MEDUNSA in improving the quality of the academe 296
6.5.4.2 The role of Deans in developing the quality of academics 297
6.5.5 The use of technology in teaching and learning 298
6.5.5.1 Effectiveness of MEDUNSA in training academics to use technology in the teaching/learning process 298
6.5.5.2 Deans' perceptions of e-learning and computer-based programmes 298
6.5.5.2 Effectiveness of MEDUNSA in providing facilities for using technology in the teaching/learning process 299
6.5.6 The role of Deans in promoting innovative practices in teaching and Learning 300
6.5.7 The promotion of scholarship 300
6.5.7.1 The role of Deans in promoting the scholarship of teaching 300
6.5.7.2 Managing staff to achieve research excellence 301
6.5.8 Support for the development of women and blacks 301
6.5.9 The mission and vision of Deans 302
6.5.10 Perceptions and expectations of CADS 302
6.5.10.1 Expectations of faculties regarding academic staff development 302
6.5.10.2 Attitude towards CADS 304
6.5.11 Lack of resources 304
6.5.12 Criticisms levelled at the university 305
6.5.13 Perceived readiness of staff for educational change 305

6.5.14 The impact of the merger on staff 305
6.5.15 Further qualifications 306
6.5.15.1 Educational qualifications for educators 306
6.5.15.2 Encouragement of staff to further their qualifications in their discipline 307
6.5.16 Discussion of the interviews with the Deans 307
6.6 Interview with the Heads of Department (HODs) 309
6.6.1 What MEDUNSA should be doing regarding academic staff development that it is not already doing 309
6.6.2 The role of HODs in educational transformation 311
6.6.2.1 The management of departments for the delivery of educational transformation 311
6.6.2.2 Assistance given by HODs in the development of academics in an era of educational transformation 313
6.6.3 Training academic staff for Outcomes-based Education (OBE) Implementation 314
6.6.3.1 Effectiveness of MEDUNSA in preparing academics for Outcomes-based Education (OBE) implementation 314
6.6.3.2 Support, guidance and management strategies that HODs have in place for Outcomes-based Education (OBE) implementation 315
6.6.4 The enhancement of academic quality 317
6.6.4.1 The effectiveness of MEDUNSA in improving the quality of the academe 318
6.6.4.2 The role of HODs in developing the quality of academics 320
6.6.5 The use of technology in teaching and learning 321
6.6.5.1 The effectiveness of MEDUNSA in training academics to use technology in the teaching/learning process 321
6.6.5.2 The effectiveness of MEDUNSA in providing facilities for using technology in the teaching/learning process 322
6.6.5.3 The perception of HODs on e-learning and computer-based programmes 324
6.6.6 The role of HODs in promoting innovative practices in teaching and learning 324
6.6.7. The role of HODs in promoting the scholarship of teaching and research 325
6.6.8 Support for the development of women and blacks 328
6.6.9 The mission and vision of the HODs 329
6.6.10 Other categories and themes identified 331
6.6.10.1 Difficulty of attracting and retaining staff 331

6.6.10.2 Perceptions and expectations regarding academic staff development 332
6.6.10.3 The impact of the merger on academic staff 332
6.6.10.4 Lack of facilities and funding 333
6.6.10.5 Perceptions and expectations of CADS 334
6.6.11 Discussion of the interviews with the HODs 334
6.6.11.1 The development of academic excellence by HODs 334
6.6.11.2 The development of academic excellence through staff development Programmes 335
6.6.11.3 Preparing academics for (Outcomes-based Education) OBE 335
6.6.11.4 The mission and vision of HODs 336
6.6.11.5 Equity and redress 336
6.6.11.6 The promotion of quality among academics 337
6.6.11.7 The application of technology in the teaching/learning situation 338
6.6.11.8 The implementation of policies related to staff development by HODs 338
6.7 Conclusion 339
References 340

CHAPTER 7

INTERPRETATION AND DISCUSSION OF THE RESULTS OF THE QUANTITATIVE STUDY CONDUCTED AMONG ACADEMIC STAFF

7.1	**Introduction**	**344**
7.2	**The demographic details of respondents**	**344**
7.2.1	Age distribution	345
7.2.2	Gender distribution of academic staff	345
7.2.3	Race distribution of respondents	346
7.2.4	Distribution of qualifications of respondents	347
7.3	**Perceptions towards educational transformation**	**348**
7.4	**The content for staff development programmes**	**349**
7.5	**The process of staff development programmes**	**352**
7.6	**The perceptions of attending staff development programmes**	**354**
7.7	**Perceptions about current staff development practices at MEDUNSA**	**355**
7.8	**Innovative methods in teaching and learning**	**356**
7.9	**The need for training in Technology**	**357**
7.10	**Quality assurance in relation to the professional functions of academics**	**357**
7.11	**Perceptions about training and development in Outcomes-based Education (OBE)**	**358**
7.11.1	Perceived knowledge and skills in Outcomes-based Education (OBE)	359
7.11.2	The need for training in OBE	360
7.12	**The need for training in Problem-based Learning (PBL)**	**361**
7.13	**The scholarship of teaching**	**362**
7.13.1	Knowledge and skills in respect of the scholarship of teaching	362
7.13.2	Perceptions of the reward system for teaching excellence	363
7.13.3	The prevalence of professional teaching qualifications	363
7.13.4	Teaching experience at a higher education institution	364
7.14	**The scholarship of research**	**365**
7.15	**Management and leadership**	**366**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

7.16 Equity issues and implications for staff development 367
7.16.1 Personnel rank and qualifications of male and female staff 367
7.16.2 Race versus personnel rank of respondents 370
7.17 Further cross validation of the responses of the quantitative investigation with the results of the qualitative study conducted with management 372
7.17.1 A comparison of the quantitative data with the responses of the Management of CADS and Executive management 372
7.17.2 A comparison of the quantitative data with the responses of the Deans 373
7.18 Discussion of the quantitative investigation 374
7.18.1 Perceptions about educational transformation 374
7.18.2 The need for training and development in the factors that drive educational transformation 375
7.18.2.1 Knowledge of curricula innovations in higher education 375
7.18.2.2 Quality assurance of academic functions 376
7.18.2.3 The application of technology in teaching/learning 376
7.18.2.4 The scholarship of research and teaching 376
7.18.3 The content and process of staff development programmes 377
7.18.3 Cross validation and comparison of the responses in the qualitative study with those in the quantitative study 377
7.18.5 Reliability checks of responses 378
7.19 Conclusion 378
References 379

CHAPTER 8

SUMMARY OF THE MAIN FINDINGS, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSION

8.1 Introduction 381
8.2 The changing nature of higher education 382
8.3 Educational transformation 383
8.3.1 Educational transformation in South Africa 383
8.3.2 Educational transformation in New Zealand, the UK and Australia 384
8.4 The imperatives of educational transformation 386
8.4.1 The need for innovative curriculum development 386
8.4.1.1 Outcomes-based Education (OBE) 386
8.4.1.2 Problem-based Learning (PBL) 387
8.4.2 The application of technology in teaching and learning 388
8.4.3 **The paradigm shift from teaching to learning 389**
8.4.4 Quality assuring the teaching/learning process 389
8.5 A rationale for this study 390
8.6 Models of staff development 391
8.7 Problem statement, research question and objectives 391
8.7.1 Problem statement 392
8.7.2 Research question and objectives 392
8.8 Research design, content validation and methodology 393
8.8.1 Research design 393
8.8.1 Content validation of the research instruments 393
8.8.2.1 Content validation of the interview schedules 394
8.8.2.2 Content validation of the self-administered questionnaire 394
8.8.3 Research methodologies 394
8.8.3.1 Methodology of the qualitative study 395
8.8.3.2 Methodology of the quantitative study 395
8.9 A summary of results of the qualitative investigation 395
8.9.1 Results of the interview with the CADS Manager 396
8.9.2 Results of the interview with Executive Management 397
8.9.3 Results of the interviews with the Deans 399

8.9.4 Results of the interviews with the HODs 402
8.10 A summary of the results of the quantitative study 404
8.10.1 Educational transformation 404
8.10.2 Staff development programmes 404
8.10.3 Innovative methods in teaching and learning and innovative curricula 405
8.10.4 The scholarship of teaching and research 405
8.10.5 Equity issues at the institution 406
8.11 A synopsis of the outcomes of the qualitative and quantitative Investigations 406
8.11.1 The implementation of educational transformation at meso level 406
8.11.2 The perceptions of staff development programmes at MEDUNSA 408
8.11.3 Curriculum development as an imperative of educational transformation 409
8.11.4 The promotion of scholarship at the institution 411
8.11.5 What is MEDUNSA doing to enhance academic quality? 412
8.11.6 The application of technology in teaching and learning 413
8.11.7 The promotion of innovative teaching/learning strategies 414
8.11.8 Addressing equity and redress 415
8.12 Addressing the hypotheses and answering the main research questions 415
8.13 Contributions made by this study 420
8.14 Limitations of this research 422
8.15 Recommendations and implications 423
8.15.1 The factors that impact on educational transformation and staff development and how they can be addressed 423
8.15.2 Further capacity building 427
8.15.3 Improving communication 429
8.15.4 The promotion of scholarship 429
8.15.5 Addressing equity and redress 431
8.15.6 Personal development for academic staff 431
8.16 Suggestions for future studies 431
8.17 Conclusion 433
References 434

LIST OF TABLES

Table 1.1:	Hypotheses for this study	14
Table 1.2:	Methods of research employed	16
Table 1.3:	Descriptors that are used interchangeable with the term faculty development"	24
Table 1.4:	Types and mechanism of change	29
Table 1.5:	A brief summary of the contents of the chapters in this dissertation	36
Table 2.1:	Strategies for enhancing faculty buy-in	53
Table 2.2:	Three major forms of OBE	59
Table 2.3:	The types of outcomes used in OBE	62
Table 2.4:	SAQA's twelve critical cross-field outcomes (Adapted from SAQA 1995:5)	62
Table 2.5	The three elements of assessment used in OBE (Tabulated from the Curriculum Development Working Group 1999:13)	64
Table 2.6:	Strategies to effect change	79
Table 2.7:	Categories of people in response to change	80
Table 2.8:	Principles that would guide the process of transformation	88
Table 2.9:	Principles that would guide the process of curriculum Planning	90
Table 2.10:	The National Qualification Frameworks (Adapted from the NAP 2002:4-5)	92
Table 2.11	The recommendations of the Dearing Report for the promotion of an Institute for Learning and Teaching	102
Table 3.1:	Using evolution in the teaching/learning environment (Adapted from Brightman and Moran 2001:274)	119
Table 3.2:	A concise account of the common problems facing faculty	147
Table 3.3:	Boyer's categories of scholarship	149
Table 3.4:	The scholarship of teaching (Adapted from Trigwell et al. 2000:159-160)	152
Table 3.5:	The relationship between teaching and research (Adapted from Coate et al. 2001:165)	155

Table 3.6: A summary of micro- and macro models of staff development 159
Table 3.7: Stages in the RPTIM model 161
Table 3.8: Forms of job-embedded learning 163
Table 3.9: A categorization of models based on the similarities of their principles and activities 171
Table 3.10: The planning activities of staff development 174
Table 3.11: Implementation activities of staff development 175
Table 3.12: Evaluation activities of staff development 175
Table 3.13: Maintenance activities of staff development 176
Table 3.14: Types of collegial conversations 179
Table 4.1: Likert rating scale for a positive and negative item 199
Table 4.2: A category of needs analysis methods (adapted from McMahon and Merman 1996:718 and Engelberg (in Engelberg 1991:217) 205
Table 4.3: Issues that drive staff development 209
Table 4.4: Response rate achieved with each reminder 238
Table 4.5: The response rate for each faculty 238
Table 5.1: Sampling techniques 267
Table 5.2: Sampling of HODs 268
Table 5.3: Target population for the qualitative study 269
Table 6.1: Responses of the interview questions with Executive Management and the Management of CADS 287
Table 6.2: The mission and vision of the Deans 303
Table 6.3: Perceptions regarding the effectiveness of MEDUNSA in improving the quality of staff 318
Table 6.4: Additional support given by HODs to promote the quality of academics 320
Table 6.5: Effectiveness of MEDUNSA in training academics to use technology in teaching and learning 321
Table 6.6: Effectiveness of MEDUNSA in providing facilities for using technology in teaching and learning 323
Table 6.7: Reasons for not being able to implement e-learning and computer-based programmes 324

Table 6.8: Support for the development of women and blacks by HODs 328
Table 6.9: The mission and vision of the HODs 330
Table 6.10: Factors that impede the promotion of QA at MEDUNSA 338
Table 7.1: The qualifications of respondents 348
Table 7.2: Mode for variables related to educational transformation 348
Table 7.3: Choices made for the content of staff development programmes 351
Table 7.4: Preference for methods used in staff development programme 353
Table 7.5: General perceptions regarding the scholarship of research 366
Table 7.6: The personnel rank of male and female respondents 367
Table 7.7: Personnel rank versus gender 368
Table 7.8: Statistics for table of gender versus personnel rank 368
Table 7.9: The academic qualifications of male and female staff 369
Table 7.10 Frequency table of race versus personnel rank 371
Table 7.11: Statistics for table of race versus personnel rank 371

LIST OF FIGURES

Figure 1.1:	The MEDUNSA campus situated in Ga-Rankuwa (Pretoria)	33
Figure 1.2:	An overview of chapters contained in this dissertation	35
Figure 2.1:	Assessment methods used in PBL	74
Figure 2.2:	A Mind map of the partial contents of chapter 2	83
Figure 2.3:	A schematic diagram of a national and international perspective of higher educational transformation	84
Figure 3.1:	Factors that provide a rationale for staff development	118
Figure 3.2:	Issues of educational transformation in South Africa to be addressed by staff development	123
Figure 3.3:	The relationship between staff, staff development and the organization	144
Figure 3.4:	The outputs of staff development	148
Figure 3.5:	A model for the scholarship of teaching	156
Figure 3.6:	Activities in a staff development process	174
Figure 4.1:	Outline of chapter 4	194
Figure 4.2:	Data collection methods using surveys (Adapted from Cohen and Manion 1980:71; McBurney 1994:199-201; Robson 1997:49 and Horner 1995:33)	195
Figure 4.3:	Needs analysis is determining the gap in outcomes (Adapted from Kaufman and English 1979:8)	203
Figure 5.1:	Outline of chapter 5	243
Figure 5.2:	A template for developing the interview questions for the Deans	262
Figure 6.2:	Techniques used by HODs to promote the scholarships of teaching and research	327
Figure 6.3:	Support by the HODs for the advancement of women and black academics	337
Figure 7.1:	Age distribution of academic staff	345
Figure 7.2:	Gender distribution of respondents	346
Figure 7.3:	Race distribution (n=105)	347
Figure 7.4:	The choice of a time frame for a staff development model	353
Figure 7.5:	Perceptions of effectiveness of current staff development practices	355

Figure 7.6: Perceptions of academic staff about PBL 362
Figure 7.7: Professional teaching qualifications of respondents 364
Figure 7.8: Intervals of the teaching experience of respondents 365
Figure 8.1: The line of communication for the dissemination of information regarding educational transformation issues 399

LIST OF APPENDICES

APPENDIX A:	The covering letter and questionnaire for the needs analysis and perception survey	435
APPENDIX B:	The covering letter and interview schedule for the Management of CADS	451
APPENDIX C:	The covering letter and interview schedule for the Executive Manager	454
APPENDIX D:	The covering letter and interview schedule for the Deans	458
APPENDIX E:	The covering letter and interview schedule for the HODs	460
APPENDIX F:	Reminders for the return of the self-administered questionnaires	462
APPENDIX G:	Coded transcripts for the interviews with Executive Management and the Management of CADS	465

LIST OF ABBREVIATIONS

ADC:	Academic Development Committee
APC:	Academic Planning Committee
AQF:	Australian Qualifications Framework
BEd:	Bachelor of Education
CADS:	Centre for Academic Development Services
CBAM:	Concerns-based Adoption Model
CBE:	Computer-based Education
CD:	Compact disc
CDC:	Curriculum Development Committee
CHE:	Council of Higher Education
DVC:	Deputy Vice-Chancellor
EHE:	Enterprise in Higher Education
ETQA:	Education and Training Quality Assurers
FETC:	Further Education and Training Certificate
FOTIM:	Foundation of Tertiary Institutions in the Northern Metropolis
HBU:	Historically Black University
HDE:	Higher Diploma in Education
HDI:	Historically Disadvantaged Institution
HEI:	Higher Education Institution
HEQC:	Higher Education Quality Committee
HOD:	Head of Department
HPCSA:	Health Professional Council of South Africa
html:	Hypertext markup language
Fe:	Expected frequency

ICT: Information and Communications Technology

IPA: Individualised Process Assessment

MBChB: Bachelor of Medicine and Bachelor of Surgery

MDent: Master of Dentistry

MEd: Master of Education

MEDUNSA: Medical University of Southern Africa

MEQ: Modified Essay Question

MMed: Master of Medicine

MPhill: Phiolosphiae Master

MRC: Medical Research Council

NAP: New Academic Policy

NCHE: National Commission of Higher Education

NCIHE: National Commission of Inquiry in Higher Education

NRF: National Research Foundation

NSBs: National Standards Bodies

NSPH: National School of Public Health

NQF: National Qualifications Framework

NZQA: New Zealand Qualifications Authority

OBE: Outcomes-based Education

OSCE: Objectively Structured Clinical Examination

OSPE: Objectively Structured Practical Examination

PGCHE: Postgraduate Certificate in Higher Education

PBL: Problem-based Learning

QA: Quality Assurance

QAA: Quality Assurance Agency

QAANZ: Quality Assurance Authority of New Zealand

QAC: Quality Assurance Committee

QPC: Quality Promotion Committee

QVB: Quality Validation Body

ROM: Read only memory

RPTIM: Readiness, Planning, Training, Implementation, Maintenance

SAARDHE: South African Association for Research and Development in Higher Education

SAQA: South African Qualifications Authority

SAS: Statistical Analysis System

SAUVCA: South African Universities Vice-Chancellor's Association

SGBs: Standards Generating Bodies

UED: University Education Diploma

UK: United Kingdom

UNIN: University of the North

WPET: White Paper on Education and Training

www: World-wide web