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

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

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

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**

CHAPTER 2

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

CHAPTER 3

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

CHAPTER 4

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

CHAPTER 5

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

CHAPTER 6

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

CHAPTER 7

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

CHAPTER 8

SUMMARY OF THE MAIN FINDINGS, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

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

CHAPTER 1

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Preamble

This study was concerned with determining the impact of educational transformation on higher education institutions (HEIs) with specific reference to the Medical University of Southern Africa (MEDUNSA), and the consequential implications for the enhancement of the quality of the academe, through the lens of management, at various levels, as well as academic staff. The MEDUNSA was chosen as the focus for this investigation since the researcher is employed there. Also, never before in the history of the institution has a study been conducted on academic staff development with a view to the future design and development of programmes. Further, MEDUNSA is unique in that it is a medical university and the researcher wanted to determine how educational transformation would affect the development of academic staff within a specific context like medicine.

One of the issues central to this project is that the transformation in higher education in this information age has culminated in novel teaching and learning methods to enable educators and learners to cope with the information explosion. The role of the educator will no longer be to disseminate data but to facilitate learning if the quality of education is to be assumed. Indeed, the role of the educator, as we know it, is being redefined. Most educators have never had formal training in teaching/learning which could mitigate against them when it comes to implementing novel methods of educating. Also, the South African Government has introduced major curricula reform in which educators have to become well versed. These are some of the factors that have provided the impetus for this research.

In this chapter, a background to the problem is discussed to orientate the reader towards the rationale for such a study. The problem statement is then elucidated and sub-problems sifted out. Thereafter, the goals and objectives are outlined to give some idea as to what was hoped to be achieved in this research. The methodology of the research is another component of this chapter. For greater clarity, a definition of terms commonly used in this thesis, is given. Finally, a programme of study is outlined reflecting what can be expected in the following chapters.

1.2 Background to the problem and problem statement

In this subsection, educational transformation and the impact this has on the professional functions of the academe, is explicated. The problem around which this investigation gravitated is also highlighted.

1.2.1 Socio-political change and transformation in education in a knowledge-based society

We are now living in a technocratic society. Technological and scientific advances are occurring at a phenomenal rate. Change has taken root in every sphere of our lives-so much so, that the only thing that is certain is change. This is also the information age, with new information being generated daily and much of that rapidly becoming obsolete. Educators will have to modify their methods of teaching and learning if learners are to handle this vast amount of information and keep pace with new discoveries so as not to be overcome by the complexities of change. The emergence of a paradigm shift from teaching to learning has, therefore, become necessary and this is given greater coverage in subsection 2.4.1.

On the political front, we even have a (relatively) new government in this country with democratic views and outlook on socio-economic, political and educational issues. Educational reform is very much a political process. Education has often been used as an instrument to serve the ideologies of the government of the day and it is now being used as a tool to ensure that democratic policies are implemented. This quotation by the ANC Education Department (1995:135) verifies this:

> "We stand at the verge of a new era in education and training in South Africa. We are presented with a unique opportunity to start anew- to do things differently. The nature of the education and training system we construct, and its style of operation, must reflect the democratic values being shaped in society".

This is probably why the old, traditional, school curriculum is in the process of being nullified. The rigid, hierarchical, teacher-dominated, content-based traditional curriculum is perceived to be no longer serving the needs of a changing, modern society.

Further, the previous, illegitimate, apartheid government engineered the isolation of our country so that we were "unaffected" by globalisation. Even the curriculum was designed to perpetuate and reaffirm apartheid policies and indoctrinate learners. Gray (1998:132) asserts that the paranoid urge to

control by the apartheid authorities had undermined the professionalism of educators and discouraged initiative in curriculum development. The top-down approach to introducing what little curriculum change there has been was limiting and stultifying. "Curriculum development, in the true sense of the term has, by and large, never been practised in South Africa".

Much has changed. Meerkotter (1998:56), points out that it is not difficult to understand why the new government would want to introduce something that is totally different from the curricula used by the apartheid regime. Curriculum reform mainly in the form of outcomes-based education (OBE), is being introduced in this country. This shift to OBE is significant and challenging enough to be considered a "paradigm shift" and will have a strong influence on the nature of teaching in South Africa (Gultig, Lubisi, Parker and Wedekind 1999: v and 4). Gray (1998:133) also observes that for educators this requires a change towards more complex and demanding teaching and learning methodologies, away from the traditional, transmission-orientated teaching, based on content-laden textbooks. For example, lifelong learning has become a dimension of life making it paramount that students should learn how to learn and not simply be given information (Kaufman 1985:17 and Spady 1993:2).

1.2.2 Transition to Outcomes-based Education (OBE)

The key question is why OBE? An answer offered by Gultig et al.(1999:30) is that our complex technologically dominated, multicultural, constantly changing world demands for higher learning results than was ever previously produced. Unlike the traditional, industrialised education system, OBE has inherent potential to meet those demands. Olivier (1998:21) explains that since OBE focuses on the process of achieving outcomes during the learning process, this can be extrapolated to the achievement of outcomes in the world of work.

Outcomes-based education implies organising the education system around what is essential for all students to be able to succeed at the end of the learning experience. The intended learning results (outcomes) are the starting points in defining the system and the curriculum is built and designed to attain those outcomes (Spady 1993:2 and Gultig et al. 1999:24). Outcomes are what learners can actually do with what they know and have learnt (Gultig et al., 1999:24). Ultimately, the goal of OBE is to produce students who are self-directed learners, collaborative workers, complex thinkers, community contributors and quality producers (Spady 1993:26-27). This would highlight the need for accountability on the part of academics and result in methodological shifts in teaching and learning.

The implementation of OBE will lead to major changes with respect to the way in which educators view and design curricula, instructional processes, assessment and evaluation tools, appropriate

contexts for learning, when learning should occur and who should be involved in the teaching-learning process (Spady 1993:26). Therefore, the emergence of the National Qualifications Framework (NQF) should be perceived as an opportunity not just to implement the system of OBE but as a catalyst for addressing the issues of curriculum in its broader context (Wood 1998:91).

What must be noted though is that the implementation of a new curriculum does not inevitably lead to transformation of teaching methodology and of learning (Gravett and Petersen 2000:31). This issue will be clarified by discussion of under-preparedness of tertiary educators, which follows in paragraph 1.2.3. The underpinnings of the argument is the notion that failure to prepare is tantamount to preparing to fail.

1.2.3 The under-preparedness of tertiary educators for implementing educational transformation and innovation

Educational transformation is not just occurring in South Africa alone but internationally as well. In Britain, the Dearing Report has drawn attention to the need to make greater and more systematic use of innovative teaching methods. The Dearing Report has also suggested that all educators undergo initial and subsequent training with teaching quality being assumed through membership of a professional body (Bak and Entwistle, in Morrow and King 1998:178). Indeed, the literature shows that the impact of educational reform on educators is that they will need to become more reflective, engage in greater collaboration, become more involved in continuous learning and enhance their novel teaching and learning skills. According to Spady (1999:31), when authentically implemented, OBE lives up to its inherent potential, fostering major improvements not only in student learning but staff effectiveness as well.

While the political desire to improve the educational system is very high, this writer notes that many government papers on higher education reflect a theoretical plan for educational change and only mention is made of staff development. For example, in the Education White Paper 3 (Department of Education 1997a:5), it is outlined that high level, globally equivalent skills training is needed to strengthen the country's enterprises, services and infrastructure. The White paper on Higher Education (Department of Education 1997b:10) suggests that academic development structures at all higher education institutions be established with a view to promoting quality teaching and learning through staff, curriculum and materials development. It is arguable that while this acknowledgement is laudable, what is lacking are not only the practicalities of how that change is to be implemented but also an elucidation of educator training programmes.

Motala's publication (2001:63) reinforces this viewpoint when she purports that educational transformation and change in South Africa have emphasised form and structure and the use of legislation and regulatory frameworks to put systems in place, while neglecting the actual principles and processes of teaching and learning. Indeed, the reluctance of government to "micro-manage" institutions of higher learning is stipulated in the Green Paper on Higher Education (Department of Education 1996:37) wherein it is stated that the Ministry of Education prefers to adopt a non-prescriptive, flexible stance with respect to regulatory frameworks it establishes.

Nevertheless, what is important is that the government does recognise that proactive staff development programmes are needed in tertiary institutions to develop human resources (ANC Education Department 1995:131). It has become clear that staff development programmes unique to the needs of each institution will have to be planned and implemented as this task cannot be ceded to government.

That the development of the educator is crucial, especially in this era of technology and information explosion, is undeniable. Shouse, quoted in Mitchell and Boyd (2001:69), attests to this: "Teacher quality is more powerful than curriculum content or pedagogical technique". The assertion by Fullan and Stiegelbauer (1991:309) that "Nothing calls into question the reputation of the entire teaching profession as emphatically as the suggestion that anyone with good content knowledge can be prepared for teaching", highlights the shortcomings and criticism levelled at most tertiary institutions which assume that anyone with a degree (Masters or PhD), can teach. That many tertiary educators have never been trained formally to educate and yet are expected to adapt to the paradigm shift occurring in education is a great paradox indeed. Furthermore, Motala (2001:76) complains that the most important but neglected resource in education is the educator and suggests that a staff development programme which shows coherence and flexibility of the South African experience, needs to be developed and implemented if quality in education is to be ensured.

Merely informing someone of an innovation, however, does not guarantee that they will have the expertise to implement it. This is an argument put forward by Nicholls (1983:50), when implementation of an innovation revealed that educators lacked relevant knowledge and abilities, such as an inability to articulate certain fundamental principles related to the innovation and to identify the practical implications of these in terms of classroom practices. Also, educators had limited knowledge of curriculum planning and were confused about aims, objectives, the order of their planning activities and assessment. Interestingly and of much significance, Nicholls (1983:55), also found that there existed an inability of educators to recognise their own shortcomings and to identify problems so that they would not have known where or when they needed help.

Continuing in a similar vein, in a study conducted by Nakabugo and Sieborger (2001:55-59), relating to assessment strategies used by certain South African school teachers in the context of OBE, it was found that most of the formative assessment strategies were limiting. For example, some teachers did not ask learners to explain or give reasons for their answers. Thus, they would have missed the opportunity to examine the prior knowledge of the learners. In another scenario, teachers simply supplied the correct information in response to the learners' incorrect answers. This negated the opportunity for independent learner thinking.

Nakabugo and Sieborger (2001:59), explain that their study demonstrated that it is unlikely that change could result by simply informing teachers of the need for a new style of teaching. For instance, a change to the use of formative assessment would require identification of appropriate and desirable assessment strategies and a means to instil the confidence which educators need to develop them in an independent way. Although this study was conducted among school educators, parallels can be drawn with what can be expected at higher institutions when OBE is fully implemented. Moreover, the results of the aforementioned study pose larger questions for the transformation of the South African curriculum. Is it wise to expect educators to implement curriculum changes effectively before preparing them for the principles and practices of educational and curricula reform?

The results of a study described in a report by the Professional Committee of NAPTOSA (1998:11-15) partially answers this question. The report gives an account of an investigation that was done to ascertain the perceptions of Grade 1 teachers in South Africa towards the initial implementation of OBE. The aim was to determine what problems were experienced and whether the implementation was successful or not. Respondents reported that although they were positive about OBE, they felt they were not yet confident as the training they received was inadequate and confusing. They were uncertain about how to implement OBE successfully and they had not yet made the paradigm shift in novel methods of teaching and learning. This led to uncertainty, stress and lack of motivation. Unfortunately, this could have a negative impact on job satisfaction. Once again, although this study focussed on schoolteachers, it serves to illustrate the possibility of a similar pattern emerging in higher education.

In fact, when one considers the situation at tertiary institutions, Entwistle (1998:191) complains that not only is change being demanded without additional resources, it is being required of staff who lack any strong educational background. Different methods can be required of staff but unless they understand what these new approaches can achieve, any implementation is likely to be ineffective. Entwistle (1998:181) reminds us that many academics have only a rudimentary grasp of the basic principles of teaching and few have studied andragogical aspects of their profession. This lack of professional knowledge in the domain of didactics inevitably impedes change. His viewpoint is

further asserted in this quotation: "In a situation where radical change is essential, traditional attitudes have to be modified to allow new methods even to gain a foothold" (Entwistle 1998:181).

Educational transformation and the factors driving it, innovation and curricula reform at national and international level as well as their impact on the professional tasks of educators is discussed in greater detail in chapter 2. In the next paragraph the problem statement which provided the point of departure for this investigation, is outlined.

1.2.4 Problem statement

The knowledge explosion, advances in technology and globalisation have a major influence on educational transformation and innovation in higher education. Consequently, the past ten years have seen a wide variety of variables impacting on the tasks and functions of educators in HEIs. They are the following:

- Curriculum development, particularly in terms of an OBE format
- Innovations in teaching and learning
- A paradigm shift in the teaching/learning process
- Quality assurance (QA)
- Equity and redress
- Information and communication technologies (ICT)
- The scholarship of research and teaching

The literature is reflective of the notion that most academics are under-prepared in coping with the demands of educational transformation especially as regards implementation of novel curricula, adjusting to the paradigm shift in teaching and learning as well as adopting QA measures. Many academics are also resistant to educational change. The problems at MEDUNSA might not differ significantly from the aforementioned.

The aforementioned imperatives of educational transformation have influenced academic staff development and will need to be taken into account when enhancing the excellence of the academe. What should also be taken cognisance of in the improvement of academic excellence is that the role of the educator has changed from that of dispenser of information to facilitator of learning. This is in keeping with preparing graduates to cope in a complex, knowledge-based society.

Although MEDUNSA has taken cognizance of educational transformation policies, little has been done in practice to address issues relating to educational transformation. For example, this institution has paid scant attention to providing resources to support e-learning and computer-based education. Like many higher education institutions worldwide, MEDUNSA has not done much to develop staff in terms of ICT. On another note, little training for academic staff is being provided in the use of technology in the teaching/learning context. Although the National School of Public Health (NSPH) at MEDUNSA adopts e-learning, very little training is being provided in this novel mode of teaching and learning, especially in terms of applying the principles of distance education.

Neither does the university offer adequate training in novel curricula, notwithstanding that the majority of academics have had no formal training in education. Most educators lack a thorough understanding of the terminology and principles of OBE nor are they *au fait* in programme design and development. In short, academics are not adequately prepared to implement OBE and are perplexed by the complexities of a curriculum that appears nebulous to them. Despite this, there appears to be little assistance from the university to alleviate these problems.

Similarly, many educators have had no prior experience in the implementation of innovative methods of teaching and learning, for example problem-based learning (PBL), and yet MEDUNSA does not offer staff development programmes that would enable them to enrich themselves in this area. Despite the fact that PBL has been successfully adopted by many other medical schools globally, MEDUNSA fails to acknowledge the advantages that PBL might offer, and chooses not to offer training in PBL.

More generally, academics possess limited knowledge of exactly what the educational transformation process entails. This knowledge is usually the exclusive domain of top management who might not be doing a very effective job of disseminating this information to academics who are required to implement the policies of educational transformation. This has manifested in ignorance amongst the academe who perceive their role in the transformation process in a hazy light. They lack an understanding of the implications of educational transformation on their professional tasks and functions and consequently feel insecure and uncertain. This lack of knowledge has contributed to a manifestation in resistance towards change and a leaning towards wanting to maintain the status quo.

Additionally, educational transformation policies also encompass equity and redress. Women and blacks are employed at the lowest levels in the academic hierarchy mainly because they are under-qualified and have fewer research outputs. MEDUNSA is not adequately attending to the issue of developing women and blacks. For example, limited support is available to these individuals in

establishing themselves as researchers, hence they are seldom considered for promotion to higher positions. Also, MEDUNSA is not being attentive enough in addressing employment equity issues .

Moreover, it has become increasingly imperative that higher education institutions be accountable to society and stakeholders, making it necessary to quality assure outputs. Thus, there is pressure on tertiary educators to improve their professional performance. Arguably, MEDUNSA is not doing enough to enhance the quality of the academe. Academics have only a vague idea of the concept of QA and what it is specifically that they should be doing to incorporate QA into their daily work.

More specifically, the Centre for Academic Development Services (CADS) at MEDUNSA was only established in 2001 and is therefore relatively new with just one person involved in academic staff development. Mostly, outside consultants are brought in to run workshops for brief periods and then leave. This type of staff development practice is ineffective as staff have a one shot opportunity to learn about important issues related to their professional development. Usually these facilitators are not natural scientists or medically qualified people and are unable to transfer what they "teach" to a medical or scientific context. This makes it difficult for staff to apply what they have learnt in staff development programmes, to their daily professional tasks. On another point, staff development programmes at MEDUNSA emphasise teaching and learning and not enough programmes are being run on the enhancement of research skills. This is a contradiction considering that MEDUNSA rewards research outputs more than it does achievements in teaching and learning.

Furthermore, educationally relevant topics like curriculum development, OBE and QA are run as "closed" workshops which means that attendance is by invitation only. This excludes the rest of the academics who obviously all need exposure to those topics. The rationale of CADS is to train a small group of academics who should then go back to their departments to train other people; but this does not always happen. Thus, the training and development of academic staff at MEDUNSA is inadequate to help the institution undergo transformation

To summarise, in response to a knowledge-based, technocratic society, educational transformation is occurring on a macro scale, both nationally and internationally. There are several imperatives that drive educational transformation, notably, curriculum development, QA, the paradigm shift in teaching and learning, the application of technology in teaching and learning, employment equity and scholarship. The literature shows that most academics are under-prepared to adequately cope with these new demands on their professional functions. At MEDUNSA, staff do not have adequate skills and are not being trained and developed to be able to implement the imperatives of educational transformation. That staff development is essential and should be given more attention cannot be disputed. The challenge lies in deciding on the nature and character of staff development that would

achieve academic excellence while accommodating the demands of educational transformation. That was the main departure point for this study.

Arising from the literature search and personal observations at MEDUNSA, were numerous research questions that were designed to guide this research and these are elucidated in the following subsection (1.3).

1.3 Research questions

The research questions for this study were categorised into the main and sub research questions as shown below.

1.3.1 Main research questions

What is the impact of educational transformation and innovation on the dynamics of academic staff development and why do management and staff find it difficult to respond to transformation and innovation against the parameters of academic excellence?

1.3.2 Sub research questions

1.3.2.1 What are the key elements driving educational transformation nationally and internationally? What impact do these elements have on the professional role of academics? What is the link between educational transformation and academic excellence?

1.3.2.2 What is the involvement of management at MEDUNSA in assisting with the development of academics within the context of educational transformation? What are the perceptions, expectations and role of management regarding the nature and character of academic staff development in an era of educational transformation?

1.3.2.3 Why is there a lack of preparedness among academics at MEDUNSA in dealing with the imperatives of educational transformation? To what extent are the needs and aspirations of staff being addressed by the institution in general and by CADS in particular? What are the perceptions and expectations of academic staff regarding staff development in the context of educational transformation?

1.3.2.4 Why has MEDUNSA not put sufficient mechanisms in place to develop academic staff in the use of technology in the teaching/learning situation.

1.3.2.5 Why is there a lack of commitment at management level and amongst academics to come to terms with a new paradigm of thinking such as OBE?

1.3.2.6 What are the perceptions of academic staff regarding training in innovative strategies such as PBL and OBE at MEDUNSA?

1.3.2.7 What is MEDUNSA doing to promote the scholastic development of previously disadvantaged people in terms of equity and redress?

The main aim and objectives which were also employed to guide the study, are displayed in the following subsection (1.4).

1.4 Aim and objectives

The aim and objectives were applicable to the literature study as well as to the qualitative and quantitative study of the empirical part of this project.

1.4.1 Main aims

To investigate the impact of educational transformation and innovation on the dynamics of academic staff development at MEDUNSA as a HEI and to determine why staff and management find it difficult to respond to transformation and innovation against the parameters of academic excellence.

1.4.2 General objectives

The objectives of this study have been categorised under general objectives and specific objectives. The general objectives are stated below and encompass the global intentions for the collection of primary and secondary data.

1.4.2.1 To identify factors as contributing towards the national and international transformation of higher education and to assess the impact of these factors on the achievement of academic excellence and professional scholarship.

1.4.2.2 To establish the role played by management (including CADS) in the development of excellence in teaching and research among academic staff, in an era of educational transformation and innovation.

1.4.2.3 To determine empirically the needs and perceptions of academics regarding the dynamics of academic staff development at MEDUNSA, that would be in alignment with educational transformation demands while concomitantly achieving academic excellence.

1.4.3 Specific objectives

It was also decided to state the specific objectives of this investigation which served as a more detailed guideline for the collection of data. These specific objectives were useful in deciding what specific issues, related to the research topic, needed to be included in the survey instruments.

1.4.3.1 Specific objectives of the literature search

A literature search was undertaken to determine the influence of educational transformation on HEIs with specific reference towards:

- Examining the factors that are contributing towards educational change at tertiary institutions from an international and national perspective.
- Determining the effect of educational transformation on achieving academic excellence.
- Investigating the influence of educational transformation on the professional tasks of academics.
- Exploring the impact of educational transformation on the nature and character of staff development.
- Identifying research variables and themes related to educational transformation and staff development, for inclusion in the research instruments.

1.4.3.2 Specific objectives of the qualitative study

A qualitative study was conducted among Executive Management, Deans, HODs and the Management of CADS to determine their involvement in the development of academics, with specific reference towards:

- Comparing educational transformation policies made at macro (national) level with staff development policies made at meso (institutional) and micro (faculty and departmental) level.
- Exploring the involvement and role of the Management of CADS, Deans and Heads of Departments (HODs) at micro level, in implementing the staff development policies made at meso level.
- Investigating the general perceptions (concerns, attitudes and feelings) of Executive Management, Deans, HODs and CADS Management regarding staff development at MEDUNSA.
- Ascertaining the visions and mission of Executive Management, the Management of CADS, Deans and HODs for staff development initiatives at MEDUNSA.

- Obtaining additional items for the needs analysis and perception survey, from Executive Management, Deans, HODs and CADS Management.
- Determining if there is congruence between MEDUNSA's mission statement and staff development policies and practices.
- Establishing how staff development programmes at MEDUNSA can be further improved.
- Identifying the reasons why MEDUNSA has not adequately promoted and incorporated ICT in the andragogical situation.
- Detecting the reason (s) for a lack of preparedness of academic staff in the implementation of OBE.
- Investigating why MEDUNSA does not offer training in PBL.
- Analyzing the reason for MEDUNSA not adequately addressing employment equity issues.
- Identifying the steps that have been taken to develop black and female academic staff at MEDUNSA.
- Determining the role of management in improving the quality of academics.
- Identifying possible barriers in the implementation of QA at MEDUNSA.

1.4.3.3 Specific objectives of the quantitative study

A needs analysis and perception survey was conducted among academic staff to establish their preferences and opinions regarding staff development initiatives and programmes in the context of educational transformation, with specific reference towards:

- Obtaining information about the current levels of staff knowledge and skills regarding educational transformation issues.
- Investigating the feelings, attitudes and readiness of respondents towards educational transformation.
- Investigating the training and development requirements of academic staff to enable them to become more effective and efficient in the areas of teaching and learning.
- Determining the nature of staff development programmes that would help achieve academic excellence while addressing the elements of educational transformation.
- Involving academic staff in the planning of the content and process of future staff development programmes.
- Determining if academic staff are willing to learn about the use of technology in the classroom.
- Ascertaining if academics are willing to acquire skills relating to the implementation of OBE and PBL.
- Investigating if academics would like to know more about QA

- Cross validating some of the responses obtained during the interviews with Executive Management, CADS Management and the Deans.

1.5 Hypotheses

A hypothesis can be defined as "a testable proposition about the relationship between two or more events or concepts". Hypotheses can form part of all forms of enquiry. This hypothesis is a tentative guess, or intuitive hunch as to what is going on in a situation. Such tentative hypotheses can provide a useful bridge between the research question and the design of the study (Robson, 1997:19).

The hypotheses for this investigation are shown in table 1.1.

Table 1.1: Hypotheses for this study

Hypothesis	Description
Hypothesis 1	The factors that play a role in driving educational transformation in higher education influence the achievement of excellence and professional scholarship among academics.
Hypothesis 2	The efficiency of the implementation of educational transformation at institutions of higher learning depends on management's commitment to respond to the demands of transformation.
Hypothesis 3	The accommodation of transformative and innovative personalisation practices are prerequisites towards the achievement of academic excellence and professional scholarship in higher education
Hypothesis 4	External variables such as financial resources will have a direct influence on the achievement of academic excellence and professional scholarship.

1.6 Research methodology

This subsection describes the research approaches that were employed as well as the methodology that was applied in testing the hypotheses and achieving the main aim and objectives of the study. Besides that, an explanation is provided as to why Executive Management, Deans, HODs, the Management of CADS and academic staff were selected to be involved as the target group, in this investigation.

1.6.1 Research approach

The epistemological positions that were taken in this research were both interpretative (qualitative approach) and positivist (quantitative approach). The application of face-to-face interviews (qualitative research) was more inductive and at the phenomenological end of the continuum while the use of self-administered questionnaires (quantitative research) was more towards the deductive, positivist end (Hussy and Hussey, in Lomas and Tomlinson 2000:134).

These approaches were intended to be complimentary to the discourse of educational research. The qualitative approach was more open and broader in the way it tackled problems (Mouton and Marais 1991:163) allowing for the local context or "real life" setting to be taken into account (Miles and Huberman 1994:10). The quantitative research was based on empirical grounds or evidence, the determination of facts and demonstrating relationships between variables. This researcher was able to study phenomena (that is perceptions and needs pertaining to academic staff development) as an outsider, allowing for a high level of objectivity (Van der Merwe 1996:27 and Waghid 2000b:28).

This two-dimensional approach allowed for different perspectives of the research problem. It enabled the researcher to: 1) Confirm or corroborate the findings via data triangulation, 2) Elaborate and develop analyses, providing new detail and 3) Initiate new lines of thinking, providing fresh insight (Miles and Huberman 1994:41). The quantitative study helped avoid "elite bias", that is, talking only to high status respondents. The analysis of the quantitative data also helped correct the "holistic fallacy" and verified or shed new insight on the findings of the qualitative investigation. On the other hand, qualitative data assisted with the quantitative aspect of the study during design by aiding with the conceptual development and instrumentation. During analysis it helped validate, interpret and clarify the findings of the quantitative results (Miles and Huberman 1994:41).

1.6.2 Methods of data collection

The different methods of research that were used in the collection of primary and secondary data, to test the aforementioned hypotheses, are tabulated below in table 1.2.

Table 1.2: Methods of research employed

Type of Research	Chapter location	Method of and rationale for research
Literature investigation	1, 2 and 3	The parameters that drive educational transformation in higher education and their influence on academic staff development were explored.
Qualitative study	5 and 6	Semi-structured interviews were applied to determine the perceptions, involvement and expectations of Executive Management, Deans, HODs and the Management of CADS regarding academic staff development.
Quantitative study	4 and 7	A survey was conducted using self-administered questionnaires to determine the needs and perceptions regarding academic staff development, among academic staff.

1.6.3 Rationale for choice of the target group

In order to answer the research question, achieve the aim and objectives and test the hypotheses of this study (see subsections 1.3.1, 1.4 and 1.5), it was decided to involve both management and academic staff in this research.

People in management (that is, Executive Management, Deans, HODs and the Management of CADS) were chosen because their position in the institutional hierarchy means that they have more influence than other staff in the development of internal management systems and structures concerning the development of staff (Lomas and Tomlinson 2000:134).

To add to that, awareness and commitment towards quality must come from the highest ranking staff members before it permeates the department (Abruzzese 1996:315). Furthermore, senior staff, such as Deans, provide the environment for the promotion of excellence in teaching, research and professional service. Deans and even HODs act as liaisons between the university and departments and are in an ideal position to demonstrate the department's role in the university's broader mission (Young, Petersen and Short 2002:162).

Academic staff were selected to be participants in this investigation owing to their direct involvement in the implementation of educational transformation issues. Therefore, it follows that, of necessity, the needs and perceptions of academics should be assessed, analysed and paid attention to for the purposes of future design and development of staff development programmes at MEDUNSA.

1.7 Need and justification for the study

In this subsection a justification is offered in support of the necessity for staff development in an era of educational change and innovation.

1.7.1 Towards a justification for staff development

Why staff development anyway? Camblin and Steger (2000:2) answer this question by citing that the high demands of accountability, high quality performance by the consumers of education, the knowledge explosion, technology and the manner in which academic work is being conducted means that tertiary institutions must redefine themselves.

Faced with this threat, what are colleges and universities doing to keep their faculty from becoming obsolete? It could well be said that previously, faculty could easily self-educate to keep abreast of new developments and to maintain high skill levels. To make this presumption in this millennium is to ignore the rapidity at which knowledge and understanding are advancing (Camblin and Steger 2000:2). In fact, no one can dispute the necessity and importance of developing a sustained long-term faculty development strategy for educators to keep abreast of modern trends in higher education (Camblin and Steger 2000:2, and Kapp and Cilliers 1998:118).

From a critique of the literature it is apparent that the reasons for staff development being more important today than in previous decades are manifold and tend to be related to macro-educational reform, our knowledge-based technocratic society and socio-political and economic change. Taking this point further, Millis (as cited by Boyden 2000:110) identifies five reasons for staff development being important:

1) Changes in expectations about the quality of undergraduate education.
2) Changing student populations.
3) Societal needs.
4) Decreasing resources.
5) The widespread use of technology in education, business and industry.

The above-mentioned parameters will have a major impact on higher education because of the renewed societal concern for the quality of teaching and learning. Additionally, multiculturalism, curriculum reform, increased use of technology in education and demands for enhanced faculty

productivity (Boyden 2000:110) and the increased demand for educational provision in the wake of continuously decreasing budgets (Holthauzen 1998:33) are other examples of the complex changes occurring in higher education.

These crucial factors necessitates new perspectives on teaching and learning and places new demands on educators who will need to be exposed to new skills and techniques in order to become internationally competent. Warren (1998:76) emphasises this point by stating that new curricula and modes of teaching and learning need to be generated in order to accommodate a larger and more diverse student body and to equip them with the skills and knowledge that would enable them to be successful in their studies and future working life. This is probably why in a transforming higher education environment, training in curriculum development has asserted itself as a kingpin for the professional enhancement of academics.

To reiterate, for any curricula or macro-educational change, the development of staff is indispensable, as they are the ones directly involved in implementation thereof. Commenting on the need for staff development in lieu of societal trends, Warren (1998:76), argues that the quality and professionalism of academics as educators have become matters of public interest due to questions about access to higher education, economic needs for skilled employable graduates and increasing research on student learning. Expanding on this, Badley (2000:245), explains that in addition to "knowing that" (their subject area) they also have to "know how" (andragogical approach) as well having the competence to function in various socio-cultural settings.

Taking a critical stance, one must take cognisance of the fact that most tertiary educators have never received formal training in education and, as Gravett and Petersen (2000:32) complain, are likely to mirror their views on knowledge and learning on the way they teach. Also, besides being under-prepared for the actual process of teaching itself, most tertiary educators are somewhat "unreflective about their own approaches to teaching", finding it easier to adopt strategies relating to how they were taught as students which is more in line with a "functionalist model of education" (Badley 2000:245). In this connection, Gravett and Petersen (2000:32) contend that when teachers view knowledge as being fixed, stable facts to be acquired by learners, they will teach to transfer these facts. This would mitigate against helping students learn how to learn and for keeping up to date with information in a rapidly changing technological global age.

According to Fullan and Stiegelbauer (1991:318), educators would be attracted to the idea that professional development would expand knowledge and skills and contribute to growth and enhance student learning. That such development should be a continuous process is summed up in this quotation: "Continuous development of all educators is the cornerstone for meaning, improvement

and reform" (Fullan and Stiegelbauer, 1991:315). Kapp and Cilliers (1998:118) explain the importance of staff development in terms of economic principles, citing that human resources remain one of the most valuable and costly assets of the university, absorbing about 75% of the operating budget. It would be obvious therefore, that universities should be willing to invest in the development of their most valuable assets. Similarly, Saunders (1999:118) laments that it has always been something of a paradox that educational institutions, dealing in the highest qualifications and enjoying the best resources, have been instrumental in the least amount of staff development and formally supported lifelong learning for its educators.

Hence, an appraisal of the literature has established that staff development is indeed necessary, given the changing context of higher education. An expanded justification for staff development can be found in chapter 3 (read subsection 3.2). What empirical evidence, however, is there that once implemented, staff development would be successful in improving the professional capabilities of academics? This question is addressed in the next paragraph (1.7.2).

1.7.2 Does training and development of staff make any difference?

If staff development is implemented, what evidence is there that it will be successful? An answer based on empirical evidence extracted from the literature will be provided since the literature has some substantiation that staff development activities have a positive impact on the improvement of teaching and learning (Camblin and Steger 2000:7-16, Kapp and Cilliers 1998:117-121 and Rust 2000:254-262).

Camblin and Steger (2000:7-8) report on staff development initiatives undertaken at the University of Cincinati. Individual grants were awarded for enhancing skills, knowledge and techniques in teaching and other professional needs. Collaborative grants were made available to teams to enable them to enhance skills to do research or improve andragogy at the institution. Subsequent to a survey being carried out to investigate whether individuals and groups benefited, Camblin and Steger (2000:11) found that the entire staff in the Nursing Department who attended workshops on how to develop skills to implement active learning and effective teaching in the classroom, had all changed their approach to teaching by the end of the academic year.

Additionally, educators from Business and Engineering were exposed to training that demonstrated the need for integrated ways of doing business. It is now used as an innovative andragogical tool in the classroom and has given faculty ideas that can be used in research. The use of technology was also successful as a staff development strategy allowing for greater collaboration to exist between different disciplines (Mathematics, Science and Engineering) to enhance faculty technical skills which

could be used in the classroom and in research. Camblin and Steger (2000:16) concluded from their study that staff development is an important contribution to the continued success of higher education and that the staff development model initiated at their university has changed the way the university functions.

In another study undertaken at the University of Stellenbosch and documented by Kapp and Cilliers (1998:117, the continuing personal professional growth of one of their academic staff members is described. The staff member had been through a staff development programme over a period of two years and during this time had participated in various workshops relating to activities such as the use of portfolios in teaching and learning, the study of self-study packages on lecturing skills for active learning including the cognitive enrichment and facilitation of student-centred learning. Performance appraisals were conducted through student feedback, alumni feedback, peer assessment, assessment by a staff development consultant and submission of a teaching portfolio (Kapp and Cilliers 1998:120).

The whole process had a positive effect on the educator concerned. His overall teaching skills as evaluated by students improved by 3,15% and his course content evaluation improved by 6,22%. His reflection on the whole process was that he had a clearer, deeper commitment to continual improvement, a growth in overall work satisfaction and a desire to help colleagues experience the same positive growth experience and results (Kapp and Cilliers 1998:121).

By the same token, a project described by Rust (2000:254) involved initial training for new teaching staff at Oxford Brookes University in the United Kingdom. Overall, respondents (n=34) claimed that the training course had a positive effect on their teaching abilities. The majority of participants reported feeling more confident and having a wider range of teaching and learning methods, more capable of conveying enthusiasm for their subject, better assessment and course design, including having undergone a significant personal change. Only three claimed to have undergone no change at all (Rust 2000:256).

Hence, it is clear from the literature that different institutions adopt different approaches as far as the development of their academic staff is concerned. That staff development should be relevant to successfully promote academic excellence, can never be underestimated. This is why it is important to investigate what the nature and character of staff development at MEDUNSA ought to be. The following subsection (1.7.3) focuses on this issue.

1.7.3 The rationale for determining the nature and character of staff development for the achievement of academic excellence at MEDUNSA

While the literature abounds with staff development programmes that are being developed and implemented at higher educational institutions in other countries, there is sparse information relating to staff development at tertiary institutions in South Africa, especially as it relates to current educational transformation and innovation. To this end, Badley (2000:246) warns that successful approaches to teaching in one context may not necessarily work in another context where the students and educational settings are different.

Therefore, this study has made a much needed contribution in this regard and the beneficiaries are not only academic staff at MEDUNSA, but other institutions as well. Ultimately, it is hoped, it would be our students who would benefit the most through improved practices in teaching and learning, notwithstanding the fact that the institution will also stand to gain by having the professionalism of its educators enhanced. An improvement in student learning would imply that graduates from MEDUNSA will be competent enough to fulfil the needs of South African society. Most students at MEDUNSA are from "historically disadvantaged" settings and whom Warren (1998:77) refers to as "non-traditional". These students, owing to their disadvantaged educational backgrounds might lack learning and academic skills. Such students, reports Warren (1998:77), are likely to be overwhelmed by the academic culture at university and the demands of study, and will require special attention, for which staff will need to be trained.

Furthermore, Ballenger (in Wickham and Bailey 2000:30) is of the opinion that an important part of the research project is examining where a particular research question comes from in one's own life. Therefore, another important reason for embarking on this project was to render assistance to and share knowledge and experience with fellow colleagues in innovative educational matters since most academics have been using traditional methods of educating. The demand for such training was made abundantly evident when this researcher's help was solicited by the School of Pharmacy at MEDUNSA to assist in curriculum development issues as regards the implementation of PBL. This researcher was also invited by the Dental Faculty at MEDUNSA to facilitate a workshop on educational transformation, facilitation of student learning and self-directed learning. She has also presented talks and facilitated workshops on curriculum development, QA and outcomes-based assessment in addition to assisting with programme evaluation at faculty level. Therefore, academic staff at MEDUNSA seek development with respect to curriculum innovations and novel methods of teaching and learning.

Additionally, it has been argued that academic development units generally have little expertise in most of the disciplines and their personnel are often stigmatised as "armchair critics of the ordinary hardworking academic" (Wood, 1998:91). This limitation is unlikely to be applicable to the study in question as this researcher has experience in the teaching of Physiology, Chemistry and Biochemistry at tertiary institutions throughout South Africa. This could be interpreted to mean that she is in a better position to have empathy and understanding for whatever challenges academics might be facing.

Also, a problem which this researcher has observed at the institutions she has taught is that of "loneliness" of academic staff. In fact, that many faculty work in relative isolation from their peers and are often unaware of each other is well documented (Surry and Land 2000:150; Nixon 1996:13 and Boyden 2000:106). For example, in an interview study conducted by Nixon (1996:13) involving tertiary institution educators, at two different institutions, it was reported that interviewees had expressed the importance of collegiality and the need for mutually supportive relationships with colleagues. They also spoke of their own sense of professional isolation and of the competitive atmosphere that exists within and across certain departments. Social and intellectual isolation by new and established faculty have also been reported (Boyden 2000:106). Arguably, staff at MEDUNSA might not be immune to this type of phenomenon. In an effort to alleviate this problem of isolation, it is hoped that a staff development programme will provide opportunities for the exchange of knowledge, expertise and ideas and to build professional relationships among staff, within departments and faculties, irrespective of gender, race, age, rank or discipline.

1.7.4 The changing nature of staff development

Assuming that this tentative analysis of staff development shows that it has some merit, what should be taken cognisance of to ensure that staff at MEDUNSA benefit maximally? A brief description of the changing trends in staff development practices is outlined here but chapters 2 and 3 cover this area in more depth.

In our ever changing society, even staff development is justifiably in a constant state of flux and never static. From a critique of the literature, it is clear that staff development programmes nowadays, in keeping with the paradigm shift in education and educational transformation, are focussing on reflective practice (Licklider, Schnelder and Fulton 1997:122 and Burrows 1993:32-34), collaboration (Hitchcock, Bland, Hekelman and Blumenthal 1995:1108-1116; Sclesinger 1999:91-96 and Scott and Weeks 1996:101-111), collegiality (Austin 1998:12-18), peer-observation of teaching (Blackwell 1996:156-171), training of facilitators (Holthausen 1998:33), action research (Kember and Gow 1992:297-310), experiential learning (Gravett and Petersen 2000:32), compiling teaching

portfolios (Kapp and Cilliers 1998:120), continuous and self-directed learning (Licklider et al. 1997:122), increased use of technology (Surry and Land 2000:145-153 and Ryan, Carlton and Ali 1999:272-277), as well as mentoring (Lemel and Sullivan-Catlin 2000:51-55 and Buchner and Hay, 1998:19-25), in order to manage the challenges of the transformation era.

These new strategies are being applied to improve the quality of education by enabling educators to engage in critical reflection on dialogue and about their teaching practice, especially on the affective level. Holthauzen (1998:34) argues that transformation in education will have a psychological impact on educators whose roles would become redefined to that of facilitator in the context of teaching and learning. The implications of this commentary for staff development is that one would also need to acknowledge the affective domain of human experience regarding change so as to help staff adapt to and cope with the subtleties of the change process, for example by implementing personal developmental strategies.

What is more, when Badley (2000:250) says that many university educators still regard the lecture as their most effective teaching strategy, he could very well have been talking about the scenario at MEDUNSA. It is this researcher's intention then, that staff at MEDUNSA be made aware of the novel possibilities in education for their own personal and andragogical development and that a staff development programme be used as an instrument to realise the goal of adopting a transformatory and democratic approach to education.

In the interest of consistency and to enhance understanding, the next subsection (1.8) offers an explanation of common terms used in this dissertation.

1.8 Clarification of terms

A brief definition and explanation of certain frequently used terms is given in order to facilitate an understanding as to how they have been applied in the context of this study.

1.8.1 Staff/faculty development

It was concluded after reviewing the literature that any attempt at a concise definition of staff development is a daunting task for many reasons. Firstly, staff development means different things to different people. Next, staff development continues to evolve and is ever changing. Nevertheless, a summary of the definitions staff development as outlined in the literature will be given since they are

considered to have implications for the way in which a meaning for staff can be constructed for this study.

Riegel (referred to by Camblin and Steger 2000:2-3), notes from his study that several descriptors are used interchangeably with "faculty development" and these are shown in table 1.3

Table 1.3: Descriptors that are used interchangeable with the term "faculty development"

Descriptor of "faculty development"	**Explanation of descriptor**
Instructional development	Relates to development of faculty in terms of instructional technology, micro-teaching, media courses and curricula.
Professional development	Emphasises the growth and development of individual faculty in their professional roles.
Organisational development	Emphasises the needs, priorities and organisation of the institution.
Career development	Emphasises preparation for career advancement.
Personal development	Relates to life planning, interpersonal skills and the growth of faculty as individuals

To be truly effective in contemporary society, however, faculty development is required to be broad and to integrate all aspects of development: personal, professional and organisational and should not simply relate to individual fields of expertise or teaching skills (Schuster and co-workers quoted by Camblin and Steger 2000:3).

Furthermore, Wright and Ashton (1992:50) subscribe to the idea that staff development is concerned with the quality of managing situations and is about enabling staff to develop more effective management of themselves, their interactions, their relationships and their learning in the workplace. It also involves the examination of personal values, beliefs and attitudes enabling people to see themselves in terms of:

1) Realism, respect, responsibility and responsiveness about themselves and of others.
2) Resourcefulness in managing themselves and relationships.
3) A review of personal development.

For Fullan and Stiegelbauer (1991:319), staff development is a strategy for specific instructional change as well as a strategy for basic organisational change in the way educators work and learn together. They define staff development as the sum total of formal and informal learning experiences

throughout one's career. Similarly, Tobin, Yoder-wise and Hull (1979:9) also define staff development as both formal and informal learning activities that relate to the employee's role expectations and which take place within or outside the institution. Wilkerson and Irby (1998:388) in focussing on teaching and learning, define staff development as:

> "A tool for improving the educational vitality of our institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence".

With good reason, recently there has been an emphasis on educators as reflective professionals and facilitators of learning, rather than transmitters of information in a didactic setting. The definition of staff development offered by the ANC Education Department (1995:51) attests to this when they state that staff development pertains to processes of education that enable educators to "reflect on their work and roles, deepen their specialised knowledge and improve their effectiveness as facilitators of their students' learning, while preparing themselves for greater leadership". Expanding on the essence of active learning, Collinson (2000:125) explains that staff development itself has become synonymous with the "inquiry model", moving away from individual, passive learning in workshops, to an active process of individual or collective learning.

Thus, these divergent expositions of staff development offers guidance for constructing a meaning of staff or faculty development (used interchangeably in this study), in terms of:

1) The affective domain, for example interpersonal relationships with colleagues and personal development.
2) The cognitive domain, for example knowledge and skills in andragogical methods, knowledge and expertise in one's field, including scholarship.

In order to promote clarity, this investigation explores staff development as a synergy of the aforementioned affective and cognitive factors. Also emanating from a critique of the literature is the notion that staff development is concerned with the empowerment of individuals and groups through enhancement of personal and professional development, while fulfilling the goals and mission of the institution.

This explanation of staff development is by no means complete or exhaustive. A more thorough exposition of the concept (and description of staff development models) can be found in chapter 3 (see subsections 3.3 and 3.4).

1.8.2 Development

Development is referred to as the process of cultivating talents to ensure that people are orientated, trained, cross-trained, upgraded and prepared for advancement (Craig 1996:70). Camblin and Steger (2000:1) define development in an organisational context, namely the "targeted enhancement of an individual (s) to better serve the mission of the organisation". Wright and Ashton (1992:50) postulate that development concerns the "quality of managing situations" and in this respect can be distinguishable from the term training which focuses on the "quality of skills". Therefore, staff developers need to understand the basis of staff development as being distinct from training (Wright and Ashton 1992:51).

In this regard, Jalling (in Main 1985:2) advocates that:

> "Staff training signifies activities on the part of educational authorities to implement educational policy as defined by the authority in question. Staff development, on the other hand is a term used to signify activities aiming at increasing the readiness to accept and promote innovation".

Every individual has an inherent tendency to develop as fully as possible. This could be achieved by confronting and mastering challenges and problems, learning from these experiences and seeing things differently as a result. People who face challenges grow in confidence and competence and become more independent, realistic, responsible and self-respecting. Helping staff to achieve this within a working environment is an important goal for staff development.

1.8.3 Staff/faculty

In the literature published by the Americans and Canadians, academic employees are referred to as "faculty" while in the United Kingdom, New Zealand and Australia, the term "staff" is used. In this study the terms faculty and staff will be used interchangeably to mean academic employees. Academic staff are those employees who are involved in teaching/learning, research and community service.

From a study of the literature, it would seem that the terms "change", "transformation" and "innovation" have the same meaning and are closely related. Although they might be semantically similar, they differ in the context in which they are used in this study, which is why it is necessary to

define and explain these terms (see subsections 1.8.4; 1.8.5 and 1.8.6). A further exposition of these terms are given in chapter 2 (peruse subsections 2.2; 2.4; 2.5 and 2.7).

1.8.4 Change

To illustrate how much society at present differs from a period when the pace of change was slow and life more predictable, the following excerpt was taken from a communication by Dillon-Peterson (1981:1):

> "There was a time when society seemed to change very little. Institutions and value systems were relatively stable, clearly understood and commonly supported throughout communities. Authority was respected. Individuals seldom questioned, probed or criticised".

Now, society as a whole is changing and is demanding new skills from graduates as they enter the labour market. As the world is changing around us, curriculum and instruction methods cannot remain the same. Most of the skills and much of the knowledge educators acquired in their training are no longer adequate for helping students succeed in the workplace (Brodinsky 1986:30). If society is changing so significantly, then it can be expected that educational institutions should also change in tandem, since they have been established by society (Nicholls 1983:6). A case in point is that as South Africa continues restructuring on socio-political, legal and other fronts, educational change has come to be regarded as integral to the formation of a democratic society (Gilmour 2001:5).

What must be taken into account is that change for the sake of change is of no help because change is not always progress (Fullan and Stiegelbauer 1991:15). New programmes can either make no difference, help improve the situation or can even make matters worse. Fullan and Stiegelbauer (1991:15) draw the distinction between change and progress by asking: "What if educational change introduced at educational institutions actually made matters worse than if nothing had been done?" This is a valid argument as change is not necessarily positive and could have the opposite effect to what was intended in the first place. It also helps to draw a distinction between change and innovation; the latter being considered to have positive connotations while change is not always beneficial.

For further clarification on the concept of change, Waghid (2000a:101) explains that in the context of higher education, change can be understood as a shift in the level of knowledge acquired, produced, implemented and questioned by educators and learners.

From a study of the literature (Moran and Brightman 2001:112, Loucks-Horsely 1989:115, Fullan and Stiegelbauer 1991:17 and Fullan 2001:6) the following points about the nature of change were noted:

1) Change is non-linear. There is often no clearly defined beginning or end. This is why change can often seem confusing and endless.
2) Effective change involves multiple improvement efforts. There is no right answer but multiple efforts are required to achieve the change organisations desire to make them competitive.
3) Change is top-down and bottom-up. Change should be top-down to provide vision and create structure; and bottom-up to encourage participation.
4) Organisational change has an important personal dimension. Unless people can accept change on a personal level, they would be unable to sustain it organisationally.
5) Measurement is key to successful and sustainable change. If the process of change can be quantified, it is more likely to be successful.
6) Change takes time and attention.
7) Pressures for educational change increase as society becomes more complex.
8) Change is a journey, not a blueprint.
9) Every person is a change agent.

Additionally, according to Schlechty (in Zepeda 1999:121) change can occur at various levels as illustrated in table 1.4. The type of change that is occurring in higher education can be referred to as systemic change since it requires a total "metamorphosis" of organizational culture and norms.

Therefore, the world as it exists naturally (ecologically, geographically and biologically) is relatively unchangeable. It is humans who affect change and in turn are affected by it. The way in which change permeates society can be described as the domino effect. That is to say that change in one milieu of society will cause changes in other avenues and so forth. The process of change is usually kindled by new circumstances such as technological, political, social and economic developments. This would have an impact on people involved in the change processes in that they would need to redefine and improve their modus operandi of performing professional tasks to accommodate the change process. Further, a change in practice would need to be preceded by a change in attitudes and beliefs. Change is also labour intensive, time consuming and resource dependent.

Table 1.4: Types and mechanism of change

Types of change	Mechanism/process of change
Procedural	Refers to an alteration in the order in which events occur or the pace at which they occur.
Technological	Occurs because of advancement in technology. The job has not yet changed, only the tools needed to do the job, have. For example, computers, new materials to be mastered and the internet.
Systemic	Refers to a modification in the nature of the work being undertaken and involves changes in beliefs, values, rules, relationships and orientation. This often requires a metamorphosis of the culture of the organization.

The concept of change and its implications for staff development receives greater coverage in subsection 2.6.

1.8.5 Educational transformation

According to Gourley (in Van der Merwe 2000:82):

> "Transformation as a direct result of transition implies change, but change in the sense of a total metamorphosis which manifests in the introduction of an altogether new form".

Thus, using a non-technical analogy, transformation is not about resetting the furniture but building a totally different room.

On another point, the transformation of higher education has been catalysed by a number of external factors, some of which are shown below:

1) There is increasing international recognition that the transition from the world of higher education into the world of work is not straightforward. Only a minority of graduates are able to gain employment that directly utilises the academic content of their higher education.
2) The world of employment is changing rapidly; traditional career paths have disappeared. As the pace of change accelerates, new jobs will emerge while old jobs will inevitably disappear.

Hence, higher education must provide its graduates with the skills to be able to operate professionally for the "learning age" or "learning society".

In the estimation of Verda (quoted by Polyzoi and Cerna 2001:83), the transformation process is not uni-dimensional but one that is affected by multiple factors occurring simultaneously. To lend support to this assumption, the following definitions of transformation are provided by Blunt (1998:102), Camblin and Steger (2001:12) and Waghid (2000a:102) which give different perspectives of the same term.

For Blunt (1998:102), transformation "is considered to be a fundamental cultural change: a process of identifying and evaluating the assumptions, values, structures, concepts and principles of the institution in relation to whether they promote its intended mission". Clearly, Blunt's definition of transformation pertains very much to the institution, as does the explanation given by Camblin and Steger (2001:12) who state that educational transformation can also refer to the replacing of the "ivory tower" of educational institutions with structures that have higher levels of accountability, greater practical credibility and which can offer an education that is a good investment.

On the other hand, according to Waghid (2000a:102), transformation is focussed largely on the individual, as indicated by this statement: "Transformation in higher education involves a process of new knowledge production, reflective action, which means seeking new problems and imagining new ways of approaching old problems and deconstruction and reconstruction or constant exploring beneath surface appearances". What this translates to is that , transformation is about empowering individuals in education to become self-determined and reflective. In reviewing the work of Quinn, Sparks (2001:1) informs us that Quinn's argument is that deep change must first take place at a personal level before organisational transformation can begin.

On another level, in South Africa the meaning of educational transformation is not only manifold, but also influenced by politics in the sense that educational policy in the post-apartheid era is on a path of major change, reform and towards a more equitable dispensation, away from the apartheid education of the past. This is influenced by enlightenment with the global trend to achieve universal education (Motala 2001:68 and Van der Merwe 2000:82). Indeed, transforming education in South Africa requires a "shift in mentality, from being racist, undemocratic and authoritarian, to being non-racial, democratic and enabling" (Waghid 2000a:101).

Continuing in the same vein, Waghid (2000a:109) stresses the importance of initiating equality and development while enhancing accountability and quality, in higher education transformation in South Africa. In this regard, Waghid (2000a:109), outlines a number a factors needed to reinforce the

transformation process. Firstly, equality through equal access and development opportunities for disadvantaged students. Secondly, the higher education policy has to be accountable and relevant to national policy goals. Thirdly, quality assurance measures need to be put in place.

Concurring with the above sentiments of Waghid, the ANC Education Department (1995:11), further explains that reconstruction of the curriculum will be essential in order to rid the education and training system of the legacy of racism, dogmatism and outmoded teaching practices. This will be vital for progressive transformation to occur. The management, development and approval of new curricula is the responsibility of the South African Qualifications Authority (SAQA) and the NQF.

Additionally, the Education White Paper 3 (Department of Education 1997a:4) further describes transformation of higher education in this country as part of a process taking place whereby political, social and economic transitions are occurring in the wake of the pressures and demands effected by globalisation. Globalisation is the interlocking nature of world politics, political, social, technological, cultural and scholarly relations. For example, information technology has led to the concept of the "knowledge society" and has changed the way in which people work and consume. At the same time, of course, the challenge is to eliminate and redress social and economic inequalities shaped by apartheid. Thus, the emphasis is on national development as well as participation in the global economy.

At the international level, higher education has witnessed many transformations of which certain aspects have stood out (Mendivil 2002:353):

1) Growth in enrolments.
2) Diversification in the types of institutions, functions and sources of funding.
3) A growing presence of private investments "supplying" higher education.
4) Tools to ensure academic quality.
5) Curricula flexibility and curricula models to enhance knowledge and competencies.
6) Strategic alliances between universities, corporations and the public sector.
7) Distance forms of learning.

Most notably, in many counties, the present demand for higher education exceeds the capacity of governments to supply. Another important observation is that the traditional providers of educational services (public and private higher education institutions) and the "new providers" (business and corporate) compete for or complement the supply (Mendivil 2002:354).

Therefore, in the context of this study, not only does educational transformation pertain to the transformation of an apartheid education but also to curricula transformation in line with the demands of a technocratic, knowledge-based, globalised society so as to enable learners to become more globally competent and competitive. Educational transformation can be further defined and shaped by the imperatives that drive it namely, QA, ICT, innovative practices in teaching and learning, equity and redress as well as scholarship. This is made explicit in chapter 2 where educational transformation at national and international level is explained at greater length.

1.8.6 Educational innovation

Mungazi (1991:103) explains rather succinctly, what educational innovation is, in terms of what should be intended when he asserts that: "Educational innovation is meaningless unless one of its main goals is to transform the curriculum so that it is in accord with the demands of the time". To this end, one needs to remember that radical educational innovation is being introduced by the South African Government, "in accord with the demands of the time". The main hallmark of this development is an integrated approach to education and training based on a National Qualifications Framework (Motala 2001:63 and Blunt 1998:102).

It is the task of SAQA to oversee the workings of the NQF and the implementation of a new curriculum, namely OBE. This system of change impacts heavily on the way in which educational institutions are to operate. In fact, they will be forced to initiate reform since there is national pressure on universities to conform to the requirements of SAQA. Also, educators will need to be made aware of these changes and use them for the benefit of students in the transition process. (Blunt 1998:102).

When SAQA was established, it was determined that unit standards and whole qualifications be presented for registration on the NQF and that learning should be outcomes-based. This is a major attempt to build the country into becoming an international role player (Olivier 1998:20). Phillips (1997:2-3) maintains that the NQF was designed to support the shift to quality (reform) in higher education. The SAQA and the NQF will allow learners to earn credits towards national qualifications, set against certain standards, thus maintaining a high quality education that will allow them to be globally competent.

For the purpose of this research, educational innovation will apply mainly to the initiatives of the South African Government in implementing OBE under the direction of SAQA and the NQF. Notwithstanding that educational innovation can also relate to the implementation of any novel curriculum, for example PBL, that leads to improved methods of teaching and learning. Problem-

based learning is discussed in more detail in chapter 2 (see subsection 2.5.2). Also, an international perspective of educational innovation is given in chapter 2 (see subsections 2.5 and 2.7).

1.8.1 The Medical University of Southern Africa

Geographically, the main campus of MEDUNSA is situated in Ga-Rankuwa, North of Pretoria and approximately 3 km from the city centre. A smaller campus also exists in Polokwane in the Limpopo Province where roughly 400 academics are employed. Figure 1.1 below shows part of the MEDUNSA campus where this study was conducted.

Figure 1.1: The MEDUNSA campus situated in Ga-Rankuwa (Pretoria)

As the name suggests, MEDUNSA is a predominantly medical institution. Since its inception in 1976, MEDUNSA has produced more than five thousand health professionals in the field of Medicine, Dentistry, Veterinary Medicine and the Natural Sciences. The Faculty of Veterinary Medicine was amalgamated with the University of Pretoria in 1999 (Dyasi 2001:1). Presently there are four faculties, namely the Faculties of Science, Dentistry, Medicine and the NSPH. There are approximately 1800 academic staff in the four faculties; 350 are in full-time, permanent employment.

On a larger scale, the institution is to merge with the University of the North (UNIN), as is suggested in the Government Gazette (2002). In a communiqué from the Vice-Chancellor, the MEDUNSA community was informe that the date for the establishment of the new institution is 01 January 2005. As to whether programmes and infrastructure would be relocated to Limpopo Province is yet to be finalised (Office of the Vice-Principal 2002).

In the past, MEDUNSA's admission policy gave preference to Black students (but that has changed now). Hence, MEDUNSA can be regarded as a historically black university (HBU). Presently, the majority of students are African with a few Coloured, Asian and White students (Matlala 1999:5). Therefore, most of the students can be perceived to come from historically disadvantaged backgrounds. This is one of the reasons that MEDUNSA's mission statement reflects the determination to empower those who have been disadvantaged by apartheid while uplifting the health care of the community through quality education:

> "We empower the educationally disadvantaged community of Southern Africa by providing excellent community-orientated tertiary education, training and research in the health and related sciences and we promote services at all levels of health care in our community".

Concerning staff development, in recognising the need for continuous improvement of its staff, the university has a staff development division. In 2001, CADS was established to deal with the academic development of staff and students. This researcher is the only staff developer who is involved in the development of academics, at the unit. Staff development has focussed on the training of HODs who have received training in SAQA issues, management, budget preparations and employment equity planning (Dyasi 2001:11). In addition, training of academics in curriculum development, QA, the New Academic Policy (NAP), teaching portfolios and induction programmes for new staff, have been conducted. Also, the Evaluation Assistant, a computerised system for the evaluation of teaching and courses, was recently implemented by this researcher as a tool to quality assure the teaching/learning process (Hassan 2003).

1.9 Programme of study

This subsection gives an overview and brief summary of the chapters contained in this dissertation. Chapters 2 and 3 are concerned with relevant data from the literature to enhance an understanding of the background to the problem and to explain why the study was deemed necessary. Chapters 4 and 5 focus on the quantitative and qualitative part of the empirical investigation, respectively, and descriptions are given of the research methodologies employed in this research project. Chapter 6 contains an exposition of the results of the qualitative study while chapter 7 reports on the findings of the quantitative investigation. Chapter 8 concludes with a synthesis, synopsis and discussion of the research. Figure 1.2 illustrates an overview of these chapters, while a summary of the contents of each chapter is reflected in table 1.5, to facilitate easy navigation through the document.

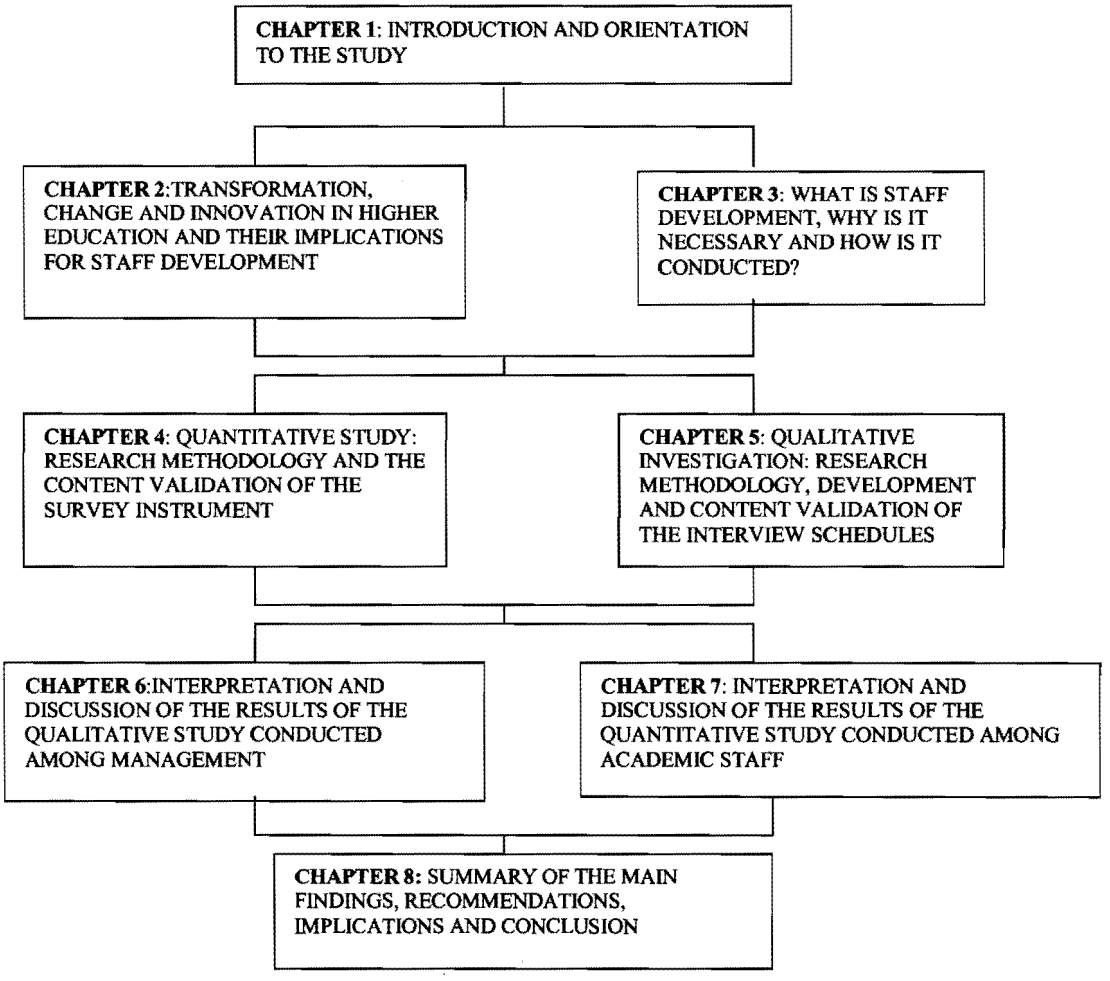


Figure 1.2: An overview of chapters contained in this dissertation

Table 1.5: A brief summary of the contents of the chapters in this dissertation

Chapter number	Summary of chapter
1	A brief background to the study is offered together with a discussion of the problem statement. The research questions, aim, objectives, hypotheses including the research design and methodologies employed, are outlined. Explanations of commonly used terms are also provided.
2	An overview is given of the imperatives of educational transformation and innovation and their influence on the development of academic staff. Transformation and change is discussed at national and international level.
3	A more expansive explanation is offered for the term staff development and a justification for its implementation is provided. Various models of staff development are explained to give an idea of the myriad of methods that can be adopted in the design and implementation of programmes.
4	The research methodology employed in the quantitative investigation, using self-administered questionnaires, is explained. The content validation of the instrument is also outlined to demonstrate the synergy between the literature review and the empirical investigation.
5	The research methodology that was applied for the qualitative investigation is discussed, as is the content validation of the interview schedules.
6	The results of the qualitative study are interpreted and discussed.
7	The findings of the quantitative study are interpreted and discussed.
8	A synthesis and synopsis of the main findings from the literature review and empirical investigations are given. Recommendations are made for the enhancement of academic staff development at MEDUNSA and conclusions from the study are drawn.

1.10 Conclusion

This chapter has advanced a background to the problem to give some insight as to why the topic was considered in the first place and to initiate a theoretical framework for the study. The aim, objectives and hypotheses helped pave a path while embarking on the project and also provided a starting point for the research. The significance and justification of the study elucidated reasons for undertaking this study and highlighted the importance of staff development in a postmodern, knowledge-based society. The explanations of certain important concepts and keywords in this chapter are intended to provide some guidance while adding to a better understanding of the research.

The next chapter is concerned with educational transformation, change and innovation, and the implications for staff development. The intention is to highlight that the educational process cannot occur in a vacuum but needs to succumb to the forces of societal change, both nationally and internationally. This not only influences the way in which educators should carry out their

professional tasks but also how staff development programmes should be moulded to fit the changing educational scenario.

References

Abruzzese, R.S. 1996. *Nursing staff development: Strategies for success*. St. Louis: Mosby.

ANC Education Department. 1995. *A policy framework for education and training.* Manzini: Macmillan Boleswa Publishers.

Austin, A. 1998. Collegial conversation as metaphor and strategy for academic staff development. *South African Journal of Higher Education,* 12(3):12-18.

Badley, G. 2000. Developing globally competent university teachers. *Innovations in Education and Training International*, 37(3):244-253.

Blackwell, R. 1996. Peer observation of teaching and staff development. *Higher Education Quarterly*, 50(2):156-171.

Blunt, R.J.S. 1998. Generating capacity for academic transformation: A case study. *South African Journal of Higher Education*, 12(3):102-109.

Boyden, K.M. 2000. Development of new faculty in higher education. *Journal of Professional Nursing,* 16(2):104-111.

Brodinsky, B.(Ed.). 1986. *Staff development: problems and solutions.* Arlington VA: American Association of School Administrators.

Buchner, J. & Hay, D. 1998. Staff induction: Establishing mentorship programmes for academic staff in South African institutions of higher education. *South African Journal of Higher Education*, 12(3):19-25.

Burrows, M.L. 1993. Strategies for staff development. *The Canadian Nurse*, 89(2):32-34.

Camblin, L.D. & Steger, J. A. 2000. Rethinking faculty development. *Higher Education*, 39:1-18.

Collinson, V. 2000. Staff development by any other name: changing words or changing practices? *The Educational Forum*, 64:124-132.

Craig, R.L. (Ed.) 1996. *The ASTD training and development handbook: A guide to human resource development (4th Edn.)* New York: McGraw-Hill.

Department of Education. 1996. *Green paper on Higher Education.* Pretoria: Government printer.

Department of Education. 1997a. *Education White Paper 3,* pg. 3, 5. Pretoria: Government printer.

Department of Education. 1997b. *White Paper on Higher Education*, pg. 6, 10. Pretoria: Government printer.

Dillon-Peterson,B. (Ed.) 1981. *Staff development/organisational development.* Alexandria V.A.: Association for supervision and curriculum development.

Dyasi, M.M. 2001. MEDUNSA achievements: www.MEDUNSA.ac.za

Entwistle, N. 1998. Teaching for learning as higher education changes, pg. 181-191. In Morrow, W. & King, K. (Eds.). *Vision and reality: Changing education and training in South Africa.* Cape Town: University of Cape Town press.

Fullan, M.G. & Stiegelbauer, S. 1991. *The new meaning of educational change.* London: Cassell.

Fullan, M. 2001. *Leading in a culture of change: Doctoral seminar on Education Policy for Policy Practitioners-University of Pretoria, South Africa.* Ontario Institute for studies in Education of the University of Toronto.

Gilmour, J.D. 2001. Intention or in tension? Recent education reforms in South Africa. *International Journal of Educational Development*, 21:5-19.

Government Gazette. 2002. Vol. 444, No. 23549. Pretoria.

Gray, B. 1998. Implementing curriculum change and development in the school: Lessons from experience in South Africa. pg. 132-141. In Morrow, W. & King, K. (Eds.). *Vision and reality: changing education and training in South Africa.* Cape Town: University of Cape Town press.

Gravett, S. & Petersen, N. 2000. Academic staff development from a transformational learning perspective. *South African Journal of Higher Education*, 14(1):31-35.

Gultig, J. Lubisi, C. Parker, B. & Wedekind, V. (Eds.). 1999. *Understanding outcomes-based education: Teaching and assessment in South Africa.* Cape Town: South African Institute for Distance Education and Oxford University Press.

Hassan, S. 2003. The implementation of a quality assurance mechanism for the enhancement of academic excellence. Poster presented at MEDUNSA's 22nd Academic Day.

Hitchcock, M. A., Bland, C. J., Hekelman, F. P. & Blumenthal, M. G. 1995. Professional networks: The influence of colleagues on the academic success of faculty. *Academic Medicine*, 70(12): 1108-1116.

Holthauzen, S. 1998. The development of facilitators as a prerequisite to the successful transformation of educational change. *South African Journal of Higher Education*, 12(3):33-37.

Kapp, C. A. & Cilliers, C. D. 1998. Continuing personal professional development of university lecturers: A case study. *South African Journal of Higher Education,*12(1): 117-121.

Kaufman, A. (Ed.). 1985. *Implementing problem-based medical education: Lessons from successful innovations.* New York: Springer.

Kember, D. & Gow, L. 1992. Action research as a form of staff development in higher education. *Higher Education*, 23: 297-310.

Lemel, R. & Sullivan-Catlin, H. 2000. The Kean university mentoring program: A model for integrating new faculty. *Journal of Staff, Program and Organisational development,* 17(1):51-55.

Licklider, B. L., Schnelder, D. L. & Fulton, C. 1997. Revisioning faculty development for changing times: The foundation and framework. *Journal of Staff, Program and Organisational development*, 15(3):121-133.

Lomas, L. & Tomlinson, K. 2000. Standards: The varying perceptions of senior staff in higher education institutions. *Quality Assurance in Education*, 8(3):131-138.

Loucks-Horsley, S. 1989. Managing change: An integrated part of staff development, pg. 114-124. In Caldwell, S.J. (Ed.). *Staff development: A handbook of effective practices*. Ohio: National Staff Development Council.

Main, A. 1985. Educational staff development. Croom Helm:Dover.

Mendivil, J.L.I. 2002. The new providers of higher education. *Higher Education Policy*, 15:353-364.

Matlala, P. 1999. *MEDUNSA: In brief.* Bureau for public relations and development: MEDUNSA.

Meerkotter, D. 1998. The state of schooling in South Africa and the introduction of curriculum 2005, pg. 49-64. In Morrow, W. & King, K. (Eds.). *Vision and reality: Changing education and training in South Africa.* Cape Town: University of Cape Town Press.

Miles, M.B. & Huberman, A.M. 1994. *Qualitative data analysis (2nd Edn.)*. California: Sage Publications.

Mitchell, D. E. & Boyd, W. L. 2001. Curriculum politics in global perspective. *Educational Policy,* 15(1):58-75.

Moran, J.W. & Brightman, B.K. 2001. Leading organisational change. *Career Development International,* 6(2):111-119.

Morrow, W. & King, K. (Eds.). 1998. *Vision and reality: Changing education and training in South Africa.* Cape Town: University of Cape Town press.

Motala, S. 2001. Quality indicators and quality in South African education: A critical appraisal. *International Journal of Educational Development*, 21:61-78.

Mouton, J. & Marais, H.C. 1991. *Basic concepts in the methodology of the social sciences.* Pretoria: Human Sciences research Council.

Mungazi, D.A. 1991. *The challenge of educational innovation and national development in Southern Africa.* New York: Peter Lang Publishing Inc.

Nakabugo, M. G. & Sieborger, R. 2001. Curriculum reform and teaching in South Africa: making a paradigm shift. *International Journal of Educational Development*, 21:53-60.

NAPTOSA. 1998. *A synoptic analysis of the initial implementation of outcomes-based education in Grade 1 in South Africa.* A report on research by the professional committee of NAPTOSA.

Nicholls, A. 1983. *Managing educational innovations*. London: George Allen & Unwin.

Nixon, J. 1996. Professional identity and the restructuring of higher education. *Studies in Higher Education,* 21(1):5-16.

Office of the Vice-principal (MEDUNSA). 2002. *Circular: Merger between MEDUNSA and the University of the North.*

Olivier, C. 1998. *How to educate and train outcomes-based.* Pretoria: J.L. Van Schaik.

Phillips, B. (Ed.). 1997. *Getting to grips with the National Qualifications Framework. (2nd Edn.).* Johannesburg: Sigma.

Polyzoi, E. & Cerna, M. 2001. Focus on educational change and globalisation: A dynamic model of forces affecting the implementation of educational change in the Czech Republic. *Comparative Education Review,* 45(1):64-84.

Robson, C. 1997. Real world research: *A resource for social scientists and practitioner-researchers.* Oxford: Blackwell.

Rust, C. 2000. Do initial training courses have an impact on university teaching? The evidence from two evaluative studies of one course. *Innovations in Education and Training International*, 37(3): 254-262.

Ryan, M. Carlton, K.H. & Ali, N.S. 1999. Evaluation of traditional classroom teaching methods versus course delivery via the world wide web. *Journal of Nursing Education*, 38(6):272-277.

Saunders, D. 1999. A twinning model for staff development in higher education. *Innovations in Education and Training International*, 36(2):118-127.

Sclesinger, J.B. 1999. Meeting the instructional technology challenge: Institutional collaboration and faculty development. *Medical Reference Services Quarterly*, 18(2):91-96.

Scott, D.C. & Weeks, P.A. 1996. Collaborative staff development. *Innovative Higher Education*, 21(2):101-111.

Spady, W. 1993. *Outcome-based education. Workshop report no. 5.* Belconnen ACT: Australian Curriculum Studies Association.

Spady, W. 1999. Outcomes-based education: An international perspective, pg. 23-36. In Gultig, J., Lubisi, C., Parker, B. & Wedekind, V. (Eds.). *Understanding outcomes-based education: Teaching and assessment in South Africa. Cape Town:* South African Institute for Distance Education and Oxford University Press.

Sparks, W.L. 2001. Deep change: Discovering the leader within (book review). *Career Development International,* 6(5):1-2.

Surry, D. W. & Land, S.M. 2000. Strategies for motivating higher education faculty to use technology. *Innovations in Education and Training International*, 37(2):145-153.

Tobin, H.M., Yoder-wise, P.S. & Hull, P.K. 1979. *The process of staff development: Components for change.* St. Louis: CV Mosby Company.

Van der Merwe, H. 1996. The research process: Problem statement and research design, pg. 278-291). In Garbers, J.G. (Ed.) *Effective research in the human sciences*. Pretoria: J.L.Van Schaik

Van der Merwe, H.M. 2000. The concept of transformation viewed from the perspective of higher education. *South African Journal of Higher Education*, 14(3):81-89.

Waghid, Y. 2000a. Notions of transformative possibility: Equality, accountability, development and quality within higher education. *South African Journal of Higher Education,* 14(3):101-110.

Waghid, Y. 2000b. Qualitative research in education and the critical use of rationality. *South African Journal of Education*, 20(1):25-29.

Warren, D. 1998. Educational intervention in higher education: "Academic support" to " academic development". *South African Journal of Higher Education*, 12(3):76-83.

Wickham, S.C. & Bailey, T. 2000. *The educator as a researcher: Guidelines for educators undertaking action research.* Gauteng: Department of Education, Research and Academic Development.

Wilkerson, L. & Irby, D.M. 1998. Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine*, 73(4):387-396.

Wood, T. 1998. Issues relating to the cognitive development of students at historically disadvantaged institutions. *South African Journal of Higher Education*, 12(1):87-93.

Wright, S. & Ashton, F. 1992. Training and development. *Nursing Standard,* 6(45):50-51.

Young, M. D. Petersen, G. J. & Short, P.M. 2002. The complexity of substantive reform: A call for interdependence among stakeholders. *Educational Administration Quarterly*, 38(2):137-175.

Zepeda, S. J. 1999. *Staff development: Practices that promote leadership in learning communities.* New York: Eye on education.

CHAPTER 2

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

2.1 Introduction

In the previous chapter, an outline of the research design, methodology, research questions, problem statement and an overview of the rationale for the study were given. The clarification of certain nomenclature (namely, change, educational transformation, innovation and staff development) were also included to orientate the reader towards the context in which this study was conducted and to offer a better understanding of the concept of staff development. In this chapter, these terms are explained further and a connection made with how they relate to the research problem and impact on staff development, by offering a review of the relevant literature.

In subsection 1.4.3.1, it was indicated that the objectives of the literature search were to examine which factors are contributing towards educational transformation in higher education, how they influence the professional tasks of academics and what impact this influence will have on the nature and character of academic staff development. This chapter addresses and identifies the predominant elements that drive educational transformation and ultimately academic staff development.

Similarly, according to the discussion in the problem statement given in subsection 1.2.4, the problem that needs to be addressed is that the dynamics of educational transformation have presented numerous challenges for academics and they would need training and development in the implementation of the ideas of policy makers. The dilemma therefore, lies in deciding on the nature of academic staff development that would achieve academic excellence while accommodating the imperatives of educational transformation.

To set the scene for the rest of the chapter, this chapter starts, by critiquing the changing nature of higher education and some of the criticisms leveled against higher education institutions, and briefly argues whether these negative sentiments are warranted. Next, a review of the impact of technological advances on the teaching/learning process and the implications this will have on the professional functions of academics and consequently staff development, is given. Thereafter, the paradigm shift in teaching and learning is explicated and the influence on the development of staff is outlined.

Additionally, in response to the concerns that the focus of conventional tertiary education might not be the most effective or relevant preparation for future professionals, curricula have had to be reinvented to produce graduates with skills that are more relevant and with a higher utility value. In this regard, the philosophies and practices of two major innovations, namely OBE and PBL are discussed. The implications of these curricula innovations on staff development are covered wherein a review and analysis is attempted. Following this, an overview of the change process and how individuals might respond to change, as well as strategies to effect change, is explained.

Finally, that higher education institutions are undergoing radical change and transformation, not only in South Africa but world-wide, is well documented in the literature. Therefore, this chapter highlights the concept of educational transformation from a national and international perspective, using the examples of South Africa, New Zealand, the United Kingdom (UK) and Australia.

2.2 The changing nature of higher education

The technology revolution, the expansion of knowledge, innovations in education and socio-economic changes are exerting a major influence on the way in which higher education institutions are being managed. While higher education institutions are being lambasted for not changing fast enough and in tandem with the demands of a rapidly fluctuating society, the literature also shows that concerted efforts are being undertaken to effect changes that would better prepare graduates for their role in a postmodern, technocratic society.

To support this argument, an analysis of how certain parameters (technology, the teaching/learning process and curricula transformation and innovation) directly affect higher education, are given. These changes will have an impact on the training and development of staff since they are the ones directly involved with the implementation of the innovative programmes. Therefore, this issue cannot go unattended.

2.2.1 Criticism against the slow pace of change

The Education White Paper 3 on higher education transformation in South Africa (Department of Education 1997a:9) describes one of the main purposes of higher education institutions as providing the labour market "with high-level competencies and expertise necessary for the growth and prosperity of a modern economy". Therefore, universities have been transported to the marketplace and unless they can meet the educational and market needs of society, they stand to lose their relevance.

As knowledge changes and new technologies are introduced, new jobs are created, new training and some updating in existing knowledge is required. Although much of this occurs in the workplace, where it does not, universities have to respond quickly (Jarvis 2000:57-58). Moreover, many employers are taking the initiative to "train" their own employees because they feel that universities have been slow to acknowledge the dramatic transformations in the economic, social and technological environments in which their graduates will work. To this effect, universities have to reinvent themselves and redefine their role in the production, preservation and dissemination of knowledge. They have had to rethink their missions and become entrepreneurial, more managerial and more flexible (Candy 2000:275).

Despite these changes required of universities, Jarvis (2000:54) criticises universities for still operating as if they were functioning in a pluralist society, almost free from commercial pressures. They still regard themselves as creators and disseminators of that knowledge, rather than the respondents to wider societal pressures. This demonstrates their inability to change rapidly while sometimes even resisting change, although they may appear to be autonomous and innovative when adapting their programmes.

As a testimony to this, employers increasingly lament that the education system in not producing graduates prepared to fill the kinds of jobs created by a new economy. Having made this point, Swenson (1998:2) warns that if qualified workers aren't coming from tertiary institutions, employers will look elsewhere or attempt to prepare them on their own.

Does this mean that there is a risk that the redundancy of tertiary education institutions is imminent? Hardly so. This is the postulation of Candy (2000:276) who advances a strong argument that universities have a distinctive and enduring educative role in the production of lifelong learners. Far from being considered redundant by the move to an information-based society, universities are in fact needed more now than ever. In a world dominated by knowledge, they represent knowledge at its highest. The following quotation reflects this sentiment:

> "There is a unique and distinctive role for universities in developing in their graduates the ability and predisposition to take the values of scholarship to the organizations and communities which they serve" (Candy 2000:275).

Emphasizing the importance of HEIs in the development of society, is this assertion by Ajayi, Goma and Johnson (1996:199, 205) that: "The priority of the university must be first and foremost to ensure that it gives credible education". If the training of graduates is poor in quality and substance then

their contribution to society will be mediocre and this will impede real national development and progress. Indeed, the standard and quality of life in any country depends increasingly upon the power of knowledge, and socio-economic development is becoming more knowledge-intensive.

Furthermore, the purpose of higher education is manifold: 1) It meets the learning needs and aspirations of individuals through the development of their intellectual talents and enables them to use opportunities presented by society, 2) It provides the labour market with people possessing high level skills and knowledge necessary for the growth of a modern economy, 3) It is responsive for producing citizens who are enlightened and responsible (Department of Education 1996:5).

It is with this tone that the rest of this chapter will be written. In this writer's opinion, notwithstanding the criticisms, governments and higher education institutions around the world are making concerted efforts to transform and be innovative because they recognize the importance of higher education in a rapidly changing, knowledge-driven technological world. This is so that learners can develop attitudes and skills for a lifetime of learning. Note also that the Dearing report (Dearing 1997a:par 4.2) acknowledges that higher education has become central to the economic well being of nations and individuals. This is largely because knowledge is advancing so rapidly that a modern competitive economy depends on its ability to generate that knowledge and use it effectively.

Further, that HEIs are changing in tandem with the demands of a technocratic society is attested to by Davies (1998:175) who purports that higher education has become internationalised as students travel to learn and as providers "export" themselves through distance methods of delivery and new communication techniques such as the internet, satellite broadcasting, video-conferencing and other mechanisms that use virtual technology.

The following subsection is concerned with the changing trends in higher education which are in tandem with the nuances of a knowledge-based, technologically driven society.

2.2.2 Changing trends in higher education

While universities might be criticized for not changing fast enough to meet the demands of a technocratic, knowledge-based society, by no means are they immune to the pressures of change.

What impact, then, does globalisation, technological advances and a changing, knowledge-driven society have on higher education? A review of the literature reveals that the changes that are occurring at higher education institutions are in response to the changes that are taking place in

society. For example, technology has influenced the teaching/learning process (Gilbert 1995:47, Rogers 2000:22-23, Millis 1994:456 and Kishun 1998:63). That we live in a knowledge-driven society which requires learners to be self-directed, life-long learners, capable of thinking critically and creatively and who possess adequate problem-solving skills, has demanded that there be a shift from a traditional approach to teaching and learning to a more student-centred approach (Swenson 1998:1-6 and Candy 2000:271-275).

It must be remembered that knowledge in a changing society is perishable. What is learnt today is forgotten tomorrow. The contemporary person has to assimilate and interpret vast amounts of disconnected information all the time. This places an enormous burden on his/her limitations to receive, process and remember information at a faster pace. Education, at tertiary level, especially, should teach the individual to classify information, to be critical and to look at problems from different directions. Learners have to be able to manipulate data and know when and how to replace it (Toffler 1971:374).

Another factor contributing to changes in higher education relates to a changing student population. More "non-traditional" students, namely disadvantaged, older and women students are seeking a tertiary education. This would entail a change in the way educators would need to handle these students (Cross, in Millis 1994:456).

Also, in the future, universities will have to become embedded in a process of knowledge production which will involve many more participants. This will entail more alliances and partnerships with different institutions and businesses, namely collaborative arrangements. Thus, knowledge production is becoming less and less a self-contained activity and is no longer the preserve of tertiary institutions (Gibbons 1998:76). In fact, the development of the "corporate university" is currently under way. In the USA and UK, large companies like Motorola and Uniport are seeking accreditation for "in-company" learning in an attempt to develop industry-located knowledge (Davies 1998:176).

Additionally, greater accountability is being demanded of tertiary institutions as the paying public want to know what returns they are getting for their investment while businesses and industries expect that graduates be adequately prepared for an increasingly technical and competitive world of work in terms of being competent in certain skills, knowledge and characteristics (National Science Foundation, in Licklider et al.1997:121).

To add to that, technological advances, new demands for instructional methods and distance learning create both opportunities and challenges for faculty. Also, the multi-age, multicultural classroom is becoming the norm while understanding diverse learning styles is critical for effective learning

(Lawler and King 2000:12). Cranton is quoted in Licklider et al. (1997:121) as saying that it is evident that the knowledge and skills required of faculty to support students' learning in these changing times, is substantial.

Therefore, in this writer's opinion, these factors are considered important enough to warrant further discussion, which will be set out below. Also, in the context of this study, the implications of these parameters on staff development will be illustrated.

The next subsection gives an account of the impact of technological advances on teaching and learning in higher education.

2.3 Technological advances

Technology has definitely had an impact on the teaching process and will continue to exert its influence in the classroom, in the future. It may not even be necessary to be in a classroom to receive an education as more and more courses are being offered online. The implications for educators is that they will need to receive training in the implementation of technology to bring about more effective and efficient instruction and learning.

2.3.1 The impact of technology on higher education

It is an undisputed fact that if universities are to remain competitive in the new millennium, they must effectively integrate technology into the classroom (Rogers 2000:25). Surry and Land (2000:145) also acknowledge the value of technology and are optimistic that the problems facing higher education, namely, increased competition, greater numbers of non-traditional students, ageing facilities and decreased government funding can effectively and radically be changed by technology. By the same token, Hannafin and Land, cited by Surry and Land (2000:146) concede that technology can be used to redefine the experiences available to learners and to overcome the many pragmatic constraints faced by higher education.

In a similar light, this quotation by Gilbert (1995:47) highlights the high expectations that educators

> "Academic leaders are striving harder than ever to improve the quality and accessibility of teaching and learning in higher education, while controlling costs and integrating new instructional applications of information technology. Many of these leaders are hoping that by embracing major new uses of technology to deliver instruction (such as distance education) they can simultaneously solve economic problems and learning problems".

have for technology as a means for improving teaching and learning:

Gilbert (1995:47) continues by stating that the eventual transformation of higher education and the integration of instructional technologies is inevitable. Also, developments in technology, like the virtual classroom, is likely to revolutionize tertiary education since students will be able to earn a degree from a university almost anywhere in the world without leaving their home (Kishun 1998:63). There is no question that information technology has already become an integral part of campus life at most institutions of higher education (Shapiro and Cartwright 1998:50).

The invention of the world wide web (www) in 1992 made online education increasingly accessible because the web is easy to use and capable of presenting multimedia. The telecommunications and knowledge revolution enabled greater and faster communication and collaboration and led to the production of the knowledge economy and the required basic changes in education (Harasim 2000:42).

Therefore, in the subsection to follow, this writer investigates how technology is being/can be used to enhance the teaching/learning and research process.

2.3.2 Specific applications of technology in the classroom

This subsection gives an overview of the various technological techniques that can be applied in the teaching/learning situation.

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

Electronic mail can be utilized as a teaching tool, a research tool and a productivity tool. Besides its widespread role of facilitating communication, e-mail is a potentially valuable tool for creating non-classroom based instructional interactions. In this way it could be used as a tool to complement face-to-face classroom interaction (Surry and Land 2000:147) and allow for more one-to-one interaction between educator and learner (Beidas, 2000:670).

As a specific example, Beidas (2000:670) describes the use of e-mail as a tool for teaching ethics to internal medicine residents. Prior to a scheduled conference, a description of an ethics problem was sent to residents via e-mail and their comments on how to best resolve the clinical dilemma was solicited. The e-mails received in advance allowed the author to focus the discussion on particular deficits in resident's knowledge and attitudes and thus ensure an informed discussion.

2.3.2.2 The merits of web-based teaching

The www has been utilized in higher education as a course supplement or online syllabus with course assignments, schedules and self-assessments posted online (Surry and Land 2000:147). In the context of medical education, web-based teaching has incorporated fundamental educational principles such as peer assessment (Freedman, Lehmann, Ogborn and Hopkins 2000:539), case-based learning (Rawn, Davidson and Andries 2000:540), vertical and horizontal integration plus self-directed learning (Youngblood, Stringer and Moreno 2000:541). It is evident, therefore, that the utilization of technology is very amenable to the application of novel principles of teaching and learning including curriculum design.

For example, Freedman et al. (2000:539) describe a web-based project that was designed to support peer-review and internet-publishing skills in the curriculum. The objectives were to make students' work available to peers and future classes to advance knowledge, teach students how to evaluate their peers' work critically and how to publish material on the internet.

Additionally, Rawn et al. (2000:540) write about their web-based case presentations to supplement a surgery clerkship curriculum. This teaching tool linked case-based learning with web-based teaching. Each case displayed the patient's history and physical examination together with pertinent patient and anatomic images. Following that was an interactive questionnaire and cross referencing guide with possible diagnoses. Additional questions, clinical tests and treatment options were offered in an interactive questionnaire format. Also, relevant video clips of the major surgical steps were available with stepwise text and diagrams.

Furthermore, a web-based nutrition curriculum that focuses on clinical applications, while achieving both vertical and horizontal integration across the years of the medical curriculum and which can be completed entirely through self-study, was reported by Youngblood et al. (2000:541). Students could navigate through material linearly as presented or by using hyperlinks to move through the material in a more exploratory way. In this way, they could explore other course material and additional resources through the links that were provided.

While web-based teaching might have its merits, what do students (who are central to this process) feel about the switch from a traditional approach to one that is technological? At the School of Nursing Faculty at Ball State University, when a redesign of the courses from a traditional classroom approach to www delivery, was undertaken, it was revealed that some students preferred classroom contact to working in isolation. The advantage of the virtual classroom, is that when responding to

www modules, each student has to respond independently to assignments. Another benefit is that students living further away from campus experience a reduction in travelling time and cost (Ryan et al. 1999:277).

In a similar study, at the University of Minnesota Medical School, where web-based technology was used to facilitate peer tutoring and promote alternative teaching methods, students described the value and convenience of web-based access to study materials. They particularly liked the web-based anatomy practice practicals which provided an alternate method for studying anatomy. Also, the remote access to the web site allowed students to budget their time better since they could use the programmeme's study resources at their convenience (Shanks, Silver and Harris 2000:539).

2.3.2.3 E-learning initiatives

Henry (2001:1) defines e-learning as: "The appropriate application of the internet to support the delivery of learning, skills and knowledge in a holistic approach not limited to any particular courses, technologies or infrastructures".

The application of e-learning in higher education is well documented. Harasim (2000:46) explains how the exponential growth in the use of the internet by universities world-wide has resulted in learners and staff relying on the internet to find sources for their research, to connect with peers and experts in various fields through online journals and newsletters. Online courses use the web as the primary environment for course discussion and interaction.

Also, Mason (2000:63-74) reports on the transition from distance education to online education undertaken by the UK Open University. In particular, Mason (2000:63) describes the use of computer conferences and the web for course delivery and support of learners. For example, the first large scale undergraduate course delivered on the web was offered in pilot form to 800 learners in 1999 and to over 12000 learners in 2000. The course is supported entirely online with no face-to-face tutorials and the course content is almost entirely on the web.

The importance of support to ensure that the implementation of e-learning is effective has been recognized by authors in this field. To paraphrase Alexander (2001:7):

> "For any e-learning initiative to be successful, a number of support mechanisms must have been developed. The most sophisticated learning design will not help students to learn if the technology does not work, if faculty are overloaded and cannot do or know how to provide

support to students".

So, from the review of the literature, what has become evident is the fact that implementing high technological skills in higher education calls for the training and development of staff if the benefits of using technology are to be realized. Thus, the implications of using technology, on staff development are explored next.

2.3.3 The implications of technology on academic staff development

Just how far we have advanced technologically is illustrated in this quotation:

> "As recently as a decade ago, it was unusual for a development center to offer faculty help in using technology in their teaching. Today, it is rare to find such an organization that does not include in its mission some reference to teaching with technology" (Shapiro and Cartwright 1998:50).

Indeed, the validity of this quotation is evidenced by the writings of many authors (Millis 1994:456, Surry and Land 2000:145-153, Rogers 2000:19-20, Schlesinger 1999:95 and Ryan et al. 1999:277) who have put forward a strong case in favour of developing, training and motivating staff to cope with the challenges that technology would present in the teaching learning process.

For example, Surry and Land (2000:151) note that the design, development, evaluation and utilization of technology are time consuming, laborious and often frustrating activities. Fuelling these problems is the observation that most staff with the demands of research and teaching might view this time spent on technology as less relevant or they might simply not be motivated enough or aware of available technology. In this respect, confidence-building strategies will seek to provide faculty with the hands-on training and other supporting resources needed to become proficient with the use of technology.

Adding his commentary on the need for staff development, Rogers (2000:19) asserts that for universities to remain competitive in the new millennium, they will need to develop cohesive training programmes with an emphasis on learning and provide adequate technical support to assist educators with integrating technology into instruction.

For clarification on his argument, Rogers (2000:20, explains that since most educators conduct a teacher-centered classroom, the successful use of technology (in cyberspace or a traditional setting) will require behaviour modification of faculty focusing on a shift from "teaching" to "learning".

Alexander (in Rogers 2000:22) claims that successful use of technology involves virtual classes that are different from the face-to-face class. It requires a shift from being a teaching franchise to being an enterprise that emphasizes "learning".

More to the point, Millis (1994:456), stresses the importance of staff development in the light of technological advances and how they have changed the face of education. Indeed, faculty will have to be trained to integrate and enhance their syllabi, lecture notes, typical handouts, transparencies or slides through the new digital technology by creating richer, more interactive materials. Also, teaching in a distance education environment, for example a television studio, demands new preparation, teaching and support skills. Inexperienced faculty would require coaching in these novel methods.

Nevertheless, from the change literature in higher education, many theories for encouraging faculty to use technology suggest that providing access to powerful technologies is sufficient even when combined with a minimal support infrastructure, to bring about meaningful change (Surry and Land 2000:145). A key element in the effective utilization of any innovation in higher education, however, is promoting faculty buy-in and it would not automatically follow that if it is there, it will be used (Surry and Land 2000:152).

To this end, an example of a staff development programme that utilizes the www was reported by Schlesinger (1999:95). At Lehigh Valley Hospital, staff were introduced to a programme entitled "web course in a box". It is a faculty development tool that allows for faculty to create personalized web courses without any knowledge of hypertext mark-up language (html). Features included the ability to customize the programme's appearance, discussion groups, student home pages and various options for presenting course content. As part of the workshop, faculty were given the opportunity to discuss the usefulness of these tools and the maximizing of the potential of the www in their teaching.

Shapiro and Cartwright (1998:51, 52) describe a similar workshop that emanated from a collaborative network between the Ohio Foundation of Independent Colleges and Ameritech. The workshop explored learning and learning styles, learner-centered curricula and the use of technology to enhance learning. Participants worked collaboratively in teams to explore techniques and tools for using the www to enhance student learning and collaborative work in the virtual classroom. Web-based projects were created, pressed onto CD-ROMs and distributed to the workshop participants. Supplementing this, a workshop on distance education offered guidance in the use of various instructional methods for online learning, for example, the use of chat and discussion groups on the web as well as video conferencing. Another component of the workshop involved working with the multimedia elements of graphics, sound and digital video files for presentations and courseware. Web

page designs, e-mail use and discussion groups for faculty-student collaboration, were also addressed.

Therefore, for faculty to buy-in to the idea of enhancing the use of technology in their teaching and research, a carefully orchestrated plan needs to be put in place. In this regard Surry and Land (2000:150) discuss four strategies namely, attention gaining strategies, relevance gaining strategies, confidence building strategies and satisfaction strategies which would need to be used (refer to table 2.1).

Table 2.1: Strategies for enhancing faculty buy-in

Type of strategy	Method of action of strategy
Attention gaining strategies	These would showcase the practical uses of different types of technology to make faculty aware of what is available to them to demonstrate the power and potential of these technologies.
Relevance gaining strategies	Technology would need to be made relevant to the needs, hopes and desires of the individual staff member
Confidence building strategies	These would focus on providing opportunities to master various types of technology.
Satisfaction strategies	These should be designed to reward faculty who use technology and to provide incentives to those who do not.

Therefore, from an analysis of the resources on technology in higher education, the application of technology in the teaching/learning situation has been identified as one of the imperatives of a technologically driven society and hence educational transformation. Most academics, however, do not have adequate expertise to be able to implement technology in the teaching/learning context. This is one reason that ICT should become an important component of staff development programmes and in this way would contribute towards shaping the character of staff development in an era of educational transformation.

Technology is not the only parameter influencing higher education. Much change has occurred in the arena of teaching and learning. In fact a "paradigm shift" has occurred from an emphasis on teaching to that of learning. More about this "paradigm shift" follows.

2.4 Changes in the process of teaching and learning

Traditional practices of teaching and learning are no longer adequate in a post modern, knowledge-based society. The reasons are glaring. Society is demanding new skills of graduates who would have to cope with the complexity of change, be able to think critically and laterally, learn continually

and solve problems while also being good team players. It is hardly surprising, therefore, that a paradigm shift is occurring from a teacher-centred approach to one that is more student-centred, enabling students to take more responsibility for their own learning and to become self-directed learners.

2.4.1 The paradigm shift from teaching to learning

Swenson (1998:1) maintains that since knowledge doubles every seven years, it no longer seems possible for a person to learn the "body of knowledge" of a discipline. Instead, learners need to understand the foundation of a subject and how to access and use new knowledge as it becomes available. Institutions need to be mindful of this fact and to recognize that preparing adults to have these skills will require a change in some traditional practices.

Other skills identified as essential for students to become productive as knowledge workers include the ability to write clearly and persuasively, to articulate and present ideas to others orally, to work capably in a group and team settings and to analyze and think critically (Swenson 1998:4). Thus, they will need high levels of communication, collaboration, interpersonal and leadership skills. Why? According to major studies, effective working teams that can collectively discover and solve problems are the hallmarks of the information age (Snyder, in Spady 1999:32).

Further demands that are being placed on workers is the ability to constantly change, adapt, learn and innovate while maintaining quality in a complex, high-technology, competitive, unpredictable and interdependent marketplace (Spady 1999:32). Preparing graduates to work in this complex, fluid and unpredictable environment is a challenge for educational settings (Candy 2000:271). At the same time higher education institutions must ensure that they contribute to society by providing graduates with skills that can both enrich society and enhance its development. This is dependent on higher education's ability to develop higher levels of intellectual rigour, a high level of analytical capacity, self-motivation, independence of thought, basic research skills and a capacity and aptitude for innovation (Department of Education 2000:24).

Indeed, societal and economic changes have filtered through to tertiary institutions and in turn are beginning to have an impact on what happens in the classroom. To this end, Barr and Tagg (1995:14) refer to a paradigm shift taking place in education from the instruction paradigm to the learning paradigm where the new mission is to produce learning. Barr and Tagg (1995:17) refer to the traditional curriculum as the instruction paradigm and the novel curriculum as the learning paradigm. Changes in the role of the educator are required if student-centered learning/teaching strategies are to be effective (Rideout 1994:149). "The actions necessary for teachers are movement from roles of

transmitter and authority figure to roles of model, guide and facilitator" (Bevis and Watson, in Rideout 1994:149). Moreover, they are required to facilitate learning for students of different intellectual abilities (Buchner and Hay 1999:19).

Endorsing this notion of student-centered teaching and learning are other authors who advise that it is no longer enough to teach students every single thing about a particular subject. "They should be able to learn how to learn, how to select and integrate appropriate information in the most effective and efficient way" (Kaufman 1985:17) and to construct their own understanding of what they have discovered (Buchner and Hay 1999:19). This reasoning has given rise to the shift to a more student-centered, self-directed approach to learning and teaching (Kaufman 1985:17).

Therefore, it is now necessary for students to take responsibility for their own learning and an environment should be created to allow learners to discover and construct knowledge for themselves, to make discoveries and to solve problems (Barr and Tagg 1995:15). The aim is to gear students towards becoming more actively involved, to become more critical and to develop the ability to apply knowledge and skills in real life situations (Buchner and Hay 1999:19). Building on this viewpoint, Candy (1991:xiii) maintains that this self-direction is important if peoples' hunger for new skills and information is to be satisfied in this era of technological change and information explosion. These self-directing individuals "will most likely improve the quality of democratic participation of life in general as they become more self-determining citizens".

It can be argued that without proper training, academics might perceive this shift to a more student-centered approach as a shock to the system. The role of the educator has undergone a metamorphosis. Never before has it become so imperative that staff be trained and developed to face these challenges. Subsection 2.4.2 outlines the impact of the paradigmatic shift from teaching to learning, on the development of the academe.

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

During the first half of this century, teaching expertise was congruent with content expertise and teaching was construed almost entirely in terms of lecturing. It was perceived that if a faculty member acquired the knowledge of the discipline, he could teach (Barr and Tagg 1995:16. Recently, teaching has come to be recognized as a skill associated with but separate from content expertise (Wilkerson and Irby 1998:388). There has also been an increased emphasis on the connection between teaching and learning and how learning can be enhanced in the classroom to meet the needs of a changing student body (Knapper, in Lawler and King 2000:13).

Unfortunately though, educators at tertiary institutions are required to assume these new academic duties for which they have received no formal training. It is a widely held belief that in order to succeed at these new teaching tasks, faculty development is essential. It would improve the educational vitality of academic institutions through attention to the competencies needed by every individual to promote academic excellence (Wilkerson and Irby 1998:387). Barr and Tagg (1995:16) endorse this assumption by stating that in order to implement the ideas and innovations of new paradigm thinkers, institutions will have to realize that training of educators in novel methods and philosophies of facilitating and learning is of paramount importance.

In fact, that faculty development is a crucial feature of this change of focus, from teaching to learning, enjoys wide coverage in the literature (Wilkerson and Irby 1998:387, Rideout 1994:149, Nieman, Donohue, Ross and Morahan 1997:504 and Carter 1997:174). Strategies should aim towards clarification and modification of the values and attitudes of faculty as they adopt a new approach and philosophy towards education (Rideout 1994:149). Nieman et al. (1997:504) advise that when implementing an institution-wide faculty development plan, it is important to acknowledge that whilst the old systems of training faculty served us well in the past, they do not work in the current environment of change. As Lawler and King (2000:12) so poignantly put it: "Higher education is changing and faculty are caught up in these changes".

For example, educators need to be trained in the implementation of co-operative, collaborative learning experiences. Educators need to appreciate that co-operative learning does not imply simply putting learners into groups and expecting optimum learning to occur. Guidelines need to be followed and certain principles adhered to (Barr and Tagg 1995:15). Additionally, over the years, self-directed learning has risen to prominence and thus the study of self-direction has also been included in the programme of many staff development efforts (Candy 1991:xiv).

Other key concepts underlying the new approaches to faculty development are reflective practice, transformative learning and teaching as community (Licklider et al.1997:122), including training educators as facilitators of the teaching/learning process (Holthausen 1998:33).

It can be concluded from this subsection that the paradigm shift from teaching to learning is yet another component of educational transformation which would influence the modus operandi of academics in their educational functions. This paradigm shift will also contribute to the character of academic staff development in that programmes would need to prepare educators to become facilitators rather than transmitters of content. They cannot be expected to make this transition on their own without proper guidance and support. If left on their own, educators might adhere to using traditional methods of teaching with which they are more familiar.

It is not only the teaching/learning process that is so fluid though; the traditional curriculum has come under attack as no longer being relevant to a changing society. In the following subsection curricula transformation and curricula innovations are addressed.

2.5 Examples of curricula transformation and innovations

The information age, increasing globalization and technology have changed society and our roles within the new social structure. To meet these changing needs, curriculum and instruction design for former times are no longer sufficient (Baron and Boschee 1996:574). Van der Vyver (1999:5) goes a step further by arguing that curriculum renewal has always been a recurring theme in tertiary institutions. Curricula are constantly undergoing evaluation, modification and updating in tandem with the demands of changing circumstances. Educators, reflecting on their practice and the impact of the curriculum on their students, have adapted the course content and material to be more appropriate and relevant to the needs of learners and challenges of meeting international standards.

An essential criterion for a new curriculum is that it must reflect an environment structured to facilitate the emergence of a set of dynamic ideas that would ensure progressive education suited to a new era. This is in conjunction with recognizing that the fundamental objective of education is to enable the individual to function fully in his environment, to see himself as an important contributing member of society and to help shape the direction of its development (Mungazi 1991:103).

To this end, two major curricula innovations are examined, namely OBE and PBL, which have been designed to meet society's changing needs and advancing knowledge. Firstly, OBE is an innovative curriculum because educators are innovative and create their own learning. Curriculum design is leaner centered and starts with outcomes which are determined largely by the future driven demands of a rapidly changing technological world. Outcomes-based education also emphasizes a holistic, integrated approach towards learning (Claasen 1998:36, 37).

With a shift from a content-based curriculum to one which is based on the achievement of outcomes, comes the adoption of a different epidemiological approach to teaching and learning, namely constructivism. A constructivist approach to teaching and learning emphasizes the "creation" of knowledge rather than the receipt of knowledge. At the pragmatic, the focus is on ideas such as inquiry, co-construction of knowledge, student-centeredness, problem-based angragogies and discourse-based interactions. Therefore, constructivism contrasts the role of the facilitator with that of the traditional lecturer whose teaching methods can be viewed as positivist (Gruender, Holt-Reynolds, in Venter 2001:91).

2.5.1 Outcomes-based Education (OBE)

Here, an elucidation will be given of the principles and semantics of OBE. To augment that, the implications of implementing OBE for staff development will be addressed.

2.5.1.1 What is Outcomes-based Education (OBE)?

The logic used in OBE is that the intended learning results are the start up points in defining the system (Spady 1993:2) and thus, the curriculum design process starts with the intended learning achievements, namely the outcomes (Olivier 1998:2). This, Spady (1993:19), refers to as "designing down"- working back from the set of "ultimate culminating outcomes" that have been set out. That is, beginning curriculum and teaching planning where educators want students to ultimately end up and building back from there (Spady 1999:27). Another way of explaining this is that educators start with a "clear picture of what is important for students to be able to do, then organize curriculum, teaching and assessment to make sure this learning ultimately happens" (Spady 1999:24).

Central to this type of learning is that learners must demonstrate the achievement of an outcome as well as involvement in the learning processes (Olivier 1998:2). Olivier (1998:23) further points out that an outcome is not the mastering of a course, a module, a chapter, a competency or an output. For example, mastering content such as the knowledge embedded in the subject communication can never be an outcome since the content alone is inert and sterile. Spady(1993:3-5) endorses this viewpoint with this clarification: “An outcome is a culminating demonstration of learning"-"an actual demonstration in an authentic context". Curriculum content is not the outcome, the demonstration of the content is the outcome. To paraphrase Spady (1999:24): "Outcomes are actions and performances that reflect learner competence in using content, information, ideas and tools successfully".

Why is there an emphasis on competence? According to Westera (2001:75), "competence transcends the levels of knowledge and skills to explain how knowledge and skills are applied in an effective way". Competence is easily identified with valued capabilities, qualifications and expertise. Remember that employers demand graduates who are able to cope with ill-defined problems, contradictory information, informal collaboration and abstract, dynamic and highly integrated processes and the concept of competence is closely associated with the ability to master such complex situations. This is why competencies are now being embraced by educators for curriculum design and staff development.

Further, OBE learning programmes are seen as guides as opposed to the rigid, non-negotiable prescribed syllabus of the traditional curriculum. Adding to this is that OBE provides opportunities for students to think critically and creatively and to be involved in problem-solving exercises in a learner-centered environment. The pedagogic, teacher-centered nature of the traditional curriculum often deprives learners the opportunity to think creatively and critically (Olivier 1998:34,39).

The closed nature of the traditional curriculum, its unidirectional way of transmitting knowledge to "passive recipients", the examination driven assessment that it propagates and its teacher-centered approach are factors that can readily be viewed as belonging to the modernist project (Claassen (1998:36,37). A modernist curriculum imposes "boundary conditions", that is it operates as a closed system, preventing constant inputs from the outside which leads to static degeneration. Outcomes-based education on the other hand is flexible and open to its environment, allowing for inputs from the outside.

Therefore, OBE rejects the modernist roots of the conventional curriculum and is not a mere reform of the traditional curriculum but in its pure form represents a radical paradigm shift. Outcomes-based Education is concerned with an outcome from the learner's point of view, which is why curriculum design is learner-centered and problem-centered as opposed to the subject-centered design of the traditional curriculum (Claassen 1998:36).

Spady (1993:6-11) and Spady and Marshall (1991:67-72) categorize OBE according to the extent to which the curriculum has deviated from the traditional curriculum and in this regard, three major forms of OBE were identified (see table 2.2).

Table 2.2: Three major forms of OBE

Form of OBE	Description
Traditional OBE	The curriculum content and structure remains constant but the focus is on the outcomes that do not relate to real life (Spady 1993:7).
Transitional OBE	This curriculum lies in the "twilight zone between the traditional curriculum structures and planning processes and the future role priorities inherent in transformational OBE". The curriculum is designed around higher order exit outcomes (Spady 1993:8-9 and Spady and Marshall 1991:69).
Transformational OBE	This is future orientated and focuses on students' life long adaptive capacities. It is a collaborative, flexible, transdisciplinary and empowerment-orientated approach to schooling (Spady and Marshall 1991:68).

Therefore, we can see that while traditional OBE represents the lowest level on the evolution scale, transformational OBE represents the highest evolution of the OBE concept. In planning a transformational OBE curriculum, the conditions of life that students are likely to encounter in the future, serve as the starting point (Spady and Marshall 1991:70-71).

Furthermore, according to Spady (1993:21), the main purposes of OBE are: 1) to equip all students with the knowledge, competencies and orientations needed for future success and 2) to implement programmes and conditions that maximize learning success for all students. How do educators equip students for "future success"? Spady (1993:23) refers to the process of "strategic design" which involves studying the literature and available data about future trends and conditions to ascertain what students will be facing in the world. A set of performance outcomes are then derived that would best represent effective adult functioning.

Additionally, Olivier (1998:2,29) explains that when one needs to attain an outcome (for example in employment), one would start formulating and sequencing the preparation steps and identifying the knowledge and skills needed. That is, specific areas of learning are identified.

For each learning programme, a series of specific outcomes are formulated which then form the template to establish that knowledge and processes must be mastered. Training programmes, courses or unit standards will form the basis of qualifications. The training programmes are derived from the job description and the knowledge and skills needed to achieve the outcomes are derived from the required outcomes. Therefore, the training is outcomes-based and related to real-world situations and not directed by simply mastering textbook information (Olivier 1998:2). In fact, content is integrated and linked more to the quality of life experiences (Spady 1993:24).

In the following quotation, Baron and Boschee (1996:576) sum up what OBE entails:

> "OBE is both a philosophy and an instructional process designed to educate the whole child and to give each learner the maximum opportunity to prepare for a successful future in a changing society. The underlying beliefs and principles of OBE create a flexible approach to instruction that recognizes and responds to the changing educational and social needs of our children".

This is probably why the South African government (like others) decided to adopt OBE as a major curricula innovation when it undertook to transform the education system that was inherited from the apartheid government. Next, OBE in the South African context is discussed.

2.5.1.2 Outcomes-based Education (OBE) in South Africa

When the White Paper on Education and Training (WPET) of 1995 heralded a fundamental transformation in the system of education and training in South Africa, OBE was deemed appropriate for the integration of education and training needs in this country. The WPET proposed that demands for equity and redress and for access to quality education for all could be met through this type of educational transformation. Outcomes-based education within a NQF would be able to respond to demands for growth and development by preparing a proper workforce for the country's future human resource needs (Kruss, in Morrow and King 1998:66). In this regard, McGrath (1998:117) argues that if OBE is to live up to the highest principles and ambitions of the "new South Africa", then major methodological and attitudinal shifts will need to take place that empower learners and educators to become real subjects of the reform process.

Additionally, McGrath (1998:116) poses the question "Does the emphasis on outcomes necessarily empower individuals to a greater extent than was the case with knowledge-based education"? He answers this by stating that this depends to a large extent on what OBE means in practice.

In OBE, the intended outcomes should be explicitly stated and should serve as a guide in the teaching /learning process and makes possible the evaluation of these processes. If applied correctly the focus on outcomes should encourage the development of flexible, relevant programmes of learning. If applied too narrowly, it could be reduced to a narrow statement of measurable behavior and lead to many programmes that are fragmented and irrelevant. Thus, the way in which outcomes are formulated is crucial (Curriculum Development Working group 1999:9).

In South Africa, SAQA (1995:2-3) has tried to capture the notions of "know", "do" and "be" while encompassing broad cross-curricula, generic outcomes with specific learning outcomes, by distinguishing three kinds of outcomes (see table 2.3).

Specific outcomes are informed by the critical outcomes but formulated within the context in which they are to be demonstrated. They relate to the competence which the learners should be able to demonstrate in specific contexts and certain areas of learning. These outcomes would serve as the basis for assessing the progress of learners and concomitantly the effectiveness of learning processes and learning programmes (Curriculum Development Working Group 1999:11). The twelve critical cross-field outcomes as outlined by SAQA (1995:5) are tabulated in table 2.4.

Table 2.3: The types of outcomes used in OBE

Type of outcomes	Achievement of outcome
Specific outcomes	The contextually demonstrated knowledge, skills and values for a particular university course or module.
Exit-level outcomes	The outcomes which are to be achieved by a qualifying learner at the point of leaving a learning programme in order to obtain a qualification. These outcomes should be stated in terms of holistic capabilities (competencies).
Critical outcomes (or critical cross-field outcomes)	These are broad and generic and applicable to all kinds of qualifications. They are called critical because they are critical for the development of the capacity for lifelong learning in learners.

Table 2.4: SAQA's twelve critical cross-field outcomes (Adapted from SAQA 1995:5)

Critical outcomes	Developmental outcomes
Problem-solving skills Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.	**8) Learning skills** Reflecting on and exploring a variety of strategies to learn more effectively.
2) Teamship Working effectively with others as a member of a team, group, organization and community	**9) Citizenship** Participating as responsible citizens in the life of local, national and global communities.
Self-responsibility skills Organizing and managing oneself and one's activities responsibly and effectively.	**Cultural and aesthetic understanding.** Being culturally and aesthetically sensitive across a range of social contexts.
Research skills Collecting, analyzing, organizing and critically evaluating information.	**Employment seeking skills** Exploring education and career opportunities.
5) Communication skills Communicating effectively using visual, mathematical and/or language skills in the modes of oral or written persuasion.	**12) Entrepreneurship** Developing entrepreneurial opportunities.
Technological and environmental literacy Using science and technology effectively and critically, showing responsibility towards the environment and health of others.	
7) Developing macro-vision Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.	

These critical cross-field outcomes are not restricted to any specific learning context. Their importance is underpinned by the fact that they serve as guidelines in the drawing up of specific outcomes in individual areas of learning for all learners at all levels on the NQF. They are working principles and should direct the teaching, learning and training process and help in the development of learning programmes and materials. Within this broad frame of reference, a special contribution can be made as regards the development of basic knowledge, skills, understanding, ability and values necessary for functioning in a changing modern society (Curriculum Development Working Group 1999:9-10).

These critical cross-field outcomes might be theoretically acceptable, but do students subscribe to the competencies associated with these outcomes? An empirical investigation was undertaken at the Rand Afrikaans University to ascertain to what extent first year students wanted to develop each of the competencies outlined by SAQA. The results showed that 90% of the respondents require these competencies to be developed excellently during their forthcoming year, indicating the high demand for these competencies to be addressed and developed properly during their years at university (Jacobs 1999:140).

As previously stated, a crucial issue in the OBE process is the attainment of outcomes. Therefore, it should necessarily follow that a kingpin in OBE, is assessment, since assessment is used to determine whether or not these outcomes have been achieved. A learner's progress will be measured against criteria that indicate attainment of learning outcomes rather than against other learner's performances. That is, assessment will be criterion- rather than norm-referenced (Curriculum Development Working Group 1999:12).

Essentially, assessment could take different forms. Continuous assessment is important in monitoring learner's achievements of outcomes and in providing information to educators about problems which learners may be experiencing at given stages in the learning process. This formative assessment could be teacher-, peer- or self- driven. Summative assessment is used to determine whether specific outcomes have been achieved and whether credits or qualifications can be awarded (Curriculum Development Working Group 1999:12).

In the assessment of learners, three elements have been identified (see table 2.5). These elements should contribute to assessment which stimulates, motivates and supports learning, giving all learners an opportunity to experience achievement. Thus, there is an emphasis on assessment that is developmental rather than judgmental (Curriculum Development Working Group 1999:13).

Table 2.5 The three elements of assessment used in OBE (Tabulated from the Curriculum Development Working Group 1999:13).

Type of assessment	Purpose
Formal summative	For the awarding of credits, qualifications and year marks
Formal continuous	For the formal recording of results: awarding of marks or grades which can be included in summative assessment and which is accompanied by feedback.
Informal formative	To monitor and encourage learning progress and to provide guidance to learner.

It could be argued that, having (critical and specific) outcomes and assessment strategies outlined in print is all very well, but the challenge is being able to apply the philosophy of OBE in the classroom- at grassroots level, which would lead to these competencies being attained in practice and being able to assess whether they have been achieved. On this note, Claassen (1998:39) writes that it is unclear what form of OBE will take on in practice in South Africa. Even though the official interpretation emphasizes a transformational approach, there is no assurance that this will be the case. This is because educators trained in the transmission approach may simply adopt OBE to fit their traditional teaching styles and content. Of greater significance is that strong support for OBE is the life-blood for its successful implementation (Dlugosh, Walter, Anderson and Simmons 1995:182).

Goode and Thomen (2001:194-198) present a case study to illustrate the process of developing an outcomes-based approach essay writing course in an Economics course at Rhodes University (Grahamstown). These authors maintain that tertiary educators need support in the process of changing curricula to meet OBE policy and course requirements. They argue further that policies made at national and institutional level which requires educators to adopt an OBE-approach to their teaching and courses, assume that all educators will be able to meet these policy requirements. "In reality educators do not have the expertise and knowledge to write course outcomes, develop appropriate assessment criteria and/or teach in a way that develops the learner's ability to demonstrate the required outcomes". They warn that without the support of staff development units, there is a possibility that the transformation envisaged by implementing OBE might not materialize.

Similarly, at another South African university, an account is given of the frustrations that educators encounter when redesigning their programme. In attempting to address the inadequacies of their old curriculum and in conforming to the requirements of SAQA and the NQF, at the University of Durban-Westville, a new Bachelor of General Education and Training degree was introduced in 1999 (Samuel 2002:406-407). Samuel (2002:397) concluded that the process of transformation at their

institution is "characteristically messy, contradictory and complex" and uses the metaphor of educators having to "work in the rain".

2.5.1.3 Outcomes-based Education (OBE) and staff development

What can be gleaned from the literature is that one thing is unanimous: proper training and development of staff is essential if OBE is to be implemented successfully. Claassen (1998:39) brings up the important point that educators trained and well versed in the transmission approach may simply adapt OBE to synchronize with their traditional teaching styles and content. There could be an element of truth in this as revealed by a study carried out in the Netherlands. Van Driel et al. (in Entwistle 1998:190) showed that there is a link between conceptions of teaching and attitudes to innovation. The investigation found that staff who view teaching as "transmitting information" were least likely to change their methods. Only educators who saw teaching in terms of "encouraging learning" were ready to adopt the innovation in the way it was intended.

To circumvent this problem and to ensure that OBE is successful, the suggestion of Dlugosh and colleagues (1995:180) is useful when they remark that schools need to be substantially reorganized with educators using new instructional strategies pertinent to the outcomes. What do these "new strategies" entail?

A shift to OBE from the traditional curriculum, according to Van der Westhuizen (1999:23-24) includes:

1) Adopting a more facilitative role instead of transmitting information.
2) Becoming innovative and creative in facilitating learning.
3) Inculcating problem-solving skills, creativity and critical thinking in learners.
4) Focusing more on assessment methods.

Acknowledging Van der Westhuizen's (1999:23-24) suggestions, this writer is of the opinion that it is important for staff to be trained as facilitators of learning, in inculcating creative and critical thinking, and problem solving, and not to assume that the change will take place automatically. If they lack the necessary skills, the innovation could fail.

Another mitigating factor against the proper implementation of OBE is staff attitude towards OBE, which is sometimes negative (Dlugosh et al. 1995:182). Some also fail to understand what the terminology of OBE is all about thus negating the innovation altogether. Therefore, it is essential to

try and "convert" such educators to OBE through certain staff development activities. The administrators in the study conducted by Dlugosh et al.(1995:182) came up with some suggestions, namely school visitations, conference attendance and increased planning time.

In this writer's view, any educational innovation would require that those who are going to implement the change also be "converted" into accepting the new ways of performing their tasks. Staff development, however, should not only focus on changing attitudes but on coercing people into acquiring new knowledge and skills which for the most part should be educational. That most higher education educators have not even received training in implementing the traditional curriculum and yet are expected to implement curricula innovations and teach in ways they have never taught before, have been so extensively complained about in the literature that it has become a cliché.

Therefore, it is indisputable that staff development in this era of reform is necessary, but at the same time should extend beyond mere support for the acquisition of new skills and knowledge. It should encompass creating opportunities for educators to reflect critically on their practice and to design new knowledge and beliefs about content, andragogy/pedagogy and learners (Prawat, in Darling-Hammond and McLaughlin 1995:1).

What staff development strategies can one use to ensure that educators are better prepared for educational reform and that ultimately students stand to benefit from the initiative? Darling-Hammond and McLaughlin (1995:3) explain that staff development must create opportunities for educators to share what they know and what they want to learn and to connect their learning in the context of their teaching. They encourage co-operative reflective practices as strategies in any staff development effort and recommend collaborative efforts between educational institutions. Building portfolios was also deemed highly valuable in the professional development of educators.

In short, structures that eradicate isolation, that empower educators with professional tasks and which allow for reflection about standards of practice, are paramount to this kind of professional growth (Darling-Hammond and McLaughlin 1995:3). In this writer's interpretation, all of this points to the fact that staff must be instrumental in acquiring certain competencies, skills and knowledge to better prepare themselves for educational reform and curricula innovations. This is because they will need to educate or direct learners to achieve certain outcomes as envisaged by reform policies and/or by the innovation itself.

For example, if it is the aim (outcome) that students become self-directed, lifelong learners, then obviously educators should have the knowledge and skills to inculcate these attributes in their learners, while also emulating these qualities themselves. Therefore, it makes sense that a staff

development programme should endeavor to provide opportunities for participants to become self-directed, lifelong learners. As Darling-Hammond and McLaughlin (1995:3) so succinctly puts it: "They will also have an appreciation for the fact that learning about teaching is a lifelong process".

In a nutshell, there are certain outcomes that any staff development programme should aspire towards and these are derived from the outcomes that we want students to achieve. Hence, since the intended outcome becomes the point of departure for learning, one can argue that staff development programmes should be essentially outcomes-based in nature.

Taking this point further, in OBE, the emphasis is on student outcomes. "But just what kind of staff development is effective in improving student outcomes", is the burning question that Asayesh (1993:24) poses. Showers (in Asayesh 1993:25) answers this, saying that it is the kind that allows people to develop new knowledge and skills, which can then be transferred to the workplace and training environment. In this way, training continues even when the participant in a staff development programme has returned to the workplace, reinforcing what was learnt in the training sessions.

The problem at MEDUNSA as pointed out in subsection 1.2.4 is that most educators have only a faint idea of how to implement OBE in the classroom and are often overwhelmed by the complexities of the curriculum. If training and development focussed on the implementation of OBE within the context of a particular filed of study, it would help in the transfer of knowledge and skills and possibly reduce the feeling of uncertainty and lack of competence among staff.

Showers (in Asayesh 1993:25) is also a proponent of peer coaching study teams largely because it is conducive to working on problems of implementing the innovation and assessing student outcomes. For Saxl (in Asayesh 1993:25), self-reflection and self-evaluation are other essential components as they enable educators to "shape their own growth". In this writer's opinion, this kind of development will automatically be "passed" onto learners who in turn will become reflective about their own learning, grow, develop and improve.

Asayesh (1993:26) quotes Guskey as citing that the best staff development programmes are those that provide for opportunities for collaboration and joint planning. That is, they are collaboratively planned by administrators and educators; and promote collegiality. The notion of having educators working in teams is important as expertise can be shared. (Note how a hallmark of OBE is being propagated in the training of educators, namely collaborative learning).

Also, just as OBE focuses on what a student is able to do with what he has learnt, so too, in this writer's estimation, is it important that participants of a staff development programme be able to

demonstrate and apply what they have learnt regarding the teaching/learning process. Having a knowledge of educational theories alone is unlikely to help them implement a novel curriculum. This has been attested to by numerous reports in the literature which highlights the problem that many participants are clueless about how to apply/transfer what they have learnt, in the context of the classroom, albeit having attended workshops or being informed about the innovation (Kruss 1998:107, Nicholls 1983:50, the Professional Committee of NAPTOSA (NAPTOSA 1998:11-15) and Nakabugo and Sieborger 2001:59).

To date, in South Africa, there are not many documented examples of OBE and staff development at HEIs. Reports of training and development as regards OBE have occurred mainly at school level. Le Grange and Reddy (2000:22-23) report on a curriculum development programme run in the Western Cape area involving school educators. In the first workshop, they introduced the principles and terminology related to the NQF and OBE. This was done by first giving a lecture followed by group activity that required educators to match key concepts of the new curriculum with their associated definitions. This assisted educators in making sense of the new terminology and technical jargon. In the second workshop, the concept of curriculum development in the context of rapid social and educational change was critically discussed. In workshops three to five, aspects relating to Environmental Education learning programmes within the proposed curriculum 2005 framework was covered.

A further element of educational transformation that was identified through the literature review was curriculum development, especially OBE. By adopting the principles of OBE, HEIs would produce graduates who would be in a position to make a better contribution towards our knowledge society. Hence, OBE is another factor that would influence the dynamics of staff development in a milieu of educational change.

Another novel curriculum, juxtaposed with OBE and which is a proponent of many innovative thinkers, is PBL. The following subsection focuses on the principles and methodology of PBL and the implications for staff development.

2.5.2 Problem-based Learning (PBL) in higher education

For the sake of clarity and orientation, a definition of PBL is offered and the principles and processes described. Also, PBL in medical education is discussed for two important reasons. First, this approach is most widely used in the teaching and learning of medicine. Second, this research is conducted at a medical university (MEDUNSA)- hence the interest in what is predominating being

used in medical education and the impact this will have on the enhancement of knowledge and skills of staff.

More generally, vital skills like problem-solving, critical thinking, self-directed learning, collaborative learning and better communication are more easily developed when PBL is used. These skills are essential not only in a transforming higher education environment, but in a changing society.

2.5.2.1 What is Problem-based Learning (PBL)?

Problem-based learning refers to educational methods that use problems in the instructional sequence for achieving certain objectives (Barrows 1986:481). By taking on a student problem as a basis for learning, the student not only acquires an integrated body of knowledge related to the problem but also the development of problem-solving skills (Colliver 2000:259 and Walton and Matthews 1989:550).

Therefore, PBL is defined as learning that results from the process of working towards the understanding or resolution of a problem. Margetson (1994:16) cites that:

> "The structure and process of PBL is open and encourages self-directed learning and group work systematically and in an increasingly coherent experience of educative learning".

This concept of teaching/learning has its roots in Dewey's and Bruner's ideas on the discovery method of learning, the inquiry method, self-directed learning or problem-solving learning (Knowles 1988:88-89). Margetson (1994:11) explains that the process of PBL is structured so that students learn well, not by being told things but by learning to pursue inquiry effectively. Following on this, Kaufman (1985:57) states that tutors in a PBL track do not act as sole bearers of knowledge by answering all the questions they are asked but appropriately throw them back to the group.

Additionally, with PBL, there are close associations with small groups of learners in tutorials emphasizing interpersonal and group skills (Kaufman 1985:49) while stimulating active learning among learners (Bligh 1995:323). Tutorials provide an opportunity for learners to listen critically, compare their own performance with that of their peers and recognize and discuss their emotive reactions to ethical issues (Kaufman 1985:19). Problem-based learning also enables learners to interact more co-operatively, especially during tutorials when they can engage in dialogue, discussion and sharing of knowledge. Learners and tutors interact as colleagues and a hierarchy of status is non-existent (Mennin and Martinez-Burrola 1986:193).

Therefore, PBL provides a student-centered learning environment and encourages self-directed learning (Schmidt, Dauphinee and Patel 1987:305). Learners are weaned early in their training to gain independence and responsibility for their own education. They are encouraged to generate their own learning objectives based on their limitations in knowledge, as part of the self-directed learning process. The student decides what he is to learn, how he is going to learn it and whether he has mastered it properly (Walton and Matthews 1989:551). Moreover, educators do not prescribe what learners have to learn and do not formulate rigorous course objectives (Boshuizen, Van de Vleuten, Smidt and Michiels-Bongaerts 1997:115).

Having generated the relevant learning objectives for a particular case, the next stage is for learners to engage in self-study by consulting the relevant resources and making up their own reference notes. Thereafter, they return to the problem loaded with new information during their individualized study, for analysis and synthesis of a problem (Barrows, 1985:73-75). The structure, function, concepts and terminology of the disciplines under study need to be learnt during self-study (Barrows, 1985:80).

In PBL there are two approaches to integration namely, horizontal and vertical integration. In the former, boundaries between parallel points of the course are removed. In vertical integration, subjects studied in different years of a student's training, are merged (Lowry, 1993:33).

For the purposes of a summary then, PBL encompasses learning that starts with a problem. The main hallmarks of any PBL programme are problem-solving, self-directed life-long learning, teaching/ learning in small group tutorials, co-operative learning, student-centeredness, vertical and horizontal integration of disciplines and active learning.

Since PBL is most widely used in medicine, PBL in medical education will be discussed in further detail in the subsection below. In this way the specific process of the PBL approach can be more closely understood within a clinical setting. This setting has significance since this study was conducted at MEDUNSA which is a medical university.

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

Problem-based learning started at McMaster University in 1969 where medical teachers shifted the emphasis of the undergraduate curriculum away from the individual disciplines such as Biochemistry, Anatomy and Physiology towards an integrated approach involving learners in problem solving and independent learning (Bligh 1995:323 and Campbell, in Bhattacharya 1998:407. To date, the

integration of subject disciplines is emerging as an increasingly important element of PBL in action (Lloyd-Jones, Margetson and Bligh 1998:494).

Additionally, the University of Maastricht in the Netherlands is renowned for its pursuit of the PBL concept in the medical curriculum and in the Faculty of Law. Their choice for PBL is based on current insights in concepts of learning. Collaborative and contextual learning are the basis for optimizing the process of learning (University of Maastricht 2003). The University of Newcastle in Australia also adopts PBL and has a PBL Assessment and Research Center for the co-ordination, development and research around PBL (University of Newcastle 2002).

It must be appreciated that PBL is interpreted in several different ways and "PBL in action" is characterized by many different strategies. What is happening at Liverpool may be quite different from that at Southern Illinois, Maastricht or Flinders. Thus, the findings from one PBL institution may not be applicable or relevant to another employing the PBL approach (Lloyd-Jones et al. 1998:492).

That sweeping changes are occurring in the context and style of medical education enjoys wide representation in the literature. Emphasis on active learning instead of a passive lecture dominated format and early exposure to clinical medicine are some of the features of this change process (Bernier, Adler, Kanter and Meyer 2000:595 and Windish 2000:90). Problem-based learning in particular has had a profound influence on thinking and practice in medical education for the past 30-40 years. The PBL approach has been deemed more effective for the acquisition of basic knowledge and clinical skills (Colliver 2000:259). Barrow and Tamblyn (1980:13) continue in the same light by asserting that "this approach is tailor made for medicine". This is probably why it forms the basis of the curricula of many newly established medical schools throughout the world (Bligh 1995:323). Additionally, the challenge of integrating experiences, previous knowledge, skills and activities with new knowledge and using this to solve clinically related problems is stimulating for many learners and very appropriate in a community setting (Bligh 1995:323).

Small group tutorials are the engines that drive the PBL process (Bligh 1995:324) and usually two facilitators are present- a clinician and a basic scientist (Dahle, Forsberg, Svanberg-Hard, Wyon and Hammer 1997:418 and Hassan 1996:104) who according to Bligh (1995:324) do not need to be subject specialists but who act as guides helping learners progress through the discussion and decision making required to find a solution to the problem. These tutorials are supplemented by regular lectures, laboratory sessions, conferences, computer-aided learning, visits and projects in the hospital or community, as deemed appropriate (Bligh 1995:324).

Problem-based learning in medicine starts with a problem in the form of a clinical scenario. Once the scenario is outlined, direct questions are asked. A few more clinical details are given and another question asked. Answers (or hypotheses) to these questions are modified according to clinical data or laboratory results about which therapeutic strategies are discussed (Stein, Neill and Houston 1990:193 and Windish 2000:90). Therefore, based on history, laboratory and clinical data and with the aid of scientific information, the initial list of diagnoses is reordered until there is agreement about a diagnosis (Maleh 2000:522).

This general problem-solving process in medicine has often been described as the "clinical reasoning process" (Barrows and Tamblyn 1980:19) and has been the subject of several investigations. The results of these studies provide evidence of a general mental strategy, a process which has been labelled "the hypothetico-deductive method" since it represents deductive reasoning (Elstein et al., in Norman 1988:280). This is an important ability for a physician as this pertains to the cognitive process that is essential for evaluation and management of a patient's medical problem (Barrows and Tamblyn 1980:19).

The advantage of the clinical reasoning process is that the student has a good idea of where he is going in the investigation of the patients' problem. Barrows and Tamblyn (1980:34) complain that there are too many clinicians or learners who cannot thoroughly interpret a patient's problem, who miss important findings because they lack good working hypotheses or problem formulations. In PBL, however, the student learns clinical reasoning skills which are paramount to being an effective clinician (Windish 2000:90). Furthermore, learners learn relevant basic science information in the context of a particular clinical problem and this information is more likely to be easily retrieved and applied later in their careers when a similar problem is met (Walton and Matthews 1989:544 and Barrows and Tamblyn 1980:13).

Another advantage is that since learners search for their own knowledge, this gives experience in the process of searching for appropriate literature (Dahle et al. 1997:416), laying the foundation for self-directed lifelong learning which is one of the major hallmarks of PBL (Boshuizen et al. 1997:115). The reasons for this are two-fold. First, since knowledge often becomes redundant by the time a student enters professional practice, it is important for educators to ensure that their learners are equipped with self-directed learning skills in order to cope with ever increasing knowledge. Also, it is essential for physicians in clinical practice to have lifelong learning skills to ensure that their clinical decisions are based on evidence in the medical research literature (Rhyne 2000:523).

How do we know that what a student has learnt through the PBL process was what was intended in the first place? For this reason, reliable and valid assessment techniques that test medical problem-solving

abilities are essential to determine what a student knows and what he is likely to do in practice. Thus, the assessment of the ability to apply medical knowledge in practical situations, leads to evaluation procedures related to performance in practice (De Graaf 1988:49). Various assessment methods are used in PBL to achieve this, namely, the objectively structured clinical examinations (OSCE), the individualized process assessment (IPA), the modified essay question (MEQ) and self- and peer-assessment.

The OSCE is an objective method of assessing a student's clinical competence in which the areas being examined are carefully planned by the examiners. During the examination the student rotates around twenty stations spending about five minutes at each station. At the sound of a bell, the student moves to the next station. A specific component of clinical competence, for example, taking the blood pressure of a patient or interpreting an electrocardiogram is tested at each station. The OSCE is perceived to be more valid than the traditional approach to clinical examinations because the emphasis can depart from testing factual knowledge alone to testing a repertoire of skills. Moreover, since different stations are used, a larger measure of the student's skills are tested (Harden and Gleeson 1979:42).

The OSPE (objectively structured practical examination) has also been used at a medical school in Saudia Arabia (Dissanayake, Ali and Nayar 1990:300), to test competence in physiological laboratory skills. These authors found a marked improvement in the performance of learners taking the OPCE as compared to the old traditional examination. The staff were also better able to evaluate achievements of the objectives of the laboratory classes by using the OSPE.

The MEQ is produced in the form of a booklet. the front page of which consists of a list of instructions. The second page has a brief clinical scenario. At the end of this a series of questions are set out with enough space for the student to write an answer before turning to the next page. Additional information is given which is related to the same scenario. The student may be required to recall factual information or to interpret clinical/laboratory data in the specific situation. Each question is set on a different page and the student is required to move progressively through the scenario as it is developed, without turning back (Knox 1989:52).

Yet another type of evaluation used in PBL is that of self- and peer assessment. To understand the rationale for self- and peer- assessment, one needs to take cognizance of the fact that self-directed learning is a process whereby learners not only take the initiative in diagnosing their learning needs and goals and implementing appropriate learning strategies, but are also involved in evaluating their performance and getting feedback from other group members about their progress (Ryan 1993:54-56).

Also, one of the aims of PBL is to create lifelong learners and self-assessment is an important parameter in this process. Learners will be able to evaluate the extent of their progress, in mastering information in later life when formal evaluation is no longer existent. Further, in the workplace one is constantly being assessed by ones peers and this provides a valuable contribution as to how ones abilities are perceived and whether there is room for improvement (Stefani 1994:69).

By way of a summary, the assessment methods used in PBL are shown in figure 2.1.

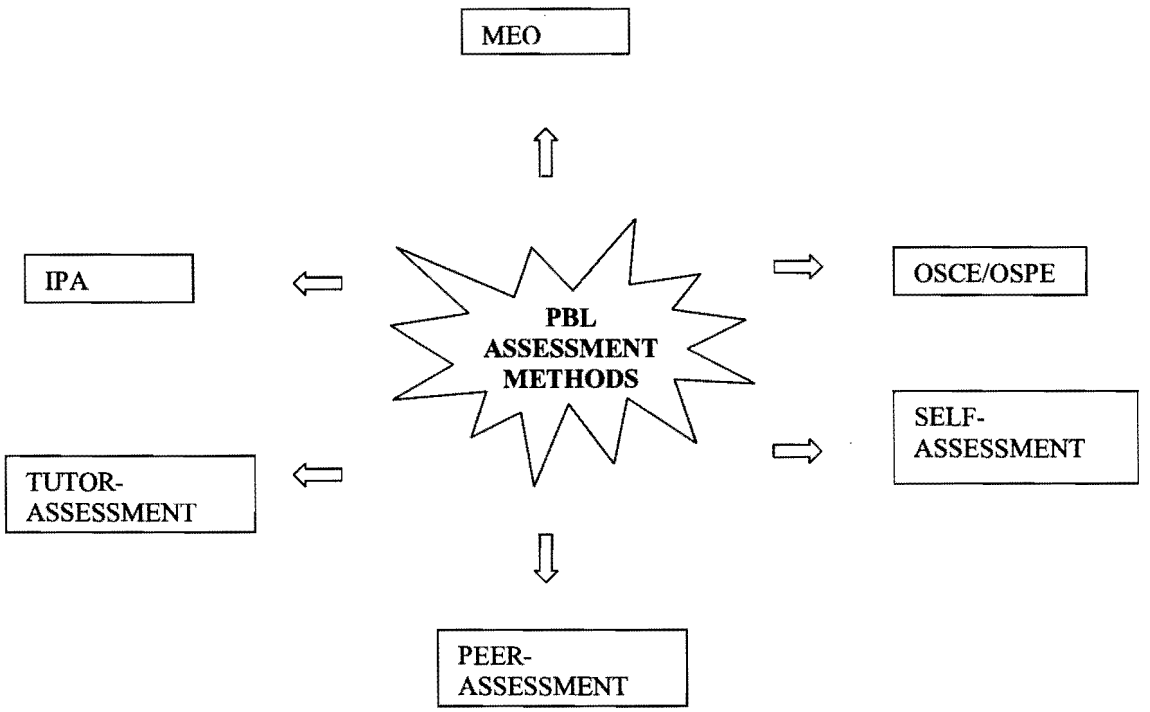


Figure 2.1: Assessment methods used in PBL

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

In this writer's view, before one can train and develop staff in the implementation of PBL, one needs to have a thorough understanding of what the staff member's duties are in that process. In this respect, a redefinition of the role of the PBL educator is examined, followed by a review of some literature reports of tutor/facilitator training in order to obtain an idea of the modus operandi of some institutions regarding training in PBL. It is interesting that Wolff (1979:396) writes that, even medical educators who were interested in PBL were daunted by the complexities and obstacles and

were unable to introduce it in their own teaching. This highlights the need for staff development before PBL can be implemented, because ignorance can make anything seem very complicated.

Most people who are recruited to teach adults have not been taught in this innovative way themselves and this places a heavy burden on academic staff. Many are inexperienced and unacquainted with the task of facilitating. Some teachers would prefer to teach as they were taught- in the traditional way, and would have to be taught how to teach in the novel curriculum (Lowry 1993:34). Problem-based Learning is concerned more with the growth of the individual than the presentation of facts which is why tutors must be capable of learning and not just teaching (Knowles 1980:17).

Remember that the task of the student in the PBL process is not merely to listen, write and memorize but to become involved, think and learn by trial and error. He is expected to learn cognitive reasoning skills and to identify learning issues appropriate to the problem. Within this context, the educator's role is seen as a guide or facilitator and not as a dispenser of knowledge (Barrows and Tamblyn 1980: 83).

Therefore, the tutor should take cognizance of the clinical reasoning process and should allow the learner to learn by experimentation and inquiry. S/he should monitor and stimulate the discussions by asking leading questions and raising thought provoking issues. In short, s/he should help learners to help themselves (Barrows and Tamblyn 1980:83).

According to Neufeld and Barrows (1974:1044), the tutor must understand the general goals and methods of the programme and should be skilled in managing small-group interaction. He/she should also help the group become gradually more responsible for its own activity. The co-ordination of effective and meaningful evaluation is another task of the tutor. S/he should him/herself be a member of the group and be an example of self-directed learning and problem solving.

While PBL has many features that make it an ideal learning method in medical education (Hay and Katsikitis 2001:22), from personal experience, it is this writer's perception that this can only be possible if tutors are adequately trained as facilitators of self-directed learning, in small group dynamics and in integrating the appropriate disciplines in a vertical and horizontal manner.

Using the facilitating approach, the tutor tries to help the student in his learning progress. This is achieved by encouraging, reinforcing, shaping and hinting (Neufeld and Barrows 1974:1044) and acting as a flexible resource person (Rogers, in Knowles 1988:76-77). In PBL, the tutor should use the principle of "guided discovery", that is, allowing the student to learn from his own mistakes but not letting him become totally frustrated by lack of progress. According to Rogers (in Knowles 1988:76), the facilitator should help clarify the purpose of individuals within the group and the aims of the group itself.

Another consideration for educators is that PBL means less lecturing and more student contact in the form of small group tutorials and self-directed learning (Bligh 1995:323). Thus, PBL uses an adult type of learning model (Hay and Katsikitis 2001:22). This calls for different skills especially those of group leadership.

Furthermore, on the issue of adopting the new role of facilitator, the contention of Mennin and Martinez-Borrola (1986: 193) is that, since lecturers serve as facilitators of the learning process in the PBC, there is less time spent in preparation for tutorials. From personal experience at the University of Transkei, this was not the case since tutors in the second year MBChB course needed to have a thorough understanding of three subjects, namely, Anatomy, Biochemistry and Physiology, to be able to facilitate the learning process efficiently. This was compounded by the fact that tutors had to apply this knowledge to a clinical case. This meant extra preparation and tutor/facilitator burn out was a common phenomenon. Hence, this is an important issue to be addressed when training staff in PBL methodology.

Also, what Bligh (1995:325) says about facilitators not having to be content specialists does not necessarily hold true. Once again, from this writer's experience facilitators need to be able to understand what learners are saying and to guide them, or they could easily be misled. Therefore, it is essential that facilitators be self-directed learners themselves and so, part of any staff training process should include the inculcation of self-directed learning, since facilitators would need to learn other subjects as well and not just focus on their own areas of specialization. Getting to the actual process of developing staff to become facilitators of PBL, how does one come up with an effective strategy or programme for such an endeavour? An obvious starting point would be to see what others are doing; which is why a review of the literature was imperative in this regard.

McDermot and Anderson (1991:778-779) report that at the University of Hawaii, four workshops (held over three consecutive days) were run in order to train faculty in the PBL method. Two weeks prior to each workshop, faculty trainees received a brochure describing the philosophy and strategies of PBL tutoring. At the same time each trainee also received a questionnaire aimed at testing the trainee's knowledge of the principles and techniques involved in facilitating a small group. The questionnaire (pre-test) covered four areas: facilitation, problem solving, student-focused learning and group centered learning. At the close of the workshop, each participant completed the same questionnaire again (post-test).

The outcome of this study showed that respondents displayed knowledge of PBL philosophy and strategies on the pre-test, and acquisition of skills in implementing these strategies on the post-test. The post-test results, however, highlighted the need for additional emphasis on certain problems encountered

by the small group facilitator. These were: 1) Problem's in the tutor's role; reverting from facilitators to content experts and 2) Problem's in the tutor's function; avoidance in the identifying and confronting issues involving the behaviour of learners (McDermot and Anderson 1991:779).

McDermot and Anderson (1991:779) maintain that it is not surprising that educators had difficulty maintaining the new role of tutor-facilitator. The role of facilitator was novel to faculty who were experienced content experts and facilitating learners' searches for answers was more difficult than providing the answers themselves. To counteract these difficulties, the researchers elected to build commonly encountered PBL problems as scenarios, into the workshop experience.

Hattingh and Killen (2003:42, 44) describe a study that involved the training of pre-service teachers in the application of PBL principles, in which they also demonstrate how difficult it is to train educators to make the adjustment from dispensers of content to facilitation of learning. Twenty students had undergone training in PBL for three hours per week over a period of six months prior to teaching in the classroom situation. The researchers concluded that these student educators were "reasonably successful" in transferring new knowledge and skills to the actual practice of teaching and learning.

What was also found, however, was that some of the prospective educators were not completely equipped with skills to facilitate co-operative learning in groups and to make the switch to facilitators of learning. From their findings, Hattingh and Killen (2003:44) suggested that training programmes need to focus on developing competencies in the facilitation of complex teaching/learning situations where learners have a cacophony of learning styles, abilities and prior knowledge.

When PBL was initially implemented at the University of Transkei in 1993, most of the staff were unfamiliar with PBL or what the facilitator's role entailed. Therefore, educators were the recipients of a crash familiarization course. This took the form of an intensive week long workshop, spending two hours over three days working through a clinical problem which was presented in the same format as would be implemented in the classroom. Prior to this workshop, a couple of lectures were given on the philosophy of PBL. Additionally, ongoing workshops were held annually (Hassan 1996:123).

In this writer's opinion, an important consideration for staff development strategies is not only to look at facilitation on the cognitive level but on the affective level as well. Being able to handle problems among learners in the group and to possess effective group dynamic skills, is crucial for the effective implementation of PBL. This was verified in a study undertaken at the Universty of Maastricht, by Dolmans, Wolhagen, Scherpbier and Van de Vleuten (2001:473-476), when it was shown that the performance of facilitators with group dynamic skills were rated higher by learners than were tutors who lacked these skills, irrespective of the quality of a tutorial group's performance. Dolmans et al.

(2001:474) maintain that tutors whose performance skills are weak may lack certain competencies, especially group dynamic skills, that are needed to deal with unproductive groups and to improve co-operation within the group.

Further, Maxwell and Wilkerson (1990:513) cite that the success of a curricula innovation will depend on the acceptance of those who will use it. Research has shown that innovations often fail because of resistance from those required to implement them. Mennin and Kaufman (1989:10) maintain that in the context of PBL, faculty who were accustomed to controlling the curriculum experienced fear that they had lost control when PBL was introduced. Previously they had determined what, when, where, how much and in what format learners were to be taught. They perceived this challenge as a threat to their status.

The introduction of any innovation or change and is likely to be met with resistance and this should not be ignored when planning staff development programmes. For this reason, the next subsection addresses the issue of change and staff development at some length.

2.6 Change and considerations for staff development

An introductory commentary on the phenomenon of change was outlined in subsection 1.8.4. This subsection merely expands on the nuances of change and draws a parallel with considerations for the development of staff in the context of a changing higher education environment.

The literature contains a wide array of information on the change process, types of changes and how change affects individuals, and strategies to effect change. In this writer's opinion, this information will have implications when planning a staff development programme and therefore deserves discussion in this chapter.

Moses (1988:120-121) maintains that those involved in the innovation must receive a clear payoff. Individuals should understand the purpose of the innovation and should facilitate their personal goals. Also, innovations need one or several people who are wholly committed to it. That is, people who personally and professionally strive to ensure the adoption and institutionalization of the innovation.

Some of the characteristics of change which emanated from the research of Hard et al. (in Zepeda 1999:120-121), are that change is not affected by groups of people or programmes but through the efforts of individuals. Each person reacts to change in a different way. An educator, for instance, will react to change in terms of the impact it will have on their teaching, planning, time and learners.

Therefore, change must focus on the people who will implement it, not on the materials to be used, since materials do not affect change but people do.

2.6.1 Strategies employed to effect change

Chin and Benne (in Rutherford 1982:178-180) offered a useful classification of strategies to effect change, grouping them as follows: 1) Power/coercive strategies, 2) Empirical/ rational strategies and 3) Normative/re-educative strategies (see table 2.6).

Table 2.6: Strategies to effect change

Strategy	Characteristic of strategy
Power/coercive strategies	Characterized by the application of superior power from those in authority to secure compliance of those in subordinate positions. It runs the risk of inviting resistance but is nevertheless used by universities and governments to implement change in universities (Chin and Benne, in Rutherford 1982:178). To influence people to accept change, laws may be passed to alter a situation, organization and practice. In order for that change to work, however, re-education of people is necessary (Chin and Benne, in Moses 1988:117).
Empirical /rational strategies	Stresses the value of research and development and produces ideas and proposals for change that can be rationally justified. This has a strong appeal to the academic mind. Success depends on readiness of the audience to accept the suggested innovations (Chin and Benne, in Rutherford 1982:179). People are guided by rational self-interest and will adopt change if it is shown to be desirable, effective and in the self-interest of the person (Chin and Benne, in Moses 1988:116). This strategy is based on the assumption that man as a thinking creature will act rationally when faced with the facts. There is a relationship between research, training and action in solving problems. Also, the need for change is identified and plans of actions evaluated to accomplish the desired changes (Chin and Benne, in Tobin et al. 1979:93).
Normative/ re-educative strategies	Emphasizes that change cannot be imposed externally but from within the individual as they recognize and seek to solve their own problems. Experience-based learning is seen as an important means for promoting an innovation. Here the developer assumes a collaborative, participative role. Chin and Benne (in Rutherford 1982:180) claim that this strategy is likely to be the most effective in implementing change. Here, man must participate in his own re-education which is normative , cognitive and perceptual change. Individuals may welcome the intervention of a change agent who will assist them in this process (Chin and Benne, in Tobin et al. 1979:94). This strategy stresses the client system and the involvement of the client in working out programmes of change and development. For example, the problem may lie within the client system, in attitudes, values and relationships, and these may require re-education before a solution can be worked out (Chin and Benne, in Moses 1988:117).

2.6.2 The change process in the context of education

The Concerns-Based Adoption Model (CBAM) provides a useful reference for understanding the change process (Hall, Wallace and Dossett, in Blair and Lange 1990:154). It highlights how people develop in their feelings and skills as they are introduced to and implement something new. The following concerns should be considered in programme planning:

1) Initial concerns are self-focused: "What is it and how will it affect me?"
2) Later concerns will be directed towards changing to wanting to master new practices and getting organized to use it comfortably.
3) Lastly, when the practice has been mastered, concerns will be focused on how it affects the learners and what changes can be made so as to enhance its impact.

2.6.3 Typical responses to educational change

Doyle and Ponder (in Bradley 1991:65-66) describe three categories of people according to their response to change (refer to table 2.7).

Table 2.7: Categories of people in response to change

Category	Action taken
Rational adopters	People who try to clarify the goals of the proposed innovation and deliberate on various ways of solving problems.
Stone age obstructionists	People who deliberately oppose change.
Pragmatic skeptics	People whose main concern is with immediate consequences rather than long term goals and outcomes. Their preference is for the real and concrete rather than the abstract.

Bradley (1991:66) explains that this model would aid in the understanding of why different proposals for handling innovation will emerge at staff development programmes. It would also help to think up strategies for implementation.

According to Barott and Raybould (in Zepeda 1999:81), change implies leaving "what we are" and becoming "what we are not". The unknown can be daunting since we are leaving behind a comfort zone. Fullan (in Zepeda 1999:82) is of the opinion that "all real change involves loss, anxiety and

struggle". Zepeda (1999:82) postulate that when educators resist change, it could be because of the following reasons:

1) The perception that change is a personal/ professional attack.
2) The history of change at the institution.
3) The community reaction.
4) The possibility of added individual responsibility and accountability.

It is cited by Basom and Crandall (in Zepeda 1999:122) that when change in regarded as unmanageable and when educators are ill-prepared for the complexity of change (as they often are), this can serve as barriers to change. Another mitigating factor is when educators and administrators become so deeply attached to the way they believe the institution should be, that change can be very painful. Additionally, insufficient resources and lack of time and money can derail the change process.

Individuals will resist change when they see it as threatening to their status or well-being. Common psychological roadblocks to change emanate from a person's dependence on the familiar, need for order, fear of risk and need to conform. It is usually those who are insecure who will fear the consequences of change most. They will be unwilling to admit weaknesses and have a fatalistic expectation of failure and will cling to any satisfaction (s) that exists in their current zone of comfort. People can also oppose change simply because of the sheer pleasure of resisting. They gain "recognition and status by posing as champions of the system" (Poole 1979:95).

Zepeda (1999:121) gives an account of change as being a difficult concept for all people. Change implies a loss of control. Almost everyone wants some control over matters such as health, happiness and professional stability. Change is difficult because it is multi-dimensional. One dimension of change is the use of new materials. Another includes the implementation of new strategies. Yet another involves the acceptance of new beliefs (Fullan, in Zepeda 1999:121). Zepeda (1999:122) suggests that perhaps the most personal dimension of change is the alteration of beliefs. Each person has his/her own paradigm- the way they see the world (Covey, in Zepeda 1999:122). Challenges to this paradigm would lead to fear and consequently resistance to change.

For educators, the use of novel methods can be unnerving. Some educators have fallen into the trap of employing the same teaching strategies and evaluation techniques year in and year out. The suggestion of implementing new practices can be construed as an attack on one's competence. This apprehension can trigger a defense mechanism inherent in all people (Zepeda 1999:122).

Poole (1979:95) advises that understanding the process of reversal of resistance is important to staff developers. These resistant forces that work against change will most likely be experienced by programme developers, since staff development is concerned with change. Hence, it is important for the programme developer to set the stage for staff development by setting a climate for the elimination/ dispelling of fears and allowing for opinions and feelings to be ventilated.

The subsection that is covered next deals with educational transformation in South Africa and three other international countries. Prior to the next subsection, a diagrammatic summary or mind map of the discussions of the literature review provided up to this stage is illustrated in figure 2.2, in order to depict a Gestalt view of what was covered. In addition, a schematic summary on the generic concepts of educational transformation (see figure 2.3) is inserted immediately thereafter to prepare the reader for the review on the global and regional transformation in higher education that follows.

One of the objectives of the literature survey was to: "Examine the factors that are contributing towards educational change at tertiary institutions from an international and national perspective" (see subsection 1.4.3.1). While the analysis of the literature throughout the preceding chapters and subsections of this dissertation dwelled on this objective, the following subsection (2.7) zooms in specifically on the processes of educational transformation in South Africa and three international countries.

2.7 Transformation in higher education: A national and international perspective

There are several factors that have influenced the transformation of higher education, locally and globally. It is clear from the literature that there are similarities with the educational change processes in many countries. This subsection analyses educational transformation in four different countries, extracting some of the similarities among them.

2.7.1 Transformation of higher education in South Africa

When South Africa was released from the grips of apartheid domination, one of the top priorities of the new government was to transform higher education. This was initiated in 1997 and through the release of several government documents the principles underpinning this transformation process was revealed. Essentially, the need to transform was linked to the urgency for South Africa to enter and compete in the global arena. Another pressing need is to address the imbalances and injustices of the past and to afford all South African citizens a better life in a democratic society through "national reconstruction and economic and social development". Therefore, the reason (s) for educational

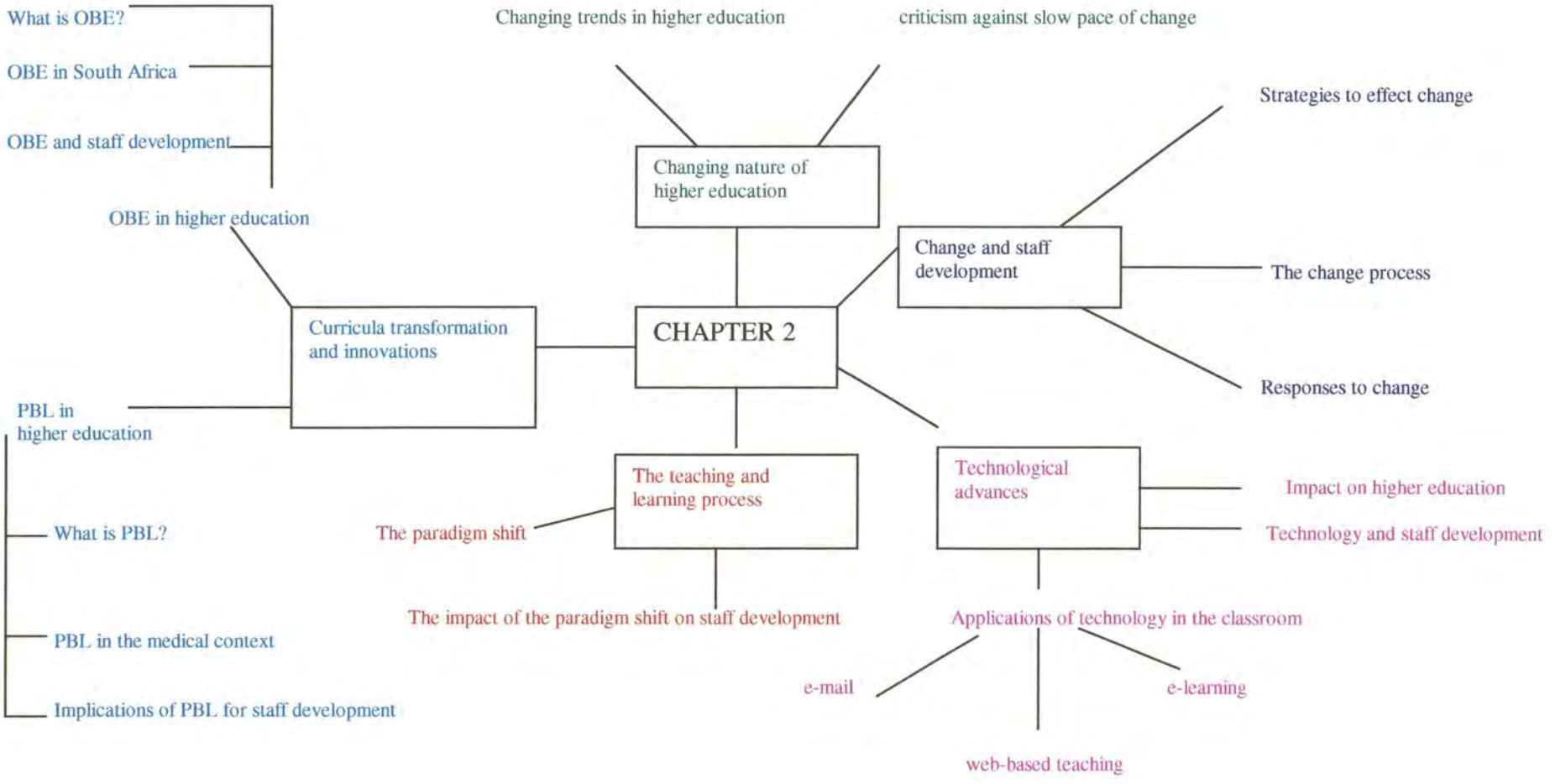


Figure 2.2 : A Mind map of the partial contents of chapter 2

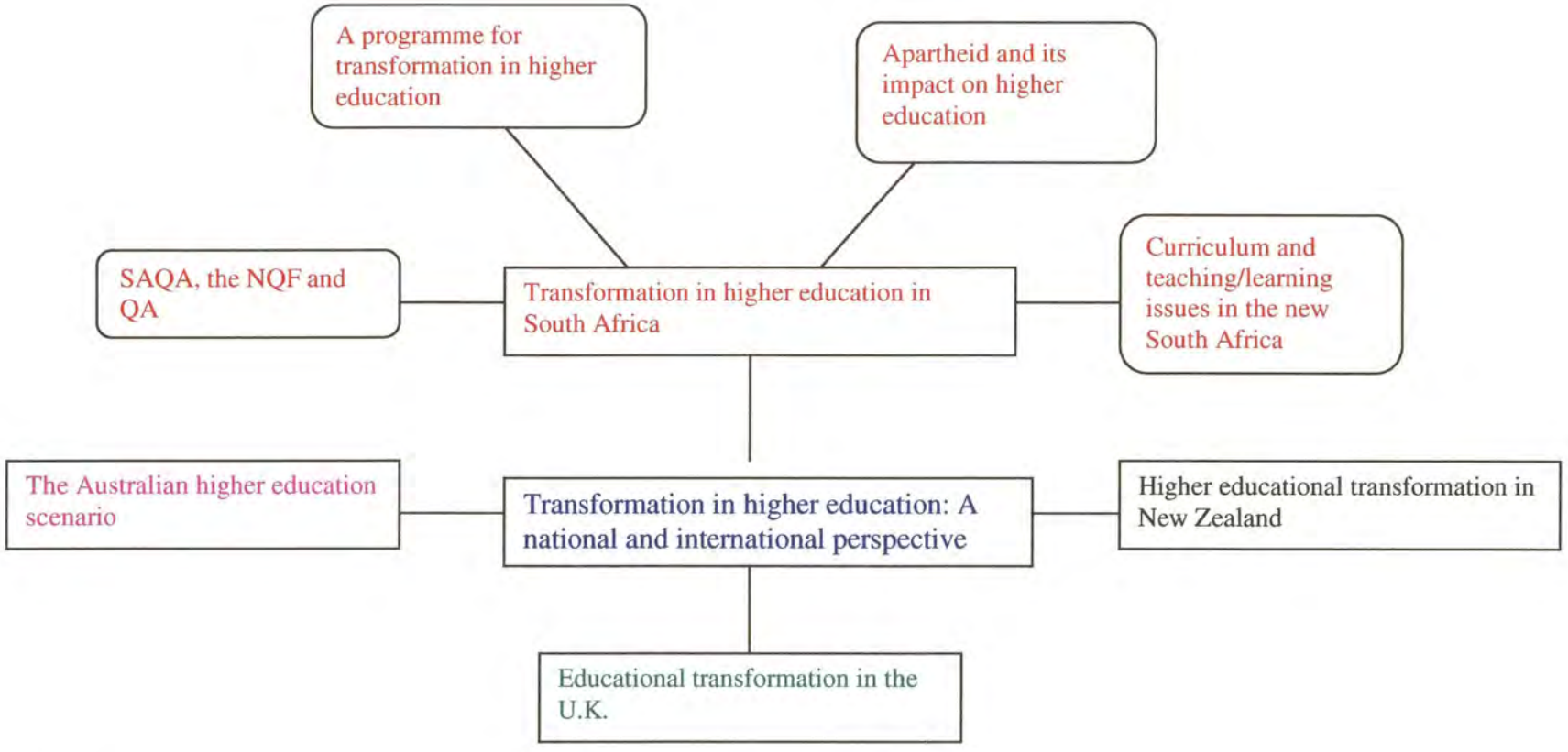


Figure 2.3: A schematic diagram of a national and international perspective of higher educational transformation.

transformation in this country is explained by this statement in the Green Paper (Department of Education 1996:11):

> "The need to transform higher education in South Africa stems from two sets of factors. Firstly, an historical legacy of inequity and inefficiency which inhibits its ability to meet moral, social and economic demands of the new South Africa and secondly, a context of unprecedented national and global opportunities and challenges".

2.7.1.1 Apartheid and its impact on higher education

A brief exposition is necessary of some of the factors that preempted the drive to transform the higher education system in South Africa. Of great significance was the discontentment with the previous apartheid education. South Africa's rapid pace of re-integration into the global arena, was another contributing factor to transform higher education.

Over the past forty years, education in South Africa has been the center of contention and bitter struggles between the apartheid government and the democratic movement. The various phases of struggle have been encapsulated in slogans such as "Equal Education", "Education towards democracy", "Education for liberation" and "People's education for people's power". The form and content of struggles concerning education have been determined by social structure and severe economic and social inequalities of race, class, gender and geography (Badat 1997:14-15).

Furthermore, in the report of the South African Department of Education Task Team on Education Management Development (Department of Education 1996:18), it is explained that:

> "Apartheid led to an education system characterized by racial, regional and gender inequality as well as ideological distortions in teaching and learning. The neglect of the quality of African education, combined with the rapid increase in the numbers of learners, led to the disintegration of the learning environment and the death of a culture of learning in many black schools. The demise of a learning culture was exacerbated by curricula which had little relevance to the lives and aspirations of the learners. Moreover, rote learning and examinations-driven teaching methodology were emphasized at the expense of student participation, problem-solving and critical thinking".

Chrisholm (1997:58) further explains that apartheid stamped on education an enormous legacy of educational inequality. It was resistance to apartheid that gave rise to a rich history of ideas and approaches to the transformation of education. After 1990, a new phase under new historical conditions was entered into.

Now, as South Africa locates itself in the global arena, higher education will have to produce the skills and technological innovations necessary for economic participation. Also, it must socialize a new generation with the requisite cultural values and communication competencies to become citizens of an international community (Department of Education 1997b:5).

Kishun (1998:58) reports that higher education has been impacted by some of the most powerful forces of globalization, including the domination of a "market ideology"(the comodification of knowledge which can be manufactured, bought and sold), the process of massification, the technology revolution and the emergence of a socially distributed knowledge production system (knowledge produced in organizations of different types). These trends are expected to have a major influence on the manner in which a democratic country achieves its goal of reconstruction and development while aiming to be a global player in the new world order.

Without belaboring the point, it is clear that the apartheid system of education was ineffective and had to go to make way for a relevant progressive one that would allow the education and training system to keep pace with international standards. Phillips (1996:2) maintains that to develop the sound, high quality education and training system required to produce high levels of skills and knowledge, what is needed is a revolutionary change in the mindset of education providers regarding learning and assessment. In what follows is an overview of the creation of a policy framework which was designed to support the shift to quality.

2.7.1.2 A programme for transformation in higher education

The major thrust of the higher education transformation process in this country was to create a policy framework within which the educational system would be transformed in the context of the unprecedented national and global opportunities and challenges. Therefore, in response to the needs for educational transformation the government, private sector and academia were invited to be the major stakeholders in the development of the 1996 National Commission of Higher Education (NCHE) report, initiated by the minister of education. Together with the Green Paper on Higher Education Transformation (Department of Education 1996), the NCHE demonstrates a commitment

to directing higher education towards South Africa's entry into a global economy and the basic needs of the majority of the population (Kishun 1998:60).

Adding to this, a programme for higher education transformation was released in the Education White Paper 3 (Department of Education 1997a). According to the then minister of education, this transformation must reflect the changes that are taking place in South Africa and should also strengthen the values and practices of the new democracy. The new framework for a higher education system must be planned and managed as a single national co-ordinated system so as to overcome the "fragmentation, inequality and inefficiency of the past" (Bengu, in The Department of Education 1997a:2). The challenge, therefore, is to redress past inequalities and to transform the higher education system to serve a new social order, to meeting pressing national needs and to respond to new realities and opportunities (Department of Education 1997a:3).

What is more, the Education White Paper 3 (Department of Education 1997a:4), describes a pressing need for transformation based on the deficiencies of the present system of higher education. The limitations described are the inequitable distribution of opportunity for learners and staff along lines of race, gender, class and geography. Additionally, there is a lack of synchrony between the output of higher education and the needs of a modernizing economy which has been detrimental to social and economic development. Our present education system has been criticized as favoring academic insularity and closed-system disciplinary programmes. The governance of higher education is fragmented, inefficient and ineffective with little co-ordination. This challenge requires that the higher education system must be planned, governed and funded as a single co-ordinated system.

Also, in the report by the Commission on Higher Education (CHE): "Towards a new higher education landscape" (Department of Education 2000:10), it is stated that higher education must help erode the inherited socially structural inequalities and provide opportunities for social advancement through equity of access and opportunity. It must produce the knowledge and person-power for national reconstruction and economic and social development to enable South Africa to participate in a highly competitive global economy. This would require the development of professionals and knowledge workers with globally equivalent skills.

Therefore, the Education White Paper 3 (1997a:7-8) is clear and explicit that the fundamental principles that will guide the process of transformation are those that are tabulated in table 2.8.

Table 2.8: Principles that will guide the process of transformation

Principle	Implementation of principle
Equity and redress	All individuals will have a fair opportunity for a higher education.
Democratization	The governance of the higher education system should be democratic and representative.
Development	Conditions must be created to facilitate transformation in higher education.
Quality	High academic and educational standards must be maintained and renewed if necessary.
Effectiveness and efficiency	Institutions must function optimally so that desired outcomes are achieved.
Academic freedom	This is a prerequisite for critical experimental and creative thought.
Institutional autonomy	This refers to administrative independence with respect to student admissions, curricula, methods of teaching and research.
Public accountability	Institutions are answerable for their actions and decisions to governing bodies and broader society.
Diversity	This is important in enabling choice and developing responsiveness to varying needs and circumstances.

In a nutshell, the overall objective is the development of a higher education system characterized by quality and excellence, equity, responsiveness and effective and efficient provision, governance and management (Department of Education 2000:11).

The main purposes of planning at the national level are to ensure that (Department of Education 1998:2):

1) The higher education system achieves the transformation objectives set out in the Education White Paper 3.
2) There is coherence with regard to the provision of higher education at the national level.
3) Limited resources are used effectively and efficiently.

The purposes of planning at the institutional level are to ensure that institutions achieve their objectives and that they contribute to the achievement of national goals. At institutional level, the planning framework deals primarily with planned student enrolments, a strategic plan, a quality improvement plan, student equity and development plans, academic development plans, research development plans and a capital management plan. Therefore, each higher education institution is required to come up with a comprehensive strategic plan which takes cognizance of the unique mission of the institution which is informed by student demand, labor market requirements, societal equity and development needs as well as by the new demands of knowledge production in the context of technological innovation and globalization. It is intended that through these "three year rolling" plans, stability within the higher education system will be achieved (Department of Education 1998: 1-3).

2.7.1.3 Curriculum and teaching/learning issues in the "new" South Africa

It has become common knowledge that learning deficits are so widespread between school and higher education that systematic changes in higher education programmes will be needed to alleviate this problem. Academic development structures and programmes are needed at all tertiary education institutions to enhance teaching skills and improve curricula and courses. Together with the CHE, the Ministry of Education is responsible for assessing the broad curriculum in terms of content, relevance, design and delivery. In addition, it was decided to implement a programme-based approach to planning and development to ensure greater articulation between the different higher education sectors and to encourage flexibility and co-operation (Department of Education 1997a:14-16).

Regarding curriculum planning in South Africa, there are several broad new curriculum principles that should guide this process. This is according to the National Curriculum Development Committee who wrote up the "Curriculum Framework for General and Further Education and Training" document. Several principles form the structure in informing curriculum design (Gultig, Lubisi, Parker and Wedekind 1999:4-8). These principles are shown in table 2.9.

Table 2.9: Principles that would guide the process of curriculum planning

Teaching/learning principle	Curriculum design
Lifelong learning	The process of learning and expanding the boundaries of knowledge should occur throughout the learner's life.
Learner centered-ness	Learner's should be put first; their knowledge and experience recognized and their needs responded to.
Relevance	Curricula should be relevant and appropriate to current and anticipated future needs of the individual, society commerce and industry.
Integration	An integrated approach to education and training is one that rejects a separation between academic and applied knowledge, theory and practice or between knowledge and skills.
Differentiation, redress and learner support	Learning programmes should afford opportunities for all learners to strive towards the attainment of similar learning programmes, notwithstanding that there are differences in learner's interests and abilities.
Nation-building and non-discrimination	This should promote the development of a national identity and an awareness of South Africa's role with respect to Africa and the rest of the world. Therefore, learning programmes should encourage the development of mutual respect for diversity.
Critical and creative thinking	The learner's ability to think logically and analytically as well as holistically and laterally, should be promoted.
Flexibility	Learning programmes provide an increasing range of learning possibilities, offering learners a choice in what, where, when, how and at what pace they want to learn.
Progression	An integrated approach to education and training linked to the NQF will be based on a system of credits for attaining outcomes. Learners should be able to move ahead on the basis of learning outcomes.
Credibility	For a country to be internationally competitive, its education and training system should be comparable to those of other countries, in addition to being valid, relevant and of high quality.

Furthermore, according to the White Paper on Education and Training (Department of Education, 1995:13), South Africa stands to gain from "open learning principles", namely, that of learner-centeredness, lifelong learning, flexibility of learning provision and removal of barriers to access learning, the recognition of learner support, the construction of learning programmes in the belief that learners can succeed and the maintenance of rigorous quality assurance over the design and delivery

of learning materials.

2.7.1.4 SAQA, the NQF and quality assurance (QA)

In 1995 the SAQA Act was legislated, outlining the functions of SAQA as follows:

1) Oversee the development of the NQF: a) Formulate policies for the registration of bodies responsible for establishing education and training standards or qualifications and b) Accredit bodies responsible for monitoring standards or qualifications.

2) Oversee the implementing of the NQF: a) Be responsible for the registration of national standards and qualifications and b) Ensure that standards and registered qualifications are internationally comparable (Office of the President 1995:3).

Also, with the establishment of SAQA, an outcomes-based approach to university education has been adopted. Outcomes-based education requires universities to focus their attention on the desired end results of learning and teaching/learning processes that will guide learners to these end results (Jacobs 1999:136). Outcomes-based education has already been discussed in subsection 2.5.1.

To reiterate, the promulgation of the SAQA act of 1995, led to the NQF being established to provide for the registration of national standards and qualifications. The objectives of the NQF are to:

1) Create an integrated national framework for learning achievements.
2) Facilitate access to, and mobility and progression within education, training and career paths.
3) Enhance the quality of education and training.
4) Accelerate the redress of past discrimination in education and employment opportunities.
5) Contribute to the full personal development of each learner and the social and economic development of the nation at large (SAQA 1995:1).

Initially it was decided that the NQF shall consist of eight levels: levels one to eight, and each level shall be open-ended and shall accommodate three sublevels for Adult Basic Education and Training for which certificates of achievement may be awarded. Level eight shall be open-ended. The eight levels of the NQF shall be grouped into three bands, which shall be defined as follows:

1) Level 1: and below: General Education and Training band.
2) Level 2-4: Further Education and Training (FETC) band.

3) Level 5-8: Higher Education and Training band.

In the recent NAP document (which has not been promulgated yet), it has been proposed that there shall be ten levels on the NQF as depicted in table 2.10.

Table 2.10: The National Qualification Frameworks (Adapted from the NAP 2002:4-5)

NQF level	General qualification
10	Doctor of Philosophy
9	Masters (research and structured)
8	Honours Degree/Postgraduate Diploma or Certificate
7	General Bachelors degree
6	General Diploma
5	Foundation Certificate
4	FETC

This development of a NQF which advocates an integrated approach between theory and practice in education and which is based on a system of credits for learning outcomes achieved will encourage creative work on the design of curricula and the recognition of learning attainments wherever education and training may be offered (Department of Education 1995:10). This quotation extracted from the White Paper on Education and Training (Department of Education 1995:10) further highlights the advantages of the NQF:

> "It will open doors of opportunity for people whose academic or career paths have been needlessly blocked because their prior knowledge (acquired informally or by work experience) has not been assessed and certified or because their qualifications have not been recognized for admission to further learning, or employment purposes".

Elaborating on the integrated approach, the White Paper on Education and Training (Department of Education 1995:10) reiterates that integrated approaches toward education and training are fast becoming a major international trend in curriculum development and reform of qualification structures. While the integrated approach will not in itself create a successful economy and society in South Africa, it is considered a prerequisite for successful human resources development and may contribute significantly to social and economic reconstruction and development.

Furthermore, an important idea of the NQF is the principle of lifelong learning. The rationale behind this is that learning does not cease on completing ones formal education but recurs as one adds to one's skills and knowledge throughout one's lifetime. The recognition of prior learning and the

"Record of Learning" (a personalized document listing of all the unit standards and qualifications each individual receives on the NQF) are designed to encourage the formal recognition of learning (Phillips 1996:52).

Additionally, the NQF presents educators and policy makers with the opportunity to examine critically the "critical outcome" in the global context. In this way curriculum development and change could occur within a framework that nurtures the democratic ideals of South Africa while stimulating the expertise needed to compete in the global context (Kishun 1998:66).

Moreover, Van der Vyver (1999:5) purports that although many educators have been disillusioned with the impact their courses had on learners, they did not always know how to modify their courses to make them more appropriate and significant in providing real and challenging learning experiences. The NQF has provided a new playing field and the opportunity to experiment and discover new games that can appropriately be played in this framework. Therefore, the establishment of a NQF represents an attempt by the state to impose curriculum change on tertiary institutions, creating a climate through which more appropriate programmes, instructional strategies and courses could germinate and flourish.

Also, the main advantage in the development of the NQF is that qualifications are based on clearly defined national standards. This will allow people to be measured against the standard to earn a credit, and not against each other. The system will recognize competence irrespective of where it was gained- whether formally or informally. Thus, learning will be able to take place on the job, at tertiary institutions and in private training establishments (Phillips 1996:36).

Additionally, the emphasis is on what the learner knows and can do rather than how long it takes to complete a programme of learning. In this way the South African education and training industry will be in a better position to compete on the international market by showing the standard of its qualifications. These qualifications will have to meet quality criteria specified by SAQA (Phillips 1996:11).

For this reason, the NQF requires providers to have quality management systems (accreditation and quality audit, registered assessors and moderation) to ensure national and international credibility. Quality assurance and quality control is devolved to providers under the authority of Education and Training Quality Assures (ETQAs) (Phillips 1996:11). National Standard Bodies (NSBs) and their Standard Generating Bodies (SGBs) are responsible for the quality of the product or outcome. The quality of inputs and process is the responsibility of ETQAs which are accredited to safeguard and

improve the delivery and achievement of NQF-registered standards and qualifications (SAQA 2000:10).

Expanding on the point of quality, according to the Green Paper on Higher Education Transformation (Department of Education 1996:28), one of the principles underpinning the vision of a transformed higher education system is the improvement of quality. Quality is linked to the capacity and commitment of the educator, the appropriateness of the curriculum and the way standards are assessed. A single qualifications framework (SAQA) linked to the NQF is one of the main mechanisms for ensuring and promoting quality. Also, the higher education sector is expected to be accountable and able to fulfil the changing needs of society (fitness of purpose). The issue of accountablity and "fitness for purpose" have emanated in the inception of quality and QA (Kistan 1999:125).

Following on the recommendations of the White Paper on Higher Education, the Higher Act of 1997 makes provision for the CHE to establish a permanent sub-committee, the Higher Education Quality Committee (HEQC) with the mandate to:

1) Promote QA in higher education.
2) Audit the QA mechanism of HEIs.
3) Accredit programmes of higher education.

This formal QA system is intended to ensure that higher education in South Africa is responsive to the needs of learners, employers and society at large (HEQC 2002:1, 3).

Vroeijenstijn (1995:34), one of the canons on the subject of QA, explains that the aims of QA are to:

1) Improve teaching and learning.
2) Promote public accountability. Higher education can shape the responsibility towards society with the help of the outcomes of quality assessment.
3) Contribute to the planning procedures of an education system. Differences in quality become visible and play a role in the development of higher education.
4) Inform society about the state of higher education, for example informing students about the quality of programmes.

Continuing on the same track, documents such as the (National Commission on Higher Education (NCHE), the White Paper on Higher Education and the Higher Education Act imply fervently that the state has a responsibility to ensure that money is well spent, that is, it is accountable towards its

various stakeholders. The implications of implementing these two acts will result in every academic staff member being involved in quality assurance (Brink 1998:4).

What is quality in higher education? From a perusal of the literature it is clear that quality is a concept that defies a universal definition and many authors on the subject have varying views on what constitutes quality in higher education. For Steyn (2000:47), quality education is not only about certain levels and standards but also about empowering learners. Astin's (1985:19) definition also focuses on the individual: "Excellence (quality) should be defined to reflect on the individual's ability to center significant educational benefits on students and faculty". Brink (1998:5) defines quality in higher education from an institutional slant: "A flexible concept which is adopted by each institution to suit its own unique purposes and which is continually altered in accordance with changing circumstances".

For Brink (1998:6), QA has an intrinsic and extrinsic dimension. Intrinsic QA refers to procedures such as curriculum review, external examinations, staff appointment criteria, financial planning, infrastructure development and academic support. Extrinsic QA is one that is introduced by external QA and serves to complement intrinsic QA practices by:

1) Amalgamating all the separate QA activities in the institution.
2) Obliging the institution to engage in self-evaluation of its QA practices in a structured manner.
3) Encouraging staff members to think about quality and QA and to aim at quality improvement.
4) Satisfying stakeholders that adequate quality is being ensured in the institution.

The CHE has been established, not only to address matters relating to the transformation and development of higher education in South Africa, but also to manage QA promotion in the higher education sector (Department of Education 1997a:27). The CHE established a Size and Shape task team which has a commitment to transforming higher education so that it is "responsive to the needs of learners of all ages and the intellectual challenges of the twenty first century, while also encompassing the principles and values as outlined in the Education White Paper 3. These principles are, equity and redress, quality, development, diversity including effectiveness and efficiency" (Department of Education 2000:2). The additional responsibility of this task team is to focus on the reconfiguring and reconstructing of the South African higher education landscape (Department of Education 2000:25).

Therefore, important mechanisms have been established namely, the NQF, SAQA and the CHE to facilitate transformation and a shift to quality in higher education (Phillips 1996:1). The NQF helps to explain what the South African nation wants from learning in the context of transformational changes

that are taking place in higher education. The most important qualities are expressed as "critical outcomes" which would require that educational objectives such as the development of analytical and critical thinking, creativity and problem-solving skills be taught to all learners (Kishun 1998:66). See subsection 2.5.1.2.

More specifically, quality will be ensured through the establishment of NSBs which will: 1) Ensure that the work of SGBs meets the requirements for the registration of standards and qualifications as determined by SAQA, 2) Liase with ETQAs regarding the procedures for recommending new standards and qualifications or amending registered standards and qualifications and 3) Define requirements and mechanisms of moderation to be applied across ETQAs (SAQA 1998:16).

According to Chrisholm (1997:50), education policies for a new South Africa are parallel with international trends. This country's commitment to poverty alleviation, education for lifelong learning and the integration of formal and non-formal education is mixed with emphases on the need for educational development to support economic growth, choice, community responsibility, relevance and flexibility. She claims, however, that these policy goals constitute a "global" language about education and are not only pertinent to South Africa.

The purpose of this discussion on educational transformation in South Africa was to illustrate how sophisticated and complex the process is. It would be difficult for academics to research this information on their own given their demanding schedules. Featured in paragraph 1.2.4 is the problem at MEDUNSA, where the dissemination of information on educational transformation to academics, is not very effective. If educators are to implement educational transformation policies at grassroots level, then surely they should be knowledgeable about the literature on the topic. Training and development programmes should accommodate this necessity.

In terms of identifying variables that would be integral to educational transformation, it is recommended that QA, equity and redress including curriculum development be selected. These variables would help mould the nature of staff development owing to the fact that being under-prepared, academics would need training and development in these areas.

At this juncture, it would be opportune to discuss the developments in higher educational transformation in other countries in order to examine transformation in higher education from other perspectives. Such a discussion follows. New Zealand, the UK and Australia have been selected because of the similarities of educational transformation in those countries, with what is happening in South Africa. For example New Zealand has adopted an OBE-approach and in Australia programmes are written in an outcomes-based format.

2.7.2 Higher educational transformation in New Zealand

Since the 1980s there has been much concern about the slow growth rate of the New Zealand economy. In response to this concern, the government took the initiative to embark on a programme of macro and micro-economic reform, designed to improve productivity. One of these reforms is the transformation of tertiary education (Abbott 2000:90).

An analysis of the literature on educational transformation in New Zealand shows that there are many overlaps with educational transformation in South Africa. For example, the idea of a National Qualifications Framework (NQF) is not unique to South Africa, New Zealand has also embraced it. In 1990 the New Zealand Qualifications Authority (NZQA) was established to bring together all qualifications in education and training in a framework in which:

1) All qualifications have a purpose and relationship to each other, that learners and the public can understand.
2) There is a flexible system for gaining qualifications, with recognition of prior learning (Phillips 1996:53).

To this end, since 1990, the NZQA has been developing the NQF in consultation with specialists from education and industry. Unit standards, national certificates and national diplomas are registered on the framework which provides a structure for existing and new qualifications. Framework qualifications are registered at eight levels- from grade 11 of schooling and entry to vocations to postgraduate level. An education provider must be registered and accredited by the authority to be able to award credits for unit standards (NZQA 2001:1).

In its statement of intent, the NZQA proposed that it will continue to play a role in fostering lifelong learning. Its actions will also be aimed at the continuing enhancement of the quality of education. "A qualifications body which provides quality assurance and is responsive to the demands of a society, is vital to New Zealand's future posterity"(NZQA 2000:3).

Furthermore, strategic priorities for the years 2000-2003 have been set by the NZQA (NZQA 2000:6):

1) Qualifications for a knowledge society: Strengthen links among national interest groups to ensure qualifications are relevant to learner aspirations and the country's future economic and societal needs while maintaining confidence in the quality and credibility of New Zealand's nationally registered qualifications.

2) Quality assurance of educational provision: Enhance standards of educational provision and assessment through QA audits.
3) National assessment (secondary and tertiary education): Maintain the quality of current qualifications and examinations while also implementing decisions of government.
4) Future-orientated partnerships with industry, professional and community groups: Develop future orientated partnerships with above groups and other stakeholders to ensure that New Zealand has a world-class national qualifications system.
5) International benchmarking for performance: Ensure that New Zealand's qualifications and national examinations are benchmarked to the world's best and underpinned by rigorous QA.
6) Enhanced achievement for Maori: Increase Maori participation and retention in education and training and raise achievement rates of the Maori.

Additionally, the Quality Assurance Authority of New Zealand (QAANZ) pre-establishment team was established in 1999 to provide advice on how to implement the new quality regime for tertiary education that was outlined in the government's Tertiary White Paper of 1998. Fundamental to this quality regime was the establishment of QAANZ to oversee the quality of government funded tertiary education (QAANZ Report 1999:4).

The Tertiary White Paper proposed that to be eligible for government assistance, tertiary providers and qualifications would need to be approved through an authorized Quality Validation Body (QVB). The key role is the specification of quality in tertiary education. The QAANZ will authorize and monitor QVBs that carry out quality approval of courses, qualifications and providers (QAANZ Report 1999:5).

Furthermore, the Tertiary White Paper covered five aspects of tertiary policy (QAANZ Report 1999:8). These were:

1) Subsidizing the cost of tertiary education.
2) Quality assurance, protected terms and financial viability.
3) Research.
4) Information.
5) Governance and accountability of public tertiary education providers.

In addition, when outlining the characteristics of a quality culture in tertiary education, the QAANZ report (1999:10-11) suggested that the quality regime embody the following:

1) Participants should be involved in the planning and the implementation and feel a sense of ownership of the regime.
2) Quality, which is regarded both locally and overseas, as being of an international standard should be achieved so that courses and qualifications are of an international standard.
3) Autonomy and academic freedom of providers should be preserved.
4) Achievement and improvement of quality requires effective communication between educators, quality agencies and stakeholders to ensure that qualifications are fit for purpose.
5) The most efficient and economic way of assessing quality should be used which minimizes compliance costs for participants.

As regards staff at tertiary institutions, the QAANZ Report (1999:24), states that providers should maintain a staff complement with the necessary knowledge, skills and cultural background through staff selection, appraisal and development. Also, providers should have a system for developing coherent teaching programmes and their evaluation should include evaluation by learners. Moreover, good teaching should be recognized and rewarded and a supportive and effective learning environment that takes account of different population groups and learning styles should be provided. Where research is carried out, its quality should be attested through internationally accepted means.

As regards student needs, the recognition of prior learning and credit transfers are to ensure that learners have the maximum possible flexibility available to them. Providers should also ensure that learners' should have access to appropriate guidance and support systems (QAANZ Report 1999:25).

Therefore, to summarize, the education system in New Zealand is committed to the promotion of quality to ensure that qualifications are not only recognized internationally but that they are relevant to the country's socio-economic needs while also being responsive to the demands of a knowledge society. The NZQA, together with the established NQF has been put in place to promote the quality of tertiary education in New Zealand. The NQF supports the notion of lifelong learning and the recognition of prior learning. Further, a priority of the NZQA is to establish partnerships with industry, professional and community groups so that they can be included in the planning and implementation of quality programmes. To facilitate transformation, the QAANZ recognizes that this cannot happen without staff development and recognizing the importance of, and rewarding teaching. Thus, educational transformation in New Zealand looks very similar to that in South Africa.

2.7.3 Higher educational transformation in the United Kingdom

The transforming nature of HEIs in the UK have been influenced by several external factors:

1) Knowledge of an academic subject is no longer sufficient; students have to gain skills to enhance employability.
2) There is a need for the population to be flexible and prepared for a lifetime of change and development to cope with the "learning society" (Fallows and Steven 2000:76).

In the UK, a National Committee of Inquiry into Higher Education (NCIHE), under the chairmanship of Ron Dearing, was appointed in 1996 to make recommendations on how the purposes, shape, structure, size and funding of Higher Education, including support for learners, should develop to meet the needs of the UK, over the next 20 years (Dearing 1997a: chapter 1, pg.1).

In their vision for higher education for the future, the NCIHE explicitly stated that the UK must create a society committed to learning throughout life (Dearing 1997a: chapter 1, pg.1). The concept of lifelong learning is now central to official UK government thinking within the combined Department of Education and Employment (Fallows and Steven 2000:75). They (NCIHE) also see the historic boundaries between vocational and academic education breaking down with increasing active partnerships between higher education institutions and industry, commerce and public service. What is also emphasized is the pursuit of quality and a commitment to high standards. "Higher education will make a distinctive contribution to the development of a learning society through teaching, scholarship and research". What was predicted was that the national demand for higher education will manifest itself in expansion of student numbers (Dearing 1997a:chapter 1, pg.1).

Higher education must provide its graduates with skills to be able to operate professionally within the environment required for the "learning age". In this regard, the UK National Inquiry into higher education noted that HEIs should develop for each programme the intended outcomes in terms of:

1) The knowledge and understanding that a student is expected to have on completion.
2) Key skills, for example communication, numeracy and the use of information technology and how to learn.
3) Cognitive skills, for example critical analysis.
4) Subject specific skills (Fallows and Steven 2000:26).

Note the above similarities with OBE in South Africa and the different types of outcomes discussed in subsection 2.5.1.

Additionally, UK tertiary institutions will be required to:

1) Be at the leading edge of world practice in effective teaching and learning.
2) Undertake research that matches the best in the world.
3) Sustain a culture of disciplined thinking which challenges existing ideas and generates new ones.
4) Be part of the conscience of a democratic society (Dearing 1997a:chapter 1, pg.1-2).

It was also recognized that higher education is fundamental to the social, economic and cultural health of the nation, contributing not only to the intellectual development of learners and preparing them for work but also by adding to the world's store of knowledge and understanding (Dearing 1997a:chapter 1, pg.2). Also outlined in the Dearing report (Dearing 1997a:chapter 3, pg. 1) is the vision to build on past achievement and to support existing excellence. (Note the discrepancy with the South African system that is trying to improve higher education after domination by apartheid planners).

In the Dearing report (Dearing 1997a:chapter 3, pg. 1-2), satisfaction was expressed that learners from ethnic minorities are more than proportionately represented in higher education. Some individual ethnic minority groups, however, are still significantly under-represented in higher education. The increase in participation in higher education by women was also noted. Female learners and those from ethnic minorities were under-represented at the highest levels of study, though. Therefore, the Dearing report looks at equity and redress as regards minority groups and women.

In light of the knowledge explosion and an expansion in communications and technology, the changing nature of learning and teaching has necessitated the redefinition of the roles of academic and support staff within higher education institutions. A survey by the NCIHE indicates that the quality of support they can provide is not as high as they would like. Indeed, academic staff experience greater teaching commitments with larger groups, pressure to do research and publish and few opportunities to offer individual support to learners (Dearing 1997a: chapter 14, pg.4).

These factors point to the need for action to improve individual and institutional effectiveness through staff development. Staff should be helped to realize their full potential so that they can respond to the opportunities and challenges facing higher education. To this end, the Dearing report (1997a:chapter 14, pg.2) makes it very clear that higher education teaching needs to have a higher status and be regarded as a profession of standing. In this regard they proposed the establishment of a professional Institute for Learning and Teaching in higher education-whose role it would be to accredit programmes of higher education training. This institute would become a key part of the initial training and continuing professional development of teaching staff.

Therefore, the Dearing report (1997b:chapters 8, 14) made six recommendations to promote an Institute for Learning and Teaching. The most significant are depicted in table 2.11.

Table: 2.11 The recommendations of the Dearing Report for the promotion of an Institute for Learning and Teaching

Recommendation	Modus operandi
Recommendation 13 (Dearing 1997b:par 8.61):	Institutions for higher education begin immediately to develop or seek access to programmes for teacher training of their staff if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.
Recommendation 14 (Dearing 1997b:par 8.72)	The representative bodies in consultation with the funding bodies should immediately establish a professional Institute for Learning and Teaching in Higher Education, the functions of which would be to accredit programmes of training for higher education educators, to commission research and development in learning and teaching practices and to stimulate innovation.
Recommendation 48 (Dearing 1997b:par 14.30)	All new full-time academic staff with teaching responsibilities are required to achieve at least associate membership of the Institute for Learning and Teaching in Higher Education for the successful completion of probation.

The Dearing report recognizes that the realization of the vision for higher education in the UK is dependent on the people in higher education. With this in mind, their terms of reference include the following principle: "That higher education should be able to recruit, retain and motivate staff of the appropriate caliber" (Dearing 1997a:chapter 14, pg.1).

The UK government's response to the new Institute for Learning and Teaching in Higher Education is that it perceives the institution as having a key role to play in enhancing the professional skills and status of teachers in higher education and spreading good teaching practice more widely. The government's long-term aim is to see all teachers in higher education having a professional qualification. The UK government also wishes to encourage universities and colleges to measure themselves against international standards and develop international partnerships (UK Government 1998:1).

With regard to QA, in the UK, there exists the Quality Assurance Agency (QAA) which consults with institutions about the future framework for QA. The proposed system is based on the articulation of a national credit accumulation system, backed by the definition of threshold achievement standards and

by detailed specification of each programme. The demands of QA and quality audit are causing institutions to look towards instituting clearer policies, procedures and support mechanisms (Gordon 1999:146).

More recently, Gosling (2001:270) criticized the failure of the QAA for not grasping the notion of credit in the NQF which is a blow to the objectives of the South-East England Consortium. This is a credit consortium representing over 25% of HEIs in the UK and has argued for the importance of credit for a mass higher education system within the wider political context of life-long learning. Gosling (2001:273) maintains that: "Implementing a credit-framework is part of transforming and democratizing higher education by enabling it to become open, flexible and responsive to students".

In summary (given by this writer), the Dearing report focuses on:

1) Equity, redress and accountability to learners and society.
2) An emphasis on lifelong learning.
3) Improving teaching and learning through the enhancement of professional skills and status of educators in higher education.
4) Helping learners cope with the knowledge explosion and preparing them for a democratic, learning society and the world of work.
5) Improving economic and social conditions of the nation so that competition in the global arena can be enhanced.
6) Increasing the accessibility to higher education, noting that the demand for higher education will increase.
7) Encouraging partnerships between universities, industry and commerce.
8) Promoting QA in higher education- which is top on the list of priorities for the 21st century.

Therefore, it is glaring that there are many parallels that can be drawn with transformation in South Africa and that in the UK, especially as regards equity, redress, QA and the emphasis on lifelong learning.

The next subsection is concerned with educational transformation in Australia.

2.7.4 Higher educational transformation in Australia

The Australian National Framework for the Recognition of Training was legislated in 1992 and embraced both the education and training sectors. The need for a nationally recognized framework was highlighted by:

1) An increasing awareness of the importance of training that meets the needs of industry.
2) Industry and award structuring.
3) The need to enhance the efforts of all providers of training, both public and private, in an effort to make the Australian industry more competitive internationally (Phillips 1996:54).

The Australian Qualifications Framework (AQF) was introduced in 1995 and was phased in over five years with full implementation by 2000. Work-based qualifications and academic qualifications are now part of a single system, allowing maximum flexibility in career planning and continuous learning and rendering qualifications that are more transparent and transportable, allowing for credit transfer and articulation between qualifications (AQF 2002 and Wheelahan and Carter 2001:305). The AQF ranks qualification levels from entry level at senior secondary school through to doctorates, and designates which qualifications are generally offered in the secondary, vocational education and training and the higher education sectors (Wheelahan and Carter 2001:305).

The key objectives of the AQF are to:

1) Provide nationally consistent recognition of outcomes.
2) Develop flexible pathways between education and training sectors and to provide for the recognition of prior learning.
3) Integrate the requirements of participating providers, employers, employees, individuals and interested organizations.
4) Improve access to qualifications, clearly defining avenues for achievement and contributing to lifelong learning.
5) Provide for a higher quality education and training, thus contributing to national economic performance.
6) Promote national and international recognition of qualifications offered in Australia (AQF 2002).

On another point, the shift to OBE and vocational education and training has been a vital component of training reform in Australia (Phillips 1996:54). According to Brady (1999:29) outcomes have replaced objectives as the major label expressing educational intent in Australia. The use of outcomes is consistent with a government platform of economic reform which is also expressed in the development of professional work-related competencies. Such benchmarks of achievement in education and the world of work are the means of ensuring accountability.

Additionally, the Australian Curriculum Council Act of 1997 required the curriculum council to develop a curriculum framework that described the "knowledge, understanding, skills, values and

attitudes that learners are expected to acquire". Implementing the curriculum framework implies that when teaching programmes are designed and developed, it must be ensured that learning opportunities and enriching experiences are included for the learners, aimed at achieving the outcomes set out in the framework (Australian Curriculum Framework 2000a:41).

Furthermore, the outcomes and standards framework comprises the student outcome statements and the statements of standards. The former will enable educators to describe learning achievement and to be clear about the standards of performance required of learners. The student outcome statements support educators in planning, monitoring, assessing and reporting on student performance in relation to learning outcomes. Thus, an outcomes-based approach to education and training is implemented (Australian Curriculum Framework 2000b:43).

2.8 Conclusion

It could well be said that what we are currently witnessing is an evolution-of the educational process. Historically, learning from someone was the main mode of acquiring information. Now information can be gleaned from various sources, namely the internet, magazines, newspapers, journals, books, radio, television and more. Learners need to evolve in the way they learn and educators need to evolve in the way they educate. Why? Because the process of education needs to evolve in order to adapt to a rapidly changing society and the information age. In accordance with Darwinian Law: higher education especially would have to adapt or die. This evolution can be seen in terms of change, transformation and innovation in education, which was what the crux of this chapter was about.

Innovation of curricula, mainly in the form of OBE and PBL was discussed at some length. What came to the fore was that the philosophy and processes adopted in these novel approaches can be used as a basis or underpinning in the design, development and implementation of staff development programmes. For example, both OBE and PBL advocate self-directed, lifelong learning in an integrated way within a collaborative setting. Both approaches also advance the notion of learners becoming creative, critical, reflective thinkers who also possess problem-solving skills. These are the very qualities that are deemed important for an educator to, not only inculcate in learners, but to possess himself. How many educators can profess to be able to demonstrate these skills and what are the implications for staff development? It is this writer's contention that for a transformational staff development model, emphasis should be placed on training staff to be:

1) Reflective in their professional tasks.
2) Problem-solvers

3) Able to apply theoretical ideas in practice.
4) Direct and model self-directed learning.
5) Possess different student assessment techniques.
6) Be able to integrate the content of their subject disciplines with that of other subjects.
7) Promote learning in context.

Further, the transformation of the South African higher education system has ensured that we move away from a rigid, hierarchical, prescriptive approach to one that is flexible, relevant and better able to prepare learners to compete in the national and global marketplace. Through the establishment of SAQA and the NQF, the South African government aims to implement major changes not the least of which is the introduction of outcomes-based education. This idea was borrowed from the experiences of other countries (like New Zealand) as regards transforming higher education. A common thread runs through this transformational scenario: all countries under discussion want their citizens:

1) To be competent and competitive learners and workers on a global scale.
2) To contribute effectively to the socio-economic development of their country.
3) To become lifelong, self-directed learners to cope with the knowledge explosion.
4) To live purposively in an uncertain, changeable environment.

Surely this is evidence that a concerted effort is being made at macro-and meso-level to meet the demands of a changing society? One thing is certain though, without the development of human resources, these plans for innovation and transformation may as well be a "pie in the sky" idea. What is more, the quality of a staff development programme is crucial if educators are to be properly prepared to effect the intended changes. This is why it was deemed pivotal to ascertain the nature of academic staff development that would achieve academic excellence whilst addressing the demands of educational transformation.

Before establishing this, it was important to answer part of the research question stated in subsection 1.3.2 which asks: "What are the key elements driving educational transformation nationally and internationally?" The literature that was provided in this chapter identified the following key variables:

1) The application of technology in teaching and learning.
2) Curriculum development, namely OBE and PBL.
3) Quality assurance.
4) Equity and redress.
5) Innovative teaching/learning practices.

Also, the objectives were to examine which factors are contributing towards educational transformation and how these factors influence the professional task of academics. This chapter also revealed that most academics are under-prepared and under-qualified to be able to successfully implement the above factors and MEDUNSA staff are no exception. Thus, the nature of academic programmes should focus on providing academics with training and development in these areas.

In the next chapter, the concept of what staff development is and why it is necessary is discussed in greater detail and some models are elucidated. This will extend the literature investigation in determining what other variables could contribute towards the dynamics of academic staff development, in a climate of educational transformation.

References

Abbott, M. 2000. The development of vocational education and training in New Zealand. *Education Research and Perspectives,* 27(1):90-108.

Ajayi, J.F.A., Goma, L.K.H. & Johnson, G.A. 1996. *The African experience with higher education.* Athens: Ohio University Press.

Alexander, S. 2001. E-learning developments and experience. *Education and Training,* 43(4/5):240-248

Asayesh, G. 1993. Staff development for improving student outcomes. *Journal of Staff Development*, 14 (3):24-27.

Astin, A.W. 1985. *Achieving educational excellence.* San Francisco: Jossey-Bass.

Australian Curriculum Framework. 2000a. *Curriculum, assessment and reporting: Policy and guidelines.* www.eddept.wa.edu.au/centoff/outcomes/policy/pg41.htm

Australian Curriculum Framework. 2000b. *Outcomes and standards framework.* www.eddept.wa.edu.au/centoff/outcomes/policy/pg43.htm

AQF. 2002. About the Australian Qualification Framework. www.aqf.edu.au/aboutaqf.htm

Badat, S. 1997. Educational politics in the transition period. Ch.1. In Kallaway, P., Kruss, G., Fataar, A. & Donn, G. (Eds.). *Education after apartheid: South African Education in transition.* Cape Town: University of Cape Town.

Baron, M.A. & Boschee, F. April. 1996. Dispelling the myths surrounding outcomes-based education. *Phi Delta Kappan*:574-576.

Barr, R. & Tagg, J. November/December 1995. From teaching to learning: A new paradigm for undergraduate education. *Change*:13-25.

Barrows, H.S. & Tamblyn, L.M. 1980. *Problem-based learning-an approach to medical education,* Volume 1. New York: Springer.

Barrows, H.S. 1985. *How to design a problem-based curriculum for the pre-clinical years*. New York: Springer.

Barrows, H.S. 1986. A Taxonomy of problem-based learning methods. *Medical Education*, 20:481-486.

Beidas, S.O. 2000. Using e-mail as an interactive teaching tool. *Academic Medicine*, 75(6):670.

Bernier, G.M., Adler, S., Kanter, S. & Meyer, W.J. 2000. On changing curricula: Lessons learned at two dissimilar schools. *Academic Medicine*, 75(6):595-601.

Blair, N. & Lange, R. 1990. Factors that affect learning through staff development, pg. 154. In Burke, P., Heideman, R. & Heideman, C. *Programming for staff development: Fanning the flame*. Hampshire: The Falmer Press.

Bligh, J. 1995. Problem-based learning in medicine: An introduction. *Postgraduate Medical Journal*, 71:323-326.

Boshuizen, H.P.A., Van de Vleuten, C.P.M., Schmidt, H.G. & Machiels-Bongaerts, M. 1997. Measuring knowledge and clinical reasoning skills in a problem-based curriculum. *Medical Education*, 31:115-121.

Bradley, H. 1991. *Staff Development*. London: The Falmer Press.

Brady, L. 1999. Outcomes for accountability in curriculum planning in Australia. *International Journal of Educational Management*, 13(1):25-30.

Brink, J. 1998. Quality assurance in South African universities: The road ahead. *Progressio*, 20(2):2-6.

Buchner, J. & Hay, D. 1999. Action research: a prerequisite for capacity building in higher education institutions. *Vital*, 13(1):18-24.

Candy, P.C. 1991. *Self-direction for life-long learning: A Comprehensive guide to theory and practice*. San Francisco: Jossey-Bass Publishers.

Candy, P.C. 2000. Knowledge navigators and lifelong learners: producing graduates for the information society. *Higher Education Research and Development*, 19(3):261-277.

Chrisholm, L. 1977, Ch. 3. In Kallaway, P. Kruss, G, Fataar, A. & Donn, G. (Eds.) *Education after apartheid: South African education in transition*. Cape Town: University of Cape Town.

Claassen, C. 1998. Outcomes-based education: Some insights from complexity theory. South African *Journal of Higher Education*, 12(2):34-39.

Colliver, J. A. 2000. Effectiveness of problem-based learning curricula: Research and theory. *Academic Medicine*, 75(3):259-266.

Curriculum Development Working Group. 1999. South Africa's new curriculum framework, pg. 3-21. In Gultig, J. Lubisi, C., Parker, B. & Wedekind, V.(Eds.). *Understanding outcomes-based education teaching and assessment in South Africa-Reader*. Cape Town: South African Institute for Distance Education and Oxford University Press.

Dahle, L.O., Forsberg, P., Svanberg-Hard, H. Wyon, Y. & Hammer, M. 1997. Problem-based medical education: Development of a theoretical foundation and a science-based professional attitude. *Medical Education*, 31:416-424.

Darling-Hammond, L. & McLaughlin, M.W. April 1995. Policies that support professional development in an era of reform. *Phi Delta Kappan*. www.middleweb.com/PDPolicy.html pg. 1-10.

Davies, D. 1998. The virtual university: A learning university. *Journal of Workplace Learning*, 10(4):175-213.

Dearing, R. 1997a. Report of the National Committee of Inquiry into Higher Education. www.leeds.ac.uk/educol/ncihe

Dearing, R. 1997b. The National Committee of Inquiry into Higher Education. Summary report. www.ncl.ac.uk/ncihe/index.htm

De Graaf, E. 1988. Simulation of initial medical problem-solving: A test for the assessment of medical problem-solving. *Medical Teacher*, 10(1):49-55.

Department of Education. 1995. White Paper on Education and Training-Part2: The reconstruction and development of the education and training programme, pg.1-24. www.polity.org.za/govdocs/white papers/edu2.html

Department of Education. 1996. Green Paper on Higher Education. Pretoria: Government Printers.

Department of Education. 1997a. Education White Paper 3. Pretoria: Government Printers.

Department of Education. 1997b. Draft White Paper on Higher Education. Pretoria: Government Printers.

Department of Education. 1998. *National and institutional planning framework for the higher education system.* Pretoria: Government printers.

Department of Education. 2000. *Towards a new higher education landscape-report by the Council on Higher Education (CHE).* Pretoria: Government Printers.

Dissanayake, A.S., Ali, B.A. & Nayar, U. 1990. The influence of the introduction of objective structured practical examinations in physiology on student performance at King Faisal University Medical School. *Medical Teacher*, 12(3/4):297-304.

Dlugosh, L.L., Walter, L.J., Anderson, T. & Simmons, S. 1995. Outcomes-based education: Why are school leaders attracted to its call? *International Journal of Educational Reform*, 4 (2):178-183.

Dolmans, D.H.J.M., Wolfhagen, I.H.A.P., Scherpbier, A.J.J.A. & Van de Vleuten, C.P.M. 2001. Relationship of tutor's group-dynamic skills to their performance ratings in problem-based learning. *Academic Medicine*, 76 (5):473-476.

Entwistle, N. 1998. Teaching for learning as higher education changes, pg. 181-191. In Morrow, W. & King, K. (Eds.). *Vision and reality- changing education and training in South Africa.* Cape Town: University of Cape Town Press.

Fallows, S. & Stevens, C. 2000. Building employability skills into the higher education curriculum: A university-wide initiative. *Education and Training*, 42(2):75-83.

Freedman, J.A., Lehmann, H.P., Ogborn, C.J. & Hopkins, J. 2000. Web-based peer evaluation by medical learners. *Academic Medicine*, 75(5):539-540.

Gibbons, M. 1998. A commonwealth perspective on the globalization of higher education, pg. 70-87. In Scott, P. (Ed.). *The globalization of higher education*. Buckingham: The Society for Research into Higher Education and Open University Press.

Gilbert, S.W. 1995. Teaching, learning and technology: The need for campus-wide planning and faculty support services. *Change,* March/April: 47-48.

Goode, H. & Thomen, C. 2001. Implementing an outcomes-based approach to university essay writing. *South African Journal of Higher Education,* 15(3):194-201.

Gordon, G. 1999. Managing the changes inherent in developing the Learning Society: Issues, choices and strategies. *Quality assurance in education*, 7(3):141-148.

Gosling, D. 2001. Lost opportunity: What a credit framework would have added to the National Qualifications Frameworks. *Higher Education Quarterly*, 55(3):270-284.

Gultig, J. Lubisi, C. Parker, B. & Wedekind, V. (Eds.). 1999. *Understanding outcomes-based education: Teaching and assessment in South Africa. Reader*. Cape Town: South African Institute for Distance Education and Oxford University Press.

Harasim, L. 2000. Shift happens: Online education as a new paradigm in learning. *Internet and Higher Education,* 3:41-61.

Harden, R.M. & Gleeson, F.A. 1979. Assessment of clinical competence using an objective structured clinical examination (OSCE). *Medical Education*, 13: 41-54.

Hassan, S. 1996. *The perceptions of second year medical learners towards the problem-based curriculum as compared to the traditional curriculum.* MEd. Thesis. University of South Africa.

Hattingh, A. & Killen, R. 2003. The promise of problem-based learning for training pre-service technology teachers. *South African Journal of Higher Education,* 17(1):39-46.

Hay, P.J. & Katsikitis, M. 2001. The "expert" in problem-based and case-based learning: Necessary or not. *Medical Education*, 35:22-26.

Henry, P. 2001. E-learning technology, content and services. *Education and Training*, 43(4/5):249-255.

HEQC. 2002. Founding Document of the HEQC. www.medunsa.ac.za/cads/heqc.htm

Holthauzen, S. 1998. The development of facilitators as a prerequisite to the successful transformation of educational change. *South African Journal of Higher Education*, 12(3):33-37.

Jacobs, G.J. 1999. Outcomes-based university education: Do learners really want to be competent. *South African Journal of Higher Education*, 13(2):135-141.

Jarvis, P. 2000. The changing university: Meeting a need and needing to change. *Higher Education Quarterly*, 54(1):43-67.

Kaufman, A. (Ed.). 1985. *Implementing problem-based medical education- lessons from successful innovations.* New York: Springer.

Kishun, R. 1998. Internationalisation in South Africa, pg. 58-69. In Scott, P. (Ed.). *The globalisation of higher education*. Buckingham: The Society for Research into Higher Education and Open University Press.

Kistan, C. 1999. Quality assurance in South Africa. *Quality Assurance in Education*, 7(3):125-133.

Knowles, M.S. 1980. The modern practice of adult education. New York:Cambridge.

Knowles, M.S. 1988. *The adult learner:A neglected species*. (3rd. Edn.) London: Gulf.

Knox, J.D.E. 1989. What is a modified essay question? *Medical Teacher*, 11(1):51-55.

Kruss, G. 1998. Teachers, curriculum 2005 and the education policy-making process, pg. 96-111. In Morrow, W. and King, K. (Eds.). *Vision, and reality-changing education and training in South Africa.* Cape Town: University of Cape Town Press.

Lawler, P.A. & King, K.P. 2000. Faculty development : Leadership strategies for success. *Journal of Continuing Higher Education,* 48(20):12-20.

Le Grange, L. Reddy, C. 2000. Introducing teachers to OBE and environmental education: A Western Cape study. *South African Journal of Higher Education*, 20(1):21-25.

Licklider, B.L., Schnelker, D.L. & Fulton, C. 1997. Revisioning faculty development for changing times: The foundation and framework. *Journal of Staff Programme and Organisational Development*, 15(3): 98-121.

Lloyd-Jones, G., Margetson, D. & Bligh, J.G. 1998. Problem-based learning: A coat of many colours. *Medical Education*, 32: 492-494.

Lowry, S. 1993. *Medical Education*. London: BMJ Publishing Group.

Maleh, D., Burday, M., Collier, V. & Polster, J. 2000. Problem-based learning in the medicine clerkship: A resident-driven strategy for teaching third year learners. *Academic Medicine*, 75(5):522-523.

Margetson, D. 1994. Current educational reform and the significance of problem-based learning. *Studies in Higher Education*, 19(1):5-19.

Mason, R. 2000. From distance education to online education. *Internet and Higher Education,* 3:63-74.

Maxwell, J.A. & Wilkerson, L. 1990. A study of non-volunteer faculty in a problem-based curriculum. *Problem-based learning: issues in retention*, 65(9):513-514.

McDermot, J.F. & Anderson, A.S. 1991. Retraining faculty for the problem-based curriculum at the University of Hawaii, 1989-1991. *Academic Medicine*, 66 (12):778-779.

McGrath, S. 1998. Questioning education and training in South Africa: The challenge of moving from policy to practice, pg. 112-118. In Morrow, W. & King, K. (Eds.). *Vision and reality- changing education and training in South Africa*. Cape Town: University of Cape Town Press.

Mennin, S.P. & Martinez-Burrola, N. 1986. The cost of problem-based versus traditional medical education. *Medical Education*, 20:187-194.

Menin, S.P. & Kaufman, A. 1989. The change process and medical education. *Medical Teacher*, 11(1):9-16.

Millis, B.J. 1994. Faculty development in the 1990s: What it is and why we can't wait. *Journal of Counseling and Development*, 72:454-464.

Morrow, W. & King, K. (Eds.). 1998. *Vision and reality-changing education and training in South Africa.* Cape Town: University of Cape Town Press.

Moses, I. 1988. *Academic staff evaluation and development: A university case study.* St.Lucia: University of Queensland.

Mungazi, D.A. 1991. *The challenge of educational innovation and national development in Southern Africa.* New York: Peter Lang Publishing Incorporated.

Nakabugo, M.G. & Sieborger, R. 2001. Curriculum reform and teaching in South Africa: Making a paradigm shift. *International Journal of Educational Development*, 21:53-60.

NAPTOSA. 1998. A synoptic analysis of the initial implementation of outcomes-base education in grade 1 in South Africa. A report on the research by the professional committee of NAPTOSA.

Neufeld, V.R. & Barrows, H.S. 1974. The McMaster philosophy: An approach to medical education. *Journal of Medical Education*, 49:1040-1050.

New Academic Policy (NAP) for programmes and qualifications in higher education. 2002. www.polity.org.za/govdocs/reports/education/universities/policy/chapter3.html

Nicholls, A. 1983. *Managing educational innovations.* London: George Allen and Unwin.

Nieman, L.Z., Donoghue, G. D., Ross, L.L. & Morahan, P.S. 1997. Implementing a comprehensive approach to managing faculty roles, rewards and development in an era of change. *Academic Medicine,* 72(6):496-504.

Norman. G.R. 1988. Problem-solving skills, solving problems and problem-based learning. *Medical Education*, 22: 279-286.

NZQA: National Qualifications Framework. 2001. www.nzqa.govt.nz

NZQA: Statement of intent, 2000/2001 to 2002/2003. 2000. www.nzqa.govt.nz

Office of the President. 1995. The South African Qualifications Act-no. 58 of 1995. www.polity.org.za/govdocs/legislation/1995/act95_058.html

Olivier, C. 1998. *How to educate and train outcomes-based.* Pretoria: J.L. van Schaik.

Phillips, B. (Eds.). 1996. *Getting to grips with the National Qualifications Framework* (2nd Edn.) Johannesburg: Sigma

Poole, D. 1979. Changing behaviour, pg. 86-97. In Tobin, H.M., Yoder-Wise, P.S. & Hull, P.K. *The process of staff development: Components for change* (2nd Ed.) St.Louis: CV Mosby Company.

QAANZ Report. 1999. Report of the Quality Assurance Authority of New Zealand (QAANZ) pre-establishment team. Proposals for the structure and implementation of a quality regime for tertiary education. www.minedu.govt.nz/

Rawn, C., Davidson, R. & Andreas, M. 2000. Using web-based case presentations to supplement a surgery clerkship curriculum. *Academic Medicine*, 75(5):540.

Rideout, E.M. 1994. "Letting go": Rationale and strategies for student-centered approaches to clinical teaching. *Nurse Education Today*, 14: 146-151.

Rhyne, R.L. 2000. A scholarly research requirement for medical learners: The ultimate problem-based learning experience. *Academic Medicine*, 75(5):523-524.

Rogers, D. L. 2000. A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review* Spring/summer: 19-27.

Rutherford, D. 1982. Developing university teaching: A strategy for revitalisation. *Higher Education*, 11:177-191.

Ryan, G. 1993. Student perceptions about self-directed learning in a professional course implementing problem-based learning. *Studies in Higher Education,* 18(1):53-63.

Ryan, M., Carlton, K.H. & Nagia, S.A. 1999. Evaluation of traditional classroom teaching methods versus course delivery via the world wide web. *Journal of Nursing Education*, 38(6):272-277.

Samuel, M. 2002. Working in the rain: Pressures and priorities for teacher education curriculum design in South Africa: A case study of the University of Durban-Westville. *International Journal of Educational Development,* 22:397-410.

SAQA. 1995. Regulations under the SAQA Act, Act no. 58 of 1995. www.polity.org.za/govdocs/regulations/1998/reg98_0452.html

SAQA. 1998. *Regulations under the South African Qualifications Authority Act, 1995.* Government notice No. 18787. Pretoria: Government Printers.

SAQA. 2000. The National Qualifications framework and quality assurance. Pretoria.

Schmidt, H.G., Dauphinee, W.D. & Patel, W.L. 1987. Comparing the effects of problem-based and conventional curricula in an international sample. *Journal of Medical Education*, 62:305-315.

Schlesinger, J.B. 1999. Meeting the instructional technology challenge: Institutional collaboration and faculty development. *Medical Reference Services Quarterly*, 18(2):91-96.

Shanks, J.C., Silver, R.D., Harris, I.B. 2000. Use of web-based technology in a peer-teaching programme. *Academic Medicine*, 75(5):538-539.

Shapiro, W.L. & Cartwright, G.P. 1998. New ways to link technology and faculty development. *Change*, September/October: 50-52.

Spady, W.G. & Marshall, K.J. 1991. Beyond traditional outcomes-based education. *Educational Leadership*, 49(2):67-72.

Spady, W. 1993. *Outcomes-based education: Workshop Report no. 5.* Belconnen ACT: Australian Curriculum Studies Association.

Spady, W. 1999. Outcomes-based education: An international perspective. Pg.23-36. In Gultig, J. Lubisi, C., Parker, B, & Wedekind, V. (Eds.). *Understanding outcomes-based education teaching and assessment in South Africa. Reader.* Cape Town: South African Institute for Distance Education and Oxford University Press.

Stefani, L.A.J. 1994. Peer, self and tutor assessment: relative reliabilities. *Studies in Higher Education*, 19(1):69-75.

Stein, M., Neill, P. & Houston, S. 1990. Case discussion in clinical pharmacology: Application of small group teaching methods to a large group. *Medical Teacher*, 12(2):193-196.

Steyn, J.C. 2000. Quality education and equality in education: A dilemma for democratic South Africa. *South African Journal of Education*, 20(1):46-49.

Surry, D. W. & Land, S.M. 2000. Strategies for motivating higher education faculty to use technology. *Innovations in Education and Training International,* 37(2):145-153.

Swenson, C. 1998. Customers and Markets. *Change*, 30(5):1-6. In www.aahe.org/change/so981.htm

Tobin, H.M., Yoder-Wise, P.S. & Hull, P.K. 1979. *The process of staff development: Components for change.* (2nd Ed.) St. Louis: CV Mosby Company.

Toffler, A. 1971. *Future shock.* London: Pan Books, Bodley Head.

United Kingdom Government. 1998. Higher education for the 21st century: Response to the Dearing Report. In www.lifelonglearning.co.uk/dearing/dr_intro.htm

University of Maastricht. 2003. About the University of Maastricht. www.unimaas.nl

University of Newcastle. 2002. www.newcastle.edu.au/centre/problarc

Van der Vyver, J. 1999. Outcomes-based education in higher and further education. *South African Journal of Higher Education,* 13(2):5-6.

Van der Westhuizen, A.J. 1999. *Workshop instructional guide: Outcomes-based education and writing of unit standards.* Technikon Northern Gauteng.

Venter, E. 2001. A constructivist approach to learning and teaching. *South African Journal of Higher Education,* 15(2):86-92.

Vroeijenstijn, A.I. 1995. *Improvement and accountability: Navigating between scylla and charybdis. Guide for external and quality assurance in higher education.* London: Jessica Kingsley.

Walton, H.J. & Matthews, M.B. 1989. Essentials of problem-base learning. *Medical Education*, 23 542-558.

Westera, W. 2001. Competencies in education: A confusion of tongues. *Journal of Curriculum Studies*, 33 (1):75-88.

Wheelahan, L. & Carter, R. 2001. National training packages: A new curriculum framework for vocational education and training in Australia. *Education and Training,* 43(6):303-316.

Wilkerson, L. & Irby, D.M. 1998. Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine*, 73(4):387-396.

Windish, D.M. 2000. Teaching medical learners clinical reasoning skills. *Academic Medicine*, 75(1):90.

Wolff, S. 1979. Problem-solving. *Medical Education*, 13:395-397.

Youngblood, P. Stringer, J., Moreno, E. 2000. Development and formative evaluation of a longitudinal web-based nutrition curriculum. *Academic Medicine*, 75(5):540-541.

Zepeda, S.J. 1999. *Staff Development-Practices that promote leadership in learning communities.* New York: Eye on Education.

CHAPTER 3

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

3.1 Introduction

In the previous chapter, transformation and its effect on staff development was discussed. This chapter focuses on the why, what and how aspects of staff development. The purpose of this chapter is also to identify variables that drive staff development in a climate of educational transformation. These variables would then contribute towards defining the nature and character of academic staff development that would enhance quality of the academe in the wake of educational transformation.

In subsection 3.1, the reasons and importance for staff development are reiterated. Various factors such as curricula innovations, the application of technology and under-preparedness of academics to teach are mitigating factors as to why staff have to be developed. Subsection 3.2 focuses on what has to be developed and in this respect the concept of scholarship is addressed. Lastly, how staff is conducted is summarized and placed into two categories namely, models and strategies of staff development. A few selected models of staff development are discussed within different philosophies and methodologies (see subsection 3.3.1).

3.2 Why staff development is necessary

Staff development in the workplace is no longer an option. Optimum performance is unlikely to be achieved nor productivity realized without a commitment to staff development. Excellence in performance and a high quality of service can be achieved only if the human resources are deemed just as important as either the physical and financial resources (Horner 1995:5). This is why improving the excellence of the academe remains the paramount reason for academic staff development.

Furthermore, faculty development programmes are crucial if higher education institutions are to respond to complex changes, namely: a) societal needs, b) technological advances and their impact on education and c) the paradigm shift from teaching to learning. Since these changes are ongoing, staff development programmes should never remain static (Millis 1994:458) but be periodically reviewed and changed to optimize the benefits to the participants.

In the context of tertiary education, what are the justifications for implementing staff development programmes? A repertoire of reasons are given in the literature. Moses (1988:192) maintains that the best way to improve the effectiveness of teaching is assumed to be development of academic staff-increasing staff's repertoire of teaching strategies and enhancing their awareness of different aspects of teaching, through staff development. Abruzzese (1996:30-42) takes a humanistic slant by claiming that staff development could be instrumental in providing a respectful, supportive learning environment with emphasis on individuality, caring and competence as well as providing self-worth and self-direction. Bradley (1991:117) contends that staff development brings people together for a much longer time than is normally possible and also helps build a team spirit and sense of shared achievement. Stopera and Scully (1974:393) advise that time spent away from a unit (or department) will yield functional returns in improved quality of work including intrinsic rewards and this could only benefit the institution. Nieman et al. (1997:416) are of the opinion that through a well-planned faculty development programme, an institution will be successful in its mission to retain talented, productive and professionally fulfilled faculty.

McMahon and Merman (1996:703) maintain, however, that most professionals are not prepared to assume responsibility for developing a plan to guide their continuing professional education. When confronted with options they may choose activities in a random fashion because of convenience, attractiveness of the topic, the speaker's reputation or other factors that have little or nothing to do with their learners' needs. Assistance can be given through staff development efforts by offering educational activities specifically designed to improve or enhance their performance.
There are many reasons for staff development being necessary in this day and age. In tertiary education, these reasons center largely around a knowledge-based, technological, transforming society, paradigm shifts in teaching/learning and curricula innovations. How would such issues of transformation like curriculum development, curricula innovations, equity issues and quality in education influence the professional development of educators? Furthermore, what other factors provide a rationale for staff development? Figure 3.1 gives an overview of these parameters which will form a framework for discussion for the rest of subsection 3.2.

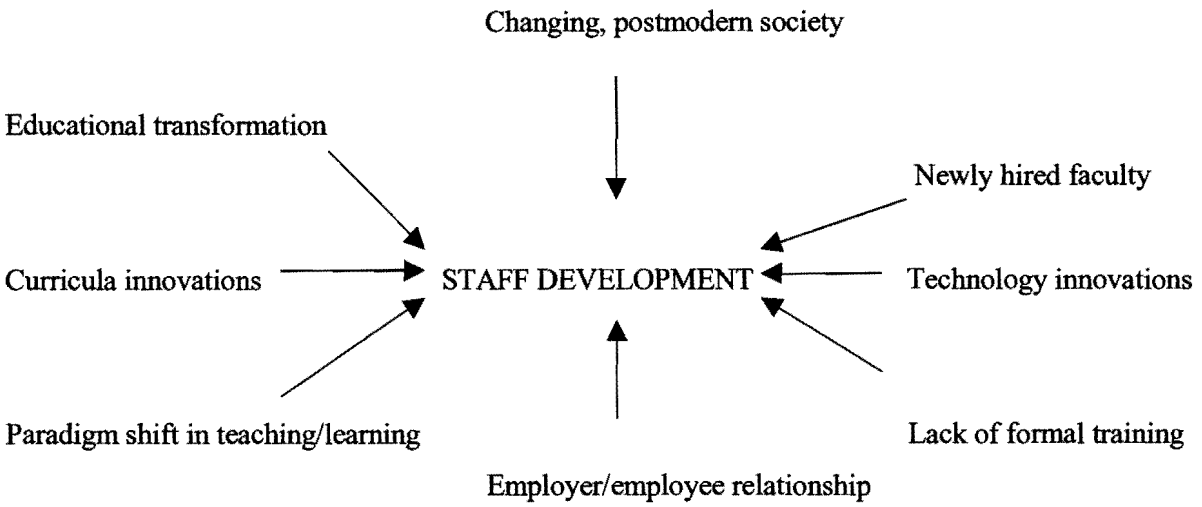


Figure 3.1: Factors that provide a rationale for staff development.

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

Burton-Jones (2001:225) maintains that in the new knowledge-based economy, individuals and institutions must focus on maintaining and enhancing their biggest asset: their knowledge capital. Therefore, it is clear that the demand for education and training will increase. "Education and training is set to be one of, if not the biggest growth industry of the knowledge economy" (Burton-Jones 2001:231). Surely then, when institutions like universities, technikons and colleges are "working" with knowledge, that the very people involved in the transmission and creation of knowledge would require training and development in handling their tasks more effectively and efficiently. Staff development would enable them to design more effective learning programmes and make better choices regarding the teaching/learning and research process. Similarly, Burton-Jones (2001:232) goes on to explain that as working and learning become synonymous, workers and educators will need to adapt to new roles and develop new strategies. Understanding the dynamics of knowledge demand and supply should assist all the actors in navigating the knowledge markets of the new economy.

Furthermore, increased technology increases the requisite knowledge and skills to be learnt and learning is central to the information age. New knowledge will lead to new applications of that knowledge and thus the need for professionals to learn will also continue. For example, an estimated 10% of a professional's knowledge in a high-technology related field becomes obsolete each year (Abruzzese 1996:20). Further, to meet the educational challenges of the 21st century, everyone who affects student learning must continually upgrade their skills (Sparks 1994:29).

Upgrading one's skills involves intelligence which obviously means using one's brain. Brightman and Moran (2001:245) explain that the brain system that dominates is determined by the strategies that people use to manage themselves and others as well as to structure the work environment (see table 3.1).

Table 3.1: Using evolution in the teaching/learning environment (Adapted from Brightman and Moran 2001:274).

Paleolithic brain	**21st century brain**
Breathing, eating,	Strategic planning
Flight/flight	Creative problem-solving
Here and now	Future focus
"Me"	"Us"

A rough interpretation of this is that people would need to come out of their primitive survival mode wherein they use their (lower) reptile brain focusing mostly on just surviving on a day to day basis, reacting/responding to life's situations instead of being proactive, and being oblivious that the future can change. To survive in the 21st century, people would need to use their "upper brain"- that which is involved in critical and creative thinking, decision-making, planning and solving problems in a co-operative way within teams. We would need to evolve in our thinking and behavior if we are to cope with life in the new millennium.

Part of the process of evolving towards using our "intelligent brain", would be that of adapting to a society that is undergoing accelerated change. Adapting to technology, for instance, is a prerequisite to survival in a technocratic world, for example by becoming computer literate. Computers are used for record keeping, word processing, data retrieval and information exchange on the internet and so forth (Abruzzese 1996:20). Indeed, advances in technology are changing the face of education. Newer digital technologies such as student-directed hypermedia programmes or large-scale databases accessible through computer networks promise to transform the future (Millis 1994:456).

Web-based teaching is being utilized in higher education as a course supplement (Surry and Land 2000:147 and Rawn et al. 2000:540) while encompassing novel educational principles such as peer assessement (Freedman et al. 2000:539) and vertical and horizontal integration across a medical curriculum, as well as self-directed learning (Youngblood et al. 2000:541). See paragraph 2.3.2.2.

To cope with the vast amount of knowledge and information, computer literacy training can be effected through staff development programmes (Abruzzese 1996:20). Faculty who choose to make use of the advantages of technology need to be trained to enhance the teaching/learning process by creating richer, more interactive, integrated materials. It is essential for them to know how to capitalize on integrated technological supports for teaching and learning (Millis 1994:456). Most staff are confused and feel threatened by new technology which impedes effective teaching (Keane in Millis 1994:456). Therefore, through staff development they must be supported in their efforts to regard these new technologies as options and opportunities rather than obstacles (Millis 1994:456). For faculty to buy-in to the idea of enhancing the use of technology in their teaching and research, Surry and Land (2000:150) suggest the use of four strategies namely, attention gaining strategies, relevance gaining strategies, confidence building strategies and satisfaction strategies (see paragraph 2.3.3).

The importance of staff development in the wake of technological advances cannot be overemphasized as inexperienced faculty would require coaching in the novel methods of teaching and learning with technology (Millis, 1994:456). Examples of staff development programmes that utilize the world wide web (www) are given in the literature (Schlesinger 1999:95 and Shapiro and Cartwright 1998:51-52). See paragraph 2.3.3.

Adding to this, with the short "half-life" of knowledge and technological innovations, life-long learning is compulsory for virtually all workers (Millis 1994:455). Since learning is a life-long process, staff development becomes important. Life-long learning is especially well illustrated in health care where the need to adapt to change is constant, with technological developments, varying economic and political demands, changes to funding and increasing public awareness and expectation of quality service (Horner 1995:5). Thus, there is a need to continually update skills and knowledge relevant to an employment context (Gathers, in Horner 1995:6). Being a medical university, MEDUNSA could also be subjected to the changes described by Horner (1995:5) and thus staff development to help faculty cope with these changes, becomes imperative.

Undoubtedly, in the context of globalization and rapid change, students must learn how to interact positively with people from diverse ethnic and cultural backgrounds, how to resolve conflicts and how to manage personal change. Moreover, the workforce in the future will change dramatically, becoming older, more female and more disadvantaged. The "elitist" view of education will no longer serve our fast-paced technological, globally connected world. Therefore, faculty must be encouraged to expand their views of education and to develop professionally themselves (Millis 1994:455).

Faculty will also have to be taught how to educate in relevant, flexible and creative ways. Learners entering the workforce will need critical thinking, writing and social skills as well as a spirit of inquiry that would enable them to develop intellectually over a lifetime. The corporate world is placing an increased emphasis on co-operation and teamwork. Faculty must be skilled practitioners in the roles their students must assume. Faculty and students alike must be prepared to flourish in an increasingly technological, knowledge-driven society (Millis 1994:455).

Additionally, in a climate of socio-political changes, substantial changes to the curriculum and changes in accountability, staff development is becoming recognized as of central importance. Hence, fundamental purposes of staff development are:

1) To make people feel valued in their job.
2) To enable them to perform their job well through job satisfaction and motivation.
3) To help them prepare for changes in their work.
4) To make them feel willing and competent to contribute constructively to the development of the organization (Bradley 1991:2).

Indeed, in many higher education institutions, staff development that allows faculty to see their professional tasks and responsibilities in the face of changing institutional missions and priorities is regarded as an essential ingredient for success in times of change and transformation (Austin 1998:13). Specifically, in South Africa, following socio-political change and as part of the reconstruction and development process, the training and development of people is recognized as being crucial in the capacity building necessary for transformation. In the White Paper 3 (Department of Education 1997:5) it is acknowledged that resource development through mobilization of talent and potential through lifelong learning is important in contributing to the social, economic, cultural and intellectual life of a rapidly changing society. What is more, high-level skills training is imperative in strengthening the country's enterprises, services and infrastructure. This would require the development of professionals and knowledge workers with globally equivalent skills.

Also, in planning a single co-coordinated system of higher education in South Africa to address the legacy of the past and to respond to national needs, institutional plans will be expected to include (*inter alia*) plans for academic development (Department of Education 1997:12). Thus, transformation in education cannot happen without adequate staff development, as is evident in this quotation:

> "The ministry regards teacher education (including the professional education of trainers and educators) as one of the central pillars of national human resource development strategy, and the growth of professional expertise and self-confidence is the key to teacher development" (Department of Education 1995:16).

Academic development programmes are needed in all higher education institutions to promote the development of teaching skills, curricula and courseware. Such programmes will be given status and recognition as integral elements of a higher education system committed to redress and to improving the quality of learning and teaching (Department of Education 1997:15).

The importance of staff development at tertiary level is also acknowledged by other countries. For example the UK government which recognizes that the realization of the vision for a transformed higher education in the UK is dependent on enhancing the professional skills of people in higher education (see paragraph 2.7.3). In New Zealand, according to the QAANZ Report (1999:3, 24), transformation in education that promotes lifelong learning and is aimed at the continuing enhancement of quality in education and one that provides qualifications for a knowledge society, is dependent on adequate staff development (see paragraph 2.7.2).

In subsection 1.4.3.1, it was stated that a specific objective of the literature investigation was to examine the factors that contribute towards educational transformation at tertiary institutions from an international and national perspective. This objective was partially achieved in the literature discussions of chapter 2. This chapter is also concerned with factors that drive educational transformation and the implications for staff development.

The next subsection (paragraph 3.2.2) dwells deeper into the issue of educational transformation in South Africa, attempts to pinpoint factors that steer the educational transformation process and explains why staff development is necessary to facilitate the transformation process.

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

In what way will educational transformation influence staff development and what will these issues be? By the same token, why should it be necessary for staff development to address the issues of educational transformation? The South African scenario will be used as a point of departure to answer these questions, mainly because this study has been conducted at a South African university. The Green Paper on Higher Education Transformation (Department of Education 1996) provides

some valuable information on the transformation process and therefore has been used as a fulcrum around which a number of arguments pivot. Figure 3.2 gives an outline of the issues generated from the South African government's educational transformation policies that will impact on the training and development of tertiary educators. Firstly though, transformation as a type of change and reform and peoples' level of adaptability to that kind of change, will be examined.

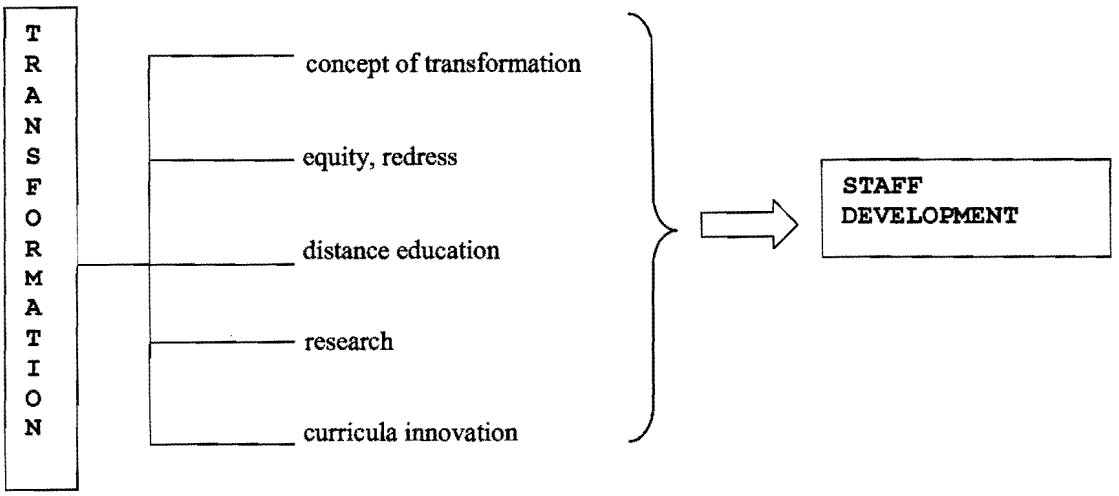


Figure 3.2: Issues of educational transformation in South Africa to be addressed by staff development.

3.2.2.1 The concept of educational transformation and coping with change

In South Africa educational transformation revolves around overcoming the inequities of the past and restructuring the higher education system to meeting the needs of an advancing technologically orientated economy, knowledge-based society and to enable its citizens to be internationally competent (Department of Education 1996:15). In this regard, many changes will be occurring in the academic workplace especially in relation to curriculum development, innovative teaching/learning methodology and educational programmes to ensure that the quality of tertiary education in South Africa is on a par with international standards. It was planned in 1996 that:"The programmes offered by institutions should be registered on the NQF and a new QA system should be developed for higher education" (Department of Education 1996:16). This implies that academics would be forced to adapt to novel ways of performing their tasks and cannot revert to the status quo.

Therefore, it would be accurate to say that educational transformation in this country enforces a totally new way of doing things, which can be perplexing to those who are to implement this change. It is clear from the literature that people respond to change in different ways- they may adapt, be

skeptical or totally oppose change (Doyle and Ponder, in Bradley 1991:65-66). See also paragraph 2.6.3. It becomes important then that the fears and doubts of academic staff be addressed, for example through staff development programmes which will also provide a forum for opinions and feelings to be ventilated (Poole 1979:95). See paragraph 2.6.3.

A staff development programme that used the empirical/rational strategy is described in the literature. In a project aimed at introducing educators in the Western Cape to OBE, participants in the workshops were given an opportunity to express their views on what they felt should be the role of educators in the context of rapid social and educational change. They saw their role was changing to include developing programmes relevant to their learners' needs, being facilitators of learning, being researchers and liaisons with local communities (Le Grange and Reddy 2000:22). Therefore, this approach enabled participants to become aware that change is occurring and that as educators they need to play a meaningful role within the change process. Le Grange and Reddy (2000:23) concluded from their study that there appeared to be an "openness and willingness to engage in the process of change despite existing pressures, crises and challenges".

More generally, the essence of dealing with people involved in educational transformation is captured very well in the following quotation:

> "It may be more difficult to change beliefs and values than introduce a new curriculum. Existing norms, comfort zones and inherent beliefs about what a curriculum is must be taken into account and empathetically handled. Mere presentation of curriculum material may do little to alter attitudes and paradigms" (Stenhouse quoted in Sing and Manser 2000:110).

In the following subsection (3.2.2.2) yet another very crucial aspect of educational transformation in South Africa, namely that of equity and redress, is discussed. This issue is profoundly relevant bearing in mind the emergence from a system of racial desegregation and discrimination against women. The implications of redress and establishing equity for educators are that they will have to cope with learners of varying learning styles and educational backgrounds.

3.2.2.2 Equity, redress and development: Implications for staff development

Since the inception of the ANC government in 1994, there has been a concerted effort to correct gender and racial imbalances in tertiary education institutions. These changes have been facilitated mainly by government policies (Hyde-Clarke Humphries 2000:27). Therefore, in 1996 it was acknowledged that as part of the transformation process, policies would need to be in place that would

help overcome patterns of inequality and inefficiency. To this end, access for black students and women from a broader array of social groups and classes would have to be increased. Tertiary education systems will have to cater for a more diverse student body, namely, traditional clients (school leavers) as well as mature students in the pursuit of "multi-skilling" and "re-skilling", in addition to adults previously denied access to higher education. "The implications of the predicted "massification" for higher education institutions is that they would need to generate new models of learning new curricula and more varied modes of delivery and teaching/learning to accommodate a larger, more diverse student population (Department of Education 1996:15, 18).

Expansion, however, will mean changes that must accompany greater numbers while at the same time focusing on maintaining quality. These changes include the "composition of the student body, the diversification of programmes, curricula and qualifications, the introduction of multiple entry and exit points, new relations between study and the workplace and shifts in institutional functions and missions". This would require replacing traditional models of discipline-based, sequential courses and qualifications with an open, flexible system (Department of Education 1996:18).

Van Schoor (1990: 18) purports that educators should not make the mistake of treating their students as a homogenous group of individuals and should be aware of the differences in academic preparedness among students of different races because of the differences in their primary and secondary schooling. On the same note, Fransman (2001:7) reminds us that very few individuals who enter tertiary institutions are independent learners and for them a special kind of teaching is necessary. With previously disadvantaged students, more effort is needed than for students who have independent learning abilities and who enter tertiary education with higher grades. Therefore, traditional methods of teaching/learning might no longer be effective and will have to be modified.

The literature reveals that government policies regarding redress and equity is coming to fruition. For example, empirical evidence that the number of females graduating with degrees and diplomas at the University of Witwatersrand has increased after 1995 up to 1999, is given by Hyde-Clarke Humphries (2000:29). The increase of female registrants has also occurred on a national scale from 202 000 in 1993 to 291 000 in 1999. These statistics suggest that new government policy regarding women in higher education has been successful and effective in encouraging previously marginalized groups to attend university (Hyde-Clarke Humphries 2000:29, 30). Additionally, historically white institutions now enroll 39% of African students; an increase from the 13% they enrolled in 1993 (Gultig 2000:44). Overall enrolment at universities and technikons grew by 28% between 1993 and 1998 (Essop in Gultig 2000:44). It is interesting that there is far less emphasis on gender equity than on race equity, shown by many institutions. While attempts are being made to develop strategies and

interventions to address race equity, this does not apply to gender equity issues (Asmal 2001:par. 3.1.3).

In the UK, patterns of representation of female students have not translated into a significant change in the representation of female staff and administrators. A similar trend is observable in the South African context. (Mabokela 2003:130). Therefore, a major challenge in higher education in this period of transformation is that of gender. "The challenge is to narrow the gender gap or eliminate it and only then will transformation be complete" (Zulu 2003:98). A continuation of this discussion on gender equity is located in subsection 7.16.1.

On another point, Venter (2000:66) quotes Mkabela and Luthuli as saying that courses to prepare educators to deal with diversity should be included in educator education programmes and that educators should be encouraged to adopt a pluralistic approach. Higgs (in Venter 2000:67) advocates that a sense of plurality has to do with commitment, caring and feeling. At the cognitive level Venter (2000:67) explains that educational discourse could focus on issues such as teaching and learning as empowerment practices so that learners can be successful in a diverse setting.

If students are coming from a more diverse background, educators will need to become more sensitive when dealing with people of different cultures and races. As Asmal (2000:4) so poignantly puts it " Non-discriminatory admission is one thing. Actively creating a new, inclusive model school, college, technikon or university which reflects our rich diversity is another". On the cognitive level, academic staff will need to be trained and educated in designing and implementing innovative learning/teaching methods and curricula, to be able to handle large classes and a larger number of student with varying learning styles and needs. A staff development programme should address these issues if our educators are to become what Badley (2001:248) calls "globally competent". Further to this, in referring to the "expansion and growth in the context of equity" it is acknowledged in the Green Paper (Department of Education 1996:19) that staff development is an important factor:

> "Establishing and strengthening academic development structures at all higher education institutions to promote quality teaching and learning through staff, curriculum and materials development" (Department of Education 1996:19).

Now that education has become more accessible to all people irrespective of race, gender and background, it was predicted that the demand for tertiary education would increase (although this did not happen). It was envisaged that one possible solution is distance education; which is something the Department of Education encourages.

In subsection 3.2.2.3, it is debated why distance education is still legitimate and why adopting distance education would entail specialized preparation of educators for implementation of such a methodology of teaching/learning.

3.2.2.3. Distance education as an educational transformation issue

It can be argued that apart from addressing the issue of massification, distance education is still definitely relevant and valid in the absence of massification. This is because there are other advantages of distance education, namely its logistical feasibility and its attraction for people wanting to further their qualifications (Adey 1990:68 and Dekker and Lemmer 1993:346) in order to remain marketable in a knowledge-driven society.

Arguably, e-learning can be described as a form of distance education that uses sophisticated technology. The principles of implementing e-learning would be very similar to those of distance education. This perception is supported by the recommendation of Mashile and Pretorius (2003:133, 138) that:

> "The inclusion of online education as part of a distance education programme, is not unreasonable. Online education denotes the processes entailed in distance education where net-work technologies such as the internet are used to make connections among students, teachers and educational materials".

At MEDUNSA, all programmes in the NSPH are offered in an e-learning mode using asynchronous instruction. These educators could benefit from training in distance education principles which would be applicable in the context of e-learning, yet no such training is being provided by the institution (see problem statement in subsection 1.2.4).

What is the attraction in moving towards a distance mode of andragogy? One of the reasons is that the lavish years of educational funding ended in most parts of the world, South Africa being no exception. At the same time, there are large populations of the young and not so young whose demand for educational opportunity is pressing (Adey 1990:69). Among the greatest problems faced by those seeking tertiary education are the time and money costs of participating in educational activities (McMahon and Merman 1996:702). This is why distance education has become an obvious choice. "Nobody can deny that distance education is cost effective" (Andrew in Adey 1990:69).

Indeed, distance education has proved to have the capacity of providing education to large numbers of people, of doing this at lower cost and doing this without withdrawing participants from their work and home (Adey 1990:68 and Dekker and Lemmer 1993:346). Still on the same point, McMahon and

Merman (1996:703) purport that distance education not only makes possible the delivery of education and training to large numbers of learners at locations and times that are convenient to them but it also facilitates the widespread dissemination of excellent instruction.

Also, the growth and popularity of distance education has been stimulated by the concept of equal educational opportunities especially for the socially disadvantaged people and the geographically isolated. This phenomenon advocates the democratization of education for the masses and a shift away from elitist education. The provision of distance education has also made the provision of lifelong education possible, enabling students to study anywhere, anytime and at any age (Dekker and Lemmer 1993:349-351).

Many countries have used distance education successfully to reach clients who could not attend conventional institutions. In the 1970's a radio-based school, located in Columbia, was instrumental in reaching hundreds of thousands of rural peasant students each year. In the USA, the National Technological University uses satellite and broadcasting technology to address the needs of students engaged in postgraduate studies while still remaining in employment and not having to be physically present on campus. Also, the integrated application of television, classroom sessions and printed materials provides an educational opportunity for one third of higher education students in China (Perraton, Creed and Robinson 2002:12).

It is not surprising, then, that in the Green Paper (Department of Education 1996:22-23), distance education has been identified as being able to play an important role in addressing the challenge of increased access and enhanced quality in the context of resource constraints and adverse student body. Also, distance education means that the quality and success of teaching is not dependent on employing more staff as the student population increases for these reasons. The South African Department of Education is very keen on encouraging distance education programmes in certain fields by contact institutions as a means for improving quality and cost-effectiveness.

Koul and Jenkins (1990:145) contends that the most important input in any educational project is the human element, especially the teaching force. Distance education educators require specialist training above that which is required for traditional teaching/learning. It is the contention of Dekker and Lemmer (1993:341-342) that distance education does imply the autonomy of the learner but as a corollary to this, the instructor has a special responsibility to remain in continuous tutorial relationship with the student who will eventually assume responsibility and develop the capacity for self-directed learning.

Why should this training and development be so specialized? By examining the tasks of educators within distance education, it becomes apparent that certain skills and knowledge of educators are required if distance education is to be successful, otherwise the cost-effective benefits of distance education could easily be cancelled out if the attrition rate of students is high. Thus, consider the following arguments which range from exposition of knowledge and information to andragogic support in the form of guiding and accompanying students on the path to an uncertain future.

For a start, no educator can justify his/her position as a member of staff responsible for learner progress if they cannot satisfactorily explain the content of his/her subject (Smit 1990:478). The transfer of knowledge depends on the educator's ability to be a successful expositor, and not only on the extent of his/her academic expertise. Knowledge alone is not sufficient; it is the effectiveness of the teaching that counts and this depends mainly upon the educator's ability to "tune" in to the level of the learner's level of understanding. This is especially significant in distance education since successful exposition (through a study guide, tutorial letter, telephone, tapes and more) would help overcome the impersonality of distance. "Good exposition brings something home to the learner" (Smit 1990:478). Thus, educators cannot simply dump an assortment of facts and information on their learners and expect that the knowledge will be systematically clarified (Smit 1990:479).

In continuation, Smit (1990:480) reminds us that distance educators often have to do without blackboards and technological aids and are to a large extent dependent upon their own ability to explain their subject matter by means of the written word and occasionally the spoken word (tape, telephone, discussion class). To this end, Adey, Grous, Heese and Le Roux (1992:63) purport that the educator must be trained to "address" an absent individual and conduct mediated learning by means of reselected and pre-structured content.

The distant student, however, needs more than material or academic support- he/she needs to be orientated in norms and meanings. Therefore, the distance educator must assume a facilitatory role rather than a didactic one by orientating more on the learner than on the content (Adey et al. 1992:63). It could also very well be that the adult learner requires the educator's support for educating his/her total personality. He/she may require general support in the form of advice, counseling as well as regular and non-threatening contact. Therefore, the distance educator's role is wider than that of subject educator and includes communicating warmly across a distance. To be successful in such a role, he/she needs to be a skilled and relaxed communicator (Adey et al. 1992:62).

Holmberg's (in Dekker and Lemmer 1993:342) theory on distance education is one of guided didactic conversation. He argues that education is based on communication between learner and educator in a peer group interaction and that this communication takes the form of a guided conversation. Under

these circumstances, students will be more successful than if the course had an impersonal textbook character. Consequently, distance learning materials should constitute easily accessible presentations of study matter. In conjunction with this, explicit advice on studying strategies should be imparted to the student.

Considering all of the above arguments, it is clear that if educators are to implement distance education then staff development is crucial. It would not be expedient to expect educators who have been involved in contact teaching throughout their careers to automatically be expert distance educators without any training and development.

Another issue that was discussed in the Green Paper (Department of Education 1996:30-31) as being important in the transformation process was that of research. Research is indispensable in a changing, democratic country like South Africa which is aiming to develop its citizens to become more internationally marketable and competitive. The literature, however, shows that the research capacity and outputs of the academe needs to be further developed. More information on the subject of research is covered in the next subsection.

3.2.2.4 Research as an educational transformation issue

The Education White Paper 3 (Department of Education 1997: 22) recognizes that research is a kingpin in the "production, advancement and dissemination of knowledge and the development of high level human resources". It further argues that research is the "principal tool for creating new knowledge" and that "the dissemination of knowledge through teaching and collaboration in research tasks are the principal tools for developing academic and research staff through post graduate study and training".

Further, noting that knowledge is the core business of higher education, the NCHE (in the Department of Education 1996:30) explains that:

> "Higher education is the repository of advanced knowledge: research creates it, scholarship preserves, refines and modifies it, teaching disseminates it and professional services use it in developing the wider community. Higher education then, has a profound interest in research not simply as a site of innovation or as a strategic national resource, but as the prime source of its core community. Without research and new knowledge, the higher education enterprise has no substance and no future".

That said, there are some concerns about the capacity, distribution and outcomes of research in South African HEIs, especially the following (NCHE in Department of Education 1996:30):

1) There exists insufficient articulation between the research efforts and national needs for social, economic, intellectual and cultural reconstruction.
2) There is insufficient research capacity in higher education.
3) There are glaring race, gender and institutional imbalances in participation in research activity. Most researchers are male and white and this has to change if this country is to reap the full benefit of its research potential.

Thus, the ministry argues that the current capacity of research in higher education must be increased, current research resources protected, new sources of research funding found and all these resources used more effectively. Research and development activities in government departments, research councils and private sector should be undertaken in collaboration with universities and technikons. Another cause for concern is that the distribution of research capacity in higher education institutions is skewed. Under apartheid the development of research capacity at black universities was severely limited and the HDUs have only recently integrated research into their core functions (Department of Education 1997:22).

Consider the following statistics which attest to the imbalances mentioned in the previous paragraph. The historically white universities appear to have an overwhelming dominance in most fields of research. In 1993, they employed 51% of academic staff in the tertiary education sector yet produced 83% of research articles and 81% of all masters and doctoral graduates (Department of Education 1996:13). The lack of research outputs at historically black universities is further endorsed by Gultig (2000:45) who reported that a quarter of South Africa's 21 universities (all historically white) produced more than 70% of the published research between 1986-1996. Available data even suggests a decline in total published outputs. The output for 1999 was 10% less than that for 1997. Whatever the reason, this decline seriously calls into question the ability of the higher education system to meet the research development agenda of South Africa (Asmal 2001:par 5.1).

In South Africa today, the research system takes two main challenges. It must "redress past inequities and strengthen and diversify research capacity". Concomitantly, it must keep abreast with the emerging global trends addressing critical national needs, which requires collaboration between knowledge producers, knowledge interpreters and knowledge managers and implementers (Department of Education 1997:23). Additionally, "the development and sustainability of the national research system is also dependent on its ability to respond to the opportunities and challenges

provided by the global transformation in knowledge production and dissemination" (Asmal 2001:par 5.1).

Commenting on the significance of research, Asmal (2001: par 5.1) had this to say:

> "The value and importance of research cannot be overemphasized. Research in all its forms and functions is perhaps the most powerful vehicle that we have to deepen our democracy. Research engenders the values of inquiry, critical thinking, creativity and open-mindedness which are fundamental to building a strong, democratic ethos in society...It makes possible the growth of an innovative culture in which new ideas, approaches and applications increase the adaptive and responsive capacity of our society, thereby enhancing both our industrial competitiveness and our ability to solve our most pressing social challenges".

It makes sense, therefore, that developing and encouraging research among academics should be another aspect of staff development programmes especially at a HDU like MEDUNSA. Also, such research should be relevant to national needs and should make a contribution in the international community.

Apart from research, another component of the professional tasks and functions of an academic is that of educating. Recently, there has been a change from the didactic, traditional model of instruction that imparts vast volumes of information, to one that calls for facilitation of the teaching/learning process and the inculcation of self-directed learning skills. This change has been termed the "paradigm shift" from teaching to learning.

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

Living in the information age implies having to cope with increasing knowledge (Swenson 1998:1,4) and to become productive as knowledge workers, students would need skills like critical thinking, effective communication, interpersonal and collaborative skills. Demands are also made on workers to be flexible, adaptable and innovative in a high-tech, complex, competitive workplace (Spady 1999:32). It is the task of higher education institutions, therefore, to prepare graduates to meet these requirements and demands while at the same time contributing to the development of society (Department of Education 2000:24). See paragraph 2.4.1.

In fact, in these rapidly changing times, there is more pressure than ever to innovate in teaching and learning methods. Barr and Tagg (1995:14,15) explain that there is a paradigm shift taking place; from the old instruction paradigm to the new learning paradigm. In the instruction paradigm, any expert could teach. A formal educational qualification was not required to become an educator at tertiary level (Barr and Tagg, 1995:14,15). In the learning paradigm, changes in the role of the educator are required if student-centered teaching strategies are to be effective. So, it is necessary for a teacher's role to change from that of an authority figure with superior knowledge on content to that of a model, guide and facilitator of the learning process (Rideout 1994:149 and Holthauzen 1998:33). The introduction of new information technologies, illustrates the need for different definitions and models of staff development and for a variety of aims (Main 1985:11).

Faculty members' attitudes and interests may be the most important determinants of the quality of a learning environment (Strayhorn, 1989:28). Lack of knowledge or a negative outlook, for instance, might influence the facilitation process, to the detriment of the students. Knowledge of educational theories would help educators understand why certain methods are necessary in the implementation of a novel programme and to help them become more productive. The transition to the learning paradigm, however, will be neither instantaneous nor easy (Barr and Tagg 1995:21).

Moreover, to assume that the inculcation of novel facilitation and learning skills can be left to chance, strikes at the core of professionalism. In order to succeed at novel facilitation tasks, faculty development is essential. It would improve the "educational vitality of academic institutions through attention to the competencies needed by every individual to promote academic excellence" (Wilkerson and Irby 1998:387). Nieman et al. (1997:504) cite that when implementing an institution-wide faculty development plan, one should acknowledge that whilst the old systems of training faculty served us well in the past, they do not work in the current environment of change. Barr and Tagg (1995:15) for example, emphasize that educators would need training in co-operative, collaborative learning experiences and Candy (1991:xiv) notes the importance of self-directed learning as a staff development topic (see paragraph 2.4.2).

The facilitation of learning is covered in more detail in subsection 3.2.4 since curricula innovations demand a shift in the role of the educator from transmitter of information to facilitator of learning. The impact of OBE and PBL on staff development also receives attention.

3.2.4 Curricula innovations and implications for staff development

Inherent in this subsection is a summary of OBE and PBL which was extensively covered in subsections 2.5.1.1, 2.5.1.2, 2.5.2.1 and 2.5.2.2.

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

In order to meet the demands of a changing society, the rigid, prescriptive, traditional curriculum is fast becoming inappropriate (Baron and Boschee 1996:574). This is why it has become necessary to be innovative in the design of educational methodologies. Two major curricula innovations namely, OBE and PBL were covered in the previous chapter (see paragraph 2.5.1 and paragraph 2.5.2 respectively) and the implications of adopting these innovations with respect to staff development were discussed (see paragraph 2.5.1.3 and 2.5.2.3).

Essentially, the major hallmarks of PBL are self-directed, lifelong learning, student-centeredness (Schmidt et al. 1987:305, Walton and Matthews 1989:551) and emphasis of relevant knowledge taught in context, while inculcating critical, creative thinking and problem-solving skills (Bligh 1995:323 and Colliver 2000:259). In PBL, learning starts with a problem and is solved through clinical reasoning (Barrows 1986:481 and Windish 2000:90). Problem-based learning is very viable in a society undergoing change as it would better prepare learners to cope in such a complex, fluctuating environment. Problem-based learning methods help to generate active, independent learners with creative, divergent thinking skills who are good communicators (Mennin and Martinez-Burrola 1986:193). Also, they would be more capable of applying theoretical knowledge to real life problems and their careers (Dahle et al.1997:417).

In OBE, the curriculum design process starts with defining the outcomes (Olivier 1998:2). The main principles of OBE are student-centeredness (Spady 1999:27), emphasis on competence, that is, application of knowledge in real life situations (Westera 2001:75 and Spady 1993:24), critical and creative thinking (Olivier 1998:34, 39), self-directed learning (Claassen 1998:36, 37) with an emphasis on a holistic and integrated approach towards learning (Olivier 1998:2).

Thus, both PBL and OBE advocate similar principles and philosophies. The main difference is that PBL is a method (Barrows 1986:481) while OBE is predominantly a philosophy (Baron and Boschee 1996:576). When one takes into account the contributions that PBL and OBE can make to society in terms of preparing graduates to be lifelong learners and being able to solve problems cooperatively as well as being capable of complex, divergent thinking, it is little wonder that most countries, for example New Zealand, Australia, the UK and the USA are adopting these innovative curricula (see paragraphs 2.5.1.3, 2.7.1 and 2.7.2). South Africa has borrowed from the experiences of other countries using OBE and sought to undergo a complete transformation of the educational system which included changing to a new curriculum. In this regard, SAQA and the NQF were established to facilitate the transformation process (SAQA 1995:1 and The Department of Education 1995:10) and

with this move came the adoption of an outcomes-based approach to education (Jacobs 1999:136). See paragraph 2.7.1.4.

3.2.4.2 The impact of curricula innovations on academic staff development

It makes sense that when curriculum development is undergoing such radical transformation and has to be seen from such a different dimension, that those involved in the very process of implementation of novel curricula, will need to be trained and developed. Indeed the importance of proper implementation of a new curriculum (for example OBE) is stressed in the literature:

> "If educators do not believe in the methodology suggested, have no faith in the successful implementation of the model proposed, have no sense of ownership pertaining to changes that will need to be made and little or no common vision as to where they are going, then the likelihood of OBE reaching its suggested potential could be questionable" (Singh and Manser 2000:111).

Staff development with respect to curricula innovation was covered at some length in chapter 2 where OBE and the implications for staff development (see paragraph 2.5.1.3) as well as PBL and the implications for staff development were discussed (see paragraph 2.5.2.3). Sections 2.51.3 and 2.5.2.3 focused largely on the cognitive aspects of staff development with respect to the two innovations. In this section, the affective aspects will receive attention simply because staff development is not only about imparting knowledge and skills but relates to the inculcation of positive attitudes and values of participants and a change of the existing mindset. This is poignantly reflected in the following quotation:

> "The change of a major paradigm is a revolutionary process that brings about an entirely different worldview and a complete metamorphosis in the philosophy that underpins all human activity" (Van Straaten, in Singh and Manser 200:110).

Research points to the notion that implementing a novel curriculum which requires a different way of teaching and learning, demands the development of staff. This development should include getting educators to think about and reflect on the novel teaching/learning process in order to make the paradigm shift from teaching to learning and to motivate them and provide support so as to better prepare educators for adoption of an innovation. For example, Gravett and Petersen (2000:31) report on academic staff development for nursing educators who were responsible for implementation of a new first year outcomes-based curriculum in nursing colleges in Gauteng.

The focus of their workshop was on critical reflection and dialogue about their teaching practice in order that educators develop their own assumptions and meanings about learning and knowledge since this would have a direct impact on their teaching practice, which in turn will influence the knowledge that students construct. In open ended questionnaires completed after the workshop, it was revealed that the majority of participants had never intentionally reflected on their teaching practice and most lacked self knowledge (Gravett and Petersen 2000:32-33). Other staff developers (Imenda 1991:15) also stress the significance of having staff discuss issues pertaining to their work, as this is an effective way of causing attitudinal changes and enhancement of skills.

It emerged from the Gravett and Petersen (2000:33) study that participants regarded the workshops as valuable and felt that it had been "positive and stimulating and it actually made them think about what they were doing". Along with this positive attitude, though, was the perception that OBE and its accompanying way of facilitating (instead of transmitting content) was daunting. Some educators assumed that facilitating meant that students had to take total responsibility for learning, precluding educators from giving direction through lectures and explanations.

Thus, educators would need to understand what "self-directed" learning actually entails and how to implement it in practice. Further, central to OBE is the role of the facilitator and concepts like facilitation would need to be elucidated through specific examples so that educators will have a clearer view of their tasks and functions. Without this knowledge and understanding they might attach their own uninformed opinions about what their new role entails and this could cause a great deal of frustration and resentment towards educational change. Therefore, staff development to alleviate these problems, is essential.

In referring to resource-based learning and the shift to facilitation from didactic teaching, Holthausen (1998:33) cites that facilitators might feel uneasy about their new experience as the "managers of knowledge" which is why, in order to continue with quality and cost-effective programmes, staff will need to be developed. Facilitators will have to do in-depth introspection to investigate if they are ready for the adoption of innovation and its consequences, given that such change is a complex and sudden process and demands internal and external change by facilitators. Thus, apart from the cognitive aspects of facilitation, the psychological functioning of facilitators is emphasized by Holthauzen (1998:33-34). In this regard, Holthauzen (1998:36) suggests that by using the "stages of concern questionnaire" developed by Hall and Rutherford (in Holthauzen 1998:35), the internal change processes of facilitators could be addressed and strategies could be identified to help them cope better. For example, the "stages of concern" would highlight areas to be developed like changing negative attitudes and getting more involved and personally committed with an innovation as well as improving interpersonal skills and cooperation.

Moreover, Muller and de Kock (2001:213) assert that in aiming to implement cross-curricula, holistic and relevant learning, there is a dilemma of developing facilitators who can achieve this demanding level of educational knowledge and teaching skills. Hence, they suggest that educational programmes for educators will needs to be significantly "enriched" if not "totally reconceptualised and transformed". Muller and de Kock (2001:213-215) argue further that the present system of educator training is focused heavily on segregated disciplines of knowledge of theoretical and practical learning and of the acquisition of knowledge and skills and does not emanate in "holistic, integrated, meaningful education for the educator. Facilitators need "understanding, vision and wisdom". They need to be educated and not simply taught or trained. As Venter (2000:68) notes: "Knowledge alone is not always sufficient in innovative situations where teachers are required to critically re-evaluate what they are doing".

To this end, four broad categories of facilitator development are presented by Muller and deKock (2001:214-215), namely, knowledge, skills, imagination and self. They maintain that personal development to enhance self-knowledge, to evaluate, confirm or reconceptualise attitudes, values and ethics, demands attention. The facilitator needs to develop a vision and a mission for a future in education. Moreover, for many years education for educators was geared to passive and left brain orientated learning. In the new paradigm educators will need more exposure to right brain learning, bringing the "heart, mind and body in closer cooperation" (Muller and De Kock 2001:215).

A concluding analysis concerning the literature on facilitation is that educators will need immense support (both cognitive and affective) in coping with change and in performing their professional tasks effectively. It is not merely the instructional style accompanying an innovation that should to be taught, but educators would need to learn how to manage themselves mentally and emotionally as well. Failing this, any innovation no matter how well designed and potentially effective would be useless.

A final concluding point needs emphasis. There is a dearth of empirical studies in the literature regarding curricula innovations and staff development at tertiary level in South Africa. Most reports are based on research done at school level (for example the investigations of Singh and Manser 2000:108-113, Nakabugo and Sieborger 2001:55-59 and LeGrange and Reddy 2000:22-23). This could easily be translated into the assumption that not much is happening in the area of academic staff development despite the profound educational changes that are occurring. Either that or people are just not publishing enough in this field. This helps to reiterate the importance of this study and *why* staff development needs to be conducted in the first place.

In the following subsection (3.2.5), an overview is given of some problems facing educators at tertiary level, namely inadequate formal educational training and the heightened dilemma of being a newly hired faculty member and why appropriate support to alleviate these problems through staff development is necessary.

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

Perhaps the most pressing problems faced by academics must be those relating to the teaching/learning process considering that they have not been formally trained as educators. Moreover, being a newly hired employee comes with additional problems of adjustment and balancing research and tasks pertaining to educating. As is unveiled in subsections 3.2.5.1 and 3.2.5.2, addressing these constraints can readily form part of the agenda of a staff development programme.

3.2.5.1 Lack of formal training

This problem of lack of formal educational training was explicated in subsection 1.2.3, but for greater clarity, consistency and closure, it is expanded upon in this chapter.

It is common knowledge that educators are required to assume new academic duties for which they have received no formal training. To validate this point, Wilkerson and Irby (1998:388) report on a study in which most medical school faculty members reported having received no formal preparation as teachers. Their primary source of knowledge about teaching had been the observation of their teachers. There is a great possibility that left to their own devices, educators might gravitate towards using teaching methods that they've used in the past, namely traditional methods like lectures. To paraphrase Mennin and Kaufman (1989:10):

> "The status quo predominates in medical education: faculty who were once students in the same (mainly traditional) system have been socialized to believe in and support that system. The traditional methods are viewed as sacred. Innovations that threaten established methods may be viewed with skepticism."

Additionally, although a PhD is a fairly reliable index of academic competence, the degree alone does not ensure an ability to teach. As a result, medical educators, for example, are often not adequately prepared to communicate efficiently their scientific expertise in the classroom situation (Prentice and Metcalf (1974:1031). Therefore, a challenge for institutions is to help faculty pay attention to their

role as scholars and to reinforce the academic side. Attention must be given to adequate orientation for new faculty and the ongoing professional socialization, acculturation and development of all faculty. This, however, must be done against the backdrop of the new environment –not the old (Evans (1997:479). In addition, there is a stronger presumption that faculty are expected to be professionally competent throughout their careers through continuing professional growth and development (Nieman et al. 1997:497).

A case in point is a teaching workshop which was designed by Prentice and Metcalf (1974:1031) to provide participants an opportunity to improve the quality of their teaching skills. These authors explain that at most medical schools there is a need for teacher training courses designed specifically for medical educators so that quality medical education at the basic science and clinical levels is attainable.

Educators in higher education are not normally recruited from those who have trained in teaching methods and thus, development of educational technology skills should start from scratch after recruitment (Main, 1985:11). Harding et al. (in Main, 1985:11) suggest the following purposes of faculty development:

- To assist individuals and institutions to relate more effectively to social needs and aspirations.
- To create conditions conducive to maintaining the commitment of staff towards achieving the aims of the institution.
- To sustain motivation in teaching, advance knowledge and perform administrative duties.
- To assist in harmonizing individual and institutional goals.

Harding et al. (in Main 1985:11) suggest that these have to be seen in the context of the aims of education, the professional responsibilities placed on staff and the nature of institutional change.

When faced with the problem that most academic staff lack formal education training, a dilemma is finding a solution. Should academic staff at tertiary institutions be required to possess a teaching qualification or would staff development programmes be adequate to prepare them for their duties? An examination of the UK experience and the research findings of Luby (1999:216-223) help to answer this question and to determine how these findings could impact on academic staff development planning at MEDUNSA.

In the UK, one of the outcomes of globalization and increasing competition between higher education institutions has been a proactive move towards the accreditation of teaching in higher education (Luby

1999:216). This may sound educationally acceptable in theory but what are the opinions of academics regarding this compulsory accreditation of training for teaching in higher education? Luby (1999:217) writes that the debate around accreditation centers on the notion that many academic staff are resentful of the implication that they need to prove their competence to teach in higher education, creating a negative atmosphere. Luby (1999:217) reports that staff argue that teaching should be seen as *one* of the academic practices and that high quality staff development should be provided for academics in *all* practices, namely research, scholarship, consultancy and teaching.

To determine empirically the viewpoints of academics on the accreditation of teaching issue and their perceptions towards staff development, a survey was undertaken involving 391 members of academic staff within 15 Scottish HEIs. It was found that there was an willingness among staff to improve standards of teaching and learning especially when their autonomy was respected and they were encouraged to work in partnerships. They welcomed opportunities to network with colleagues and appreciated being introduced to new knowledge and skills. They also valued the chance to reflect on their own practice. They perceived accredited staff development as being valuable to both new entrants to academia as well as mid-career staff who may need to update and refresh their knowledge and skills. Nevertheless, the majority of academics in the study did not want a higher education teaching qualification but "desire and will respond to career-long, high quality staff development that incorporates research and scholarship as well as teaching" (Luby 1999: 219-221).

What the Luby study shows is that academic staff could become resentful if they are forced to study for a teaching qualification and have opted for staff development instead, provided that it covers all aspects of an academic's tasks. This is an important consideration for staff development at MEDUNSA, that is, staff development programmes should be balanced towards holistic development and not skewed in the direction of teaching and learning only. Another lesson is that the views of academic staff should be listened to and as far as possible, responded to accordingly.

In tertiary institutions, academic staff are expected to learn on the job and no concessions are made for inexperienced employees or those wanting to improve their teaching skills. Fuelling this problem is that incoming, new staff members have the same duties as experienced colleagues and are expected to participate immediately in the departmental teaching and research programme (Wilson, in Moses 1988:193). In subsection 3.2.5.2 a more detailed account of the constraints encountered by newly hired faculty is presented and avenues for staff development, discussed.

3.2.5.2 Problems encountered by new faculty

During the initial years of faculty appointment, new faculty must make sense of organizational structures and values including campus culture as well as decipher expectations for performance and advancement. They must also establish synergy between complex and sometimes conflicting roles and responsibilities. The ability of new faculty to cope during these early years is crucial to their success in and satisfaction with an academic career. Therefore, providing support to these individuals may be critical to the future success and viability of the institution (Sorcinelli 1994:474). Unfortunately, there is a tendency for institutions to let new faculty "sink or swim" on their own (Boice 1991:173).

New faculty arrive on campus with enthusiasm and optimism about opportunity for advancement in their careers. As time goes on, they report a lower level of work satisfaction and a higher level of work related stress (Sorcinelli 1994:474). Why is this so? In a longitudinal study, Sorcinelli (1994:474) found that the proportion of new comers who reported their work-life as very stressful rose dramatically- from 33% in the first year to 49% in the third year, to 71% in the fifth year. Factors that caused faculty the most stress included: time constraints in research and teaching, lack of collegial relations, inadequate feedback, recognition and reward, unrealistic expectations, insufficient resources and lack of balance between work and personal life. Moreover, Sorcinelli (1994:475) reports that difficulties in balancing new research and teaching responsibilities nearly always head the list of complaints in such studies.

Unsurprisingly, in the Sorcinelli (1994:476-478) investigation, it was unearthed that for many new recruits an emphasis on conducting research and publishing/presenting research papers was perceived as highly important. This has to be balanced with teaching responsibilities as new faculty spend a lot of time worrying about how best to teach, what to teach and how to motivate students. Thus, new recruits will need support for both research and teaching, and institutions have a responsibility to nurture and aid the scholarship of teaching and research and their developing faculty.

For example, the literature shows that for research productivity to increase in newly hired faculty, there needs to exist a high degree of perceived control by new faculty and a strong emphasis on research by the institution concerned. A case in point is the two year longitudinal study described by Perry, Clifton, Menec, Struthers and Menges (2000:173-188) of recently appointed faculty members from five United states institutions. Findings were to the effect that most of the new hire's time was absorbed with teaching and research rather than being solely interested in teaching. A correlation was made that the research productivity of newly hired faculty increased progressively because of institutional emphasis on research. It was concluded that research orientated institutions not only

appear to recruit faculty with certain control profiles but also create environments that promote such dispositions. Considering that there is literature evidence to the effect that in South Africa there is a lack of research at historically black universities (Gultig 2000:45 and Department of Education 1996:13), creating an environment that encourages and promotes research is an important consideration for staff development at MEDUNSA.

In continuation, other complaints of newly hired faculty are those of feelings of loneliness, isolation, lack of social and intellectual stimulation and insufficient support from senior faculty members (Boice, Fink and Sorcinelli, in Sorcinelli 1994:475). Indeed, new faculty reported a lack of collegial relations as the most surprising and disappointing aspect of their first year (Sorcinelli 1994:475). Women and minorities in particular described feelings of personal isolation and yearned for someone who could help them (Boice and Sorcinelli, in Sorcinelli 1994:475).

Therefore, a great deal can be done in the area of new faculty development. Sorcinelli (1994:477) purports that new faculty endorse programmes that will contribute to their development as scholars and teachers. They also favour programmes that would introduce them to campus colleagues and resources, namely mentoring programmes, orientation activities and workshops on teaching. On the other hand, Boice (1991:170) found in a longitudinal study of new faculty experiences that when new faculty begin as educators they are passive about change and improvements and seldom seek help from sources, including faculty development programmes.

According to this author, these conflicting claims should be taken cognisance of in the planning of staff development programmes. Perhaps an aggressive marketing strategy for staff development programmes that are aimed at developing newly hired faculty would be beneficial in generating interest and encouraging participation.

In the subsection that follows, an overview is presented of another factor that deserves attention in staff development and that is the employer/employee relationship. People need to be made aware of the organisation's missions and expectations while organisations need to acknowledge the importance of updating/upgrading the skills and knowledge of their employees if both parties are to survive in a complex, changing society.

3.2.6 The employer/employee relationship

Every organisation must define and affirm what they stand for and what they must value in order to attract the right people to do the right work in the correct way over a period of time (Brightman and Moran 2001:252). At the same time, those organisations that help their employees cope effectively at

work and re-engineer the workplace to better suit their aptitudes and aspirations will be most successful in increasing productivity and commitment to success (United Nations World Labour Report, in Brightman and Moran 2001:244).

An article in the Sunday Times (Gordon 2002:14) reinforces this assumption:

> "Employees are looking for more from their employees than a financial package. They want career-development and promotion opportunities and they want to be able to consistently develop their potential".

This realisation led to the emergence of the knowledge concept that re-evaluated the worth of a company based on expertise, networking and experience acquired on the job. Legislation such as the Skills Development Act and the NQF are initiatives to foster a culture of lifelong learning which employees and employers could support (Gordon 2002:14).

Horner (1995:7) stresses the importance of the relationship between the employer (organization) and the employee and the recognition by the former that an individual will need to acquire new knowledge and learn new skills as the organization changes. "An organization where nothing changes will be left behind in the marketplace and the employees are likely to become bored and/or complacent" (Horner 1995:20). Once people focus their efforts on satisfying an organisation's important stakeholders, many opportunities would present themselves for building a culture of commitment and participation throughout an organisation (Brightman and Moran 2001:251). Subsequently, organizations are realising that their survival depends on the commitment of their staff development programmes.

Moreover, staff development is a tool to facilitate a positive relationship between employer and employee and to provide a communication link. The employer can be kept informed of the needs of staff and of the organizational culture and climate and can use this information to anticipate the future development of staff. When the employer bestows respect and attention on employees, a significant impact can often be seen in the service that is provided (Horner 1995:17-18). The following quotation extrapolates further: "With a quality work-life, the employee is likely to make a commitment to the organization, its values and beliefs and will work to attain quality outcomes" (Horner 1995:20).

Another rationale for staff development is that organisational learning must be continuous: new people and technologies come on board and older employees can forget what they know. Training and education are central to helping citizens master a changing work environment. Organisations must invest in training and education in order to close the gap created by organisational change and to prevent resistance due to employees' fears of becoming obsolete (Brightman and Moran 2001:254).

In the new knowledge-based economy, it is very likely that only the smartest firms will survive. Therefore, investments in education and training must match the institution's knowledge needs (Burton-Jones 2001:229).

For instance, in a complex, knowledge-driven world, the awareness and need for life-long learning has often been highlighted:

> "The need for such an approach to learning is reinforced by the increasing challenge and uncertainty presented in individual jobs and in people's careers more generally, at a time when employment conditions are increasingly diverse and organisations and occupations are subject to rapid change" (The Harris Report in Luby 1999:216).

Further, providing professional development for academics can be viewed within the context of the higher education system as promoting lifelong learning for its staff in order that both the institution and its employees remain viable within a complex, changing environment (Luby 1999:216).

Therefore, what can be gleaned from the literature is that the individual, the organisation and staff development have to be intertwined and cannot be separated from each other- staff development acting as a "mediator" between the employee and employer, keeping the channels of communication open between the two. Figure 3.3 illustrates this relationship. When the performance of staff are improved through high quality staff development, it would result in greater productivity from which the organisation can reap the rewards which in turn would benefit staff.

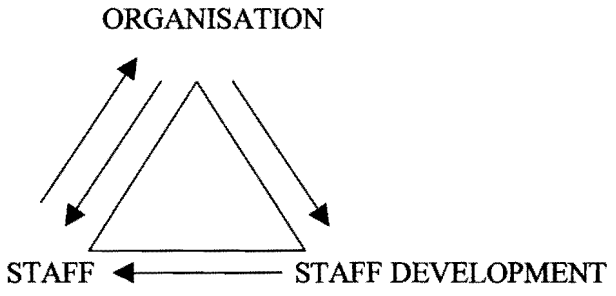


Figure 3.3: The relationship between staff, staff development and the organisation

A major concern for most tertiary institutions globally is the enhancement of quality because institutions have to be accountable to their stakeholders. Enhancing the quality of education, though, depends on improving academic excellence. More of this will be covered in paragraph 3.2.7.

3.2.7 The influence of quality on academic staff development

The concept of quality was introduced in chapter 2 (See subsection 2.7.1.4). In this subsection the impact of QA in higher education on the development of the academe receives attention.

3.2.7.1 Quality assurance and its impact on academic staff

Quality has become a buzzword in higher education worldwide mainly because of the emphasis on value for money- on greater accountability for the use of public funds. Brennan (1997:13-14) explains that the accountability role in quality assessment works in two ways. Firstly, by providing assurance to the principal stakeholder and funder (that is the state) that the quality of education justifies continued funding. This is linked to the process of accreditation. The second way is to provide comparative information to the clients of higher education so as to influence choices and decisions. For these reasons quality assessment bodies tend to have improvement as well as accountability goals. This is endorsed by Lomas and Tomlinson (2000:2) who reported that the mission statement of the Quality Assurance Agency for Higher Education in the UK is "to promote improvement in the quality and standards of higher education to meet the needs of students, employers and funders of higher education".

Moreover, with the attention towards quality has come a clearer recognition of the importance of the educating function as part of an academic's professional life (Fransman 2001:5). For example, following the recommendations of the Dearing Report in the UK, the UK government embarked on the establishment of the Institute of Learning and Technology with a view to (Dearing 1997:chapters 8,14):

1) Improving the status of teaching in higher education.
2) Improving the quality of learning and teaching.
3) Establishing and maintaining good standards and professional practice by its members.

Further, members of the Institute of Learning and Technology are expected to have knowledge and understanding of:

1) Content of the subject they will be teaching.
2) Appropriate methods of teaching and learning in that subject area.
3) Models of how students learn- both generically and in their subject.
4) The use of learning technologies appropriate to the context in which they teach.

5) Methods for monitoring and evaluating their own teaching.
6) The implications of QA for practice (Fransman 2001:6).

3.2.7.2 The link between scholarship and the quality of academics

On the issue of developing the status and quality of teaching, Healey (2000:176) quotes Gibbs as saying that "for every process that supports quality in research there is a parallel process that can be used to support quality in teaching". The essence behind this is that if teaching is to be taken as seriously as research, and to receive similar rewards, there is a need for it to be more public and open to evaluation by peers (Healey 2000:176).

To ensure quality in higher education, will the improvement of teaching ability alone result in improved quality or can quality also be effected through research efforts of staff? In other words, is there a connection between research productivity of staff and the quality of their teaching? There is much debate about this in the literature following empirical studies, with some refuting that there is a connection (Taylor 2001:55-56) and others agreeing that there definitely is a positive connection since students may benefit from staff being involved in research (Thomas and Harris 2000:139-146). Other investigators (Coate, Barnett and Williams 2001:158-174) have empirically determined that there is a range of relationships both positive and negative between teaching and research (see paragraph 3.3).

The debate in paragraph 3.3 is centred around scholarship and what it entails. Scholarship according to Boyer (in Healey 2000:169) is grounded in four aspects, two of which are teaching and research which are said to be overlapping and synergistically interlinked. This is not always the case though as departments and institutions perceive teaching and research as very separate activities (Coates et al. 2001:164). The dilemma is deciding what should be developed to ensure excellence of the academe, when staff development planning and implementation is to be initiated. Thus, we look at the issue of scholarship in greater detail to afford a clearer picture of what it is a staff developer should focus on. In this way the question of *what* should be developed will receive attention.

3.2.8 A synthesis of why staff development is necessary

Table 3.2 depicts a summary of the problems encountered by faculty in a postmodern, technological society experiencing accelerated change and innovation. These problems have been pinpointed by perusing the literature. While these trends and constraints may be evident at other institutions, it may well be that similar experiences predominate at MEDUNSA.

Table 3.2: A concise account of the common problems facing faculty

Cognitive constraints	Affective constraints
• Lack of formal training in educating. • Inexperience in the use of technology. • Lack of knowledge of novel methods of teaching/learning and assessment. • Coping with academic matters regarding educational transformation. • Balancing research and the task of educating. • Lack of institutional support regarding transformation. • Dealing with QA and accreditation.	• Lack of collegiality and loneliness. • Coping with the stress of change. • Difficulties in dealing with people who are different.

By identifying these problems, they not only highlight *why* staff development is necessary but would also serve to direct staff development strategies and programmes and in so doing would more effectively address the challenges that are commonly experienced by tertiary educators. Thus, staff development would act as an intervention in finding solutions to the cognitive and affective problems outlined in table 3.2, leading to enhanced quality in higher education through job satisfaction, enhanced knowledge and skills and improved educator performance by way of general improvement of academic excellence. The ultimate beneficiary of this developmental exercise would be society as a whole and not just educators and learners (see figure 3.4). When the requirements and aspirations of society are met at the level of tertiary education, it would lead to a more democratic order, and a more knowledgeable, technologically skilled, internationally competitive and civilized populace. Is this not what any government would want for its citizens? The minister of education (of South Africa) seems to think it is:

> "The education system is not just a vehicle for the transmission of knowledge…It is the social institution through which the principle values of our new nation, the key to our identity as South Africans, are conveyed to successive generations of learners" (Asmal 2000:5).

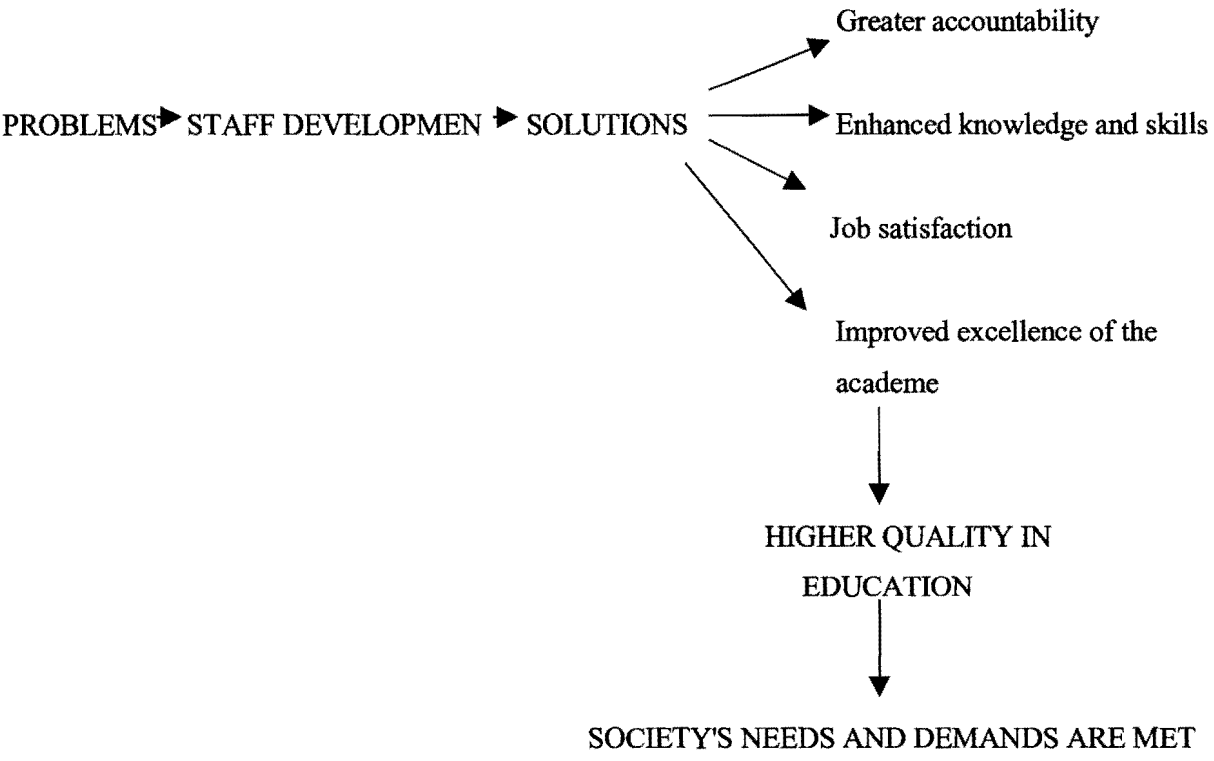


Figure 3.4: The outputs of staff development

3.3 What is to be developed?

The main functions of academics are teaching, research and community service. In this subsection, the concepts of scholarship in term of the two main functions of the academe, namely, teaching and research are discussed. Most clinicians and dentists at MEDUNSA who are involved in teaching, perform community service (that is the rendering of medical and dental service) as part of their teaching tasks.

3.3.1 The concept of scholarship

From the focus of quality of teaching and learning has arisen a slightly different agenda. This agenda focuses on teaching as scholarship. The starting point for this debate was Boyer's "scholarship reconsidered". Boyer's main thesis does not focus on teaching in isolation but on teaching as part of the larger whole of academic work. Boyer argues that we should nullify the old research versus teaching argument and concentrate on the idea that scholarship exists in all aspects of academic work (Trigwell, Martin, Benjamin and Prosser 2000:155).

3.3.1.1 The definition of scholarship

Hansen and Roberts (in Fincher, Simpson, Mennin, Rosenfeld, Rothman, McGrew, Hansen, Mazmanian and Turnbull 2000:888) argue that "scholarship is demonstrated when knowledge is advanced or transformed by application of one's intellect in an informed, disciplined and creative manner". Hutchings and Schulman (in Fincher et al. 2000:888), in focussing on teaching, argue that "teaching becomes scholarship when it demonstrates current knowledge of the field and current findings about teaching, invites peer review and involves exploration of students' learning". Essential hallmarks of teaching as scholarship include teaching being made public, being open to evaluation and being presented in a form that others can build on (Hutchings and Schulman in Fincher et al. 2000:888).

3.3.1.2 Boyer's categories of scholarship

The four different but overlapping categories of scholarship defined by Boyer (in Beattie 2000:873 and Trigwell et al. 2000:155) are tabulated in table 3.3.

These different approaches to scholarship do not imply that scholarship should be focussed in one area. A faculty member should be involved in more than one activity relating to the different areas. Each area of scholarship overlaps with one or more of the others (Beattie 2000:874).

Table 3.3: Boyer's categories of scholarship

Category	Definition
The scholarship of discovery (or original research):	Discovering new knowledge in the quest for deeper understanding of the world is crucial to the scholarly ambience of the university.
The scholarship of integration	This involves establishing connections between discoveries obtained by different approaches or even from varied disciplines and placing the specialities in larger context.
The scholarship of application	This involves "building bridges" between theory and practice and encompasses the service functions of academics. It relates to how knowledge can be used in a practical situation.
The scholarship of teaching	This involves communicating one's knowledge effectively to students. Knowledge gained through basic research, by integrating information from various disciplines or by applying novel techniques is meaningful only when it can be communicated and understood by others.

Interpreting Boyer's scholarship of discovery and relating it to medical schools, Beattie (2000:873) explains that increasing the scholarship of discovery among faculty involves research collaborations between basic and clinical scientists. These interactions are vital for translating the basic research that provides an understanding of the underlying causes and progression of disease into innovative clinical practice. This burst of knowledge of basic biological phenomena will pave the way for novel approaches to health care and will require continued emphasis on basic and clinical research.

3.3.1.3 The implications of the promotion of scholarship for staff development

One of the fundamental tasks of staff developers is to act as catalysts to stimulate various subject-specialists to think about, to converse about and to interpret new knowledge within the context of the university's mission. In this way, academic development would be contributing to Boyer's scholarship of integration in its attempt to make connections across the disciplines. In this sense, the developer acts as an integrator, serving as internal consultant to individuals and groups within the university (Badley 2001:5).

Staff developers may also be expected to contribute to the scholarship of application in which research knowledge is applied to andragogical problems. This would help ensure an interaction of theory and practice so that one can help renew the other. Additionally, staff developers can also promote Boyer's scholarship of teaching by encouraging their academic colleagues to research not just their own areas of subject specialisation but also the teaching/learning process (Badley 2001:5).

3.3.1.4 The scholarship of teaching

Glassick (2000:879) argues that while the adoption and evaluation of the scholarship of discovery, integration and application are proceeding well at most tertiary institutions, the scholarship of teaching "remains elusive". In fact from the outset the precise vocabulary to describe the scholarship of teaching was elusive as faculty tried to differentiate good teaching from the scholarship of teaching. Coming to the rescue, Shulman (in Glassick 2000:879) offered the following criteria that must be met for work to be scholarship:

1) The work must be made public.
2) The work must be available for peer review and critique according to accepted standards.
3) The work must be reproducible and capable of being built on by other scholars.

In describing teaching as community property, Shulman (in Trigwell et al. 2000:156) sees communication as a key element. He describes the life of scholars as being members of active communities: communities of conversation, communities of evaluation, communities that gather to exchange findings, methods and excuses. Another element of scholarship is that scholarship "entails an artefact, a product, some form of community property than can be shared, discussed, critiqued, exchanged, built on". Following from this, he sees peer review as the third element.

Still, a broadly acceptable definition of the scholarship of teaching and learning is yet to be decided upon (Glassick 2000:880). From a perusal of the publications on the subject, Trigwell et al. 2000:156) concludes that there are enormous variations in the way scholarship of teaching is represented. For Trigwell et al. 2000:156) the aim of scholarly teaching is simple: "It is to make transparent how we have made learning possible". For this to happen, university educators must be informed of the theoretical perspectives and literature on teaching and learning in their particular disciplines. They should be able to collect and present rigorous evidence of their effectiveness from these perspectives as educators. This in turn involves reflection, inquiry, evaluation, documentation and communication. This model of the scholarship of teaching offers a framework for elucidating the process of making learning possible.

Trigwell et al. (2000:158-168) describe the results of an empirical study undertaken to determine the extent of the variation in approaches to the scholarship of teaching. It involved 20 staff with major teaching responsibilities in three different faculties at an Australian university. The purpose of the interview was to make explicit the essence of that which is being thought about to determine how academics think about and make sense of the scholarship of teaching.

An analysis of the data collected resulted in five categories of description of approach to the scholarship of teaching, shown in table 3.4. The categories are hierarchical with higher order categories (namely C,D,E) incorporating the lower ones (namely A,B).

Table 3.4: The scholarship of teaching (Adapted from Trigwell et al. 2000:159-160).

Category	Approach to the scholarship of teaching
A	Knowing the literature on teaching by collecting and reading that literature.
B	Improving teaching by collecting and reading the literature on teaching. The intention is not only to know the literature but to use it to improve teaching.
C	Improving student learning by investigating the learning of one's own students and one's own teaching. The intention is to go beyond improving teaching to improving student learning.
D	Improving one's own students' learning by knowing and relating the literature on teaching and learning to discipline specific literature and knowledge. The intention is to attend to two lots of literature- that within the discipline and that on teaching and learning, and to relate them to one another.
E	Improving student learning within the discipline generally, by collecting and communicating results of one's own work on teaching and learning within the discipline. The intention is to communicate one's own work to a larger audience.

3.3.1.5 Research and teaching: The debate about the relationship between the two activities

A case study was undertaken by Thomas and Harris (2000:139-146) at the school of Tourism and Hospitality Management, Metropolitan University in the U.K. The research aims were two fold. The first aim was to ascertain the knowledge and attitudes of students (level one to masters level) regarding staff research. The second aim was to identify staff (n=42) attitudes towards potential connections between teaching quality and research (Thomas and Harris 2000:142).

The responses received from staff emphasised two elements, namely, personal development (mainly intrinsic rewards) and ensuring current knowledge for teaching purposes. A prominent theme was that research offered the opportunity for intellectual stimulation that enhanced job satisfaction. Other benefits of doing research included credibility in front of student and outside agencies and the commercial potential that research offered. The disadvantages of being involved in research were commented upon by some who felt that active researchers are often unavailable to students and that research causes staff to lose focus on the fact that they are employed to teach (Thomas and Harris 2000:143).

The attitude of students varied according to the level of the course. Masters students were most aware of staff research and considered their engagement in research to be beneficial. These students had more confidence in their tutors whom they saw as displaying more enthusiasm about the subject. (Compare this finding to the one made by Coate et al. 2001:167, discussed later in this subsection, that the positive influence that research can have on teaching is most direct in the final year of

undergraduate teaching and at postgraduate levels in Chemistry and Engineering). Level one students were least aware of staff activities but said they would be impressed and would have more confidence in their tutors if they knew their tutors were publishing (Thomas and Harris 2000:143).

Thomas and Harris (2000:144) concluded from their study that there are benefits to students if staff are engaged in research:

> "Staff not only develop skills and acquire knowledge as a result of engaging in research, they also gain intrinsic rewards and therefore, retain enthusiasm. These factors combined with other skills of pedagogy provide a blend which according to students is conducive to good education" (Thomas and Harris 2000:143).

In an attempt to qualify their conclusion, Thomas and Harris (2000:144), point out that their results do not necessarily indicate a relationship between good research and good teaching. The skills required for good research are not necessarily the same as for effective teaching. Rather, good educators engaging in research are likely to enhance the student experience.

In this writer's estimation, this is an important clarification by Thomas and Harris (2000:144) since their study does not provide enough conclusive evidence that quality in teaching had been effected through the research efforts of academics. Their empirical methods involved completing questionnaires aimed at determining the attitudes of staff and students. Data on actual student performance was not collected. Also, there was no mention of the skills and knowledge the researchers should have imparted to their students to make them more employable in a changing technological society which would improve the quality of their education. As Coate et al. (2001:159) note, however, it is difficult to find reliable and valid measures of teaching and research performance which can be satisfactorily compared with each other.

Interestingly, in an empirical study conducted at four Australian universities to determine academics' approaches towards teaching and research as a result of performance indicators, academics admitted that their teaching had deteriorated because of their focus on research (Taylor 2001:56). More time devoted to research meant less time for teaching or preparing teaching materials. Most participants in the Taylor (2001:53) study admitted to a shift from teaching towards research because of the rewards attached as is evident in this comment: "There's more and more pressure to get involved in research because you're not going to get any promotional development unless you do it". As a result of this pressure to do research and publish, even the quality of research undertaken by the participants was comprised and questionable as they opted for a larger number of shorter papers and publishing in less prestigious journals (Taylor 2001:52).

Taylor (2001:56) warns that any fall in the quality of teaching and research of an institution would be disastrous for the long-term reputation and even survival of the institution. The reputation of a university lies in the quality of its outputs whether it is teaching or research. Reputation is important as it influences the ability of the institution to attract students and a decline in the quality of teaching and or research might be a mitigating factor in the drop in student numbers- at great cost to the university. At national level, a drop in the quality of teaching and research of higher education institutions would have huge ramifications for the macro-environment, especially the economy (Taylor 2001:56), for example, "poor teaching quality can lead to a less knowledgeable pool of university graduates who will be less productive, resulting in lower economic growth" (Lucas and Romer, in Taylor 2001:57).

In addition, although there is much dialogue about the overlap between teaching/learning and research, and even synergy, the day-to day management of academic departments are often based on systems that treat teaching/learning and research as distinct activities. In the midst of limited resources, this can result in competition rather than synergy between the two activities. One way forward could be to implement explicit management strategies that forge teaching/learning and research which would encourage academics to integrate the two (Coate et al. 2001:172.

Research conducted by Coate et al. (2001:158-174) as part of the Higher Education Funding Council for England's fundamental review of research policy and funding, indicated that there are a range of relationships- both positive and negative between teaching and research. Eight higher education institutions, ranging from high teaching and low research institutions to high research and relatively low teaching institutions, were involved in the study. Visits made to departments consisted of semi-structured interviews with HODs followed by a focus group with members of academic staff in that department. The primary aims of the project were focussed on analysing the relationships between teaching and research through the perspectives of HODs, academic staff and students in various departments, namely History, Chemistry, Engineering and Business Studies (Coate et al. 2001:160).

From the data gathered, Coate and colleagues (2001:164) identified six possible relationships between teaching and research.

Table 3.5: The relationship between teaching and research (Adapted from Coate et al. 2001:165)

Relationship	Rationale
Teaching and research are integrated.	Supervision of postgraduates demonstrates this.
Research has a positive influence on teaching.	Staff involved in research have more relevant, up to date knowledge and enthusiasm for the subject.
Teaching has a positive influence on research.	Teaching in relatively new areas leads to new ideas for research.
An independent relationship exists between teaching and research.	Research and teaching have little impact on each other.
Research has a negative influence on teaching.	Staff spend less time with students. There are more resources for research.
Teaching has a negative influence on research.	Administration work in teaching has increased because of a high student: staff ratio.

Healey (2000:170) argues that if the scholarship of teaching is to match that of research, there needs to be a comparability of rigour, standards and esteem and also that the key to developing a scholarly approach is to link the process explicitly to the discipline. What is it that needs to be done to develop the scholarship of teaching in higher education through the disciplines? Healey (2000:175) answers this question by stating that a scholarly approach to teaching would involve becoming familiar with the literature on teaching/learning and acting on its findings. This should at the very least entail reflecting on the theory and practice of educating applied to one's discipline. Even when running workshops on a form of educating common in virtually all disciplines, having discipline-based examples makes it more relevant to the participants and more likely that the ideas will be adopted.

Encompassing technology, Healey (2000:182) refers to the role of discipline networks in developing the scholarship of teaching in higher education:

> "Links to related subject networks are important not only because many of the ideas discussed are transferable, but also because there is a need to address the issues faced by discipline specialists working in the interdisciplinary centres" (Healey 2000:182).

Healey (2000:183) maintains that discipline-based education networks have an important role to play in enhancing communication and encouraging tertiary educators to develop a scholarly approach to the way they teach and the way they research and write about their teaching and their students' learning. Good teaching like good research is multi-dimensional, difficult and contextual.

3.3.1.6 Personal views on the scholarship of teaching

In the estimation of this writer, the scholarship in teaching is essentially dialogue with:

1) Subject matter
2) Students
3) Colleagues
4) Yourself (see figure 3.5).

Dialogue implies a two way process. For example, dialogue with the subject matter would mean taking from the literature to enrich one's own knowledge bank and this wealth of knowledge would be shared with students. At the same time educators should engage in research to create new knowledge which should be shared with others. Also, engaging in dialogue with students would mean not only helping students learn but learning from students. Furthermore, educators should bring their own unique style and talents to the fore and use that to communicate effectively with students. This could be used as a nucleus around which student learning will be built. Dialogue with students will include consultation outside the classroom; being a guide and giving andragogical support. Thereafter, there should be a focus on making students independent learners, weaning them off slowly.

A dialogue with colleagues would entail interacting with colleagues through workshops, seminars and conferences and not just in corridors and tearooms. Thus, sharing of knowledge with colleagues is important- giving one's views in exchange for theirs. This type of interaction could also be therapeutic and mutually supportive and help to avoid the insularity that exists among many academics. Finally, engaging in dialogue with oneself involves adopting a reflective approach, incorporating all three entities for the improvement of teaching/learning and the enhancement of personal development- to see one's limitations and how one can improve.

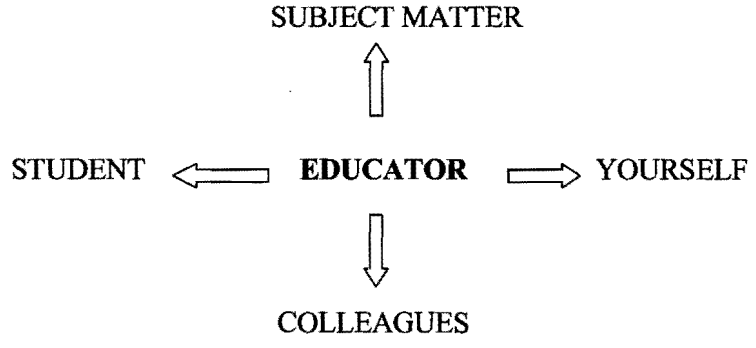


Figure 3.5: A model for the scholarship of teaching

3.4 Models and Strategies for staff development, mainly in higher education

A repertoire of models have been decanted from the literature to. The models chosen have various themes and principles to give a global perspective of the various approaches to staff development. Strategies and methods used in effecting staff development are also covered here.

3.4.1 Models of staff development

Programme developers need to be familiar with existing models of staff development to determine how these models can be modified and combined to serve specific needs. Most of the staff development models discussed here pertain to staff development at higher education level. The exceptions are the job-embedded model (Wood and Killian 1998:52), the problem-based learning model (Seifert and Simmons, in Zepeda 1999:101) and the career lattice model (McDonnell and Christensen 1990:123-124) which relate to staff development at school level. The reason they have been included is that the adoption of their principles could be valuable in the development of academic staff at tertiary level.

3.4.1.1 A categorization of micro and macro models

The micro models for staff development in higher education described by Rutherford (1982: 184-186) are orientated towards product, prescription, process or problem. In the product-orientated model, academic staff identify a specific need and exploit the expertise of the staff developer to satisfy that need. The staff developer may suggest an immediate solution or give alternatives from which staff can choose. The prescription-orientated model involves the diagnosing of problems by the staff developer who acts on the feeling that "something is wrong", and the subsequent prescription of remedies (Rutherford:1982:184).

In Rutherford's (1982:185) process-orientated model, the staff developer is a "process consultant" whose task is to help academic staff diagnose problems and to provide skills and resources to help them solve the problem. S/he does not work on the problem him/herself. The emphasis is on developing the personal and professional qualities of individuals through workshops, discussion groups, seminars etc. The problem-orientated model pertains to the staff developer supporting academic staff to resolve problems within the context of the institution.

Rutherford (1982:186) recognizes that no single strategy will be effective in such a complex and diverse area as university teaching. Thus, a strategy that encompasses the following three concepts, was recommended:

1) An appreciation of social and organizational factors which determine the attitudes and actions of staff.
2) A commitment to a working party approach as regards organizing staff development programmes.
3) A supportive role for the full-time staff developer which places him in partnership with academic staff, that is, a colleague rather than an expert.

A criticism of these micro models is that the product-orientated model is weak in that problems are superficially analyzed and can result in inappropriate solutions. The prescription-orientated model does not allow for a collaborative relationship between staff developer and academic staff. The process-orientated model is weak because of its heavy emphasis on personal and individual considerations, thus neglecting the institution (Smith (1992:42).

Another fourfold categorization of micro models in higher education is suggested by Harding et al., (in Smith 1992:41). They are the medical model, the public health model, athletic model and the authoritarian model. The medical model involves giving private and confidential help by the staff developer to those staff who ask for it. The public health model focuses on the importance of upholding environmental factors such as rewards, recognition and management style in staff development. The athletic model emphasizes self-development through individual initiative, for example by achieving improvement through evaluation of past teaching performance. The authoritarian model suggests that the staff developer prescribes institutional objectives which participants are required to achieve, for example through compulsory training courses.

Boud and McDonald (in Smith 1992:42), describe three micro-models pertaining to staff development in higher education: the professional service model, the counseling model and the collegial model. In the first model, the staff developer uses his organizational and technical expertise to tackle a problem that has been brought up by the client. In the second model the focus is on the resources of the teacher rather than the expertise of the councilor. In the last model, the staff developer engages in joint research activity with colleagues for which there is a combined responsibility and a mutually beneficial outcome.

Boud and McDonald (in Smith 1992:43) assert that following one model only by staff developers is inadequate and limiting. They advise that an eclectic model should be adopted instead as it would allow for flexibility and an appropriate response to the demands of each unique situation. Therefore,

a versatility of approach with the capacity to apply all the models would be preferable. In this type of model, the staff developer is characterized as one who has respect for colleagues for whom s/he is a consultant; has good negotiating skills and can employ a range of strategies to achieve goals.

Yorke (in Smith 1992:44) refer to their macro models in higher education as management, shop floor and partnership. The management model pertains to the initiation of a staff development activity to meet institutional needs as perceived by management. Training courses are organized to achieve standards that have been set by management. This model is limiting in the sense that it disregards the perceptions and needs of staff. The shop-floor model implies that staff identify their needs and propose action to meet them. It assumes that staff are fully capable of identifying their professional needs and taking measures to meet them. The partnership model recognizes that the interests between the individual would be different and that this divergence can be reconciled through effective staff development.

Smith (1992:46) advises that the micro and macro models can be operated in combination with each other. For example, the product and prescription model would work well within the management model because of the instructional or directive role invoked by these models. The process and collegial model would be more compatible within the shop-floor model because of the fair and equal relationships that are encouraged. The combined eclectic/partnership model favors the reconciliation of diverse interests and versatility of practice and is endorsed by Tavistock (in Smith, 1992:46). Smith (1992:46) claims that of the micro and macro models discussed, the eclectic/partnership model has the greatest merit and presents the most promising approach to staff development.

Table 3.6: A summary of micro- and macro models of staff development

Micro-models	• Rutherford's product-orientated, prescription-orientated, process-orientated and problem-orientated model (Rutherford 1982:184-186). • Harding et al's (in Smith 1992:41) medical, public health, athletic and authoritarian model. • Boud's and McDonald's (in Smith 1992:42) professional service, counseling and collegial model.
Macro-models	• Yorke's (in Smith 1992:44) management, shop floor and partnership models.

3.4.1.2 The input, process, output model

The aforementioned model was designed for professional staff development of nursing staff and consists of three phases: input, process and output (Tobin et al. (1979:11-14). Input factors refer to

what is "given" in the process and relate to the organization, health care and the individual. For example, resources available should be taken cognizance of in order to obtain realistic objectives and learning experiences. Also, learner profiles would identify characteristics, learning styles, goals and needs. "Needs" are important to the development of the process as they would help determine learning content of the programme. Each of the input factors influences a "need".

In the process phase, climate setting is important. In planning, the climate must be considered in order to identify needs and to design a plan to meet those needs. In implementation, climate setting is also important to establish the most conducive atmosphere for learning. The planning phase represents the organization and administration of the staff development effort (Tobin et al. 1979:11). Once "needs" are identified, they are translated into general and specific objectives which will guide the development of a learning experience and establish an evaluation method. Well-defined objectives will facilitate the evaluation process and specific content topics can be derived from the objectives. Tobin et al. (1979:12) advise that adult learning theories should be considered in defining topics. A programme plan should be drawn up at this stage to help describe how objectives are going to be met.

The output phase encompasses implementation and evaluation of the staff development effort. Output is demonstrated in performance behaviors. If no change is seen or if the change is undesirable, there would probably have been a mistake in determining input or in using the process (Tobin et al. 1979:14).

3.4.1.3 The developmental and personal growth models

Kent (in Tobin et al 1979:117) describes a model with an emphasis on a developmental approach. The developmental levels are referred to as:

1) Individual needs assessment.
2) Individual growth.
3) Promoting growth of self and others.
4) Expansion of professional competence and continuing education.

Specific learning activities are defined for each level and self-directed learning used throughout the experiences. This approach enhances professional growth and development with a focus on self-directed learning. Moreover, the focus is on the person and not on the programme.

The personal growth model described by Main (1985:92) is characterized by acceptance of and respect for the whole person and not simply an interest in their capacity to improve their professional performance. He believes that it is learners (not organizers) who set the pattern for what must be achieved by an educational situation. This superimposes well with a growing humanistic person-centered movement in adult education which recognizes the needs, aspirations, motivation and capacities of individuals. As Carl Rogers would put it, the idea is one of facilitation of learning and not control thereof (Main 1985:90). Educators learn in order to satisfy needs they identify. They learn best when they have exercised freedom of choice and when outside agents help by facilitating rather than manipulating (Main 1985:92).

A humanistic approach to learning, when applied to staff development could encompass the following:

1) Employing self-directed learning and learning from peers.
2) Practicing newly acquired skills in simulated settings.
3) Incorporating opportunities to learn from one-to-one relationships as well as group work.
4) Concentration on tasks directly related to the adult learner's work (Doll, in Main 1985:91).

3.4.1.4 The Readiness, Planning, Training, Implementation and Maintenance (RPTIM) model

Wood, Thompson and Russell (1981:63) describe a model for in-service education as having five stages, as tabulated in table 3.7.

Table 3.7: Stages in the RPTIM model

Stages	Modus operandi
1. Readiness	The climate for change is created and channels of communication are open to mobilize support. Specific programmes, processes and procedures are selected.
2. Planning	Goals and objectives are identified. A needs assessment is conducted and a draft design of the training and implementation stages is drawn up.
3. Training	Knowledge, skills and attitudes are imparted through workshops, sabbaticals etcetera.
4. Implementation	Educators apply what is learnt in staff development programmes to the work situation. As educators use new teaching/learning methods they may need to modify what they have learnt to fit the new situation.
5. Maintenance	Monitoring helps determines if goals have been attained.

Wood et al. (1981:88) explain that the five stages outlined may not necessarily be discrete, sequential steps and that there may be an overlap in the application of these stages. For example, training, implementation and maintenance may occur simultaneously as individuals and groups progress at different rates in the pursuit of the same outcomes. Additionally, there may be a need to review commitments periodically and to revise plans for training.

According to the RPTIM model, after identifying specific objectives, programme developers need to ascertain which outcomes should be addressed. This is done through a needs assessment which provides a vehicle for elucidating discrepancies between what "should be" and "what is" in current practice. In accordance with the suggestion of Wood et al. (1981:20), a needs assessment should provide information about the learning style for prospective participants. Information about individual differences such as when and how one learns best, what learning modes, activities and rewards are preferred and how self-directed the participants are in new learning experiences is needed to ensure that these parameters are accommodated in the programmes.

Further, in the training stage, the content, skills and attitudes needed to implement the programme(s) are learnt. These training activities are guided by a knowledge of adult learning. Wood et al. (1981:73) maintains that there are many methods for development, namely workshops, independent study, sabbaticals and educator exchange programmes. These authors advise that it is important to give participants a say in selecting some objectives, activities and materials they will use in a staff development programme. In this way, they are made responsible for their own professional growth since they will choose those variables that are most likely to enhance professional growth (Wood et al. 1981:74).

3.4.1.5 The Job-embedded learning model

Wood and Killian (1998:52-54) undertook a study whereby they interviewed teachers and administrators at five different schools to identify factors associated with successful school-based improvement. They concluded that job-embedded learning is important for professional development of educators for the 21st century. They also came up with a working definition of job-embedded learning as: "learning that occurs as educators and administrators engage in their daily work activities" (Wood and Killian 1998:52).

Job-embedded learning can take place as educators share what they have learnt from their teaching or listening to colleagues relate their experiences of implementing novel teaching strategies and can take the following forms as depicted in table 3.8.

Table 3.8: Forms of job-embedded learning

Form	Strategy
Discussion with others	Educators could attend professional conferences and workshops and upon returning to work would share and discuss what they had learnt.
Peer coaching	Formal peer coaching programmes could entail educators helping peers implement new instructional practices learnt during staff development programmes
Informal peer coaching	Teachers could spent approximately 15 minutes a week observing and evaluating a peer teach.
Mentoring of educators	This is essential for the integration of new educators and can occur at the informal or formal level. A mentor can help a colleague identify weaknesses and suggest remedies.
Study group and action research	Educators could partner on their own to solve a problem or pilot a new programme or instructional strategy.

This type of development has three major attributes: relevance, feedback and transfer. Relevance is assured if learning is part of daily work and addresses current challenges. In job-embedded staff development, training occurs in the educator's regular workplace as part of the normal work routine. This maximizes learning, as adults tend to learn what is relevant to their professional and personal responsibilities (Zepeda 1999:78).

Feedback can be provided through mentoring, peer coaching, self-reflection and dialogue. Mentoring can help alleviate a sense of isolation because of greater interaction with colleagues and improve self-esteem. Feedback offered by a peer coach can be objective, encourages reflection, helps in solving problems and produces an immediate response to concerns. Joyce and Showers (1988:85) describe peer coaching as "a common training experience in which participants have learnt not only new knowledge, skills and strategies but also a common language regarding what they are attempting to implement and shared understandings about the purposes of their new practices". Additionally, meaningful dialogue can be created through the use of reflective questioning which can cultivate an atmosphere of learning. Study group discussions, videotape analysis and keeping a teaching journal all promote and enhance reflection (Zepeda 1999:79).

On the issue of transfer of practice, Hirsh and Ponder (in Zepeda 1999:80) cite that research shows that only 10% of teachers are able to transfer newly learnt skills into daily practice. Continuing in the same vein, Joyce and Showers (1988:86) maintain that while all teachers can develop skills in performing a new teaching strategy quite easily, the difficulties arise when the skill is applied in the

classroom. For example, in the context of a workshop, educators would have little difficulty learning a teaching model and carrying them out with materials provided. In the classroom, however, they might have problems reorganizing materials, educating their students to respond to new strategies and creating new lessons that correlate with novel teaching/learning methods. These kinds of tasks become the focus of coaching.

Wood and Killian (1998:53) reported that although professional learning takes place through job-embedded learning, educators do not see this as staff development. They were not aware of the extensive professional growth from the job-embedded staff development experiences occurring on a daily basis. They were more accustomed to identifying and discussing traditional development programmes like workshops and conferences.

A recommendation by Wood and Killian (1998:54), is to use job-embedded learning to support the transfer of learning from staff development workshops into daily practice. For example, study groups can be formed that will work together to plan, implement, share and evaluate their efforts to use what they have learnt. In fact they suggest less emphasis on traditional in-service workshops and more on integrating professional learning into daily activities through strategies such as action research, study groups, team planning and teaching formal and informal peer observations and faculty sharing during departmental meetings.

Thus, staff development need not be an annual event that people attend and then forget about once they have returned to their departments. It should be an integral part of one's job. In this writer's experience, this is lacking in higher education in this country. It is very unfortunate that educators simply do not talk or communicate enough and sharing the sharing of ideas, knowledge and experiences are virtually non-existent in some places.

3.4.1.6 The self-management model

The self-management model designed for staff development of medical educators was developed by Stone (1990:195) who proposed the inculcation of skills and techniques that "enable the professional to obtain the evidence of his/her own accountability as a teacher".

Providing feedback on teaching to educators is one of the hallmarks of this model. Basic principles are used as a means for providing feedback. Individual staff members assume responsibility for identifying the activities they expect will accomplish the goals and objectives, which they helped establish. Therefore, the main responsibility for analysis of teaching resides with the educators

themselves. Educators are evaluated on the basis of their ability to respond to data over a period of time. Criteria for evaluation of performance are developed in terms of specific roles to be performed within the context of specific programmes to be implemented (Stone 1990:195).

Stone (1990:196) continues by saying that the process for providing feedback to faculty consists of several steps. Firstly, a database is created. Students can provide unique insights into teaching since they experience what is going on in the classroom. Peers can play a role by monitoring faculty input, for example, determining whether the information presented is accurate or appropriate for that level. Data from examinations can also be used to measure student learning. Areas to be improved are identified by peers and the staff member outlines a plan of action for improvement.

Once the feedback system is in place, essential elements of effective teaching in which the faculty would need to develop competence is identified and then incorporated into a teaching model. The elements of effective teaching as outlined by Stone (1990:197) are:

1) Deciding what should be taught.
2) Prioritizing learning objectives.
3) Providing a framework of expectations.
4) Designing appropriate learning experiences which incorporate problem-solving and systematic decision-making.
5) Providing regular feedback to students regarding their achievement of their objectives.
6) Providing alternative learning experiences, for example, remedial exercises.
7) Providing positive reinforcement.
8) Establishing good interpersonal relationships with students and colleagues.

3.4.1.7 The individually guided model

A design for the individually guided model for use in higher education was produced in 1985 by Tracy and Schuttenberg (in Zepeda 1999:99). This model is self-directed and uses many of the attributes of the RPTIM model. The individual assumes responsibility for the design, implementation, maintenance and evaluation of their own learning. Since this type of learning is specific to the individual's needs, it will be relevant. This model can work together with mentoring, peer coaching and reflection. Individuals can design their own learning programmes to be congruent with the goals of the institution (Zepeda 1999:99-100).

3.4.1.8 The problem-based learning model

This model for the development of school teachers uses real issues or problems to create an active problem-orientated environment (Seifert and Simmons, in Zepeda 1999:101). Achilles and Hoover, (in Zeppeda 1999:101) identify five guidelines for this model:

1) Identification of a problem situation with directions, guiding questions and some resources for the learner to utilize.
2) Letting adults develop clearly stated objectives.
3) Minimizing boundaries so participants can develop their own format for solving the problem.
4) Providing a realistic time frame for participants to solve the problem.
5) Forming groups that elect their own leader or facilitator.

Zepeda (1999:101) proclaim that PBL in the context of staff development can be learner-centered or problem-stimulated. Learner-centered PBL can be beneficial to the adult who is interested in investigating an area of practice that relates directly to his/her needs in the classroom environment. Several teachers can identify a problem and collaboratively explore the issues surrounding the problem. Problem-based learning that is problem-stimulated focuses on a specific problem or a series of related problems within the community. Both methods can assist educators and the organization to grow, reduce isolation and connect members of the community in a focused and meaningful way (Zepeda 1999:102).

Placing the problem-based model into perspective, Stone (1990:198), talks about the medical and educational problem-solving models. The problem-solving model in medicine he refers to is the problem-orientated patient record that contains four basic elements: a database, a problem list, a plan of medical interventions, patient management (treatment plan) and an evaluation of patient progress. John Dewey, put forward the premise that the practice of education also requires a problem-solving approach since learning happens on an individual basis and occurs when an experience has personal meaning for the student- when it is incorporated into an individual's frame of reference and becomes part of his/her cognitive structure. Therefore, the problem-solving task for the teacher is to find the most effective learning alternatives for students.

The problem-solving model used in education is based on the "learning cycle" and contains four basic elements: a needs assessment (corresponds to the database in medicine), a statement of objectives (corresponds to the problem list in medicine), a plan of instructional intervention (corresponds to the treatment plan in medicine) and a plan for the evaluation of student achievement which corresponds to the evaluation of patient progress in medicine (Stone 1990:199). Thus, the student is likened to the

patient and the clinical reasoning process is compared to the educational setting. Stone (1999:199) advises that the similarities of the medical and educational problem-solving models to which medical educators could easily relate, could be used as a guide for developing and implementing a specific course of instruction. There are many overlaps between medicine and education, for example, success in either profession requires establishing "helping" relationships with patients or students.

3.4.1.9 The prototypic human resource model

Parker (1990:87) presents a prototypic human resource model for staff development of educators at all levels. The elements thereof include assessment, planning, implementation, evaluation and participant empowerment. Since the elements of assessment and planning are closely intertwined, this model is also referred to as an assessment-based staff development model.

Fessler and Burke (in Parker 1990:91) observed that the purpose of staff assessment should be the identification of growth needs that will serve as the template for planning appropriate strategies for development. This model is based on the premise that the needs of educators can best be addressed if they are involved in identifying their own priorities and planning collaboratively to meet those needs. The planning process is divided into two stages: a readiness stage and a plan development stage. Specific activities in the former stage are establishment of a governance structure, the development of a rationale or mission and establishing programme goals (Parker 1990:94). In the latter stage, goals and identified priorities are translated into activity formats and delivery systems. Programme developers also need to consider the nature of adult learners, the change process and educator career stages when setting objectives (Glickman, in Parker 1990:97). Three types of objectives must be taken cognisance of, namely knowledge objectives, strategies or skill objectives and attitude objectives (Wood et al., in Parker 1990:97).

Joyce and Showers (in Parker 1990:99) identified five training components for staff development planners to choose from:

1) Exploration of theory and concepts.
2) Demonstration or modeling of the skills.
3) Opportunities to practice the skills.
4) Feedback about performance.
5) Coaching in the workplace.

Hence, participants must have sufficient opportunity to develop skills that they can eventually practice in classroom settings (Parker 1990:99). During the planning stage, attention should be given to the

career stages of educators since the professional development needs of new educators are very different from those of experienced teachers (McLaughlin and Marsh, in Parker 1990:98).

In a human resource development model which is based on the participant's needs and is embedded in the overall instructional programme, planning and implementation are inseparable and not easily discernible. Just as assessment and planning are interwoven, so too will the elements of planning and implementation be joined (Parker 1990:101). Wu (in Parker 1990:101) asserts that teachers are an "untapped gold mine" and must be used extensively as staff developers. These roles include serving as workshop presenters, peer coaches and mentors to new inexperienced staff. Also, cross-organizational collaboration is a cost-effective means of providing staff development. The sharing of ideas and human resources results in instructional improvement and the enhancement of curriculum development efforts.

The implementation stage also comprises monitoring of tasks and activities in order to ascertain whether new behaviors are being practiced and goals are being met (Wood et al., in Parker 1990:106). Parker (1990:106) stresses the importance of incentives in encouraging participation in staff development programmes and helping to stimulate commitment needed to sustain an innovation.

As regards evaluation, Parker (1990:107) asserts that the data collected to determine the perceived effects of a workshop is just one aspect of assessment. Assessment information should also include evaluation of the extent of implementation of the staff development plan as well as effects on performance in the workplace. Furthermore, it is important to consider process and outcome variables to ensure that the programme is being implemented correctly. Formative data should be collected as the programme unfolds so as to improve the process. Summative evaluation is intended to make global decisions about the continuation of a programme (Loucks-Horsley et al., in Parker 1990:110).

According to the human resource development model, when educators share authority and responsibilities while engaging in collaborative assessment, planning, implementation and evaluation, that is participant empowerment. If educators are to be empowered, they will need to be lifted in three main areas, notably, status, knowledge and access to decision making. Simply making staff development opportunities available is insufficient for empowering educators. This model requires that they take responsibility for their own growth and professional development (Maeroff, in Parker 1990:111-112).

Parker (1990:114) summarizes that the human resource model described above is an example of what is most likely to work in staff development because it is one that has the potential for initiating

substantial change in the individual through a group process that provides for support, the exchange of ideas, the maintenance of enthusiasm and problem-solving capabilities.

3.4.1.10 The career lattice model

The career lattice model for school educators outlined by McDonnell and Christensen (1990:123-124) is made up of four aspects of an educator's professional development activity. The first aspect represents those roles of educators as they go about their work. The idea is to sort out their multifaceted roles and to organize them into a multi-step plan of professional development. The following categories include some of the roles educators assume to meet personal and professional needs in the career lattice:

1) As a learner, the educator learns new skills or content.
2) As a knowledge producer, in the development of course materials and new curricula.
3) As a peer coach, namely, a collegial adviser offering support to a colleague.
4) In a collaborative role, sharing knowledge with other experienced educators at other universities.
5) As a mentor, rendering a long-term supportive role to a new colleague.
6) As a leader, involved in curriculum development or in a content area.

The second aspect relates to those responsibilities that educators have as they carry out their various roles, for example, the usual classroom activities. These teaching responsibilities listed in the model pertain to evaluating students, planning for instructional strategies, selecting curriculum or material- all being part of the teaching cycle of diagnosing, planning, teaching and evaluating. Related areas could include classroom management, communication and exhibiting professionalism (McDonnell and Christensen 1990:124).

The third aspect of the career lattice involves identification of the initiators of the activity. The person initiating the activity could be the educator, peer, administrator or learner. A specific problem could be identified and a plan developed to remedy the deficiency. Once the roles and responsibilities of the professional development plan are decided upon and the plan started, it is necessary to put the fourth component into action. This pertains to the actual experiences which empower the educator proceeding with an individualized development programme. Examples of empowerment experiences are: education or training, experience, development activities such as travel, conferences, workshops, organizational work, research/reading, classroom visitation and released time. These activities must be varied to meet the particular stage of the educator and to focus on the development goals. Also,

they will serve as incentives to enhance the profession for educators (McDonnell and Christensen 1990:125-126).

To explain further, these authors purport that conferences can provide opportunities to develop expertise, to network and develop a collaborative group of professionals interested in the same issues. Travel can be used profitably in developing areas of knowledge, skills and novel methods of teaching and learning. Reading information about current research should be a continuing exercise for educators (Mcdonnell and Christensen 1990:127). Therefore, this model is a support structure for professional growth and development and for educator empowerment. It seeks to identify the various roles of the educator and to separate these elements so as to approach a career development plan in a more knowledgeable way for short- and long-term results. For this to materialize, the needs of the personal environment and those of the organizational environment should be well articulated (McDonnell and Christensen 1990:128).

3.4.1.11 The twinning model

In the UK the Enterprise in Higher Education (EHE) programme was established with a view to the pursuit of change and innovation in teaching and learning methods. This led to the emergence of a staff development strategy for selected higher education institutions and was named "twinning". The underlying aim of twinning pertains to getting two higher education institutions to team up with each other to pursue a shared strategy, allowing the dissemination of EHE programmes and the exchange of good educational practice (Saunders 1999:119, 121).

A Twinning programme for staff development is described by Saunders (1999:118-127) which involved collaboration between educators from the University of Glamorgan in Wales and the Bath College of Higher Education in England. This operation involved the establishment of a steering group, working groups, the appointment of a project evaluator and the running of staff development workshops. Numerous conferences and meetings were held which focused on: 1) Provision of teaching/learning materials already prepared, 2) Collaboration in preparing new materials, 3) Mentoring, 4) Staff development workshops, 5) Information Technology training, 6) Evaluation, and 7) Joint bids for external funding (Saunders 1999:122).

Topics for staff development included peer tutoring, mentoring and accreditation, open and distance learning including work-based learning. The methods involved workshops and group discussions. Adding to this, a collaborative research emerged around specific activities. Evaluation of the project revealed that participants thought it was a huge success. On completion of the venture, the two

institutions concerned were exploring continuation strategies and in this respect, the process took on a helical, rather than a linear character (Saunders 1999:122, 25).

3.4.1.12 A synthesis and interpretation of staff development models

Table 3.9 gives a summary of the models discussed in this subsection which have been grouped according to overlaps in their main principles, activities or themes, although there may still be overlaps in activities and principles among different groups. For example, job-embedded learning in group 3 has several collaborative features in common with models in group 4, and the individually guided model in group 1 would fit in well in group 3.

Table 3.9: A categorization of models based on the similarities of their principles and activities.

Grouping of models	Name of model
Group1: Models with stages or phases	• Input, process, output (Tobin et al.1979:11-14). • RPTIM (Wood et al. 1981:63) • Individually guided (Tracy and Schuttenberg in Zepeda 1999:99) • Prototypic human resource (Parker 1990:87)
Group 2: Models that focus on the individual.	• Self management (Stone 1990:195) • Developmental (Kent in Tobin et al. 1979:117) • Personal growth (Main 1985:92) • Career lattice (McDonnell and Christensen 1990:123-124)
Group3: Models that focus on learning on the job.	• Problem-based learning (Achilles and Hoover in Zepeda 1999:101) • Job-embedded learning (Wood and Killian 1998:52) • Medical and Educational problem-solving (Stone 1990:198)
Group 4: Collaborative staff development	• The twinning model (Saunders 1999:118-127 • Collegial model (Boud and McDonald in Smith 1992:42)

Group1 relates to models that have stages or phases. Tobin's (1979:11-14) input, process, output model covers the aspects of planning, implementation and evaluation. The RPTIM model described by Wood et al. (1981:63) involves five stages, namely, readiness, planning, training, implementation and maintenance. In the individually guided model, the individual takes responsibility for the design, implementation, maintenance and evaluation of his/her own learning (Tracy and Schuttenberg, in Zepeda 1999:99). The components of the prototypic human resource model include assessment, planning, implementation, evaluation and participant empowerment (Parker 1990:87).

Group 2 models focus on the individual. Stone's self-management model (Stone 1990:195) advocates that individuals assume responsibility for analysis of their own teaching. In the development model there is an emphasis on development of the self and others (Kent, in Tobin et al. 1979:117) while Main's (1985:92) personal growth model is characterized by acceptance and respect for the whole person. The career lattice model focuses on the educator's personal and professional development (McDonnell and Christensen 1990:123-124).

The models in group 3 pertain to on the job training, four examples of which are given: the problem-based learning model (Achilles and Hoover, in Zepeda 1999:101), the medical and educational problem-solving models (Stone 1990:198) and the job-embedded learning model of Wood and Killian (1998:52). The former three advocate the use of actual problems experienced in the workplace as a starting point for addressing needs for staff development. The last model (job-embedded learning model) is based on the premise that educators learn as they go about their daily tasks from mentoring, self-reflection and dialogue.

The collaborative model (Saunders 1999:118-127) and the collegial model (Boud and McDonald, in Smith 1992:42) in the fourth group is typified by inter-institutional sharing of educational issues through mentoring and peer tutoring and also covers topics such as information technology and work-based learning (Saunders 1999:118-127), which is more in tandem with our technological, information age.

Therefore, some models discussed here focus on the development of the whole person -from a humanistic perspective and also in terms of their professional development. Further to this are the varying angles from which these development initiatives can be approached, namely, top-down, for example the prescription-orientated model of Rutherford (1982:184) and the management model of Yorke (in Smith 1992:44), and bottom-up, for example the individually guided model of Tracy and Schuttenberg (in Zepeda 1999:99).

Other models like the RPTIM model (Wood et al. 1981:63), prototypic human resource model (Parker 1990:87) and Tobin et al's. (1979:11-14) input, process, output model, give clear steps that can be followed when devising staff development programmes. For example, conducting a needs assessment and the subsequent implementation, evaluation and maintenance of staff development programmes can be useful for planning and initiation of a staff development programme.

Moreover, by examining the subtleties of a variety of approaches/models towards staff development, one can more readily pick up trends or practices that should be avoided and the importance of having balanced goals and philosophies. For instance, the authoritarian model (Harding et al., in Smith

1992:41) by itself is prescriptive and makes participation in staff development activities, compulsory. This could fuel resentment in those who are not in agreement with educational change and staff development. If this model is combined with the personal growth model of Main (1985:92) or the self-management model outlined by Stone (1990:195), a two dimensional staff development model that ensures that individuals improve themselves personally and professionally while giving them individual choice in this process, could be achieved. A third dimension could be added by including the twinning model described by Saunders (1999:118-127), which involves collaboration with other academics with the aim of development and empowerment.

It might not be educationally sound to follow one model strictly but to design with one's own model based on the philosophical underpinnings of models described in the literature. There is no magical formula or model for designing and implementing an appropriate staff development programme. Staff development can be customized by mixing and matching different models and methods and in this sense it can be eclectic: "reshaping practice involves melding new strategies with existing ones" (Zepeda 1999:96).

To explain further, if the RPTIM model (Wood and coworkers 1981:63) is followed, it would give a sense of direction that can be followed for the development of staff. At the same time the personal growth model of Main (1985:92) and the developmental model (Kent, in Tobin et al. 1979:117) can be adopted as part of the staff development process since it is important to take into account the aspirations, motivation and abilities of staff in terms of their own learning. Also, the problem-based learning model (Seifert and Simmons, in Zepeda 1999:101) will enhance the relevance of staff development programmes through the use of real life problems that are encountered in the classroom.

More specifically, what has come across as crucial in the initiation of staff development is a needs assessment study. Zepeda (1999:95) purports that conducting a needs assessment survey is one step for ensuring success because specific needs of the academe can be identified and then satisfied through staff development. The identification of needs is the crux of Rutherford's product-orientated and process-orientated model (1982:184-185), Tobin et al's. (1979:11-14) input, output, process model as well as the RPTIM model of Wood and colleagues (1981:63). These models claim that establishing the needs of prospective participants helps to instill in them an understanding of the desired changes and helps create a climate and "readiness" for change in professional behavior while helping to establish learning styles and activities for prospective participants (Wood et al. 1981:65-66). A needs assessment can also expedite the diagnosing of problems that can be mutually solved, as advocated by the process-orientated model (Rutherford 1982:185) and help elucidate the learning content of the programme (Tobin et al. 1979:11-14).

Additionally, what has been extracted from the models covered in this subsection are activities in the staff development process. These activities have been mentioned by the designers of several models and a common theme running through these models has been identified and depicted in figure 3.6.

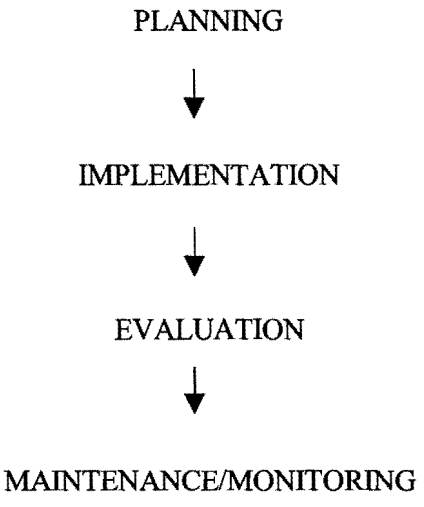


Figure 3.6: Activities in a staff development process

These activities are not marked by solid boundaries but can flow into each other. For example, formative and summative evaluation can be conducted during the implementation phase to determine the success of the programme and that of participants' learning (Wood and Neil, in Wood et al. 1981:82). Also, planning and assessment are interwoven, as are the elements of planning and implementation (Parker 1990:101). The activities outlined in figure 3.6 have been expanded in tabulated form and presented in tables 3.10-3.13.

Table 3.10: The planning activities of staff development

Creating readiness/establishing goals.	Climate that supports change is developed and channels for communication are open. Goals are set (Wood et al. 1981:63). Development of a mission (Parker 1990:94).
Objectives and needs assessment are panned.	Selected goals are translated into detailed objectives with the help of a needs assessment (Wood et al. 1981:63 and Tobin et al. 1979:11-14).
Draft design of the training and implementation is drawn up.	Strategies, skills and knowledge to be learnt is decided upon to bring about a change in professional behavior (Wood et al. 1981:69). Available resources should be taken into account (Tobin et al. 1979:11-14).

During the planning phase, goals are set and a needs assessment helps to further specify objectives (Wood et al. 1981:63 and Tobin et al. 1979:11-14). Strategies and activities are also elucidated and a tentative blueprint of the training programme is engineered (Tobin et al. 1979:12 and Wood et al. 1981:69).

The next phase is implementation, the procedures of which are given in table 3.11. Implementation in this case refers to conducting workshops, lectures and seminars. It differs to implementation as referred to by Wood et al. (1981:86) who refer to implementation as on the job application of what has been learnt during the training stage.

Table 3.11: Implementation activities of staff development

Implementation through various methods and strategies	For example, workshops, independent study, sabbaticals and educator exchange programmes (Wood et al. 1981:73). Through peer coaching, mentoring and action research, educators engage in learning as they participate in daily activities (Wood and Killian 1998:52).
Participant empowerment	Self-directed learning is used for empowerment of the individual (Kent, in Tobin et al. 1979:117). Evaluation of educator by students and faculty helps enhance teaching/learning abilities (Stone 1990:196).
Focus on problems encountered in real-work situations	Educators can identify a problem related to work and collaboratively try to solve it. This would help establish greater collegial relationships (Zepeda 1999:102).

Following the implementation phase is that of evaluation which can take two forms, namely, 1) Evaluation of the staff development process and 2) Evaluation of the knowledge and skills acquired by educators (Parker 1990:107). See table 3.12.

Table 3.12: Evaluation activities of staff development

Evaluation of knowledge and skills of educators gained during implementation/training stage.	Summative data can be collected by determining changes in educators' behavior (Parker 1990:107) through student feedback and peer observation and coaching (Wood et al. 1981:86-87 and Stone 1990:195), self-reflection, dialogue and mentoring (Zepeda 1999:79) as well as microteaching situations (Loucks-Horsely et al., in Parker 1990:108).
Evaluation of the staff development process: Formative and summative	This measures the extent to which implementation of the staff development plan has been a success (Parker 1009:107) as it unfolds and whether it should be continued (Loucks-Horsely et al., in Parker 1990:110).

After evaluation has been effected, maintenance activities will establish whether and to what extent knowledge and skills learnt can be transferred in classroom situations (see table 3.13).

Table 3.13: Maintenance activities of staff development

Application of knowledge and skills acquired during the training stage of staff development	Acquired skills and knowledge need to be transferred into practice and this can be monitored by peers who assist each other (Wood et al. 1981:86-87).

The next subsection continues with the discussion of how staff development is conducted by focusing on the methods and strategies that are applicable to the implementation of staff development programmes.

3.4.2 A brief overview of strategies and methods used in staff development programmes

It is evident from the literature that workshops and seminars are the predominant methods used in staff development. Some literature evidence to support this claim in given in this subsection. In addition, this subsection covers strategies such as collaboration, peer observation, mentoring, teaching portfolios and action research.

3.4.2.1 Methods used in the staff development process

Workshops and seminars are common methods of staff development and their use is extensively reported in the literature (Blunt 1998:103, Moses 1988:199 and Steinert, Nasmith and Daigle 2000:554). Blunt (1998:103) reports on how workshops and meetings held at the University of Port Elizabeth allowed for more intense exploration of topics and the development of action research projects.

The format of a professional development programme as described by Moses (1988:199) in reference to a study undertaken at the University of Queensland (Australia), focused on workshops on large and small group teaching skills as well as workshops on lecturing. The emphasis was on enhancing teaching skills, motivating students and helping them improve their communication skills as well as personal development, time and stress management plus computer-assisted teaching and learning.

Research related aspects of staff concerns, for example, research grant applications and publishing were also included.

Moses (1988:201) reported that suggested group activities included lunch hour films or videos. This tends to be enjoyable, passive and an undemanding way of getting some useful tips. It should be followed by a brief discussion and handouts. Seminars or discussion sessions on specific topics by an expert, followed by general discussion is a format which staff feel comfortable. "The amount and range of expertise in the university at large is naturally far greater than any one person or even persons in an academic development unit could have". Not tapping this expertise would indeed be a great waste of available resources". (Moses 1988:202). One could involve visiting staff or staff at one's institution in delivering seminars or symposia. One can then get the support of these people for further staff development efforts.

As opposed to the passive lecture methods, workshops demand active involvement of all participants. Moses (1988:201) observed that evaluations revealed that those who participated, enjoyed the active involvement and the discussions around teaching and learning, and learnt from it. Furthermore, experiences and information from workshops and seminars might trigger changes in the organization and presentation of course materials, in course content, in interaction with students or in other activities (Moses 1988:202). On the other hand some staff had reservations about attending workshops because of their interactive nature and preferred workshops where active participation was optional and where they were in control of their contributions. That not all staff would want active involvement, is a lesson for the staff developer who believes in learning through doing (Moses 1988:191). Some staff prefer more passive, non-threatening settings than the workshop settings that forces participation.

Moreover, workshops can give educators an idea of how to conduct their own workshops. A case in point is that of the experience of Steinert et al. (2000: 554) who describe a three-day workshop held by the Department of family Medicine at McGill University, designed to assist educators in planning, conducting and evaluating workshops. On the first day, plans were made and objectives set. On the second day, strategies for conducting and evaluating workshops were covered. The last day emphasized facilitation skills for large and small groups. All participants rated the workshop very useful since they were able to appreciate the importance of planning and providing structure in conducting workshops as well as seeing them in action. They could then apply this to their own teaching/learning situations.

As far as developing staff is concerned, the importance of doing cannot be overemphasized. Expanding on this, Mennin and Kaufman (1989:12), warn that it should not be assumed that because

one has explained a new programme to colleagues that they can fully understand and absorb it. They advise that the best way to understand an innovation is to participate in it. They substantiate this claim by citing an example of academics at New Mexico, who expanded their teaching repertoire, by participating in a two and a half day hands-on workshop. Until then, they did not fully understand how small group, student-centered learning worked. The literature suggests that faculty development programmes are begun in order to reduce the time required to learn to facilitate, and to provide guidance for improvement thereof (Wilkerson and Irby 1998:388).

3.4.2.2 Strategies used in staff development

Much of the earlier literature on staff development focuses on methods that follow a "training" paradigm, that is, short-term sessions designed to impart specific skills. In contrast to the training paradigm are approaches or strategies that emphasize growth and development of the educator. In this respect, the strategies for staff development that have come into vogue are collaborative staff development, mentoring, peer review, teaching portfolios and action research. These strategies are discussed in this paragraph.

3.4.2.2.1 Collaborative staff development

It is argued in the literature that the content of staff development activities can no longer be determined from top management alone:

> "The provision of opportunities for self-reflection and critical debate and for the collaborative sharing of ideas, issues and concerns become the new staff development content or agenda" (Scott and Weeks 1996:102).

The collaborative approach towards staff development suggests that many of the talents and abilities needed to find answers to issues related to professional practice lie within academic staff themselves. Organizing programmes around the collaborative approach entails providing opportunities to pose questions, analyze problems, seek solutions and test answers. Teamwork and collegiality rather than autonomy alone are respected values within the institution (Austin 1998:17-18). An open, problem-solving, inquiry approach to teaching/learning issues is encouraged in a climate of shared reflection, discussion and deliberation (Scott and Weeks 1996:108).

There are numerous documented examples of collaborative staff development. Three selected cases are reported here. Firstly, Austin (1998:12-16) describes six types of "collegial conversations", shown

in table 3.14, each of which provides an opportunity for dialogue and exchange of ideas, for inquiry about the teaching/learning process and exchanged connections among colleagues.

Table 3.14: Types of collegial conversations

Type	Implementation
Topic lunch seminars	These can be augmented with prior reading on the topic.
Share fairs	Departments gather to learn about each other's courses through formal presentations. Syllabi, assignments and student assessment are discussed.
Action research teaching/learning projects	Groups of two or three academic staff can work together to identify teaching/learning problems and to gather data to bring about solutions which can be acted upon.
Colleague partnerships	This refers to two colleagues who work together for the purpose of exploring, discussing and improving teaching. They observe each other's lectures and share observations and perspectives.
Career stage groups	Academics at the same stage in their careers meet and exchange ideas and experiences.
Department chairperson discussion groups	These provide an opportunity for departmental heads to get to know their peers. Examples of topics covered would be institutional priorities and plan, approaches to strategic planning, budgeting models and support for academic staff development.

Secondly, Scott and Weeks (1996:105-106) communicate about the teaching, reflection and collaboration network at the Queensland University of Technology. Members meet monthly to:

1) Identify individual and collective areas of interest and concern.
2) Reflect critically on their teaching experiences.
3) Undertake purposeful inquiry to assist and improve student learning.
4) Explore available knowledge on a topic of interest.
5) Adapt and apply the best available theories to andragogical practice to articulate problems faced so that solutions may be found through collaborative inquiry.
6) Organize and make public the findings of their research through presentations and/or publications.

Thirdly, Weir, Radloff and Hudson (2000:161-163) describe the development of staff through a collaborative link project between the University of the Free State as well as twelve other tertiary institutions in South Africa including Curtin University of Technology in Australia. The focus was on empowerment of the individual, effected through exchange visits and video-conferencing whereby ideas about teaching and learning were exchanged. The pillars of the project were:

1) Action research.
2) Teamwork, involvement and social networking.
3) Establishment of internal and external review systems.
4) The principles of total quality management.
5) The vision to see these mechanisms working in tandem to achieve success and to enhance quality.

The "action" stage of this project included activities like workshops, seminars, training courses and staff induction programmes. What was achieved was the compilation of staff development materials, development of materials in the area of teaching/learning, for example problem-based, resource-based learning facilitation, teaching portfolios, team-building workbooks, research activities on teaching/learning matters and the development of policy initiatives such as curriculum planning. The experiences of those involved in the project was made public at a conference on teaching/learning issues and in this sense the project took on an action research theme (Weir et al. 2000:165).

Therefore, in collaborative staff development, there is an exchange of ideas and experiences among groups of academics in the same or different institution with the aim of enhancing the quality of teaching/learning and research. Also, the idea distilled from the reports on collaborative staff development is that action research features widely in the warp of the fabric of such an approach. Action research is discussed in more detail in subsection 3.4.2.2.5. Peer observation and review of the teaching/learning process is yet another technique for the enhancement of academic quality and this topic is given coverage in the subsection that follows.

3.4.2.2.2 Peer observation and peer review of teaching for the enhancement of academic quality

In a survey on staff perceptions of peer review conducted at the University of Witwatersrand, Crosser (1998:146) found that about 69.3% of respondents favor the introduction of a systemic peer review at the university. Cosser (1998:160) puts the importance of peer review into perspective by explaining that, since the passing of the SAQA Act, there are demands that QA play a major role in higher education. Peer review allows academic staff to determine the quality of their work themselves thus mitigating against bureaucratic imposition from outside the institution.

Peer observation of teaching emphasizes continuous process and peer feedback rather than course attendance (Blackwell and McLean 1996:157). The process of teaching observation that Blackwell

and McLean (1996:160) describe is structured around three key episodes: before, during and after observation. Feedback forms were developed and designed to structure the observations and discussions. The first form is scene setting, requiring educators to indicate their aims and objectives for the scenario to be discussed with the observer, before the session. The second form is completed by the observer after the session, indicating what went well and what might be improved. A copy is sent to the educator for discussion within a fortnight. A third form, containing the main points to emerge from the discussion and reflection is completed by the educator and a copy sent to the observer.

Mentoring or coaching is another way of developing the requisite skills and knowledge and thus becomes another method of staff development. The next paragraph gives a brief exposition of this concept.

3.4.2.2.3 Mentoring/coaching as a staff development approach

A definition of a mentor as gleaned from the literature is as follows:

> "A mentor is someone who is open and accepting, supports and encourages, uses their own experiences in a positive way, empowers people to do things for themselves, helps people through an important transition" (Cox 2000:2).

Therefore, there can be little doubt that if mentoring is managed well from a foundation of knowledge, it can provide excellent support, challenge and development opportunities for people (Garvey and Alred 2000:1).

Research has shown that mentoring or coaching is advantageous in that it contributes to transfer of training in a number of ways. Educators who are coached practice new strategies more frequently and acquire more skills in the actual implementation of a new teaching/learning strategy than do un-coached educators who have received identical initial training. Additionally, coached educators apply their newly learned strategies more appropriately than un-coached educators, in terms of their own instructional objectives and the theories of certain models of teaching. Coached educators have opportunities to discuss with each other teaching/learning objectives as well as strategies with curricula materials, to accomplish these objectives (Showers, in Joyce and Showers 1988:88).

Moreover, coached educators exhibited more long term retention of knowledge concerning certain skills and strategies than their un-coached counterparts (Baker and Showers, in Joyce and Showers 1988:89). Showers (in Joyce and Showers, 1988:89) discovered that coached educators were more

likely to teach new models of teaching to their students to ensure that they understand the purpose of the strategy and the behaviors expected of them when implementing the strategy. Coached educators were also found to exhibit clearer cognitions with respect to the purposes and uses of new strategies, than un-coached educators.

The next category of strategies discussed in this chapter is that of teaching portfolios which is becoming very popular around the world.

3.4.2.2.4 Teaching Portfolios as a means of enhancing academic quality

There is increasing support for the recognition of teaching and teaching excellence. Assessing the efficiency, effectiveness and productivity of educators is a difficult task and for this reason the teaching portfolio is becoming popular at institutions around the world (Wilkinson and Buchner 1998:88).

What is a teaching portfolio? It is a two-part document created by a faculty member to communicate teaching philosophies and to highlight representative teaching/learning accomplishments (Williams 1997:101) while providing a means of reflection where the lecturer can critique own work and evaluate the effectiveness of lessons (Wilkinson and Buchner 1998:88). In addition, a portfolio is an instrument that is used as a means of authentic assessment in evaluating the effectiveness of an educator for promotion and/or for employment (Van Aswegen 2002:40).

Further, Painter (2001:31) defines and explains what a teaching portfolio is:

> "A teaching portfolio is a documented history of a teacher's learning process against a set of teaching standards. A portfolio is much more than an elaborate scrapbook or collection of written documents but rather an individualized portrait of the educator as a professional reflecting on his or her philosophy and practice".

Therefore, thoughtful reflection is the key to developing a good portfolio. When educators stop to think about their beliefs and practices in the classroom, any gaps that exist between the two are easily identifiable (Painter 2001:32-33).

While there is no single correct recipe for preparing a teaching portfolio since it is a highly personalized product (Williams 1997:104), an example is given here, nonetheless. Items to be included in a teaching portfolio are:

1) Teaching responsibilities, for example subjects taught.
2) Personal teaching objectives, for example one's teaching philosophy and methods.
3) Teaching-related professional activity, for example, teaching innovations designed or adapted or contributions to curriculum development.
4) Information from students. The educator presents formal and informal student evaluation.
5) Information from colleagues, for example peer feedback or teaching awards.
6) The appendix which encompasses evidence that supports the narrative section of the portfolio, for example syllabi, peer reviews, student evaluations and articles on teaching accepted for publication (University of Western Australia, in Wilkinson and Buchner 1998:90).

3.4.2.2.5 Action research as a medium for staff development

The concept of action research was first developed by Kurt Lewin in 1948. He described action research as a spiral consisting of planning, action, evaluation and then some kind of action (Hodgkinson and Maree 1998:52). Kember and Gow (1992:297) define action research as "involving practitioners in attempting to improve their teaching through cycles of planning, acting, observing and reflecting". According to Zuber-Skerritt (1992:22), action research is defined as "the search by higher education educators for solutions to problems in student learning and the testing of these solutions through evaluation". McLean (1995:ix) asserts that action research is not a fad or a new curriculum; it is a reflective approach for making sound judgements about what is being done.

Zuber-Skerritt (1992:11) describes action research as a spiral of cycles of action and research comprising four major components as listed below:

1) Plan: Includes problem analysis and a strategic plan.
2) Action: Refers to the implementation of the strategic plan.
3) Observation: Includes an evaluation of the action by appropriate methods and techniques.
4) Reflection: Pertains to reflecting on the results of the evaluation and on the whole action and research process which may lead to identification of a new problem; and the cycle continues.

The aim of action research, as explained by McKernan (1994:3) "is to solve the immediate and pressing day-to-day problems of practitioners". It is carried out by educators who seek to improve their understanding of events so as to enhance the effectiveness of their practice. Also, the literature indicates that action research could be effective as a method of staff development for improving teaching and learning at tertiary level (Kember and Gow 1992:297). For example, action research provides a process whereby educators can become involved in curriculum design and implementation

as well as selecting the most effective teaching/learning strategies and modifying them to suit their own situations (McLean 1995:2).

A case in point is the report by Beylefeld (1998:167) who describes an action research approach to the development of a training programme for tutors at the University of the Orange Free State-faculty of Health Sciences. The aim was to create a forum where tutors could share experiences regarding the facilitation of student learning within the constraints of the conventional, lecture-dominated curriculum.

At the Hong-Kong Polytechnic, action research as a medium for staff development and curriculum change crystallized out of a collaborative research project which aimed to investigate the extent to which students possessed and used self-managed skills. Hence staff development units who routinely give advice on course development could find projects growing out of this activity. In addition, a workshop on action research helped advertise the concept of action research in education with the expectation that participants get started and become involved in action research projects, following the workshop (Kember and Gow 1992:300).

Similarly, at Griffith University in Australia, academics themselves were involved in inculcating learning skills in students, rather than depending on educational advisers. Staff learnt how to help students learn through discussion, reflection and training in staff development workshops, in small groups or in a one-to-one work relationship between teaching staff and educational advisers working on an action research project. As a result, staff gained a better understanding of how to teach and how to help students learn (Zuber-Skerrit 1992:21-35).

3.5 Conclusion

What has emerged from the first part of this chapter is that many factors contribute towards the necessity for staff development. These factors emanate largely form the premise that transformation and change is very real and will definitely impact on the way academics will be involved in teaching and learning as well as research. Now, more than ever before, there is an increasing demand for high quality education as more and more people come to realize that being educated is paramount for survival in a highly complex, technological society. In order to cope with changing trends in education, academics are going to need development and guidance which is why designing appropriate, effective staff development programmes has become indispensable. Enhancing the excellence of the academe will not only facilitate transformation in education but will also give greater job satisfaction and ultimately it will be society that will benefit.

What then needs to be developed? This chapter has attempted to answer this question, focusing on the scholarship of teaching and research- two main functions of academics. Research is important to generate new knowledge and the teaching/learning situation is a means of ensuring that that information is passed on. The scholarship of research is more easily defined but defining the scholarship of teaching, is more elusive. It therefore, becomes important for educators to be able to give their own definition of the scholarship of teaching. Staff development programmes can provide the opportunity to do just that while also encouraging educators to be reflective and critical about their professional teaching/learning practices. In fact, staff development should aim to develop both the scholarship of teaching and research; the two should not necessarily be mutually exclusive.

Further, it was explained in the introduction (see subsection 3.1) that the purpose of this chapter was to come up with additional variables that contribute towards educational transformation. Thus, two other factors, namely scholarship (of research and teaching) and equity and redress have been identified as being inherent in the process of educational transformation.

Finally, the literature abounds with models and strategies describing how programmes can be designed, implemented and evaluated. The main idea that precipitated from perusing through the literature is that academics need to become more involved in their own development and empowerment. Some authors warn that a staff development model that is prescriptive and adopts a top-down approach only, is likely to ignite resentment in staff. What has come to the fore is that staff development programmes are now advocating reflective, creative, collaborative, problem-solving, research-base techniques and action research is gaining momentum because of its cyclical, reflective nature and emphasis on collaboration and research in the teaching/learning process. What numerous models have also advocated is a needs analysis to afford academics a voice in the staff development process. In short, an analysis of the resources on models and strategies of staff development have also helped shape the nature of staff development in the context of educational transformation.

Further, the factors that drive educational transformation as derived from the literature survey conducted thus far are the following (see subsection 1.2.4):

1) Curriculum development (especially OBE and PBL).
2) Innovations in teaching and learning.
3) A paradigm shift in the teaching/learning process.
4) Quality assurance.
5) Equity and redress.
6) Information and communications technologies.
7) The scholarship of research and teaching.

The next chapter provides an overview of the research methodology for the quantitative study that involved a needs analysis and perception survey among academic staff. The content validation was compiled using references on staff development issues already covered in the preceding three chapters.

References

Abruzzese, R.S. 1996. *Nursing staff development: Strategies for success*. St. Louis: Mosby.

Adey, A.D. 1990. Distance learning: A new alternative for a developing country pg. 65-74. In Adey, D., Heese, M. & Le Roux, A.I. *Distance education: The challenge*. Pretoria: University of South Africa.

Adey, A.D., Grous, H.T., Heese, M. & Le Roux. A.I. 1992. *Distance education: Only study guide for AFTOND-V.* Pretoria: University of South Africa.

Asmal, K. 2000. Think about tomorrow, but act for today: The challenge facing education in South Africa. (Speech presented at the Sowetan/Privest training, education and development club forum meeting).

Asmal, K. 2001. National plan for higher education. Address by the Minister of education.

Austin, A.E. 1998. Collegial conversation as metaphor and strategy for academic staff development. *South African Journal of Higher Education,* 12(3):12-18.

Badley, G. 2001. Towards a pragmatic scholarship of academic development. *Quality Assurance in Education,* 9(3):162-170. http://alidoro.emeraldinsight.com

Baron, M.A. & Boschee, F. 1996. Dispelling the myths surrounding outcomes-based education. *Phi Delta Kappan* April:574-576.

Barr, R. & Tagg, J. 1995. From teaching to learning: A new paradigm for undergraduate education. *Change* November/December:13-25.

Barrows, H.S. 1986. A taxonomy of problem-based learning methods. *Medical Education*, 20:481-486.

Beattie, D.S. 2000. Expanding the view of scholarship. *Academic Medicine*, 75(9):871-875.

Beylefeld, A. 1998. Action research as a tool for "retooling" lecturers to become learning facilitators: Reflections on a "journey" from a technical to an emancipatory interest. *South African Journal of Higher Education,* 12(3):167-172.

Blackwell, R. & McLean, M. 1996. Peer observation of teaching and staff development. *Higher Education Quarterly,* 50(2):156-171.

Bligh, J. 1995. Problem-based learning in medicine: an introduction. *Postgraduate Medical Journal*, 71:323-326.

Blunt, R.J.S. 1998. Generating capacity for academic transformation: a case study. *South African Journal of Higher Education*, 12(3):102-110.

Bradley, H. 1991. *Staff development: School development and the management of change, series 9.* London: Falmer Press.

Brennan, J. 1997. Authority, legitimacy and change: The rise of quality assessment in higher education. *Higher Education Management*, 9(1):7-25.

Brightman, B.K. & Moran, J.W. 2001. Managing organizational priorities. *Career Development International*, 6(5):244-288.

Boice, R. 1991. New faculty as teachers. *Journal of Higher Education,* 62(2):150-173.

Burrows, M.L. 1993. Strategies for staff development. *The Canadian Nurse*:32-34.

Burton-Jones, A. 2001. The knowledge supply model: A framework for developing education and training in the new economy. *Education and Training*, 43(4/5):225-232.

Candy, P.C. 1991. *Self-direction for life-long learning: A Comprehensive guide to theory and practice.* San Francisco: Jossey-Bass Publishers.

Claassen, C. 1998. Outcomes-based education: Some insights from complexity theory. *South African Journal of Higher Education,* 12(2):34-39.

Coate, K. Barnett, R. & Williams, G. 2001. Relationships between teaching and research in higher education. *Higher Education Quarterly*, 55(2):158-174.

Colliver, J. A. 2000. Effectiveness of problem-based learning curricula: Research and theory. *Academic Medicine,* 75(3):259-266.

Cosser, M. 1998. Towards the design of a system of peer review of teaching for the advancement of the individual within the university. *Higher Education*, 35:143-162.

Cox, E.R.J. 2000. The call to mentor. *Career Development International*, 5(4/5):202-210. http://lucia.emeraldinsight.com/vl

Dahle, L.O., Forsberg, P., Svanberg-Hard, H. Wyon, Y. & Hammer, M. 1997. Problem-based medical education: Development of a theoretical foundation and a science-based professional attitude. *Medical Education*, 31:416-424.

Dearing, R. 1997. The National Committee of Inquiry into Higher Education. Summary Report. www.ncl.ac.uk/ncihe/index.htm

Dekker, E. & Lemmer. E.M. 1993. Critical issues in modern education. Durban: Butterworths.

Department of Education. 1995. White Paper on Education and Training-Part2: The reconstruction and development of the education and training programme, pg.1-24. www.polity.org.za/govdocs/white papers/edu2.html

Department of Education. 1996. Green Paper on Higher Education. Pretoria: Government Printer.

Department of Education. 1997. Education White Paper 3. Pretoria: Government Printers.

Department of Education. 2000. Towards a new higher education landscape-report by the Council on Higher Education (CHE). Pretoria: Government Printers.

Evans, C.H. 1997. Institutional challenges posed by faculty development. *Academic Medicine*, 72(6):477-480.

Fincher, R.E., Simpson, D.E., Mennin, S.P., Rosenfeld, G.C., Rothman, A. McGrew, M. C. Hansen, P.A., Mazmanian, P.E. & Turnbull, J.M. 2000. Scholarship in teaching: An imperative for the 21st century. *Academic Medicine*, 75(9):887-894.

Fransman, H. 2001. The professionalisation of higher education practitioners. *South African Journal of Higher Education,* 15(2):5-7.

Freedman, J.A., Lehmann, H.P., Ogborn, C.J. & Hopkins, J. 2000. Web-based peer evaluation by medical students. *Academic Medicine*, 75(5):539-540.

Garvey, B. & Alred, G. 2000. Developing mentors. *Career Development International*, 5(4/5):216-222. http://rosina.emeraldinsight.com/vl

Glassick, C.E. 2000. Boyer's expanded definitions of scholarship, the standards for assessing scholarship and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9):877-880.

Gordon, G. 2002. Creating the right culture is essential. Sunday Times-Business Times, September 22:14

Gravett, S. & Petersen, N. 2000. Academic staff development from a transformational learning perspective. *South African Journal of Higher Education*, 14(1):31-36.

Gultig, J. 2000. The university in post-apartheid South Africa: New ethos and new divisions. *South African Journal of Higher Education*, 14(1):37-51.

Healey, M. 2000. Developing the scholarship of teaching in higher education: A discipline-based approach. *Higher Education Research and Development*, 19(2):169-189.

Hyde-Clarke Humphries, N. 2000. Transforming a segregated and patriarchal tertiary education system in South Africa. *South African Journal of Higher Education*, 14(3): 27-31.

Hodgkinson, C.A. & Maree J.G. 1998. Action research: Some guidelines for first-time researchers in education. *Journal; of Education and Training,* 19(2):51-65.

Holthauzen, S. 1998. The development of facilitators as a prerequisite to the successful transformation of educational change. *South African Journal of Higher Education*, 12(3):33-37.

Horner, B. 1995. *Handbook of staff development: A practical guide for health professionals*. Melbourne: Churchill Livingstone.

Imenda, S.N. 1995. Linking staff and student development programmes. *South African Journal of Higher Education*, 9(1):178-182.

Jacobs, G.J. 1999. Outcomes-based university education: Do students really want to be competent. *South African Journal of Higher Education*, 13(2):135-141.

Joyce, B. & Showers, B. 1988. *Student achievement through staff development*. New York:Longman.

Kember, D. & Gow, L. 1992. Action research as a form of staff development in higher education. *Higher Education,* 23:297-310.

Koul, B.N. & Jenkins, J. 1990. *Distance Education: A spectrum of case studies*. London: Kogan Page.

Le Grange, L. & Reddy, C. 2000. Introducing teachers to OBE and environmental education: A Western Cape study. *South African Journal of Higher Education*, 20(1):21-25.

Lomas, L. & Tomlinson, K. 2000. Standards: The varying perceptions of senior staff in higher education institutions. *Quality Assurance in Education*, 8(3):131-139. http://dandini.eneraldinsight.com

Luby, A. 1999. Accrediting teaching in higher education: Voices crying in the wilderness. *Quality Assurance in Education,* 7(4):216-223.

Mabokela, R.O. 2003. "Donkeys of the university": Organizational culture and its impact on South African women administrators. *Higher Education*, 46:129-145.

Main, A. 1985. *Educational staff development*. Croom Helm:Dover.

Mashile, E.O. & Pretorius, F.J. 2003. Challenges of online education in a developing country. *South African Journal of Higher Education,* 17(1):132-139.

McDonnell, J.H. & Christensen, J.C. 1990. The career lattice- a model for structuring personalized staff development, pg. 117-137. In Burke, P., Heideman, R. & Heideman, C. (Eds.) *Programming for staff development: Fanning the flame*. New York: Falmer Press.

McKernan, J. 1994. *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London: Kogan Page.

McLean, J.E. 1995. *Improving education through action research: A guide for administrators and teachers*. California: Corwin Press.

McMahon, J.E. & Merman, S.K. 1996. *Career Development*, pg. 679-724. In Craig, R.L. (Ed.). *The American society for training and development (ASTD) Training and development handbook. A guide to human resource development (4th Edition.)* New York: McGraw-Hill.

Mennin, S.P. & Martinez - Burrola, N. 1986. The cost of problem-based versus traditional medical education. *Medical Education*, 20:187-194.

Mennin, S.P. & Kaufman, A. 1989. The change process and medical education. *Medical Teacher*, 11(1):9-16.

Millis, B.J. 1994. Faculty development in the 1990s: What it is and why we can't wait. *Journal of Counseling and Development,*72:454-460.

Moses, I. 1988. *Academic staff evaluation and development: A university case study*. St. Lucia: University of Queensland.

Muller, R. & de Kock, D.M. 2001. Educating facilitators of an authentic learning approach. *South African Journal of Higher Education*, 15(1):205-216.

Nakabugo, M.G. & Sieborger, R. 2001. Curriculum reform and teaching in South Africa: Making a paradigm shift. *International Journal of Educational Development*, 21:53-60.

Nieman, L.Z., Donoghue, G. D., Ross, L.L. & Morahan, P.S. 1997. Implementing a comprehensive approach to managing faculty roles, rewards and development in an era of change. *Academic Medicine*, 72(6):496-504.

Nixon, J. 1996. Professional identity and the restructuring of higher education. *Studies in Higher Education*, 21(1):5-16.

Olivier, C. 1998. *How to educate and train outcomes-based.* Pretoria: J.L. van Schaik.

Painter, B. 2001. Using Teaching Portfolios. *Educational Leadership,* 58(5):31-34.

Parker, L.S. 1990. A prototypic human resource model, pg. 87-116. In Burke, P., Heideman, R & Heideman, C. (Eds.). *Programing for staff development:Fanning the flame.* New York: Falmer Press.

Perraton, H., Creed, C. & Robinson, B. 2002. *Teacher education guidelines: Using open and distance education.* Paris: UNESCO Higher Education Division.

Perry, R.P., Clifton, R.A., Menec, C.H., Struthers, C.W. & Menges, R.J. 2000. Faculty in transition: A longitudinal analysis of perceived control and type of institution in the research productivity of newly hired faculty. *Research in Higher Education*, 41(2):165-194.

Poole, D. 1979. Changing behaviour, pg. 86-97. In Tobin, H.M., Yoder-Wise, P.S. & Hull, P.K. *The process of staff development: Components for change (2nd Ed.)* St.Louis: CV Mosby Company.

Prentice, E.D. & Metcalf, W.K. 1974. A teaching workshop for medical educators. *Journal of Medical Education,* 49:1031-1034.

QAANZ Report. 1999. Report of the Quality Assurance Authority of New Zealand (QAANZ) pre-establishment team. Proposals for the structure and implementation of a quality regime for tertiary education. www.minedu.govt.nz/

Rawn, C., Davidson, R. & Andreas, M. 2000. Using web-based case presentations to supplement a surgery clerkship curriculum. *Academic Medicine*, 75(5):540.

Rideout, E.M. 1994. "Letting go": rationale and strategies for student-centered approaches to clinical teaching. *Nurse Education Today*, 14:146-151.

Rutherford, D. 1982. Developing university teaching: A strategy for revitalisation. *Higher Education,* 11:177-191.

Saunders, D. 1999. A twinning model for staff development in higher education. *Innovations in Education and Training International,* 36(2):118-127.

Schmidt, H.G., Dauphinee, W.D. & Patel, W.L. 1987. Comparing the effects of problem-based and conventional curricula in an international sample. *Journal of Medical Education*, 62:305-315.

Schlesinger, J.B. 1999. Meeting the instructional technology challenge: Institutional collaboration and faculty development. *Medical Reference Services Quarterly*, 18(2):91-96.

Scott, D.C. & Weeks, P.A. 1996. Collaborative staff development. *Innovative Higher Education*, 21(2):101-111.

Shapiro, W.L. & Cartwright, G.P. 1998. New ways to link technology and faculty development. *Change*, September/October:50-52.

Singh, P. & Manser, P.G. 2000. The effects of a shared vision on the attitudes of teachers towards OBE. *South African Journal of Education,* 20(2):108-113.

Smit, A.J. 1990. Staff development in distance education, pg. 478-507. In Adey, D. Heese, M. & Le Roux, A.I. *Distance Education: The challenge.* Pretoria: University of South Africa.

Smith, G. 1992. A categorization of models of staff development in higher education. *British Journal of Educational Technology,* 23(10:39-47.

Sorcinelli, M.D. 1994. Effective approaches to new faculty development. *Journal of Counseling & Development*, 72:474-479.

Spady, W. 1993. *Outcomes-based education: Workshop report no. 5*. Belconnen ACT: Australian Curriculum Studies Association.

Spady, W. 1999. Outcomes-based education: An international perspective, pg. 23-36. In Gultig, J. Lubisi, C., Parker, B, & Wedekind, V. (Eds.*). Understanding outcomes-based education teaching and assessment in South Africa. Reader.* Cape Town: South African Institute for Distance Education and Oxford University Press.

Sparks, D. 1994. A paradigm shift in staff development. *Journal of Staff Development*, 15(4):26-29.

Steinert, Y., Nasmith, L. & Daigle, N. 2000. A faculty development workshop on "developing successful workshops". *Academic Medicine*, 75(5):554-556.

Stone, H. 1990. A staff development model for post-secondary education, pg.190-200. In Burke, P. Heideman, R & Heideman, C. (Eds.). *Programming for staff development: Fanning the flame.* New York: Falmer Press.

Stopera, V. & Scully, D. 1974. A staff development model. *Nursing Outlook*, 22(6):390-393.

Strayhorn, G. 1989. Effect of a major curriculum revision on students' perceptions of well-being. *Academic Medicine,* 64 (8), 468-473.

Surry, D. W. & Land, S.M. 2000. Strategies for motivating higher education faculty to use technology. *Innovations in Education and Training International*, 37(2):145-153.

Swenson, C. 1998. Customers and Markets. *Change*, 30(5):1-6. www.aahe.org/change/so981.htm

Taylor, J. 2001. The impact of performance indicators on the work of university academics: Evidence from Australian universities. *Higher Education Quarterly*, 55(1):42-61.

Thomas, R. & Harris, V. 2000. Teaching quality and staff research: Are there connections? A case study of a metropolitan university department. *Quality Assurance in Education*, 8(3):139-147. http://dandini.emeraldinsight.com

Tobin, H.M., Yoderwise, P.S. & Hull. P.K. 1979. *The process of staff development: Components for change.* (2nd Edn.). St. Louis: CV Mosby Co.

Trigwell, K., Martin, E., Benjamin, J. & Prosser, M. 2000. Scholarship of teaching: A model. *Higher Education Research and Development,* 19(2):155-168.

Van Aswegen, E. 2002. Developing a teaching portfolio. *Nursing Education*, December:40-41.

Van Schoor, W.A. 1990. *Career development-only study guide for CARDEV-3.* Pretoria: University of South Africa.

Venter, E. 2000. Capacity-building in the development of a curriculum for philosophy of education. *South African Journal of Education*, 20(1):66-69.

Walton, H.J. & Matthews, M.B. 1989. Essentials of problem-base learning. *Medical Education*, 23:542-558.

Weir, J., Radloff, A. & Hudson, H. 2000. Collaborative staff development for quality teaching and learning in the free state. *South African Journal of Higher Education*, 14(2):161-168.

Westera, W. 2001. Competencies in education: A confusion of tongues. *Journal of Curriculum Studies*, 33(1):75-88.

Wilkerson, L. & Irby, D.M. 1998. Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine*, 73(4):387-396.

Wilkinson, A. & Buchner, J. 1998. The teaching portfolio: A tool for development and evaluation in higher education. *South African Journal of Higher Education,*12(3):88-95.

Williams, H. 1997. Utilization of the teaching portfolio in support of educational transformation in South Africa. *Academic Development* 3(1):97-109.

Windish, D.M. 2000. Teaching medical students clinical reasoning skills. *Academic Medicine*, 75(1):90.

Wood, F.H. & Killian, J.E. 1998. Job-embedded learning makes the difference in school improvement. *Journal of Staff Development*, 19(1):52-54.

Wood, F.H., Thompson, S.R. & Russell, F. 1981. Designing effective staff development programmes, pg. 59-91. In Dillion-Peterson, B. (Ed.). *Staff development/organisational development.* Alexandria VA: Association for supervision and curriculum development.

Youngblood, P. Stringer, J., Moreno, E. 2000. Development and formative evaluation of a longitudinal web-based nutrition curriculum. *Academic Medicine*, 75(5):540-541.

Zepeda, S.J. 1999. *Staff development: Practices that promote leadership in learning communities.* New York: Eye on education.

Zuber-Skerritt, O. 1992. *Action research in higher education: Examples and reflections.* London: Page.

Zulu, C. 2003. Gender representation patterns in higher education management in South Africa. *South African Journal of Higher Education*, 17(1):98-104.

CHAPTER 4

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

4.1 Introduction

The first stage of this research (chapters 1, 2 and 3) consisted mainly of a literature study on the topic of academic staff development as well as educational transformation and innovation in higher education. The theoretical underpinnings helped develop a conceptual framework for the study. The research variables, themes and elements identified as important through the literature search guided the empirical part of this research and are shown in table 4.3.

This chapter is concerned with the research design, methodology and content validation of the quantitative approach to the empirical investigation. The rationale for choosing the survey type of research and the self-administered questionnaire as an instrument, is explicated. While the limitations of using such an instrument are acknowledged, this researcher explains how these deficiencies were overcome. Next, an overview is given of the measures that were taken to enhance the reliability and validity of the questionnaire.

The content validation starts by providing a theoretical framework pertaining to needs analysis and a discussion of needs analysis instruments then follows. Thereafter, the content validation for the questionnaire is outlined. The content validation draws on the literature survey covered in chapters 1, 2 and 3 and provides a conceptual framework and validation for the items in the questionnaire. Several issues that drive staff development were identified from documentary evidence and these were used as a foundation upon which the questionnaire items were built. Additionally, the qualitative study generated variables that were deemed important to measure amongst the academe. These variables were amalgamated in the content validation.

Subsequently, the piloting and pre-testing of the study to heighten its credibility are also discussed, followed by an explanation of the administration of the questionnaire in the main study. The chapter concludes with a description of the analysis of the responses

For greater comprehension and easy navigation through the text, an outline of this chapter is summarised in figure 4.1.

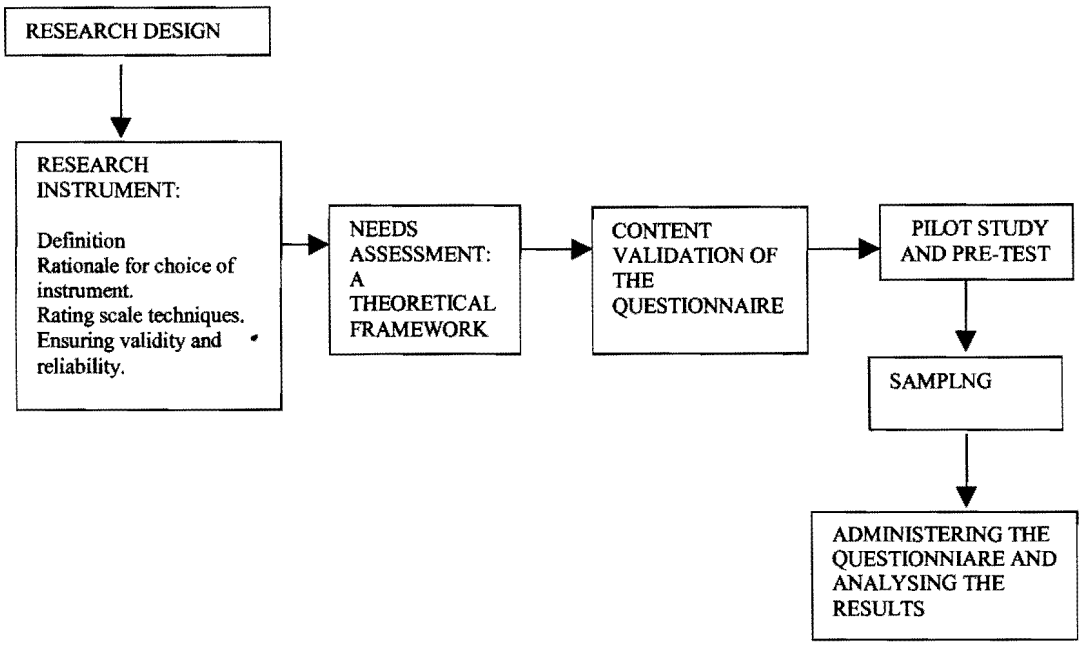


Figure 4.1: Outline of chapter 4

4.2 Research design

One of the purposes of this study was to determine the needs and perception of academics regarding the dynamics of academic staff development at MEDUNSA, that would be in alignment with educational transformational demands while concomitantly achieving academic excellence (see subsection 1.4.2.3). Therefore, the survey type of research was employed in collecting data.

What is a survey? The term survey commonly refers to the collection of standardized information from a specific population, or some sample, usually (but not necessarily) by means of questionnaires or interviews (Robson 1997:49). Surveys gather data with the intention of: 1) Describing the nature of existing conditions, or 2) Identifying standards against which existing conditions can be compared, or, 3) Determining the relationships that exist between specific events (Cohen and Manion 1980: 71).

Usually, surveys are well suited to descriptive studies where the interest may be in how many people in a given population possess a particular attribute or opinion, etcetera. Survey data can also be used to explore aspects of a situation or to seek explanations and provide data for testing hypotheses. Thus, the typical survey is passive in that it seeks to describe and/or analyse, or explore some aspect of the world out there as it is (Robson 1997: 49, 124). The collection of information typically involves one or more of the following data-gathering techniques:

a) Unstructured (Horner 1995:33), structured or semi-structured interviews conducted by telephone or face-to face (Cohen and Manion 1980: 71 and McBurney 1994:199-201).
b) Self-completion or postal questionnaires.
c) Standardised tests of attainment or performance.
d) Attitude scales (Cohen and Manion 1980: 71).

These data collection methods are summarised in figure 4.2

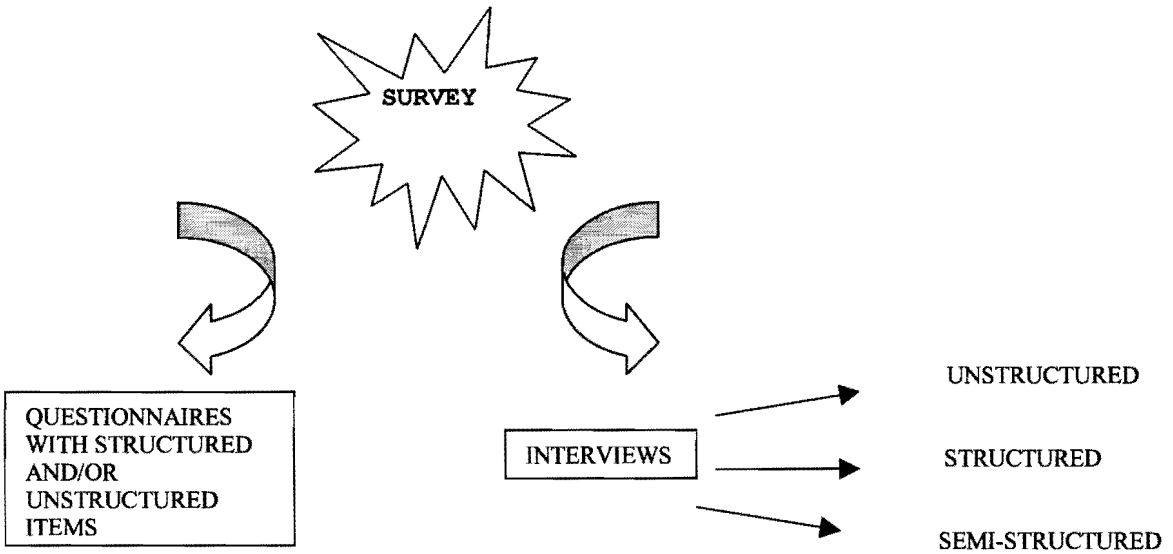


Figure 4.2: Data collection methods using surveys (Adapted from Cohen and Manion 1980:71; McBurney 1994:199-201; Robson 1997:49 and Horner 1995:33).

Why was the survey method used in this research? This decision was guided by the explanation by Van der Merwe (1996:287) that the clarity of the research goal and research question(s) underpins the selection of an appropriate research method. Hence, the following research question prompted the use of surveys (see subsection 1.3.2.3): *Why is there a lack of preparedness among academics at MEDUNSA in dealing with the imperatives of educational transformation? To what extent are the needs and aspirations of staff being addressed by the institution in general and by CADS in particular? What are the perceptions and expectations of academic staff regarding staff development in the context of educational transformation?* There was no treatment and subjects simply had to respond to questions that required them to describe their perceptions, concerns and needs with respect to policies and practices of staff development.

Moreover, the aim of descriptive studies is to document the phenomenon of interest (Marshall and Rossman 1995:41). Descriptive studies focus on describing that which exists, as accurately and clearly as possible, for example an in-depth description of a specific individual or group. Therefore, the quantitative aspect of this study can also be regarded as descriptive. It is descriptive because the

researcher wanted to investigate what the needs, perceptions, concerns, beliefs and attitudes of academic staff are towards academic staff development. According to Mouton and Marais (1991:122) and Marshall and Rossman (1995:41) descriptive research goals can be matched with survey designs, in-depth interviewing, elite interviewing and survey questionnaires.

Additional reasons for selecting the survey type of research is that they provide a relatively simple, cost-effective and straightforward approach to the study of attitude, values, beliefs and motives in a short period of time. They also allow for anonymity which can encourage frankness when sensitive issues are involved (Robson 1997:127-129).

This researcher, however, noted the shortcomings of using surveys. Data is affected by the characteristics of respondents, for example, memory, knowledge, experience and motivation. Respondents won't necessarily report their beliefs, attitudes and values accurately. Another type of external validity problem occurs if one generalises from what people say in a survey to what they actually do. That is, there is lack of relation between attitude and behaviour (Robson 1997:125-128).

The next subsection centres on a discussion of the research instrument that was applied in this investigation. A definition of the instrument is offered, a rationale provided for its choice and an explanation of the steps that were taken to ensure its validity and reliability, ensures.

4.3 The research instrument

Mailed, self-administered questionnaires were used for the quantitative phase of the survey.

4.3.1 Definition of a questionnaire

A questionnaire refers to a "device" for securing answers to questions by using a form which the respondent fills in by him/herself. The administration of questionnaires can take several forms in that some questionnaires are mailed while others are distributed by hand to individuals or to a group (Berdie and Anderson 1974:11 and McBurney 1994:200).

4.3.2 Rationale for the choice of instrument

Why was the questionnaire used in this research? According to the literature the survey questionnaire is appropriate as a data collection technique when the research goal is descriptive in nature. Thus, in the quantitative phase of this research that involved the determination of needs and perceptions of

academic staff regarding academic staff development, mailed questionnaires were used. Further, it would not have been logistically feasible to conduct in-depth interviews or perform observation studies with the 350 academics involved in this study, which was why the choice of self-administered questionnaires was obvious. Endorsing this decision, Cohen and Manion (1980:84) assert that the postal questionnaire is often the best form of survey in carrying out an educational enquiry.

There were numerous advantages that influenced the selection of this instrument. By using self-administered questionnaires, more people could be included in the investigation, giving them a say in expressing their needs and perceptions. Cost was another factor that influenced the decision to employ questionnaires. Also, it would have been difficult transcribing and analysing the data gathered from these interviews. Furthermore, academics are usually busy people and by using self-administered questionnaires, they could complete the questionnaires in their own time and take their time over doing it. The other advantage was that respondents had greater anonymity and were not pressurized to give answers that they might have considered to be socially acceptable. Plus, all respondents received the same questions in the same format making the questionnaire more reliable than interviews (Berdie and Anderson 1974:19 and McBurney 1994:200).

Additionally, in the interests of method triangulation, using self-administered questionnaires as well as interviews (see chapter 5) added more value to the research than if a single method were used. The results could be compared and verified. The identification of correspondences and discrepancies enhanced the value of the research (Robson 1997:383).

One of the limitations of utilizing questionnaires, however, is the low response rate (Berdie and Anderson 1974:20 and Robson 1997:128). This was circumvented by sending out the initial questionnaire with a covering letter indicating the aim of the survey, the importance of the respondent's participation, assuring confidentiality and encouraging respondents to reply. A return date was provided in the accompanying letter and it was decided to grant 14 days for the return of the questionnaire. According to Bell (1993:85), two weeks is a reasonable time for completion and the specific date should be given as this helps to jog memories. To maximise the response rate even further, three follow-up reminders were issued (see appendix F), urging respondents to complete and return questionnaires, re-emphasising the importance of their response to the research (Hoinville and Jowell in Cohen and Manion 1980:87-88). A further ploy that was adopted to improve the response rate was to inform respondents that for every completed questionnaire that was received, R1.00 would be donated to charity.

Yet another strategy that was used to secure a good response rate was to ensure that the questionnaire had an attractive, easy to read layout with clear instructions to guide the respondent. Berdi and

Anderson (1974:31) state that the appearance and arrangement of the survey form is vital to a successful study while Mouton (2001:104) cautions that a poor and confusing layout of the questionnaire can lead to non-responses or other errors.

Also, attitude questions were asked to allow respondents to air their views. Open-ended questions were included to allow respondents to express themselves in their own words (Foddy 1993:127). In addition, questions that might have caused offence were omitted. Age, which was considered a sensitive category, was placed in categories rather than asking respondents to give their exact age. Furthermore, the researcher had to guard against questions that asked for information that the respondents might not have known. If respondents had to search for information there was a possibility that they might have decided to abandon the entire questionnaire. Care was also taken to word questions unambiguously and to omit double-barrelled questions so as not to frustrate respondents. If respondents were confused or hesitated over an answer, they might not have answered the question (Bell 1993:77-8) which would have affected the response rate (Bailey 1987:96).

Therefore, in choosing the questionnaire as an instrument, this researcher had to ask whether the questionnaire was likely to be a better way of collecting information than interviews or observations, for example. Once the choice was made, a well–designed questionnaire needed to be produced to give the information needed and which would have given no problems at the analysis and interpretation stage (Bell 1993:75). The researcher had to be careful in selecting question type, in question writing, in the design, piloting and administration of questionnaires. These issues are discussed in the subsections to follow.

The following subsection is concerned with rating scale techniques and the Likert scale is explained in detail since it was adopted in this research.

4.3.3 Rating Scale techniques

Three general procedures have been widely used, namely, differential or Thurstone scales, cumulative or Guttman scales and summated or Likert scales. They differ mainly in their assumptions about the relationship between the respondents' underlying attitude and the response that will be given to the individual items that make up the scale (Judd, Smith and Kidder 1991:158).

In this research, it was decided to use a five point Likert scale (strongly agree, agree, neutral, disagree and strongly disagree) in the design of the questionnaire. Respondents were instructed to select the response option that best reflected their positions on each item (Foddy 1993:154). Weights of 1, 2, 3, 4, or 5 were assigned to those alternatives, with the direction of weighting depending on whether the

statement is positive or negative (see table 4.1). For example, 5 for strongly agree if the statement is positive and strongly disagree for a negative statement (Robson 1997:257).

Table 4.1: Likert rating scale for a positive and negative item

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Positively stated item	5	4	3	2	1
Negatively stated item	1	2	3	4	5

The reason for opting to use the Likert scale was ascribed to its many advantages as reported in the literature. This form of summated scale is one of the most widely used in the social sciences today. It is simpler to construct and more reliable than Thurstone scales, of the same length. The range of agreement-disagreement responses permitted with Likert items may make respondents more comfortable in indicating their position than the simple agree versus disagree choice forced by Thurstone items. The graded responses may also give more precise and reliable information about the respondent's opinion. Also, Likert scales can be used in many cases (for example multidimensional domains) in which Thurstone and Guttman scales cannot (Judd et al. 1991:163,166).

On another point, a review of the literature reveals that the trend is often to omit the middle category (neutral) since very few people are indifferent or in the middle (Sudman and Bradburn 1982:141). Others (Swanepoel and Mulder 1989:52) claim that a four-point scale (leaving the middle category out) is recommendable because it prevents the respondent from adopting a neutral stance on a certain item. Sudman and Bradburn (1982:141), however, argue that the middle category should be included, as this will give as much information about the ratio of general favourableness to unfavourableness as will a question that omits the middle category. The size of the response to the middle category can give extra information about the intensity of attitudes. Also of importance is the fact that respondents should not be forced to express opinions. Concurring with this sentiment is the assertion by Robson (1997:248) that there is evidence that if no option is given then a substantial number of people will manufacture an opinion for the survey. Additionally, because a problem is of importance, the researcher should not assume that everyone will have an opinion on it.

Following on the preceding discussion, in this research, it was decided to include the middle category (neutral) as it was felt that respondents should not be compelled to state an opinion on an item which they feel neutral about as this could have influenced the validity and reliability of the results.

The foci of the next two subsections are on reliability and validity and an exposition is given of the precautions that were taken to ensure that the instrument was reliable and valid.

4.3.4 Ensuring the reliability of the questionnaire

Good questions should be reliable in that they should provide consistent measures in comparable situations. That is, when respondents are in comparable situations, they should answer the questions in the same way (Fowler 1993:70). When employing questionnaires, a potential problem is using words that are not universally understood. Hence, in this investigation, simple words that were short and widely understood, were used. When necessary, respondents were provided with definitions to words they may not have understood (Fowler 1993:74).

Questions that were ambiguous were omitted. It is suggested in the literature that words which have a common meaning to the researcher may mean something different to other people. For this reason, this researcher had to consider what the questions would mean to different people. Additionally, double barrelled questions (which ask for one answer yet include two issues) were avoided (Bell 1993:77-81).

Moreover, Foddy (1993:49) suggests that the use of double negatives should be avoided because they have to be translated into positives and can cause confusion. For example, "Teachers should not be required to supervise students in halls": agree/disagree. In the design of the questionnaire for this project, negatives like "not", "cannot" were avoided for this reason. At the same time it was considered important to include items that were both positive and negative towards the construct being measured in order to create a balance. An example of a negative item would be: "I feel disillusioned with the educational changes taking place in this country" (see appendix A, item 10). This circumvents the use of a double negative and minimises confusion.

The rationale for including negative items, in this investigation, was influenced by the literature. Judd et al. (1991:158) cite that it is important to include items worded in both positive and negative directions so that the attitude being measured is expressed by a "yes" or "agree" approximately half the time and by a "no" or "disagree" half the time. This reduces the tendency to agree with statements regardless of their content, that is, avoiding an "acquiescent response style". If a scale were composed of all positively worded items, a person who simply agreed a lot would be incorrectly classified as having a high level of the attitude.

Open-ended questions were also included in the questionnaire since they allowed respondents to express what was really on their minds without being influenced by suggestions from the researcher. (Foddy 1993:127).

4.3.5 Ensuring the validity of the questionnaire

Regarding validity, there are several types that the researcher had to take note of.

Validity means that the researcher's conclusion is true or correct and that it corresponds to the actual state of the world (McBurney 1994:119). Further, they should produce answers that correspond to what they are intended to measure (Fowler 1993:69-70).

External validity refers to the "extent to which one can generalize the results of the research to the populations and settings of interest in the hypothesis". This means that one can generalize the results to the rest of the population.

Construct validity focuses on whether the results support the theory behind the research (McBurney 1994:122). Stated differently, construct validity is the degree to which the independent and dependent variables accurately reflect or measure the constructs of interest (Judd et al. 1991:28). A test has construct validity if it actually measures whatever theoretical construct it supposedly tests and not something else (McBurney 1994:122-123).

Foddy (1993:140) argues that even if every respondent has been exposed to the same words, there is no guarantee that they will have understood the question in the same way. This is a counter argument against that which assumes that because all respondents answer the question in the same way, the answers can be meaningfully compared. They may adopt a perspective that includes assumptions about the sort of information the researcher "really wants". For this reason it is important to set similar questions at different points in the questionnaire to measure a certain construct. Hence, this researcher made an effort of setting similar questions at different points in the questionnaire to measure a certain construct. For example, items 38 and 60 (see appendix A) were included to essentially measure the same construct, relating to skills in OBE.

Furthermore, questions where respondents could have been led or influenced to give a certain response through the wording of the questions were avoided (Mouton 2001:103). The use of emotive language or the way the question is phrased could lead respondents to answer in a certain, socially acceptable way and this could impact on the validity of the research (Bell 1993:77-81). Therefore,

questions in the questionnaire in this study were worded with a neutral tone and did not lead respondents.

Variables, however, seldom measure only the construct of interest; they measure other irrelevant characteristics as well. For example, an achievement test will also measure ability to read English (Judd et al. 1991:30). In a study that has high construct validity, all the constructs in the hypothesis that motivates the research have been successfully measured or captured by the specific variables on which the data has been gathered (Judd et al. 1991:28) with minimal contributions from constructs of disinterest and random error. This study has construct validity since the variables in the questionnaire reflect the constructs of interest, for instance curriculum development, quality assurance, ICT, and so forth, and pertains to the needs and perceptions of the academe regarding academic staff development.

In addition, definitions were provided when words or phrases were used which the respondents might not have understood. The goal of this research was to measure needs and perceptions but not knowledge of staff development issues. Therefore, when a term like "action research" was used, it was followed by an explanation. In this way, the measuring of fictitious constructs, which Mouton (2001:103) warns about, were alleviated. That is, asking people about matters of which they have no knowledge, which would measure constructs that do not exist.

Regarding content validity, which is the notion that a test should sample the range of the behaviour that is represented by the theoretical concept being measured (McBurney 1994:123), in this research content validity was ensured by linking the items in the questionnaire with discussions and parameters existent in the literature. All factors relating to academic staff development in an epoch of educational transformation were covered in the questionnaire and included: curriculum development, ICT, QA, equity and redress, scholarship, innovations in teaching and learning and the paradigm shift in teaching and learning. For a more detailed account of the content validation, reference should be made to subsection 4.4.2.

4.4 The content validation of the instrument

The link between the literature evidence derived from chapters 1, 2 and 3 and the quantitative dimension of this project, is made. Prior to that, a discussion on the theoretical underpinnings if a needs analysis is presented since the quantitative investigation was, in a part, a needs analysis.

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

A literature review on needs analysis is given to put this type of study into perspective. Firstly, a definition of needs analysis is provided. Next, the need for a needs analysis as well as change and needs analysis, are discussed. Lastly, an overview of needs analysis instruments concludes the discussion.

A needs analysis is a diagnostic and decision making mechanism that utilizes questionnaires, interviews, observations and other measures to identify the educational needs of a specific target group (McMahon and Merman 1996:717). At the same time, a needs analysis is a process, not a product. It is more than gathering information. Decision making based on the information received, and not the survey results *per sec*, is the crux of the needs analysis process. The staff developer has the responsibility of deciding "what should be done" on the basis of analysing participants' needs (Engelberg 1991:216).

According to Horner (1995:25), a needs analysis is a means of establishing the gap between what people do at work and what the employer would like them to do. Translated, it is the process of validating the gaps and inconsistencies between current output and that which the system hopes to achieve. In a similar vein, Kaufman and English (1979:8) define needs analysis as:

> "A formal process which determines the gaps between current outputs or outcomes and required or desired outcomes or outputs; places these gaps in priority order and selects the most important for resolution"

The identification of gaps in outcomes is called a needs analysis, as illustrated in figure 4.3.

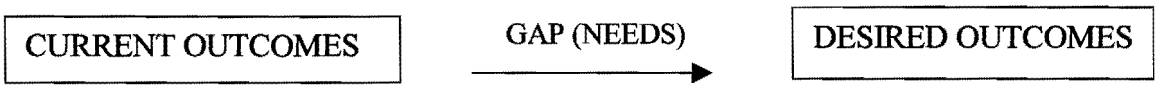


Figure 4.3: Needs analysis is determining the gap in outcomes (Adapted from Kaufman and English 1979:8)

Therefore, a needs analysis is an identification and selection of gaps to be closed. To this end, a needs analysis is central to selecting problems for resolution and will provide the necessary information for

determining appropriate interventions. If we are to change, it makes sense to correctly identify what should be changed. With this information we will be in a better position to decide what interventions to use to bring about the required change (Kaufman and English 1979:8).

4.4.1.1 The need for a needs analysis

That needs analysis is the essential first step in developing an effective staff development plan is well documented (Engelberg 1991:221, Horner 1995:25 and McMahon and Merman 1996:717). Many of the models discussed in chapter 3 emphasise the importance of conducting a needs analysis study (see paragraphs 3.4.1.2, 3.4.1.3, 3.4.1.4 and 3.4.1.9). Despite the cost in time and materials and notwithstanding the pitfalls and delays, needs analysis is inseparable from staff development (Engelberg 1991:221).

When employed as an intrinsic component of the programme development process, needs assessment can be instrumental in identifying weaknesses, information gaps or areas of educational need for professionals who are aiming to improve on the levels of excellence. Furthermore, staff development can be interesting and entertaining but if it does not address participants' needs, it is unlikely that it will improve their professional performance. While a needs analysis is no guarantee that an educational activity will be successful in improving practice, it can substantially increase the possibility that staff development activities will meet their intended goals and be relevant to the enhancement of professional practice (McMahon and Merman 1991:717). Horner (1995:25) advises further that the purpose of a needs analysis is not to make decisions about priorities but rather to identify those areas where solutions are most required and to set criteria for their solution.

4.4.1.2 Change and needs analysis

Needs analysis begins with the clients. Their involvement is crucial because one must have their acceptance, including their experience and understanding of the current and predicted educational contexts and requirements (Kaufman and English 1979:25, 188). Change, however, might be resisted by some people and a needs analysis might be threatening to them. The following quotation by Kaufman and English (1979:175-176) attests to this:

> "Change is one of the most powerful things a person can be asked to endure. People are not stubborn merely for the sake of being stubborn but are expressing genuine concern and apprehension. The built-in desire to survive is very strong and needs analysis strikes many as a threat to existence, stability and the known and

comfortable rather than as a growthful experience".

For this reason, current concerns of participants should be identified and an attempt made to help people find new anchoring points. Also, getting the commitment and acceptance of people to participate in a needs analysis is vital and usually the most difficult part of doing a needs analysis (Kaufman and English 1979:189, 202).

4.4.1.3 Needs analysis instruments

The needs analysis methods that could be used by a staff developer can be categorized as shown in table 4.2.

Table 4.2: A category of needs analysis methods (adapted from McMahon and Merman 1996:718 and Engelberg (in Engelberg 1991:217).

Method	Examples
Basic needs assessment methods	Self reports, focus groups, nominal group process and use of key informants (McMahon and Merman 1996:718).
Survey-based methods	Written-on-site, mail and media questionnaires, oral, personal and telephone interviews (McMahon and Merman 1996:718).
Job analysis and performance assessment methods	Review of products of performance, performance observation and performance simulations (McMahon and Merman 1996718).
Social indicators and statistical research methods	Research data from institution (Engelberg in Engelberg 1991:217).

Basic methods can be used by staff developers with little or no assessment experience (McMahon and Merman 1996:718). Using a specific example of this method, Engelberg (1991:220) describes how group process was adopted in assessing staff development needs in two settings. Firstly, the professional development committee at Prince George's Community college was taken on a retreat to discuss the need for staff development. A list of goals was drawn up and were incorporated into the college's master plan. The second use of group process involved focus groups as a means of better understanding the staff development needs of new faculty. The needs of new faculty differed from

those of established, full-time faculty with respect to a greater need for general information about the college, students, standards and resources. Subsequent to these findings, special workshops were held for those staff members and a special handbook developed.

Regarding survey-based methods, the use of questionnaires is the most common method of obtaining information. A distinct advantage of this instrument is that a large number of respondents can be reached with the same tool. Also, questionnaires can be designed to elicit a variety of information in the sense that different types of questions can be asked. Questionnaires are useful in the identification of topics or specific skills where the respondent is offered a series of topics or skills to choose from or to prioritise. Another survey method is the interview. An interview can vary from very structured to very unstructured. Questions can be closed seeking yes/no or quite specific details or open, seeking individual interpretation of the information that is required. Interviews can be standardised so that they remain the same for each person or they can remain unstructured (Horner 1995:33).

Performance assessment methods assess actual or simulated performance characteristics and are most effective in identification of needs reflected in professionals' daily tasks (McMahon and Merman 1996:718). Horner (1995:34) maintains that while observation methods can be a very effective instrument if well planned, they require careful consideration in order to avoid feelings of intimidation by those observed. The observer needs to identify precisely what it is they wish to look for: behaviour, lack of behaviours, specific activities, verbal and/or non-verbal communication, the existence or absence of skills and so on. After this information is collected, it will have to be laboriously analysed, coded and made sense of.

Engelberg (1991:220) describes how social indicators and statistical research were used to analyse staff development needs based on changes and trends in staff/student demographics at Prince George's Community College. It was discovered that there was an increase in minority student enrolment and that there was a growing racial gap between students and faculty. In an attempt to alleviate this problem, special curricula and instructional staff development programmes were created as were cross-cultural workshops and projects to integrate the scholarship of other cultures into the curriculum.

Therefore, although needs analysis methods tend to take on a variety of forms, what they all have in common is the central aim of determining discrepancies regarding what is currently being done and what should be done for the enhancement of professional practice and excellence. Furthermore, some authors (Horner 1995:32) argue that a through needs analysis should include more than one instrument at a time in order to develop a comprehensive staff development programme. Others (Engelberg 1991:217) caution that an institution may not have sufficient resources to use more than

two or three of the tools tabulated in table 4.2. Ultimately, it is up to the staff developer to decide which method(s) is most feasible while at the same time best suited to identifying the wants and needs of staff. In this study, the self-administered, mailed questionnaire was used as an instrument in assessing the needs of academic staff at MEDUNSA, mainly because of its convenience, ability to reach a larger target group and cost-effectiveness.

In the next subsection, the content validation which forms the nexus between the content of the literature and the empirical aspect of this study, is explicated.

4.4.2 The content validation of the self-administered questionnaire

At this stage it is important to address the following questions: Why should academic staff development take place? What is forcing the need to think about re-skilling and developing the academe? Why do academics have to go through a process of training and development? What is driving academic staff development? The assumptions to these questions are given below in a summarized version of concepts already discussed in the preceding three chapters. This provides a template for the expansion of issues and validation of the items in the questionnaire given in appendix A.

Globalisation, the knowledge explosion and technological advancements are having a profound impact on the manner in which tertiary institutions must function (see subsection 2.2.2). New information is generated daily and much of that is rapidly becoming obsolete (see subsection 2.4.1). This has created new education and training demands (refer to subsection 2.4.1) in that the methods of teaching and learning will need to be modified (see subsection 2.5). Also, there is pressure to produce a highly skilled labour force capable of handing new information and new technologies while providing quality service (see subsection 2.4.1). As a consequence of these phenomena, the role of the educator will no longer be to disseminate data but to facilitate learning, if the quality of education is to be improved (see subsection 2.5). In this regard, that training and development of knowledge workers like academics is crucial, cannot be disputed.

Additionally, in our technologically driven society, technology is being used more and more in the classroom to enhance teaching and learning (see subsections 2.3.1 and 2.3.2). Hence, academic staff would need to be trained in the use of technology as it relates to classroom practices, in order to reap the benefits that technological innovations might offer and to keep abreast with global educational and technological trends (see subsection 2.3.3).

In most countries, educational transformation is occurring at macro-level (see subsection 2.7). An important component of this transformation is curricula reform (see subsections 1.2.1, and 2.5.1.2). The rigid, hierarchical, teacher-dominated curriculum is perceived to be no longer serving the needs of a changing, modern society. In South Africa, the implications this has on academics is that they will have to adopt a new curriculum, namely OBE (see subsection 2.5.1. and 2.5.1.2). This would help graduates cope with a complex, changing society while equipping them with internationally competitive skills (see subsections 1.2.2, 1.4.1 and 2.2.2). This would also culminate in a paradigm shift in the teaching/learning process (refer to subsection 2.4.1). The mission of tertiary institutions is no longer one of instruction but rather that of producing learning, implying that innovative methods of teaching and learning will have to be developed (see subsection 1.2.2). For any curricula innovation and/or paradigm shift in the teaching/learning process, staff development is necessary (refer to subsections 1.7.1 and 2.4.2).

From another perspective, most academics have never received formal training in education (see subsections 1.4.3 and 1.7.1) and are expected to implement novel methods of teaching and learning as well as adopting new, sophisticated, complex curricula. Change is being demanded of individuals who do not have the experience and capacity to implement it. It is argued in the literature that simply informing someone of an innovation does not mean that they will be able to implement it. Often academics don't understand the principles of a new curriculum (especially OBE) nor how to implement it if they do not receive training in curriculum development (see subsection 1.2.3). Therefore, it would be expedient to offer professional development services to academics in order to expand their knowledge and skills so that curricula innovations like OBE can be implemented effectively (refer to subsection 2.5.3.1).

It must be recognised that while the old systems of training may have served us well in the past, they do not work in the current environment of change. Previously, faculty could easily self-educate to keep abreast with new developments. Now, new information and knowledge is advancing at such a rate that long-term faculty development strategies are vital for educators to keep abreast with modern trends in higher education (refer to subsection 1.7.1). The impact of educational reform is that educators will need to become more reflective, engage in collaboration, become involved in continuous learning and adapt to novel methods of teaching and learning (see subsections 1.2.3 and1.7.4).

Fortunately, there is renewed societal concern for the quality of teaching and learning at higher education institutions. Specifically, the quality and professionalism of academics as educators have become matters of public interest. In South Africa, SAQA, the NQF, ETQAs, NSBs and SGBs have a responsibility towards ensuring that tertiary qualifications have national and international credibility

and that graduates are globally competitive. This would entail improving the quality of the academe. Therefore, the onus is on the institution to provide opportunities for academics to improve their intellectual and scholarly skills and thus enhance accountability (see subsection 2.7.1.4).

A summary of the preceding assumptions would assist in providing the thesis or argument of this research project: In our information-based, technological society, academic staff would require updating of their knowledge and skills in order to enhance academic excellence and for tertiary institutions to become internationally competitive. This is necessary so that graduates would have the ability to compete in the global marketplace and make a positive contribution to the development of a civilized society.

Further, important questions that were stimulated from the literature search were: What drives staff development? What specific forces can be identified as being a fulcrum around which staff development revolves? What factors need to be attended to in the development of academic staff in a milieu of educational transformation? That is, what needs to be developed? From the literature survey conducted thus far and which have been analysed, synthesised and summarized in chapters 1, 2 and 3, various parameters have been identified that drive staff development. These factors are outlined in table 4.3 and discussed in greater detail in the rest of this subsection. Where additional literature have been used, they have been referenced. These parameters have formed the framework and provided a template for the design of the needs analysis and perception survey.

Table 4.3: Issues that drive staff development

• The widespread use of technology in education
• The impact of educational change on academics
• The demands of educational transformation in higher education
• The challenges of implementing curricula innovations
• Adapting to a paradigm shift in the teaching/learning process
• The enhancement of excellence in higher education
• The influence of the scholarship of research and teaching on academic development
• Changing trends in staff development: An analysis of models and strategies
• Time: The availability of academics to attend staff development programmes

The imperatives in table 4.3 are explained in more detail in the subsections that follow to illustrate the connection with the design of the questionnaire.

4.4.2.1 The widespread use of technology in education

To remain globally competitive in the new millennium and to improve the quality and accessibility of teaching and learning, universities must effectively integrate technology into the classroom (see paragraph 2.3.1). There are many applications of technology with respect to the teaching/ learning situation, for example use of e-mail, web-based learning and e-learning which was discussed at length in subsections 2.3.2.1, 2.3.2.2 and 2.3.2.3.

Implementing high technological skills in higher education calls for the training and development of staff if they are to cope adequately with the challenges that technology would present in the teaching/learning process (see paragraph 2.3.3). For example, faculty would have to be trained to integrate their teaching/ learning materials like lecture notes, syllabi etcetera, by creating richer, more interactive materials. An important consideration in effective utilization of technology is whether faculty would buy-in to the idea (see paragraph 2.3.3).

Therefore, in the context of this study, would faculty support the idea of computer-based education (CBE) and e-learning as topics in staff development programmes? Item 70 provides an opportunity for respondents to state whether they feel CBE and e-learning should be included as staff development topics. **Item 70 reads: Which of the following do you feel you would benefit from training in? The application of CBE and e-learning are given in a list of options and respondents are required to indicate their choice(s).**

Adapting to technology implies adapting to change which will be perceived differently by different people. The following paragraph deals with the response to change and strategies that can be used to effect change during the staff development process.

4.4.2.2 The impact of educational change on academics

As society is changing and demanding new skills of graduates, curriculum and instructional methods cannot remain the same. It makes sense that as society changes, so too, should educational institutions. In South Africa, educational change has become integral to the democratisation of society (see paragraph 1.8.4). Although educational change has positive connotations for the advancement of society, it might not always be embraced with enthusiasm.

This might be especially true of "systemic change" (as referred to in subsection 1.8.4) where a total metamorphosis of the culture of the organisation is required. This would require changes in beliefs, values, rules, relationships and orientation. It could be said that the type of change being implemented at educational institutions is at the level of systemic change. In this case (as was explained in paragraph 2.6.3), people's values, beliefs and attitudes are being challenged which could give rise to uneasiness, fear and resistance. Educators might resist change if they see it as a personal or professional attack. Also, when change is regarded as unmanageable and when educators are not prepared for the complexity of change, this could serve as a barrier to change. Reversing this resistance is an important component of staff development programmes (see subsection 2.6.3).

In referring to the CBAM for change, Loucks-Horsley and Stiegelbauer (1991:17-19) claim that one of the dimensions of this model is that the individual is the key player in the change process. Through the lens of the CBAM, change is a highly personalised experience. Everyone encountering change, initially implementing an innovation or developing skills in using an innovation will have certain perceptions, feelings, frustrations or satisfactions about the innovation and the change process (see subsection 2.6.2).

So, since change is effected through individuals, their personal feelings will contribute to the success or failure of a change initiative. The most relevant and supportive staff development can be planned only if staff developers "diagnose" where participants are in the change process and design activities that address those expressed needs. Thus, novices to an innovation can benefit if they are given support (for example through staff development programmes), in the form of discussions that focus on where their current skills are applicable and where new skills will be developed

What the CBAM also brings to the fore is that the concerns of the individual will focus on his/her role in relation to the reward structures of the organisation. Concerns about financial or status implications of the innovation for oneself and colleagues may be reflected. (Loucks-Horsely and Stiegelbauer 1991:20, 25). Will MEDUNSA staff be willing to participate in educational change if they are not going to be rewarded? **This question was included in the questionnaire as item 28: "I would be unwilling to participate in a faculty development programme to improve myself as an educator if I am not going to be rewarded by my institution".**

People respond to change in different ways-they may adapt, be sceptical or totally resist change (see paragraph 3.2.2.1 and 2.6.4). Additionally, it was explained in subsection 2.6, that change is not affected by groups of people but through the efforts of individuals. While it could be argued that groups of people can have a major impact on change, the motivation to be involved in change (or not to) starts with the individual. As Loucks-Horsely and Stiegelbauer (1991:17-19) explain, change is a

personal experience (see previous two paragraphs). Each educator will react to change in terms of how it will influence their teaching, research, planning time and students. For this reason, change must focus on the people who will implement it.

This is why gauging the attitude of staff towards change and how it will affect their performance as professionals is important. For instance, could it be likely that academics would rather spend time engaging in research which is more recognised and better rewarded than to be involved in transformational curricula and teaching/learning issues. **Item 16 focuses on this issue:" I would rather spend time doing scientific research than be concerned with educational transformation".**

Strategies to effect change were covered in subsections 2.6.2 and 3.2.2.1 in which three categories were identified: 1) power/coercive strategies, 2) empirical/rational strategies and 3) normative /re-educative strategies. In paragraph 1.8.4, it was critiqued that the power-coercive strategies of government in implementing curricula change could result in resistance and resentment by those who have to implement this change. For this reason a participative bottom-up approach that investigates the feelings and concerns of academics, in the midst of academic change, is also necessary. This is so that remedial measures can be adopted and opportunities given for free expression of opinions and feelings (see paragraph 2.6.1).

The empirical/rational strategy suggests that people will adapt to change if it is shown to be desirable and of benefit to the person. By educating people about change and giving them the facts as to why change is important, they will be more likely to have a positive attitude towards the change process (see subsection 2.6.1). Thus, how much do staff know about higher educational changes (transformation) occurring in South Africa? **This question takes the form of item 31 in the questionnaire: "I am unfamiliar with national issues on transformation in higher education".**

Do academics feel that their institution should be responsible for informing them about educational transformation? **Item 26 addresses this issue: "More should be done at institutional level to keep us informed of educational transformation**".

Answers to items 26 and 31 will give an idea as to whether to include topics on educational change in staff development programmes.

Normative/ re-educative strategies, similar to the bottom-up approach (see paragraph 2.6.2) emphasise that change cannot be imposed externally but occurs within the individual. With this approach educators must participate in their own re-education with some help from the staff developer who acts

as a change agent. To what extent will educators be willing (or not) to be involved as individuals in the change process? **This question is listed as item 11 in the questionnaire:" I am unwilling to participate in the educational change process at my institution".**

Therefore, determining the attitudes of staff towards educational change was considered important enough to be included as specific objective of this study. The relevant objective stated in paragraph 1.4.3.3 is: "To investigate the feelings, attitudes and readiness of respondents towards educational transformation". It is important that staff be made aware of changes occurring in this country. Some educators might resist change and transformation and might become disillusioned with their jobs which could affect the quality of outputs.

It was also discussed in paragraph 2.6.3 that change implies a loss of control when a person perceives his/her paradigm to be challenged, resulting in resistance. This resistance which mitigates against change will most likely be encountered by staff developers. Overcoming this resistance by allowing for therapeutic ventilation of opinions will be paramount to the successful implementation of any innovation.

In this respect, it was deemed important to determine if academic staff are in favour of the current changes or if there is any resistance. (Responses to items 10, 11 and 16 already discussed will give an indication of the level of this resistance). **Item 10 will further determine if respondents are resentful towards change: "I feel disillusioned with the educational changes taking place in higher education".**

The answers to these types of questions will give some indication of what to expect from participants when staff development programmes are to be implemented. Those resistant to change might be unwilling to participate in programmes that are concerned with aspects of educational change, transformation and innovation. Such people would have to be won-over.

Will educators' response to educational change be positive or negative? Will they perceive change as something which is temporary and nebulous, which they could ignore until it goes away? **Item 15 was designed to elicit an answer to this question:" The current changes in education are just another educational fad which will soon pass over".**

One of the major educational changes occurring in this country is that of educational transformation. What knowledge do staff have regarding educational transformation and do they feel they need more information? The next subsection pays attention to these issues.

4.4.2.3 The demands of educational transformation in higher education

Nationally and internationally, educational transformation occurs in tandem with the demands of a technocratic, knowledge-based, globalised society to enable learners to become internationally competent and competitive (see subsection 1.8.5). The old, traditional curriculum is perceived as fast losing its relevance in a changing society (see subsections 1.2.1, 2.5.1.1 and 3.2.4.1). In accordance with this reasoning, much of educational transformational gravitates around curricula reform and innovation.

To put educational transformation in this country into context, a brief exposition will be given of what was covered in chapter 2. In 1996, the NCHE report was initiated in South Africa, in response to the needs for educational transformation. In conjunction with the Green paper on Higher Education Transformation, the NCHE showed a commitment towards changing higher education to facilitate South Africa's entry into a global economy and meeting the basic needs of the population (see subsection 2.7.1.2). In 1997, the Education White Paper 3 was released, describing a pressing need for transformation based on the existing deficiencies in the higher education system. A major challenge was to do away with the fragmented education system of the past in favour of a single co-ordinated higher education system. In the report by the CHE it is stated that higher education must provide opportunities for social advancement through equity of access and opportunity. For South Africa to become globally competitive, knowledge workers and professionals with globally equivalent skills would have to be developed.

In this regard, it was recognised that academic development structures and programmes are needed at all higher education institutions to enhance teaching skills and improve curricula and courses. As far as curriculum design is concerned, the National Curriculum Development Committee wrote up several principles which would form the structure in informing curriculum design. These are: 1) lifelong learning, 2) learner-centeredness, 3) relevance, 4) integration, 5) differentiation, 6) nation-building, 7) critical and creative thinking, 8) flexibility, 9) progression and 10) credibility (This is expanded in greater detail in subsection 2.7.1.3). It is stipulated in the White Paper on Education and Training that South Africa stands to gain from "open learning principles", some of which are learner-centeredness, lifelong learning, recognition of learner support and the maintenance of quality assurance over the design and delivery of learning materials (see subsection 2.7.1.3).

Further, in 1995, SAQA was established with a view to enhancing the quality of education and training, making education more accessible and contributing to the development of the learner and socio-economic development of society. One of the functions of SAQA was to oversee the development of the NQF to provide for the registration of national standards and qualifications. The

establishment of the NQF represents an attempt by the state to impose curriculum change on tertiary institutions. This would culminate in more appropriate programmes, instructional strategies and courses being designed and implemented. The NQF will also require providers to have quality management systems to ensure national and international credibility (see subsection 2.7.1.4).

According to the Green Paper on Higher Education Transformation released in 1996, one of the underlying principles for transformation of the higher education system is the improvement of quality. SAQA, linked to the NQF is one of the main mechanisms for ensuring and promoting quality (see subsection 2.7.1.4). It is evident that significant educational change has been taking place at national level since 1995. Are educators aware of and knowledgeable about national issues related to educational transformation? This awareness is important since they are required to implement policies regarding change at grassroots level. This question was included in the questionnaire as item 31 (already discussed).

More specifically, an outcomes-based approach has been adopted by other countries, namely New Zealand, Australia and the UK (see subsections 2.7.2, 2.7.3 and 2.7.4). In an effort to make its own educational system internationally competitive, South Africa established the NQF and SAQA to facilitate the transformation process. (This was explained in paragraphs 2.5.1.2 and 2.7.1). With this move came the adoption of an outcomes-based approach to education (refer to paragraph 2.7.1.4). Within the NQF, OBE would be able to respond to demands for growth and development by preparing a workforce to meet South Africa's human resource needs (see paragraph 2.5.1.2).

Also, do educators feel they are being adequately informed of these changes by their institution? In the busy life of academics, it is possible that many would not find the time to read up about fluctuating educational transformation matters and how it will affect them. In this case, they may want more support and guidance from top management. To what extent do staff perceive top management as being instrumental in driving educational transformation? **This question was incorporated in the questionnaire as item 32: "There should be more involvement in matters regarding educational transformation from top management".**

An integral part of educational transformation is the adoption of innovative curricula which would impact on how educators engage themselves in their teaching/learning tasks. Will they have the confidence and knowledge to be able to implement an innovation? The following subsection focuses on these issues.

4.4.2.4 The challenges of implementing curricula innovations

The restructuring of curricula is taking place in response to the effects of globalisation, information overload and technological advances (see paragraph 2.5.3). In South Africa educational reform is occurring mainly in the form of adopting OBE. There are numerous advantages to the outcomes-based approach. Firstly, since OBE focuses on the process of achieving outcomes, the learning process can be made more relevant to how outcomes are achieved in the workplace. Thus, education and training is outcomes-based and related to real work situations and not simply related to textbook information (see paragraph 2.5.1.1). Also, the goal of OBE is to produce graduates who are self-directed learners, collaborative workers, complex thinkers and quality producers. OBE provides an opportunity for students to think critically and creatively and work on problem-solving in a learner-centred environment (see paragraph 2.5.1.1). This would enable them to better survive in a complex, changing, competitive workplace (see subsection 1.2.2).

While there are many advantages of OBE if implemented properly, research in South Africa has shown that many educators lack the knowledge and skills to implement the innovation. They have limited knowledge of curriculum planning and are often confused about aims, objectives and assessment strategies. Sometimes, even when training in OBE was given, participants were still uncertain about how to implement OBE (see subsection 1.2.3).

Indeed, the shift to OBE would lead to major changes in the way educators would have to view and design curricula, instructional processes and assessment tools (see subsection 1.2.2). Therefore, the development of the educator in an era of educational transformation is crucial. Additionally, it could well be said that whether or not educators will become good facilitators of OBE will depend on the quality and type of training and development they will receive. Staff development will also need to take into consideration that educators may need to buy-in to the idea of OBE, given the lack of knowledge of OBE (see paragraph 2.5.1.3).

What is more, research has shown that educators are often unable to recognise their own shortcomings and do not know when or where they need help. At tertiary level, these problems are exacerbated by the fact that few educators have a formal teaching qualification. Thus, educational change is being expected of academics who lack a strong educational background. It is a further paradox that while faculty have not even been formally trained to educate in the traditional curriculum, they are expected to implement a novel curriculum (see paragraph 1.2.3).

An assumption that can be made from the preceding discussion is that often educators struggle with OBE terminology and are not very confident with designing and implementing OBE learning

programmes. They also have a vague idea about OBE assessment strategies. Adding to this, many might have a negative attitude towards OBE. Would the perceptions and sentiments of MEDUNSA staff be any different? Do staff at MEDUNSA have the prerequisite knowledge and skills to implement OBE? As was explained in subsections 3.2.4.1 and 2.5.1.1, OBE principles encompass integration of the disciplines, student-centeredness, an emphasis on competence, application of knowledge in real life situations, creative and critical thinking as well as self-directed, life-long learning. Educators must have sufficient knowledge of the philosophy, design and implementation of OBE if they are to be successful in its implementation. Do they feel confident of their knowledge of OBE principles? Are they familiar with OBE terminology? Can they design OBE learning programmes? These questions were incorporated in the questionnaire as items 13, 38 and 39, shown below:

Item 13: "I feel that I have sufficient knowledge of the philosophy of OBE to be able to implement the novel curriculum".
Item 38: "I am unable to design OBE learning programmes".
Item 39: "I am unfamiliar with OBE terminology".

These items were inserted to establish whether it will be necessary and viable to include discussions and seminars on the topic of the philosophy, design and implementation of OBE, in staff development programmes. Further, item 70 afforded an opportunity for staff to choose whether they would like to have OBE included in staff development programme topics. They were required to choose from a list of options, one of them being the implementation of OBE.

A crucial issue in the OBE process is the attainment of outcomes. Hence, assessment of these outcomes is a major factor in determining the success of OBE. Assessment in the context of OBE takes different forms, namely, formative and summative assessment and is usually criterion-referenced rather than norm-referenced (see subsection 2.5.1.2). One could argue that the application of different assessment strategies in the classroom could pose a challenge to educators with no prior experience in OBE-aligned assessment. In OBE, multiple assessment strategies are adopted, namely portfolios, reflective journals, oral interviews, self- and peer-assessment, etcetera (see subsection 2.5.1.2). Can educators claim that they can competently adopt various student assessment strategies that are in alignment with OBE principles? **This question is located as item 19 in the questionnaire: "I feel I need to improve my knowledge and skills regarding student assessment using OBE principles".**

More generally, do staff require more guidance by their institution regarding the transition towards OBE? **This question takes the form of item 34:"At this institution, effective leadership in the transition towards OBE is lacking".**

The needs analysis was also used to establish the level of knowledge regarding innovative methods of teaching and learning that are associated with innovative curricula, namely, co-operative learning (item 35), self-directed learning (item 25) and facilitation in a multi-disciplinary setting (item 3). Items 25 and 35 will be discussed under the "teaching/learning process". Innovative curricula like outcomes-based education and problem-based learning follow an integrated approach; information is not learnt in isolation (see paragraph 2.5.1.1, 2.5.1.2 and 2.5.2.2). Generally, educators are accustomed to the traditional curriculum where disciplines are usually kept separate. How well will they adapt to an integrated system? **Item 12 was constructed to determine that: "I may find it difficult to facilitate an integrated course in a multidisciplinary setting".**

Problem-based learning is another innovation and is used in many medical schools, for example McMaster University, Maastricht University, University of Newcastle in Australia and the University of Transkei. As was discussed in subsection 2.5.2.2, the rationale for implementing PBL is to make medical education more relevant to real life so that graduates would be better prepared for their professional tasks when they enter the job market. In fact PBL is considered to be "tailor-made for medicine". Problem-based learning in medicine starts with a problem in the form of a clinical scenario. Through a clinical reasoning process, data is gathered from history summaries, physical examination results and laboratory analyses, to support or reject generated hypotheses. Thus, in PBL, the student learns clinical reasoning skills which are paramount to being an effective clinician. Also, since students search for their own knowledge they gain experience in self-directed learning.

Since MEDUNSA is a medical university, it could be likely that there might be some interest in PBL among staff. How much do educators at MEDUNSA know about PBL and would they like to see it being covered as a staff development topic? Item 18 was designed to ascertain how much staff feel they know about PBL. Item 41 was included to determine if staff would like to learn more about the implementation of PBL. Answers to item 18, 41 and item 70 would give an idea as to whether to include PBL as a staff development topic or not. **Item 18:"I am familiar with the learning methodology of PBL". Item 41: "I would like to learn more about implementing PBL". Additionally, item 70 includes PBL in a list of potential topics for staff development.**

An adoption of any innovative curriculum will entail shifting from teaching to learning which constitutes a paradigm shift. The next subsection covers novel methods of teaching and learning, for

example, self-directed learning and co-operative learning. How effective are educators in implementing these novel methods of teaching and learning?

4.4.2.5 Adapting to a paradigm shift from teaching to learning

To cope with the challenges and complexities of a learning society, graduates will need to think critically and creatively, work collaboratively and possess good interpersonal, communication and leadership skills. These qualities are the hallmark of the information age. Workers in the information age must also be adaptable and innovative while showing excellence in a complex, high-technology, globally competitive marketplace. Preparing graduates with such qualities would require a paradigm shift in the teaching/learning process. The emphasis is not just on acquiring knowledge and skills but applying them to real life problems and situations (see subsections 2.4.1 and 3.2.3). This is why there is now more pressure than ever to innovate in teaching/learning methods (see paragraph 3.2.3).

For example, students must now take responsibility for their own learning and become self-directed learners. They should be able to learn how to learn, become lifelong learners and be able to select and integrate information in the most effective and efficient way (see subsection 2.4.1). This self-directedness is essential when graduates have to update and acquire new skills and knowledge in the workplace. Shifting the focus towards self-directedness will necessitate a change in the role of the educator from dispenser of information to that of facilitator of learning (see paragraphs 2.4.1 and 3.2.3). If not adequately trained and developed, however, educators might perceive this shift to a more student-centred approach as being very stressful and difficult (see paragraph 2.4.1).

To reiterate, in order to implement the ideas and innovations of new paradigm thinkers, training in novel methods and philosophies of facilitating and learning, is essential (see paragraph 2.4.2). For example, educators will need to be trained in the implementation of collaborative and self-directed learning (refer to paragraphs 2.4.2 and 3.2.3). A lack of knowledge and even negative attitudes regarding novel methods of teaching and learning would be to the detriment of students (see subsection 3.2.3) and may compromise the quality of education. So, it is paramount to determine if staff at MEDUNSA possess the knowledge and skills to be effective facilitators and if they are able to implement self-directed, co-operative learning (see subsection 3.2.3).

In the first place, do MEDUNSA academics feel there is a need for them to improve their facilitation skills? **Item 14 deals with this issue: "I feel there is a need for staff development programmes that would help me improve my facilitation skills".**

Furthermore, could it be that educators might prefer to remain in their comfort zone and might have a negative attitude towards the implementation of novel methods of teaching and learning? This question takes the form of item 30 in the questionnaire and responses will raise awareness of any negative perceptions amongst staff regarding the paradigm shift from teaching to learning. **Item 30: "I would much rather stick with lectures as the main mode of teaching and learning than introduce novel methods".**

Another question was: Do academics perceive themselves as being adequately capable of fostering self-directed learning skills in students? Also, what if staff do not have enough confidence in being able to implement co-operative learning? If this is the case then surely it would be unfair to expect them to effectively adopt this teaching/learning approach in the classroom without prior training and development. Items 25 and 35 address these questions. **Item 25:" I need to improve on my skills to help students become self-directed (independent) learners". Item 35:"I feel I need more skills to be able to implement co-operative learning in my class".**

Further, it could be argued that a knowledge of educational theories would help educators better understand why these innovative methods of teaching and learning are necessary (see paragraph 3.2.3). Consider also that most tertiary educators have not been formally trained to educate (see paragraphs 2.4.2 and 3.2.5.1) and would lack knowledge of educational theories. **This is why item 36 was included: " A knowledge of educational theories would help me in my role as an educator".**

Adapting to novel methods of teaching and learning and becoming self-directed learners themselves, is a move towards the enhancement of academic quality. This is further explained in the next paragraph.

4.4.2.6 The enhancement of quality in higher education

One of the principles underlying the vision of a transformed higher education system is the improvement of quality. Quality is linked to the capacity and commitment of the educator, the appropriate curriculum and assessment of standards (see paragraph 2.7.1.4). Furthermore, in subsection 2.7.1.4, it was discussed that in order to facilitate transformation and a shift to quality in higher education, the NQF, SAQA and the CHE were established. According to SAQA (2000:19), quality will also be ensured through ETQAs, Standards Generating Bodies (SGBs) and NSBs. This will provide an opportunity to implement a total quality approach to education and training in South Africa that is in line with the objectives and principles of an integrated lifelong learning system which enjoys national and international recognition and credibility (SAQA 2000:19).

The objectives of the NQF offer a basis for the understanding of quality. The NQF aims to bring about a coherent, integrative education and training system that provides for an integrative approach. Objectives will encompass quality in the following way:

1) Integration: Qualifications and standards would be expected to integrate theory and practice, skills, knowledge, values and attitudes.
2) Learning outcomes: Qualifications and standards would be expected to clearly state the expected skills, knowledge, values and attitudes to be acquired and level of standard expected in order to guide learners and facilitators of learning.
3) Access, mobility and progression: Qualifications and standards would be expected to be designed such that they allow for continued learning and improved employment opportunities.
4) Redress: Qualifications and standards would be expected to ensure that the potential of citizens previously denied equal training is unlocked for individual and national development.
5) Personal and national development: Learners are developed so that they can be responsible for their own socio-political-economic development as well as for the country (SAQA 2000:4).

The principles that underpin the objectives are: 1) integration, 2) relevance, 3) credibility, 4) coherence, 5) flexibility, 6) standards, 7) legitimacy, 8) access and 9) articulation. These objectives and principles embedded in them constitute the quality indicated for the national outcomes and requirements of the NQF. All standards and qualifications registered on the NQF are evaluated against these objectives and principles to ensure that they fulfil the criteria for an integrated lifelong learning system. Integral to the management of quality is the quality assurance and management of assessment. It is the task of registered assessors to ensure that learners are assessed in a fair, reliable and valid manner (SAQA 2000:5-6).

Additionally, QA is linked to accreditation where the principal stakeholder and funder is assured that quality of education justifies funding. Quality assurance also has an improvement and accountability function in that information must be provided to the clients of higher education to influence choices. Attention towards quality has resulted in the acknowledgement of the importance of education and training as an integral part of an academic's working life since every academic will have to be involved in QA. Therefore, QA is associated with (amongst others) academic support which should encourage academics to aim at quality enhancement (see paragraph 2.7.1.4 and 3.2.7.1).

For example, in the U.K. recommendations by the Dearing Report instigated the establishment of the Institute of Learning and Technology which would (*inter alia*) oversee the improvement of quality in teaching and learning (see paragraph 2.7.3). In New Zealand, the NZQA together with the NQF

ensures the QA of educational provision. This has impacted on academics whose skills and knowledge would have to be updated through staff development programmes (see subsection 2.7.2).

What aspects of education and development would ensure that the quality of the academe is being improved? To be able to answer this, one needs to first answer the question: What constitutes academic quality and excellence? For some authors, this constitutes improvements in educating, research and scholarship skills as well as mentoring ability (see paragraph 3.2.7.2). This is covered in greater detail in the imminent subsection (4.4.2.7). Another angle is that when educators are globally competent in their professional tasks and can produce educational materials as well as learning and research outputs that are internationally recognised, then that would constitute quality or academic excellence.

Therefore, achieving academic excellence would also entail being competent in one's subject area. Would MEDUNSA academics want to improve their knowledge in their area of specialisation through staff development programmes? This question is located as item 42 in the questionnaire. **Item 42:"I would like to acquire more knowledge in my field of specialisation through staff development programmes".**

Quality assurance is also related to assessment which in turn is linked to specific outcomes and critical cross-field outcomes. For academics to be competent assessors in the context of the OBE paradigm, it is very likely that they will need to receive training in outcomes-based assessment methods and techniques. Should staff development focus on OBE aligned assessment methods? Item 19 concentrates on assessment as related to OBE principles and was already discussed in subsection 4.4.2.4.

In fact the issue of quality is an all-encompassing factor and relates to all aspects of an academic's professional function. That is to say that there is no single issue that can be developed to ensure quality and excellence. A holistic, flexible, integrated perspective would have to be adopted (see paragraph 2.7.1.4 and 3.2.7.2) which should take into account educational transformation as well as innovation with respect to curricula, teaching and learning. In this sense, issues already discussed in previous subsections would also be linked to quality since the overarching functions of these issues are to enhance quality in education and training.

Quality is linked to the NQF which advocates critical outcomes that encompass various thinking styles. Learners would have to be taught to become analytical, critical, creative thinkers. If educators are to instil these thinking styles in their students, would there be a desire for them to learn more

about it themselves? This question is incorporated in the questionnaire as item 70. Respondents were asked if they would benefit from training in the enhancement of creative thinking.

Furthermore, according to the professional-artistry paradigm described by Gore, Bond and Steven (2000:3-6) quality in education should be self-regulating, relying on reflection rather than external inspection by quality assurance agencies. The emphasis is on involvement of individuals in self-and peer-assessment, in developing effective communication, critical reflection and creating a collegial, collaborative, sharing culture. Through sharing of ideas, staff can solve problems collaboratively (Honey and Mumford in Main 1985:88-89) and determine their own meaning of quality. It was pointed out in paragraph 1.7.3, that academic staff are usually lonely people working in professional isolation. Will staff at MEDUNSA acknowledge a need for greater collaboration and collegiality as a factor in professional enhancement? Item 33 was designed to elicit an answer to that question. **Item 33:" The sharing of experiences with other academics during staff development programmes, will be valuable in my professional development".**

Additionally, peer-assessment is also important when it comes to the improvement of quality (see subsection 3.4.2.2.2). Do staff want to know more about peer assessment and how it can be implemented to enhance quality by improving professional performance? Do they also want to learn about collaborative and reflective practices in teaching/learning, for example action research? See subsection 3.4.2.2.5. Item 70 addresses these particular issues by providing options such as "peer observation and assessment of teaching" and "action research" as options for staff development topics.

From a synthesis and analysis of the relevant subsections in chapters 2 and 3 as well as other referenced literature, it is evident that the notion of quality is holistic and cannot be viewed in isolation. That is, quality is related to the scholarship of research and teaching, the planning and designing of appropriate curricula, including assessment, innovative methods of teaching and learning with an emphasis on lifelong learning and preparing graduates to cope in a competitive marketplace, as well as educational transformation. It also has an influence on development of staff in the sense that ideally educators should become more reflective in their tasks and be involved in greater collaboration and collegiality. What knowledge do MEDUNSA academics have of the concept academic quality? **This question is located in the questionnaire as item 43: "I would like to learn more about the concept of academic quality".**

It was debated in paragraph 3.3.1.5 as to whether improving teaching ability alone will result in improved quality or whether quality could also be affected through improving capabilities in research. What should be developed: teaching or research or both? This was covered in subsection 3.3. and will

be discussed in more depth in the next subsection. Although these are also issues of quality, the broad scope of the discussion warrants a separate subsection.

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

Chapter 3 (subsection 3.3) dealt with what should be developed regarding staff development. Two main components were identified, namely teaching and research. Should the research and teaching skills of academics be developed to an equal extent or should one take precedence over the other? In the transformation process, staff would have to place a lot of emphasis on updating their teaching/learning skills for which a lot of guidance is needed. This is the information age and research is also important and needs to be developed as well. What must also be noted is that MEDUNSA is a HBU with relatively low research outputs (see paragraph 3.2.2.4) and staff will need development and encouragement in that area.

Robertson and Bond (2001:5-19) describe a study that explored how academics experience teaching and research and their inter-relationship. There was substantial variation in the views of academics regarding this relationship. Whilst some maintained that research and teaching are incompatible, others saw them as sharing a symbiotic relationship. Some claimed that "teaching is a means of transmitting new research knowledge".

In the context of MEDUNSA, what would be the perceptions and experiences of academic staff regarding the scholarship of teaching and research? What would these findings mean for an academic staff development unit like CADS which has invariably reinforced the division rather than the integration of research and teaching? What would the results suggest for the promotion of scholarship through academic staff development in the context of educational transformation and innovation? These issues would need to be carefully considered during the planning of future academic staff development programmes.

Further, documentary evidence emphasises the discrepancy that teaching/learning is often perceived as being undervalued and under-rewarded as compared to research (see paragraph 1.4.4), and yet staff will have to focus on improving their teaching/learning skills in a transforming educational climate. This might result in resentment if educators feel that excellence in teaching is not adequately rewarded by their institution. This could discourage them from attending staff development programmes that focus on teaching/learning issues. Is there any dissatisfaction regarding this matter?

Item 61 was constructed to determine this: "Excellence in teaching is seldom rewarded by my institution".

Moreover, there is increasing pressure to be involved in research because promotion is based on publication outputs. That said, would staff be willing to participate in staff development programmes to improve themselves professionally if this is going to go un-noticed by their institution? The response will give an indication of the level of enthusiasm for staff development among staff. The statement to determine this perception towards staff development is located as item 28 in the questionnaire. **Item 28: "I would be unwilling to participate in a faculty development programme to improve myself as an educator if this is not going to be rewarded by my institution"**

Boyer argues that scholarship exists in all aspects of academic work and not focussed in one area alone. Academics should be involved in more than one activity relating to the different areas of scholarship (see subsections 3.3.1 and 3.3.1.2). In the context of research, it is argued that academics should be encouraged by staff developers to research not just their own areas of specialisation but that of the teaching/learning process as well. In this way the scholarship of teaching can be better promoted (see subsection 3. 3 .1 .3) and more synergy created between research and teaching (see paragraph 3.3.1.5).

Additionally, there are many advantages to being involved in teaching while doing research. Studies have shown that academics who are involved in research are more enthusiastic, have more relevant, updated knowledge and teach from immediate experience (see subsection 3.3.1.5). Current staff development programmes at MEDUNSA focus heavily on the development of teaching/learning skills but should research in the disciplines be covered as well? What are staff perceptions about this? **Item 20 addresses this question: "A staff development programme should not only focus on teaching/learning but research as well".**

There is a drive internationally to forge together teaching/learning strategies and research (see paragraph 3.3.1.5). Through collaborative research efforts on teaching /learning (see paragraph 3.4.2.2.1), the quality of teaching and learning can be enhanced. It was also discussed in paragraph 3.3.1.4 that for teaching to be seen as scholarship, the work must be made public and available for peer review and critique. Scholars should be members of active communities who gather to exchange findings, discuss, share, reflect and build on existing knowledge (see subsection 3.3.1.5). Action research will give academics an opportunity to be members of this active community. To be internationally competitive educators, it would be wise for staff at MEDUNSA to also learn about research methods on the teaching/learning process. Will educators want to see classroom-based research being covered in staff development programmes? Also, are they interested in knowing about

action research? The former question is located as item 62 in the questionnaire. The latter appears as an option in item 70. **Item 62: "I would be interested in learning about research methods on the teaching/learning process".**

Another aim of scholarly teaching is to be kept informed of the theoretical perspectives and literature on teaching and learning in a certain discipline. The idea is also to use information contained in the literature to improve on one's teaching skills through inquiry, reflection, evaluation and communication (see subsection 3.3.1.4). Therefore, academics should not only attend to literature within their subject area but also on teaching /learning issues, to be able to integrate the two. On another note, it also makes sense that if educators are to instil life-long learning skills in their students, then they should become life-long learners themselves (see subsection 2.4.2). Staff development programmes can aspire towards this by offering articles and references for further reading to assist educators acclimatise towards educational literature.

How will educators react to articles and references on the teaching /learning process being handed out at staff development programmes? It might be theoretically expedient to distribute such literature but if participants are not interested in extra reading, it might be a waste of effort, time and money. For these reasons it is important to know the responses to items 37 and 47. **Item 37: "Literature given during workshops will help direct me towards extra reading". Item 47: "It would be good if references to relevant literature were given during staff development programmes".**

Furthermore, in subsection 3.3.1.4, it was explained that research was done to determine what academics knew of the scholarship of teaching. It is vital to know how academics think and make sense of the idea of scholarship of teaching. This would make for interesting discussions in staff development programmes while stimulating thought about how one could improve as an educator. What notions would MEDUNSA staff have regarding the scholarship of teaching? **Item 17 was constructed to elicit an answer :"I am familiar with the concept of scholarship of teaching ".**

Regarding research, the criteria that researchers would have to comply with to access funding from the National research foundation (NRF) would be the quality of their research. That is, the NRF would invest money in people with a track record of doing good research. This has led to a relatively new concept of peer evaluation and the rating of individual researchers in higher education, based on their performance as researchers. Previously (1984-2001), the evaluation and rating system applied only to scientists in the natural scientists, engineering and technology. In June 2001, it was decided to apply the rating system to all researchers which culminated in researchers in the social sciences and humanities being included since 2002 (NRF 2002: 3-4).

There is a set procedure that has to be followed when an individual applies for a NRF rating. This includes the submission of relevant documents which are reviewed by peers as well as appropriate specialist committees before a rating is finalised. The documentation is rated according to the following criteria:

1) Quality of research output of the last seven years.
2) An estimation of the applicant's standing as a researcher from a national and international perspective.
3) The quality and appropriateness of the journals, books and conference proceedings in which the applicant's work is published.
4) The outputs of postgraduate students.
5) Other research-based contributions that emanated from collaboration with industry and/or societal organisations.
6) Planned future research (NRF 2002:5-7).

Specialist committees assess the standing of applicants amongst their peers and give a rating according to a category. There are six categories, namely A, B, C, P, Y, and L according to the experience and quality of the researcher (NRF 2002:9). Therefore, in order to obtain funding for research, researchers would have to go through the process of applying for evaluation and subsequent categorisation. Being rated according to a certain category would involve peer review and evaluation by specialist committees. Are all MEDUNSA staff aware of this rating of researchers by the NRF and what the procedures are for obtaining funding? Would they be interested in knowing about the process involved in applying for a NRF rating? Would they want guidance in this regard? Items 51 and 52 address these questions. **Item 51: Through staff development programmes, we should get guidance on how to apply for a National Research Foundation (NRF) rating as a researcher. Item 52: I would like to receive more information about how to apply for funding from the NRF.**

Yet another issue that drives staff development is a knowledge of models and strategies of staff development. Staff development is dynamic and it is essential to know what the current trends are in order to be on a par with international training and development initiatives in this field. A further analysis of staff development models and strategies is described in the next subsection.

4.4.2.8 Changing trends in staff development: An analysis of models and strategies.

Studying the various models of staff development from an international perspective is pivotal for the staff developer to find out what the relevant, current trends are regarding staff development design

and implementation. This is important so that updated, appropriate learning methods and topics can be used to improve on the professional capabilities of educators. Models can also be modified and combined to serve specific needs (see subsection 3.4.1).

Under subsection 3.4.1 various models of staff development were outlined. Many models, for example the input, output, process model (3.4.1.2), the problem-based learning model (3.4.1.8), the shop-floor model (3.4.1.1), the developmental model (3.4.1.3), the RPTIM model (3.4.1.4) and the prototypic human resource model (3.4.1.9), imply that staff be given the opportunity to identify their professional needs through a needs analysis so that those needs can be more adequately and appropriately addressed. Models that disregard the perceptions and needs of staff are seen as limiting and stifling, for example the management and authoritarian models (see subsection 3.4.1.1).

Additionally, the identification of needs and designing objectives to meet those needs would be important in determining learning content for staff development programmes. In this respect an objective was stated in 1.4.3.3 regarding the needs analysis: " To involve academic staff in the planning of the content and process of future staff development programmes". There is a growing humanistic person-centred involvement in adult education that recognises the needs, aspirations and motivation of individuals. Educators learn best when they are given freedom of choice and when their learning is facilitated rather than controlled (see paragraph 3.4.1.3).

It was felt that a participative, bottom-up approach (in addition to a top-down approach) was important so that staff would have a say in the staff development process (see paragraph 2.6.1). The literature is also supportive of this philosophy. Brookfield (1986:214) maintains that it is important to negotiate meaningful areas of exploration with learners rather than sticking to preconceived objectives only. A set of objectives cannot always be specified in advance. Similarly, Wood et al. (1981:74) advise that objectives, activities and materials should be selected during the training stage and should be determined during the needs analysis. This enables participants to select those topics they believe will have the greatest potential for helping them improve their job performance and makes them responsible for their own professional growth.

Is another staff development programme necessary at all? Are the existing staff development initiatives at MEDUNSA adequately addressing the needs and aspirations of educators? Items 63 and 64 focus on this. Respondents are asked if they feel that enough is currently being done at this institution regarding opportunities for professional growth and development of academics in an era of educational transformation. They are also required to explain their answer if they answered in the affirmative.

Note also that Thaman (in Main 1985:69) advise that educators must first feel there is a need to improve their teaching/learning skills before they can be persuaded to act to bring about that improvement. This was also discussed in subsection 3.2.4.2. Do staff at MEDUNSA feel there is a need for staff development for improvement of their professional skills. Item 29 was designed to gage the extent to which staff will support new staff development programmes and to what extent they feel these programmes are necessary. **Item 29: "We should have access to programmes for the continued improvement of our professional skills".**

It may well be that educators would respond that they don't need staff development programmes. In that case it would be important to determine what knowledge they already possess about educational transformation and innovative curricula. What are the gaps in their knowledge that would prevent them from becoming competent in their professional tasks? Can they identify their own strengths and limitation? This question appears items 67 and 68 in the questionnaire. **Item 67 :"What do you see as being your main strength as an academic?" Item 68: "What do you see as being your main limitation as an academic?"**

Additionally, if they are in favour of staff development programmes being implemented, in what areas would they like to see development take place and can they identify topics for imminent staff development programmes? A list of staff development topics in vogue was included as they might not be aware of them. Items 69 and 70 pertain to choice of staff development topics. It must be noted however, that although, participants were given some say in the process of programme design, the staff developer can step in with her knowledge and expertise. **Item 69: "What topics would you consider to be relevant in a staff development programme and please give reasons for your choice?" Item 70 gives a list of topics to select (see appendix A).**

Another point worth considering is that staff development is in a constant state of flux and never static. It is important for staff to attend staff development programmes on an on-going basis to be current with change in higher education. How involved are MEDUNSA academics with staff development issues. **Item 66 was designed to extract an answer: "Please specify the number of times you have attended any of the staff development programmes listed below in the last two years".** (A list of staff development programmes is given from which respondents can choose).

Staying with this theme, item 70 gives a list of topics that are in keeping with the paradigm shift in education (see paragraph 1.7.4), so that a transformational staff development model can be designed in the future.

Besides having topics that are pre-planned, Brookfield (1986:251-252) argues that incidental, unplanned learning is favourable so that staff can have an input on activities of a staff development programme as it unfolds. **Item 27 is in line with this argument: "A faculty development programme that allows for unplanned, unanticipated learning will be preferable to one that only allows closely specified objectives predetermined by the facilitator".**

There are many methods of staff development and it is expedient to involve participants in the selection of activities and methods. In this way they will choose those variables that are most likely to enhance professional growth (see subsection 3.4.1.4). Hence, a needs analysis should provide information about the learning styles for prospective participants. Information about when and how one learns best and what learning modes, activities and rewards are preferred, are needed to ensure that these factors receive attention in the design and implementation of programmes. Some individuals learn best through watching and listening (for example through lectures and seminars) and others through talking and exchanging ideas within a group. It must also be noted that some staff might be reluctant to attend workshops because of their participative, interactive nature. They might prefer more passive, non-threatening settings (see subsection 3.4.2.1).

In the context of this study, what learning models and activities would be preferred by MEDUNSA academics? Would they prefer workshops to lectures? Would individual study be preferable to group work ? To determine which strategies or methods would be preferred, respondents would be asked to state preferences. In this regard, item 22 asks about a preferred staff development method. Item 65 also gives respondents a list of methods to choose from. In this way, participants have the option of choosing what learning activities they prefer. **Item 22: "In a staff development programme, workshops involving small group discussions will be more effective in promoting deeper understanding than lectures". Item 65: "What would be your preference as regards the method used in a staff development programme?"** (A list of methods is provided from which respondents can select).

Furthermore, after sifting through the models discussed in paragraph 3.4.1 and an outline of strategies in subsection 3.4.2.2, a number of potential, relevant topics have been identified for staff development. These strategies include peer observation and assessment (see paragraphs 3.4.1.5, 3.4.1.10 and 3.4.2.2.2), action research and teaching portfolios (see subsections 3.4.1.5, 3.4.2.2.1 and 3.4.2.2.5) which are fast becoming popular at institutions around the world (refer to paragraph 3.3.2.2.4). Peer observation and assessment, action research and teaching portfolios allow for critical reflection and collaborative sharing of ideas and problems within a group (see paragraph 3.4.1.5) with the aim of enhancing the quality of teaching/learning and research. For example, peer assessment

allows academics to determine the quality of their work themselves without external imposition (see subsection 3.4.2.2.1).

To keep abreast with current staff development trends and to be globally competent, MEDUNSA staff should also be exposed to the above mentioned methods of staff development. Do they want training in action research and peer observation and assessment? Item 70 was included to give respondents an opportunity to answer this question. **Therefore, item 70 asks if respondents feel they would benefit from training in action research as well as peer observation and assessment of teaching.** Are they interested in learning about teaching portfolios? **Item 40 corresponds to this query: "I would like to learn more about teaching portfolios in a staff development programme".**

On another level, according to the personal growth model discussed in subsection 3.4.1.3, there should not only be an interest in a person's ability to improve his/her professional performance, but respect for the development of the person as a whole. So, there is an emphasis on a holistic approach to developing the individual. Even from the definitions of staff development (discussed in paragraph 1.8.1), it is evident that personal development features as being a crucial component in the growth and development of staff as individuals. It could be argued further that for educators to survive in a changing academic environment, development and adaptability to change should start with oneself. This is in line with the bottom-up approach for implementing change. Only then can the goals and mission of the institution, as it strives for excellence, be realised. Will MEDUNSA educators perceive personal development to be important enough to be included as a topic in staff development programmes? **Item 21 was included to provide an answer: "Topics on personal development should be an integral part of any faculty development programme".**

The twinning model, career lattice model and the job-embedded learning model (see subsections 3.4.1.11, 3.4.10 and 3.4.1.5 respectively) emphasise mentoring and peer coaching where training occurs in the educator's workplace as part of the normal work routine. Mentoring of new educators is considered to be essential since a mentor can help a colleague identify weaknesses and suggest remedies. Mentoring can also alleviate isolation (see subsection 3.4.1.5) and help impart knowledge and skills (see subsection 3.4.2.2.3). Should mentoring of new educators be part of a staff development programme at MEDUNSA? This question is found as item 44 in the questionnaire. **Item 44: " Mentoring of new educators should be part of a staff development programme".**

In continuation, formal peer coaching programmes could entail staff assisting peers implement new instructional practices learnt during staff development programmes. Feedback offered by a peer coach can be objective, encourage reflection and help in solving problems. Peer coaching can also help apply what was learnt during staff development programmes to the classroom situation.

Therefore, staff development need not be in the traditional format of workshops, seminars and so forth, but can be integrated into daily professional tasks (see subsection 3.4.1.5). These types of cross-organisational collaboration are a cost-effective way of providing staff development (see paragraph 3.4.1.9). What are the perceptions of MEDUNSA educators regarding formal peer coaching as an approach to staff development? **Item 45 emanated from this query: "Formal peer coaching programmes at this institution would be beneficial in the enhancement of professional development".**

It was explained in subsection 3.4.2.1 that there is an abundance of expertise at any institution and this could be tapped into by inviting staff with the appropriate expertise to deliver seminars, workshops, etcetera. How will MEDUNSA staff feel about having their colleagues being integrally involved in running staff development programmes? Will this approach be considered acceptable by academics? **This question is found in the questionnaire as item 46: "Staff employed at this institution, who may have the appropriate expertise should be invited to conduct staff development programmes.**

It was stated in paragraph 3.4.1.5 that learning takes time and time has to be created for any staff development programme. Time is needed for reading, observation, collaboration, reflection and attending staff development programmes. The next subsection pertains to time and the availability of academics to attend staff development programmes.

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

It is possible that when educators with heavy teaching loads are still expected to do research, that time will be a major constraint, preventing them from attending staff development programmes. Attendance will be further influenced by whether staff at MEDUNSA are busy with lectures or not. Also, some educators in the Medical and Dental faculties attend to patients, making it difficult for them to participate in staff development programmes. Further, Moses (1988:225) argues that research-orientated staff might prefer to spend time on research for promotion and salary purposes.

On that note, Wood et al. (1981:85) declare that administrative support in the form of release time is important for the implementation of staff development programmes. Main (1985:37) talks about a programme which was run at the University of Ontario, whose central philosophy was that of assisting the individual educator on his/her terms with the improvements he/she wished to make. Ingrained in its philosophy was the premise that release time for academics is crucial for the improvement of teaching/learning skills. What do MEDUNSA staff feel about release time for attending staff development programmes? Item 24 deals with release time and the responses help

indicate whether staff development programmes will be well attended. **Item 24: "Release time for staff to attend staff development programmes is crucial for the improvement of professional skills".**

Stopera and Scully (1974:393) claim that time spent away from a unit or department, attending staff development programmes will yield functional returns in improved quality of work which could only benefit the institution. Will academics find staff development stimulating or just a waste of time? Item 23 addresses this question. **Item 23:" Being away from my department during a faculty development programme will be stimulating for me".**

When will be the best time (s) for them to attend? Item 72 was designed to determine which period in the academic year would be best suited for implementation of programmes. **Item 72: "What type of staff development model would you prefer?**

1) A model where staff development has been reserved for one month a year only.

2) A model where staff development is distributed evenly over a ten month period of time.

If you chose option 1 in question 72, please indicate which month would be the most convenient for you to participate in staff development activities.

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

The qualitative study which involved interviews with management was a useful source of additional items for the questionnaire (see chapters 5 and 6). There were some areas of discussion that needed the input or perceptions of academics to cross check responses and to get a more holistic picture of the staff development situation at MEDUNSA. This is further explained in sections 6.4 and 6.5.16. The items gleaned from the interview studies as being important for further investigation in the quantitative study are given below. Points 1-6 were taken from the interview with the Executive Manager and CADS Manager while points 7-10 emerged from the interview with the Deans. No items were obtained from the interview with the HODs.

1) **Item 54: "I have no time to attend staff development programmes".**
2) **Item 56: "I am unaware of the staff development workshops run by CADS".**
3) **Item 71: "What more needs to be done to better prepare academics for OBE implementation"?**
4) **Item 53: "I support the university's practice of rewarding research more than it does teaching".**

5) **Item 55: "Only academics who have been through a formal education programme of teaching should be allowed to be educators".**
6) **Item 57: "I seldom receive information regarding national issues in higher education through my department".**
7) **Item 58: "There should be staff development programmes to guide academics to improve the quality of their teaching and learning".**
8) **Item 59: "Attending staff development programmes is a waste of time in this uncertain period of the merger".**
9) **Item 60 : "I feel I need support on the writing of courses in an outcomes-based format".**
10) **Item 49: "If a postgraduate programme in higher education were offered at MEDUNSA, I would be interested in enrolling for such a programme".**

The following subsection describes the piloting and pre-testing of the main study.

4.5 Piloting and pre-testing the main study

Pilot studies provide a means of understanding the phenomenon of interest better through praxis and reflection of the research (Kezar 2000:385). So, in order to enhance the credibility of this research, the main study was preceded by pilot work (McBurney 1994:185). In accordance with suggestions in the literature, piloting was effected on a group of academics, similar to that which formed the population of the final study (Bell 1993:84).

The self-administered questionnaire was piloted to determine how long it would take recipients to complete them and to check that all questions and instructions were clear. Another purpose of the pilot exercise was to get the "bugs" out of the instrument so that subjects in the final study would not experience difficulties in completing it and to ensure the wording and format of questions did not pose problems when the main data was analysed (Bell 1993:84).

A pilot study and pre-test were done in this project. The pilot study involved a group of ten men and ten women and was conducted in October 2001. The reason that an equal number of men and women were involved in the study was to undertake studies on gender issues. The literature is reflective of the fact that women are employed at the lowest levels in the academic hierarchy and are poorly represented at professor level. They are promoted less often than their male counterparts because their research records are weaker and/or they are under-qualified (Forster 2001:28-38). Therefore, it was considered important to examine gender issues in academic staff development in the pilot study to determine its feasibility in the main study.

Respondents were informed that it was a pilot study and were asked to complete the questionnaire as well as to make comments about question construction, layout of the questionnaire and any other factors which may have hindered their ability to complete the questionnaire effectively. A follow-up was done telephonically and by mail, reminding them to return the questionnaire if they had not already done so. Six out of ten (60%) women and seven out of ten (70%) men returned the questionnaire.

The pilot study, which found that there are differences in the needs and perceptions of respondents regarding academic staff development, was presented as a paper at a conference hosted by the South African Association of Women Graduates, in Cape Town and as a poster at MEDUNSA's 22nd Academic Day (Hassan 2002). The poster also served as an "advertisement" at MEDUNSA, for the imminent main study.

Also, changes to the questionnaire were made according to the feedback received. This included rephrasing some questions that were not well understood. It was also decided to undertake a more thorough analysis and synthesis of the literature to derive a more comprehensive conceptual framework which would ultimately serve as the content validation of the questionnaire that was used in the main study. This resulted in an increase in the length of the questionnaire. Further, from interviews conducted with management, additional items were included in the questionnaire for the purpose of data triangulation.

A second pilot study or pre-test, which Yin (in Robson 1997:165) defines as a "formal dress rehearsal", was undertaken in March 2003, just before the main study. In the pre-test, ten questionnaires were distributed to academic staff with the request that they scrutinise the instrument for errors and ambiguous questions and to make general comments, in addition to completing the questionnaire. Upon receipt of the questionnaires (response rate=40%), there were no changes since the feedback indicated that the respondents had understood the items in the questionnaire and no inherent deficits in the instrument were described.

The following subsection is concerned with the study sample for the main study.

4.6 The selection of the study sample

The choice of a sample size and the target population is given attention in this paragraph.

4.6.1 Sample size

How big should a sample be? The correct sample size is dependent upon the nature of the population and the purpose of the study. For example, in studies that deal with small populations, the entire population is desired, that is a 100% sample is used (Bailey 1987:95). Bailey (1987:96) argues that regardless of the theoretical sample size decided upon, the actual number of cases from which data are ultimately collected may be substantially fewer because of respondents who cannot be located or who don't return questionnaires. Moreover, sample size available for data analysis actually varies from question to question depending on the percentage of respondents who fail to answer a particular question (Bailey 1987:96).

As far as this research was concerned, it was decided to involve all full time, permanently employed academic staff in the quantitative study. It was felt that these staff members might have a greater commitment towards staff development than employees on contract who would leave after a few years. Part-time employees might have other interests, for example clinical practices and might be less concerned with staff development and completing surveys. In this sense the technique of sampling used was purposive. In purposive sampling, the researcher uses his/her own judgement about which respondents to select and chooses only those who best meet the purposes of the study. The advantage of this method is that the researcher can use his/her own research skill and prior knowledge to choose respondents (Bailey 1987:94).

The sample chosen was representative of the academic population at MEDUNSA in that respondents from all four faculties were selected proportionately. For example, the majority of respondents were from the Faculty of Medicine since this is the largest faculty on campus.

The number of respondents chosen from the various faculties are shown below:

1) Faculty of Medicine : 255
2) Faculty of Dentistry : 47
3) Faculty of Science : 39
4) NSPH : 9

TOTAL : 350

Further, the type of sampling must help in answering the research question (as given in subsections 1.3.2.3 and 4.2). If all full-time, permanently employed staff are involved, this question would be answered more accurately.

4.6.2 Target population

All full-time, permanently employed academic staff in the four faculties were involved in this study. They included educators at all levels: junior lectures, lecturers, senior lecturers, associate professors, professors including HODs and Deans. Some educators had joint appointments with the Garankuwa Hospital and MEDUNSA.

The administration of the questionnaire in the main study is given exposure in the subsection that follows.

4.7 Administering the questionnaire

Self-administered questionnaires together with a covering letter were administered to all full-time, permanently employed academics (n=350) via MEDUNSA's internal mailing system in April 2003. The covering letter (see appendix A) explained the purpose of the study, elucidated the importance of the respondent's input, assured confidentiality and informed respondents that the study was endorsed by the Research, Ethics and Publications Committee at MEDUNSA in addition to receiving the personal written approval of the Deputy-Vice Chancellor.

Three reminders were sent to improve the response rate. The first reminder, sent two weeks after the questionnaire was mailed, was in the form of a letter that was send to each respondent (see appendix F). A week thereafter, a second reminder in the form of an e-mail message was sent to the MEDUNSA community using the global address list. A fortnight later, the third reminder was sent to all HODs requesting them to remind members of staff in their departments to complete and return the questionnaire if they had not already done so. Ultimately 106 questionnaires were received giving a response rate of 30%. Table 4.4 illustrates the response rate achieved when the questionnaire was first sent out and subsequently with each reminder.

Table 4.4: Response rate achieved with each reminder

	Number of responses received	**Response rate**
Questionnaire	36	34%
First reminder	34	32%
Second reminder	22	21%
Third reminder	14	13%
Total	**106**	**30%**

The final response rate for each faculty is shown in table 4.5, illustrating that the respondents are representative of the MEDUNSA population (see subsection 4.6.1).

Table 4.5 The response rate for each faculty

Faculty	**Frequency**	**Percentage**
Medicine	74	71, 15
Dentistry	11	10, 58
Science	18	17, 31
NSPH	1	0, 96

Following on the promise in the covering letter that for every questionnaire that was competed and submitted, R1.00 would be donated to charity, a cheque for R106 was made out to the South African Red Cross Society.

4.8 Analysis of the results

The analysis of data was two-pronged, employing descriptive (modes and frequencies) and inferential (chi-square testing) statistics. The responses to the structured items in the questionnaire were statistically analysed using the Statistical Analysis System (SAS) for the calculation of frequencies, modes and to perform chi-square testing. A chi-square test (of independence) is a single sample statistical test of no relationship between two categorical variables (Glasnapp and Poggio 1985:431). Further, the chi-square test was applied to determine whether the observed frequencies differed significantly from the expected frequencies (Mulder 1989:159).

In this research, it was a common occurrence that chi-square testing indicated a possible significance because the probability (p) value was low (0,01). The computer program, however, issued a warning that the cells had expected counts less than the tolerance level of five and that the chi-square might not be a valid test. Subsequently, the categories were collapsed to render fewer cells but the same

warning persisted (Sirkin 1995: 364-365). This meant that most of the results of chi-square testing did not have any statistical significance and therefore, could not be reported.

When the statistician who had assisted in the statistical analysis of data for this study was consulted about the warnings that were issued, she had advised that the sample size be enlarged to produce a higher response rate and to achieve a broader opinion. Also, to verify that the researcher had interpreted the data correctly, a report of the results was sent to the same statistician, for cross checking and sanctioning. In this way the objectivity of the study was enhanced. She had identified a few variables that were unreliable in the sense that they were in conflict with each other.

The responses to unstructured items in the questionnaire were captured by means of coding, categorisation and the identification of themes. The results of the quantitative study are reported in chapter 7.

4.9 Conclusion

This chapter focussed on the survey method of research and in particular the self-administered questionnaire as a research instrument. What was brought to the fore was that whilst there are several advantages to using this type of instrument there are some disadvantages that needed to be taken cognisance of. To this end, this researcher explained what procedures were adopted to address these limitations, thereby optimising the questionnaire as a research instrument. Measures were also taken to enhance the validity and reliability of the questionnaire and these were explained in some detail.

Following this, the concept of needs analysis was discussed, as was the content validation for the questionnaire. What was covered thereafter was a description of the study sample and target population. Finally, the conducting of the pilot study and pre-test, including the administration of the questionnaire in the main study and the subsequent analysis of the results, were explained.

The next chapter focuses on the qualitative dimension of this study where the research methodology and the content validation are outlined.

References

Bailey, K.D. 1987. *Methods of social research* (3rd Edn.). New York: The Free Press.

Brookfield, S. 1986. *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.

Bell, J. 1993. *Doing your research project (2nd Edn): A guide for first time researchers in education and social science*. Buckingham: Open University Press.

Berdie, D.R. & Anderson, J.F. 1974. *Questionnaires: Design and use*. Metuchen: Scarecrow Press

Cohen, L. & Manion, L. 1980. *Research methods in education*. London: Croom Helm .

Engelberg, I.N. 1991. Needs assessment: The first step in staff development. *Journal of Staff, Programme and Organisational Development,* 9(4):215-222.

Foddy, W. 1993. *Constructing questions for interviews and questionnaires: Theory and practice in social research*. Cambridge: University Press.

Forster, N. 2001. A case study of women academics' views on equal opportunities, career prospects and work-family conflicts in a UK university. *Career Development International*, 6(1):28-38.

Fowler, J.R. 1993. *Survey research methods* (2nd. Edn.). California: SAGE Publications.

Glasnapp, D.R. & Poggio, J.P. 1985. *Essentials of statistical analysis for the behavioural sciences.* Ohio: Charles E. Merrill Publishing Co. and Bell and Howell Co.

Gore, C. Bond, C. & Steven, V. 2000. Organisational self-assessment: Measuring educational quality in two paradigms. *Quality Assurance in Education*, 8(2):76-84. http:masetto.emeraldinsight.com

Hassan, S. 2002. Gender issues in a pilot needs assessment and perception survey for academic staff development at the Medical University of Southern Africa. Paper presented at the South African Association of Women Graduates conference and published in the *Annual Journal of the South African Association of Women Graduates*, pg. 20-21. Poster presented at MEDUNSA's 22nd Academic day.

Horner, B. 1995. Handbook of staff development: *A practical guide for health professionals.* Melbourne: Churchill Livingstone.

Judd, C.M., Smith, E.R. & Kidder, L.H. 1991. *Research methods in social relations (6th Edn)* Philadelphia: Temple University.

Kaufman, R. & English, F.W. 1979. *Needs assessment: Concept and application*. New Jersey: Educational technology publications.

Kezar, A. 2000. The importance of pilot studies: Beginning the Hermeneutic circle. *Research in Higher Education*, 41(3):385-400.

Loucks-Horsley, S. & Stiegelbauer, S. 1991. Using knowledge of change to guide staff development, pg. 15-36. In Lieberman, A. & Miller, L (Eds.) *Staff development for Education in the 1990s: New demands, new realities, new perspectives.(2nd Edn.)* new York: Teacher's College.

Main, A. 1985. *Educational staff development*. Croom Helm:Dover.

Marshall, C. & Rossman, G.B. 1995. *Designing qualitative research (2nd Edn.)* California: Sage Publications.

McBurney, D.H. 1994. *Research Methods* (3rd Edn.). California: Brooks/Cole.

McMahon, J.E. & Merman, S.K. 1996. Career development, pg. 679-724. In Craig, R.L. (Ed.). *The ASTD (American Society for Training and Development) training and development handbook: A guide to human resource development (4th Edn.)*. New York: McGraw Hill.

Mouton, J. 2001. *How to succeed in your masters and doctoral studies: A South African guide and resource book.* Pretoria: Van Schaik.

Mouton, J. & Marais, H.C. 1991. *Basic concepts in the methodology of the social sciences.* Pretoria: Human Sciences research Council.

Moses, I. 1988. *Academic staff evaluation and development*: A university case study St.Lucia: University of Queensland.

Mulder, J.C. 1989. *Statistical techniques in education.* Pretoria: HAUM Educational Publishers.

National Research Foundation 2002. The evaluation and rating of the research performance of researchers in South Africa through the National research Foundation. www.nrf.ac.za

Robson, C. 1997. Real world research: *A resource for social scientists and practitioner-researchers.* Oxford: Blackwell.

Robertson, J. & Bond, C.H. 2001. Experiences of the relation between teaching and research: what do academics value? *Higher Education Research and Development,* 20(1):5-19.

Sirkin, R.M. 1995. *Statistics for the social sciences.* California: Sage Publishers

South African Qualifications Authority. 2000. The National Qualifications Framework and Quality Assurance. Pretoria.

Stopera, V. & Scully, D. 1974. A staff development model. *Nursing Outlook,* 22 (6):390-393.

Sudman, S. & Bradburn, N.M.C. 1982. *Asking questions.* California: Jossey-Bass Publishers.

Swanepoel, C.H. & Mulder, J.C. 1989. *Empirical Education: Only study guide for NAVMED-8 (research methodology).* Pretoria: University of South Africa.

Van der Merwe, H. 1996. The research process: Problem statement and research design, pg. 278-291). In Garbers, J.G. (Ed.) *Effective research in the human sciences.* Pretoria: J.L.Van Schaik

Wood, F.H., Thompson, S.R. & Russell, F. 1981. Designing effective staff development programmes, pg. 59-91. In Dillion-Peterson, B. (Ed.). *Staff development/organisational development.* Alexandria VA: Association for supervision and curriculum development.

CHAPTER 5

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

5.1 Preamble

The previous chapter focussed on the empirical aspect of this study in terms of the quantitative approach that utilized self-administered questionnaires.

This chapter is also concerned with the empirical part of the study except that it concentrates on the qualitative approach of this research. Four different interview schedules were designed for four different groups of respondents, namely the Executive Manager, Deans, HODs and the CADS Manager. The interview questions related to the enhancement of academic quality within the context of educational transformation and were designed in alignment with the various roles and functions of the respondents.

The following parameters are discussed as components of this chapter: research design, data collection method, advantages and limitations of using the interview method and how these limitations were overcome in this research, ensuring the validity and reliability of the research instrument, the development of the interview schedules for the four aforementioned groups of respondents, the study sample, pilot studies, conducting the interviews and analysis of the results. In the development of each interview schedule, a content validation which had crystallised from a study of the relevant literature, is offered. The constructs (for example QA, employment equity, etcetera) identified as important through the literature search were operationalized as variables for the interview schedule.

To facilitate a perusal of this chapter, an outline is mapped in figure 5.1.

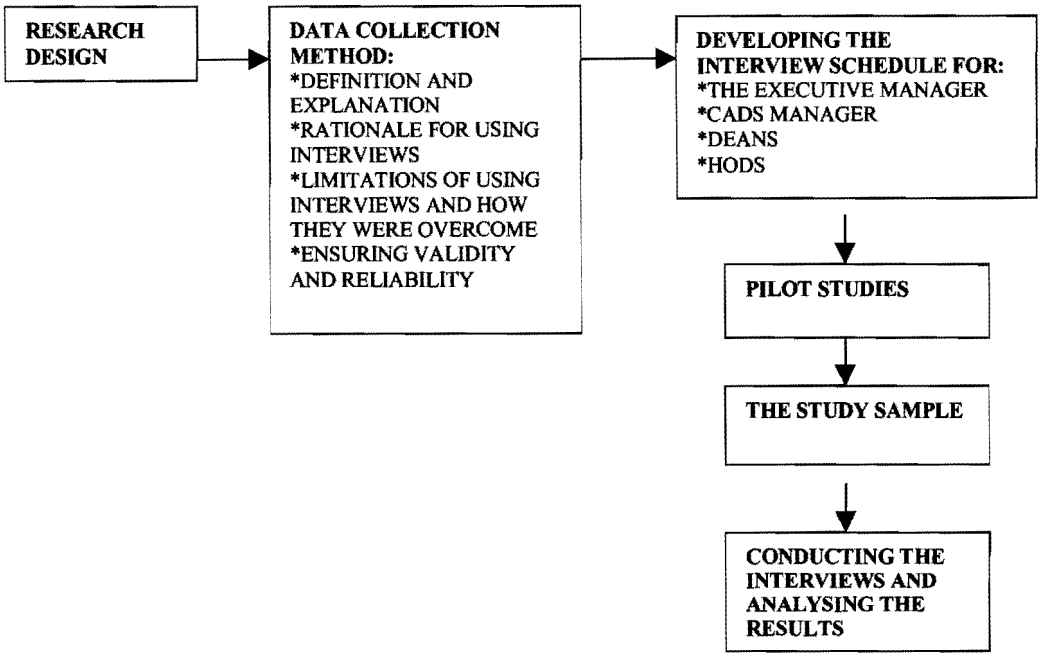


Figure 5.1: Outline of chapter 5

5.2 Research design

In order to be able to address the research question: "What is the involvement of management at MEDUNSA in assisting with the development of academics within the context of educational transformation? What are the perceptions, expectations and role of management regarding the nature and character of academic staff development in an era of educational transformation?" (see subsection 1.3.2.2), the survey was the type of research that was selected. It has already been explained in subsection 4.2 that the research question(s) underpins the choice of an appropriate research strategy.

Also, Van der Merwe (1996:279) maintains that exploratory research is focussed on the exploration of a relatively unknown area and aims to (*inter alia*) obtain new insights into a phenomenon and determine priorities for further research. Therefore, this research is also exploratory because the researcher wanted to investigate the involvement, perceptions, concerns, beliefs and attitudes of senior management towards staff development, in addition to describing existing staff development policies and practices.

While, there are numerous benefits to using surveys, the use of surveys are not without their limitations (see subsection 4.2).

The data collection method that was used in this research was the face-to face interview which is explained in more detail in the following subsection.

5.3 Data collection method

In this subsection a rationale is provided for choosing the interview method in this research and its limitations are acknowledged and measures for overcoming these limitations are described. An account is also given of the precautions that were taken to ensure the validity and reliability of the research instrument.

5.3.1 Definition and explanation

In this investigation, semi-structured, face-to-face, elite interviews were employed. Frey and Oishi (1995:1) define the interview survey as follows:

> "A survey interview is a purposeful conversation in which one person asks prepared questions (the interview) and the other answers them (the respondent). The purpose of this directed conversation is to gather information by means of administering the same set of questions in a consistent way to all selected respondents".

More specifically, elite interviewing is a specialised case of interviewing that focuses on a particular type of interviewee. Elite individuals are considered to be the influential, prominent and well-informed people within an organisation or community and are selected for interviews on the basis of their expertise in areas relevant to the research (Marshall and Rossman 1995:83-84).

Why was the interview method selected as a method of data collection in this research? This question is answered in the next subsection which offers a rationale for using interviews by pinpointing the advantages associated with it.

5.3.2 Rationale for using interviews

According to Fowler (1993:64), personal interview procedures are probably the most effective way of enlisting co-operation for most populations. Marshall and Rossman (1995:80) maintain than it is a useful way of getting large amounts of data quickly. For this researcher, conducting interviews was a more natural form of interacting with people than requesting them to complete a questionnaire. It gave the researcher an opportunity to get to know key players in academic staff development so that

she could understand how they think and feel about staff development issues (Durrheim and Terreblanche 1999:128).

Using interviews was also advantageous in that the researcher could establish a rapport with the interviewees (Fowler 1993:65). Another benefit was that the researcher did not have the chance to retract his/her initial answer and give another as is possible with mailed questionnaires. In this way it was possible to obtain the true feelings of the interviewees. This researcher could also ensure that all questions were answered (Bailey 1987:174). On another note, in-depth interviews used with multiple informants (the Executive Manager, Manager of CADS, HODs and Deans) allowed for triangulation of findings across sources (Marshall and Rossman 1995:46).

Additionally, this researcher was able to guide the questioning, explain the meaning of a question if it had been misunderstood and probe for more complete answers when respondents did not respond appropriately or completely to the question (Frey and Oishi 1995:3 and McBurney 1994:199). In self-administered questionnaires, the interviewer is not present to probe, clarify and motivate the respondent to complete the questionnaire (Frey and Oishi 1995:3).

In terms of elite interviewing, valuable information was gained from the participants of this study because of the positions they hold in the administrative realms. "Elites" were able to provide an overall view of the university and were able to report on its policies, past histories and future plans from a particular perspective. They were able to contribute immensely to the interview because they are intelligent, quick-thinking and at home in the realm of ideas, policies and generalisations (Marshall and Rossman 1995:83-84).

Notwithstanding the many advantages to using the interview method, it is not without its deficiencies which were heeded in order to optimise the study. This issue is addressed in subsection 5.3.3.

5.3.3 Limitations of interviewing and how they were overcome

A review of the literature suggests that despite the advantages of using interviews, there are several limitations which this researcher felt could not be overlooked. Thus, this subsection highlights these shortcomings and an account is given of how these hindrances were overcome. This is explained below:

1) Interview bias: The respondent's answer can be affected by his/her reaction to the interviewer's gender, race, age, social status, physical appearance or accent (Bailey 1987:175-176, and Frey and Oishi 1995:37). This researcher is well known by all the respondents as a staff development

practitioner at MEDUNSA and it is hoped that the physical characteristics did not detract from the importance of the study.

2) Interviewer effects: The interviewer can interject expectations and values into the interview and can distort question wording which can influence the respondent's answer. Interviewer body language and non-verbal cues could also affect respondent's answers (Frey and Oishi 1995:33 and Robson 1997:128). This researcher stated questions as worded and precautions were taken to not give the impression of approval or disapproval of answers given.

3) Inconvenience: A person's reasoning ability is affected by factors such as heat, fatigue, stress and illness. Thus, the respondent may give answers that are less than his/her best (Bailey 1987:175-176). In this study, interviews were conducted by appointment only and were postponed if they could not be adhered to.

4) Cost: Interview studies are costly if interviewers are to be used (Fowler 1993:65) and if one needs to travel to the respondent's locations (McBurney 1994:199). This researcher conducted all the interviews herself and no travelling costs were incurred since all the respondents were located at MEDUNSA where the researcher is employed.

5) Co-operation: This is essential as interviewers may be unwilling or uncomfortable sharing all that the interviewer hopes to explore (Marshall and Rossman 1995:80-81). Prior to the interviews with the Executive Manager, CADS Manager and Deans, an appointment was made with each participant to explain the purpose of the study and the importance of the respondent's participation in the investigation. This explanation was done telephonically among the HODs. The relevant covering letter, re-emphasising these issues, was sent with the appropriate interview schedule to get their co-operation (Bailey 1987:138 and Fowler 1993:107-108). The first questions in the interviews were easy to understand and were non-threatening to help establish rapport and enhance willingness to participate fully in the interview. Once respondents were drawn into the interview, complex, difficult questions were introduced (Frey and Oishi 1995:101).

6) Less anonymity: Respondents may feel their answers are not anonymous and may be less forthcoming or open (Robson 1997:128). In this study, respondents were assured of confidentiality and anonymity during the introduction of the interview and in advance letters (Fowler 1993:87-91).

7) Fatigue effects: This occurs if the respondent begins to grow weary or bored over the course of the interview and might begin to give incomplete answers or choose to omit difficult questions

(Frey and Oishi 1995:101). This researcher used transition statements and variations of questions to keep the respondent's attention and to help maintain the flow. Questions were grouped by topics allowing respondents to recognise relationships among questions. Also, the interviews were not long-approximately 30-90 minutes, which is a reasonable time period (Frey and Oishi 1995:37, 101).

8) Elite interviewing: Elites are usually busy people operating under demanding time constraints and are difficult to reach. Additionally, an elite person might turn the interview around thereby taking charge of it (Marshall and Rossman 1995:83-84). In this study, appointments were made well in advance to secure interviews. Even if an interview was postponed, it did not make much of a difference to the time frame of the study. During the interviews, the researcher showed competence by displaying a thorough knowledge of the topic so that the interviewee was not able to take charge of the interview.

In the subsection that follows, the issue of enhancing the reliability and validity of this investigation receives attention.

5.3.4 Ensuring reliability and validity in the construction of the interview schedule

In an effort to add value to this study, validity and reliability were of utmost concern. This paragraph focuses on the procedures that were followed to make the interview study reliable and valid.

5.3.4.1 Reliability

According to Fowler (1993:74), the questions should mean the same thing to all respondents. If two respondents understand the question to mean different things, their answer may be different for that reason alone.

In order to obtain reliable answers, this researcher ensured that question content, wording and sequence all worked synergistically to convey to the respondent what information was desired (Judd et al. 1991:229). Each respondent was asked questions exactly as worded in the relevant interview schedule. Clarification was avoided since it could have lead to subtle changes in question meaning. The question was simply repeated instead (Bailey 1987:187-188). Thus, the researcher could make the assumption that differences in answers could be attributable to differences among respondents rather than from differences in stimuli to which they were exposed (Fowler 1993:70-71).

To enhance the reliability of the study even further, the following precautions suggested by Frey and Oishi (1995:71-73), Fowler (1993:91) and Van der Merwe (1996:131-132) were adhered to:

1) Loaded questions which would have suggested to the respondent that one answer was preferable to another was avoided. The phrasing of questions was in a neutral tone.
2) Technical terms or abbreviations that might have been misinterpreted, were omitted.
3) The facts contained in the questions were accurate because of a thorough literature survey on the research topic.
4) Double-barrelled, ambiguous and vague questions were avoided.
5) Questions were phrased and worded in a concrete, specific and simple way to enhance understanding.

5.3.4.2 Ensuring the validity of the interview schedule

The extent to which the answer given as a true measure and means what the researcher wants or expects it to mean is called validity (Fowler 1993:80).

Bailey (1987:186) suggests that it is preferable for the respondent to expand on his/her answer even if it is unnecessary than to feel compelled to come to the point. Providing only the information requested can result in stereotyped and socially desirable answers only. Hence, this researcher made the respondents feel at ease to say anything they wanted, even if it was irrelevant and then steered them back to answering the question if that was not already done properly. Furthermore, when people are asked about subjective states, feelings, attitudes and opinions, there is no way of validating the answers as there is no truly independent direct measure possible. Therefore, the validity of the interview data was assessed by correlations with other answers that the interviewee gave (Fowler 1993:80).

Also, the researcher was careful not to assume knowledge on the part of the respondent (Frey Oishi 1995:71-73) since it was not knowledge that was being tested but rather perceptions and roles regarding academic staff development. The questions were established at a level that were consistent with the characteristics of the target group (Frey and Oishi 1995:69). Further, at the commencement of each interview, definitions and explanations were provided to all respondents regarding the concept educational transformation since the interview questions pivoted around the issues of educational transformation (Fowler 1993:1987).

The control one has in the interview strengthens the quality and validity of the data gathered (Bailey 1987:207-208). This interviewer made an effort to ensure that the interviewees answered every

question adequately. Although they were allowed to deviate, they were steered back to the question. At the same time, this researcher took cognisance of the fact that a respondent who feels hurried may not be able to remember things accurately if pressured to move to the next question (Bailey 1987:193). For this very reason, the researcher made a point of creating a relaxed, unhurried atmosphere that was not stressful to the respondent. She did not feel uncomfortable by periods of silence between questions as this was an opportunity for the interviewees to think.

The content validity of the interview was ensured by a thorough analysis of the literature. All questions asked were linked to educational transformation issues and the development of excellence amongst the academe. A comprehensive account of the content validity of the interview schedules for management is situated in subsection 5.4. The questions included in the interview schedule are reflective of the concepts derived form the literature study.

5.4 The content validation of the semi-structured interview schedule for the Executive Manager and CADS Manager

This subsection is concerned with the development of the interview schedules for the Executive Manager and the CADS Manager An account is given of how the secondary data links up with the collection of imminent primary data by serving as a conceptual framework.

5.4.1 Introduction

The description of the content validation of the questionnaire dealt with in paragraph 4.5.2, revealed that there are several issues that drive academic staff development. These issues were extracted from the literature survey undertaken for this research project and have been tabulated in table 4.3. These issues were exposed as the theory underpinning staff development matters (see subsection 4.5.2). This theory also provided the conceptual framework for the development of the interview schedules not just for the Executive Manager and CADS Manager but for the Deans and HODs as well (see subsection 5.5).

Additionally, the interview schedules for management were designed to test the hypotheses as tabulated in subsection 1.5. Another purpose of the interviews was to answer the following research questions provided in subsections 1.3.2.1, 1.3.2.2, 1.3.2.4, 1.3.2.5 and 1.3.2.7. These hypotheses and research questions guided the construction of questions in the interview schedules.

5.4.2 Structuring the interview questions

The questionnaire which was designed for the quantitative study undertaken among academics, was used as a guideline for the selection of themes for the interview schedules. For example, factors like OBE, PBL, QA, ICT and scholarship, etcetera, identified as important factors in educational transformation through the literature review and which were covered in the self-administered questionnaire, were also included in the interview schedule for management. By the same token, some interview responses formed the basis for including a few additional items in the self-administered questionnaire. This was done to determine if there is a balance between the needs of the individual (academic staff) and the intentions, policies and practices of the institution. Stated differently, to what extent are the needs of academics being met by institutional policies and practices?

Questions that were posed to the Management of CADS were similar to those presented to the Executive Manager. This was done to establish if there is synergy between the policies and visions of top management and the staff development outputs at CADS. For the sake of avoiding confusion, the interview schedule for the Executive Manager is referred to as interview schedule "A" (see appendix C) and that for the CADS Manager as interview schedule "B" (see appendix B). Therefore, question A1 refers to the first question in the interview schedule for the Executive Manager and question B1 refers to the first question in the interview schedule for the CADS Manager. For further clarity, above each set of question (s), a statement is inserted to indicate which respondent the question (s) is intended for.

Firstly, the question: "What is driving staff development" was discussed in section 4.4.2 and served as the framework around which several issues were identified (see table 4.3). It was thought appropriate to put this question forward to Executive Management as well as to the Management of CADS: *A1 and B1: What is driving academic staff development at MEDUNSA?*

Administrative leadership and support is cited in the literature as an important condition necessary for innovation and change (Mayhew, in Moses, 1988:125). To be effective, change needs to be implemented from the top, middle and bottom. In institutions like universities, this would significantly influence the direction and rate of change. Further, Main (1985:44) argues that the educator has a major responsibility for the structuring of the learning of his/her students. This responsibility, however, has to be carried out against the background of the values, policies and requirements of the university. What are the policies of MEDUNSA regarding academic staff development?

Further, from an analysis of the literature, it is apparent that a "policy gap" exists which is causing difficulties in the implementation of educational transformation. Sayed (2002a: 29) refers to the educational policy gap to be a mismatch between policy intention and practice and outcome. In his discussion, he draws on the literature to support his argument by citing policy gaps that have been identified in the areas of equality and equity, OBE aligned assessment and quality assessment. He purports that there is "anxiety and worry about the lack of understanding of the process of making change work at the mico level" (Sayed 2002a:31).

Similarly, Goode and Thomen (2001:199) complain that tertiary educators have great difficulty managing the tensions between policy requirements and established systems within their institutions. More specifically, in reference to the curriculum of teacher education, Sayed (2002b: 381-395) highlights the difficulties of translating education policy into practice mainly because the curriculum of teacher education has received such little attention in the post-apartheid education policy framework. Adding to this, Samuel (2002:397-410) illustrates by means of a case study on the transformation of teacher education at the University of Durban-Westville (UDW), the pressures and priorities that characterise curriculum development in a rapidly changing society. He reveals the challenges faced by UDW as a provider of teacher education programs, in coping with the contradictory demands of policy frameworks.

In essence, the aforementioned problems extracted from the literature demonstrate and imply that the implementation of educational policies at meso and micro can often be fraught with problems. This is why it was considered important to establish if the Executive Manager and CADS Manager have drawn up policies for staff development that would facilitate the translation and implementation of educational policies initiated at maco level. It was also crucial to discover if policies made at meso level were being put into practice. Questions A2a-A2d and B2a-B2b were intended to gain information about policy drafting and implementation.

Also, item 63 in the self-administered questionnaire (see appendix A) that asks whether academics feel that enough is currently being done regarding the development of academic staff, was used as a basis for phrasing of questions A3a-A3b and B3a-B3c in the interview schedule. The answers obtained in the interview could be compared with the responses of academics in the self-administered questionnaires, for the purpose of data triangulation.

Additionally, it was discussed in 4.4.2.8 that, given the dynamic nature of staff development, it is important that staff development programmes be updated and on a par with international trends. Are the existing staff development programmes adequately addressing the needs and aspirations of

educators in an era of educational transformation and innovation? Are staff development policies and practices at MEDUNSA comparable with modern trends in staff development practices? Questions A2c-A2d and B2b were designed to unearth the answers to these questions.

Therefore, questions related to policies and implementation of staff development, as well as the comparison of these policies with those made at macro level, are given below.

Questions asked of the Executive Manager:

A2a. Does MEDUNSA have any policies on academic staff development? What are these policies?
A2b. How are they put into practice?
A2c. How do these policies compare with educational transformation policies made at macro or national level?
A2d. How do these policies compare with current trends in academic staff development?
A3a. In your opinion, how successful are these staff development initiatives?
A3b. How many academics are attending?
A3c. Are you satisfied with these attendance figures?

Questions posed to the CADS Manager:

B2a. What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development at meso or institutional level are being realised?
B2b. To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?
B3a. How successful are these staff development initiatives?
B3b. Can you comment on the attendance of staff development programmes? Could you give evidence and examples?
B3c. If attendance is not satisfactory, can you give a reason for this?

In continuation, in our information-based, technological society, there is more pressure than ever before to perform optimally in one's tasks and functions. Greater demands on graduates to be complex thinkers have had an impact on the way in which educators have to prepare them for the workplace (see subsection 1.2.2). Subsequently, the need to enhance the quality of the academe has meant that staff development initiatives are imperative in providing support. Staff development has to equilibrate with the needs of academics in the new millennium. To reiterate, staff development is related to macro-educational reform, our knowledge-based technocratic society and socio-political and economic change (see subsection 1.7.1). Consequently, academics have to become more

reflective and engage in greater collegial interactions to be more effective and efficient (see subsection 1.7.4).

Therefore, it is important for Executive Management to adopt a futuristic outlook on something as dynamic and fluctuating as staff development in order to ensure the continual improvement of the academe. The Executive Manager is the person who drives staff development at MEDUNSA. What are the visions of the Executive Manager regarding staff development? How are these visions being realised by CADS? These issues are addressed in questions A4 and B4 respectively.

Question for the Executive Manager:

A4. Do you have any visions for academic staff development at MEDUNSA? If yes, could you please give an overview of these visions?

Question for CADS Management:

B4. In the implementation of staff development programmes, are the visions of senior management for academic staff development being realised? Please elaborate.

In subsection 1.8.5, it was reviewed that educational transformation is considered to be a cultural change. The structures and principles of the institution are evaluated against its intended mission. Educational transformation also pertains to greater accountability, enhanced quality and higher practical credibility of the institution. What must also be noted is that since 1995, there have been major developments regarding educational transformation in South Africa. For example, SAQA, the NQF, ETQAs, SGBs, NSBs and the CHE have been established to facilitate the transformation process. Also, several government papers (Green and White) were published on educational transformation (see subsections 2.7.1.4 and 4.4.2.3). This information should be made accessible to academic staff since they are the ones directly involved in implementing educational reform advocated by the national Department of Education. Acquiring this knowledge of educational transformation would help in their development and give them a better understanding as to why certain educational changes are necessary at meso and micro level.

It may be difficult, however, for academics with a busy schedule to research this information by themselves. What is the university doing to keep them informed of current changes in educational transformation? Questions A5e and B5b were inserted in the interview schedule to answer this question.

In summary, the interviews provided an opportunity for the Executive Manager and CADS Manager to give their responses to questions that focused on educational transformation. Does Executive Management have policies and strategies to implement educational transformation? On the cognitive level, are staff kept informed about changing trends in educational transformation? At the affective level, what is Executive Management doing to gain faculty support for educational transformation? What is the role of CADS in the transformation process? The following questions in the interview pertain to these queries.

Questions asked of the Executive Manager:

A5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

A5a. Could you give an overview of the strategies that are in place at meso or institutional level to implement educational transformation issues in higher education?

A5b. What type of transformation does the university envisage in the next ten years.

A5c. Do you have a longitudinal plan for this transformation?

A5d. What is the annual budget reserved for transformational change?

A5e. Are academics kept informed about current trends in educational transformation? How is this being done?

A5f. How does the university plan to go about gaining faculty buy-in for educational transformation?

Questions presented to the Manager of CADS:

B5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

B5a. What is the role of CADS in implementing educational transformation at micro level?

B5b. Are academics kept informed about current trends in higher education transformation? How is this being done?

B5c. Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.

Furthermore, a major curricula innovation to which South African tertiary educators would need to adapt to, is OBE. In subsection 4.4.2.4, it was emphasised that with the establishment of SAQA and the NQF came the adoption of an outcomes-based approach to teaching/learning. A novel curriculum like outcomes-based education would be able to address societal demands for socio-economic growth and development, and help graduates cope with our knowledge-driven, technological society. Also, graduates would be better prepared to survive in a complex, modern, competitive workplace. A shift to OBE, however, would impact on the way in which educators design and implement instructional activities and assessment strategies and techniques (see subsection 4.4.2.5).

In the self-administered questionnaire, item 34 refers to the involvement of management regarding the transition towards OBE (see appendix A). Responses would have determined whether academic staff perceive management as being effective in leading the transition towards OBE. At the same time, it was considered essential to obtain input from Executive Management and the Management of CADS as to their involvement in ensuring that the transition towards OBE is smooth and successful. More importantly, do they feel that those efforts are sufficient in adequately preparing staff for OBE implementation? Questions A6a-A6b and B6a-B6b encompass the issue of OBE implementation.

Questions put forward to the Executive Manager:

A 6. A component of educational transformation is curricula innovation.

A6a. Describe the role of senior management in facilitating the transition towards OBE.

A6b. Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?

Questions for the CADS Manager:

6A. A consequence of educational transformation is the need to adopt a novel curriculum.

B6a. What support and training is being provided by your unit to prepare academics for OBE implementation?

B6b. Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?

Another curricula innovation referred to in the self-administered questionnaire is PBL (see items 18, 41 and 70 in appendix A). Problem-based learning has been widely adopted by many medical schools

worldwide. Items 41and 70 give respondents an opportunity to state whether they would like to learn more about the implementation of PBL. What is Executive Management's stance on the adoption and implementation of PBL at MEDUNSA? This question was included in the interview schedule.

Questions presented to the Executive Manager:

A7. The following questions relate to Problem-based Learning (PBL) .

A7a. What is the university's stance on adopting and implementing PBL?
A7b. Why have you come to this decision?
A7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

Questions for the CADS Manager:

B7. The following questions relate to Problem-Based Learning (PBL).

B7a. What is the unit's stance on offering training in PBL to academics?
B7b. Why have you come to this decision?
B7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

In the literature there is much debate about the scholarship of research and the scholarship of teaching. This is covered extensively in paragraph 3.3. What can be concluded is that enhancing academic quality and excellence would mean that scholarship would have to be promoted. A number of additional questions need answers: How is scholarship perceived and interpreted by the Executive Manager and CADS Manager? Which do they emphasise-the scholarship of teaching or research, or both? How do they go about promoting this? What is the role of CADS in promoting scholarship? What is being emphasised in the staff development process? The interview was used as a means of obtaining answers to these questions as shown below.

Questions posed to the Executive Manager:

A8. Now I would like to ask you something about scholarship.

A8a. On the issue of scholarship of research and teaching, what is being emphasised? Is it teaching or research or both?

A8b. How is this (research and/or teaching) being promoted by the university?

A8c. Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.

A8d. Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?

Questions presented to the CADS Manager:

B8. Now I would like to ask you something about scholarship.

B8a. What is your emphasis regarding the scholarship of research and teaching and staff development?

B8b. Is it research or teaching, or both, that is being developed? How is this done?

B8c. In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?

B8d. Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.

Quality assurance was also pinpointed as a significant element in the educational transformation process and the development of staff (see paragraph 4.4.2.6). As was already discussed in subsection 4.4.2.6, quality enhancement is a concept that embodies many issues, for example, transformation, curricula innovations and the paradigm shift in teaching/learning. Quality improvement also relates to accountability to stakeholders and the increased credibility of the academe. What is the role of the university in ensuring the improved quality of academics? To derive an answer to this question, it was deemed important to determine the policies and practices of management on the issue of QA and quality improvement for MEDUNSA academics.

Questions asked of the Executive Manager:

A9. The next few questions relate to quality assurance (QA):

A9a. Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?

A9b. What is the university doing to improve the quality of its academe?

A9c. How will the university measure or determine if an improvement in the quality of its academe has taken place?

A9d. What criteria will be used to assess the quality of the academe?

A9e. What incentives are there for those who excel?

A9f. How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?

Questions posed to the CADS Manager:

B9. The next few questions relate to quality assurance (QA):

B9a Does CADS have a quality assurance policy for the development of academic staff? If so, what are the contents of this policy?

B9b How is this policy being applied practically to ensure the improvement of quality amongst the academe?

B9c What assessment strategies will be used to determine if there is any improvement in academic quality?

B9d What criteria will be used to assess the quality of the academe?

B9e Do you offer programmes that would better prepare academics to cope with limitations such as: 1) large classes and 2) a heavy workload? Please explain further.

Since we live in a very technological society, it is logical that universities adopt and enhance the use of technology to render teaching and learning more effective (see subsection 2.3.1). Some applications of technology in the context of the teaching/learning situation were discussed in subsection 2.3.2. The implementation of technological skills in higher education necessitates that educators be trained and developed in this regard. This was explained in subsections 2.3.3 and 4.4.2.1. What is being done at MEDUNSA to train staff in ICT?

Questions for the Executive Manager:

A10. The following questions are concerned with the use of technology in the teaching/learning situation:

A10a. Would you say that MEDUNSA is adequately equipped to offer CBE programs that would bring technology into the teaching/learning situation more effectively?

A10b. What facilities are there for e–learning?

A10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

A10d. Do you feel that the budget can support e-learning?

Questions for the Management of CADS:

B10. The following questions are concerned with the use of technology in the teaching/learning situation:

B10a. What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation?

B10b. Do e-learning and computer-based education form part of staff development programmes? Please explain.

B10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

B10d. Do you feel that the budget can support e-learning?

As a result of educational transformation policies which were intended to make education more accessible to all people, an increased demand for higher education was predicted. The Green Paper identified distance education as another mode of learning which was believed to be important in addressing the expected massification in higher education. Distance education is also attractive in that it is cost effective and allows for delivery of education and training to large numbers of learners. Another benefit is that the quality of teaching/learning is not dependent on the employment of additional staff. For educators to be trained as distance education specialists, they would require specialised training in distance education methodology. In this way, they would acquire the appropriate skills and knowledge that would ensure that the implementation of distance education is a success (see subsection 3.2.2.3).

Questions put forward to the Executive Manager:

A11. *What is MEDUNSA's stance on offering training in distance education to academic staff?*

Question for CADS Manager:

B11. *Are MEDUNSA staff trained as distance educators? If so, what training programmes are being run?*

Further, given the legacy of injustice in our country, as part of the educational transformation process, policies have been made to overcome inequality and imbalance. Higher education is more accessible to the masses and tertiary institutions would have to cater for a more diverse students body. Not all students entering university are equipped with the same level of academic preparedness. Students who were educationally disadvantaged in the past would require a special kind of teaching. In part,

the mission statement of MEDUNSA is aimed at empowering the educationally disadvantaged. Hence, academics would have to be trained to cope with learners who have different learning styles and needs. Concomitant with this, academics would have to learn to cope with larger classes (see subsection 3.2.2.2). What training and support are academic staff being offered by the institution to deal with such challenges? Questions A12 and B12 addressed this question.

Question presented to the Executive Manager:

A12. The mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. *What is the university's role in assisting academics to cope with the challenges of empowering students who have been educationally disadvantaged?*

Question posed to the Management of CADS:

B12. The mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. *Do you offer staff development programmes that will assist educators in educating learners who have been educationally disadvantaged? If so, what type of staff development programmes are offered?*

In the last question, the interviewees were allowed an opportunity to make any additional commentary.

A13 and B13. Is there anything else you would like to comment on?

5.5 Developing the interview schedule for the Deans

In this subsection, the development of the interview schedule for the Deans is described.

5.5.1 Preamble

From the interviews with the Executive Manager (see paragraph 6.3) and Manager of CADS (see paragraph 6.2), it became evident that Deans as academic champions and leaders of their faculties also play an important role in the development of academic staff. Hence, the decision to interview the Deans in each of the four faculties.

To test the hypotheses given in subsection 1.5 and to answer the research questions outlined in subsection 5.4.1, seven main questions were chosen which formed the framework for the interview

(see figure 5.2). These questions were intended to test, from the Dean's perspective, whether MEDUNSA is adequately prepared to address the factors related to educational transformation. They also tested whether Deans have committed themselves practically to addressing the issues of educational transformation and academic staff development, for example, curriculum development, scholarship, equity and redress, QA and the application of technology in the teaching/learning situation.

The interview questions were broad to gain an understanding of the Dean's perceptions regarding academic staff development (see appendix D). It was felt that this relatively "unstructured format" of questioning as compared to the questions in the interview schedule for the Executive Manager and CADS Manager, might be less constricting. At the same time, the topic list would have ascertained whether respondents had taken cognisance of issues currently pertinent to academic staff development (see subsection 5.5.2). The questions included in the interview schedule for the Deans, on topics related to transformation, were drawn from the interview schedule reserved for the Executive Manager. It was decided that this would facilitate comparability of responses which would enhance the value of the study. Therefore, the questions in the interview schedule for the Executive Manager pertained to academic staff development in the context of educational transformation which is what the questions in the interview schedule for the Deans were also related to.

5.5.2 Content validation of the interview schedules

It is evident from the discussions in paragraphs 2.5.1.2, 2.7.1.2, 2.7.1.3 and 2.7.1.4 that educational transformation includes parameters such as QA, OBE, the application of technology in education, innovative methods of teaching/learning as well as equity and redress. It therefore makes sense that a topic list to guide the interview should cover these issues. Thus, a topic list included (see figure5.2):

1) Implementation of educational transformation at institutional level.
2) Implementation of OBE at MEDUNSA
3) Scholarship of teaching and research.
4) Quality assurance in higher education.
5) Implementation of e-learning and CBE.
6) Equity and redress

The point of departure for the five issues in the topic list emerged from the acceptance that there is much that MEDUNSA ought to be engaged in owing to macro and meso changes in education. Examples of such issues pertain to OBE (see paragraph 1.2.2) a paradigm shift in the teaching/learning process (refer to subsection 1.2.1), QA (see paragraphs 2.7.1.4 and 3.7.2), moving

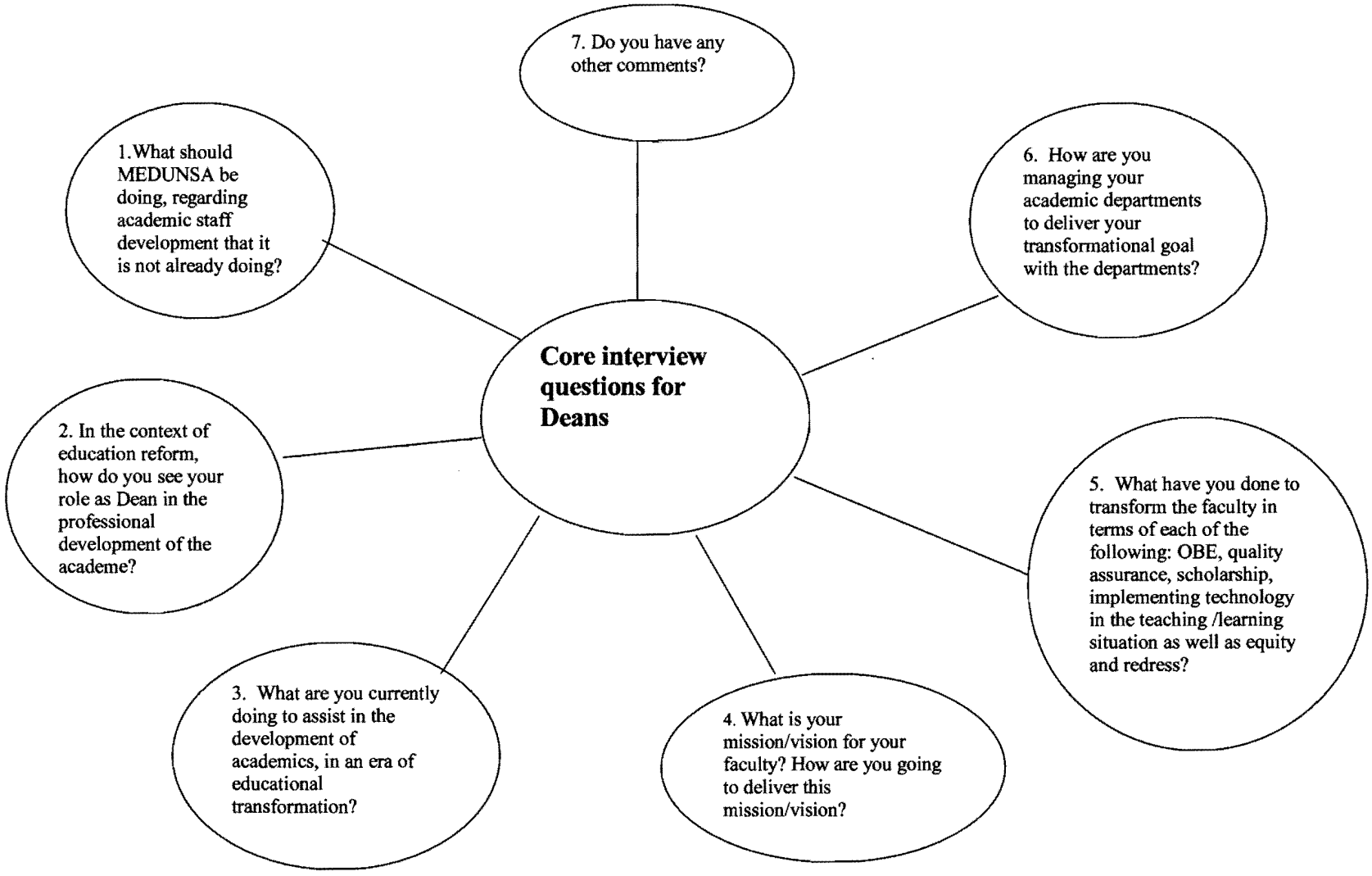


Figure 5.2: A template for developing the interview questions for the Deans

towards a technology-based education system (see subsections 2.3.2 and 2.3.1) and enhancing the scholarship of the academe (see section 3.3.1). Is MEDUNSA incorporating these themes in the course of academic staff development? Interview question 1.2 (see appendix D) was included to determine how well (if at all) academic staff development initiatives at MEDUNSA are addressing these themes:

How effective is MEDUNSA in:

1) *Preparing academics for OBE implementation?*
2) *Improving the quality of the academe?*
3) *Training academics to use technology in the teaching/learning process?*
4) *Providing facilities for using technology in the teaching/learning situation?*

What else do Deans suggest should be done that might not have stood out in the literature survey? This was captured in interview question 1.1 and the responses were intended to direct and inform the planning of future staff development programmes at MEDUNSA.

Staff development programmes must acknowledge that the educational transformation process is occurring on a macro scale in this country (refer to paragraph 1.2.1). The implications for academics are that they are exposed to large volumes of literature on educational transformation. How is this information made accessible to them at institutional level so that they can make sense of this significant change process? At the same time, academics are usually busy people and may need support and guidance from those in senior management (see subsection 4.4.2.3) in deciphering material on educational transformation.

From interviews with the Executive Manager and Manager of CADS, it was learnt that information on educational transformation matters are disseminated to Deans whose responsibility it is to ensure that this information is filtered to academics (see paragraphs 6.2.2 and 6.3.2). Is this mode of transmission of information successful, if it is happening at all? The Executive Manager also reported that Deans present the status of curriculum development at Senate planning committees (see subsection 6.3.3). It was considered useful to determine what this status is from Deans themselves and to compare this level of transition in the various faculties. Further, what other role (s) do Deans play in the transformation process? This question was answered when interview question 3 was asked: *How are you managing your faculty to deliver your goals for educational transformation with the faculty?*

Moreover, the implications of OBE for tertiary educators are that they will need to rethink and revisit the way in which they design and implement curricula and reflect on their teaching/learning

methodologies and assessment instruments (refer to subsections 1.2.2, 2.4.1, 2.4.2, 3.2.3 and 4.4.2.4). A challenge encountered by most tertiary educators is under-preparedness and lack of knowledge and skills in implementing a sophisticated, complex curriculum like OBE (see subsections 1.2.3 and 4.4.2.4). In other chapters (see subsections 1.2.3, 2.5.1.2 and 2.5.1.3), a more extensive analysis of this problem is presented. In effect, academics who most often lack a strong educational background, can hardly be expected to adopt a novel curriculum in the absence of adequate academic support and training (refer to paragraphs 1.2.3 and 4.4.2.4).

In the interview conducted with the CADS Manager, it became apparent that training in OBE at MEDUNSA has not been effective. The Executive Manager also complained that more training in OBE is required (see paragraph 6.3.3). What are the perceptions of the Deans on this issue? Furthermore, what are the roles of Deans in promoting programme design and development in their faculties? What support, guidance and management strategies are in place to expedite the transition towards OBE? What are Deans doing to promote innovative practices in teaching and learning in their faculties? These questions were raised during the interview with the Deans as question 4, question 4.1 and 4.2 respectively: *What are you currently doing to assist in the development of academics in your faculty, in an era of educational transformation? What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your faculty? What are you doing to promote innovative practices in teaching and learning in your faculty?*

Additionally, in this technological, information driven age, the need to incorporate technology in the teaching/learning situation is well documented (see subsection 2.3.1). Many tertiary institutions have already tapped into the use of technology to improve the quality of teaching and learning (see paragraph 2.3.2). What are the Deans' stance on the implementation of e-learning and CBE programmes. The interview schedule contains a question (question 4.3) on the application of technology with respect to the teaching/learning process: *What is your stance on the implementation of e-learning and computer-based programmes in your faculty?*

Another significant issue for staff development is QA. Quality assurance in higher education is linked to accreditation and accountability to society and stakeholders. The importance of QA in ensuring that tertiary institutions remain competitive and do not become obsolete has been acknowledged by the establishment of QA bodies, for example, ETQAs, NSBs and SGBs. Consequently, every educator should regard QA as a priority in his or her professional practice (see subsections 2.7.1.4 and 4.4.2.6). Quality assurance, however, encompasses many factors which have been discussed in paragraph 4.4.2.6. In the interview with the Deans, QA pertained to academic staff development. For example, question 4.4 in the interview schedule reads: *What are you doing in your faculty to improve the quality of academics as educators and researchers?*

In terms of scholarship, there is much discourse surrounding the promotion or enhancement of research over teaching. Some scholars argue that a way forward is to implement strategies that forge teaching/learning and research together (see paragraph 3.3.1.5). In the context of the interview study with the Deans, how do Deans interpret and promote scholarship (of research and teaching)? What is being done by Deans to promote the scholarship of academics in their faculties? This was addressed in interview questions 4.5 and 4.6 respectively: *What are you doing to promote the scholarship of teaching in your faculty? How do you manage staff to achieve research excellence in the faculty?*

Further, given the legacy of exclusion in our country, one of the principles guiding the process of educational transformation in South Africa is that of equity and redress. Wolpe, Quinlin and Martinez (1997:237) capture this issue rather succinctly by arguing that: "No policy or plan is ever neutral because change is never neutral in terms of its impact on people involved in the education system". It is an international problem that women are employed at the lowest levels in the academic hierarchy and are seldom promoted because their research and publications records are weaker than their male counterparts (Forster 2001:28-38 and Wolpe et al. 1997:158).

In South Africa it is not only women who occupy the lowest academic positions but black men as well (Department of Education 1997:4). This under-representation of women and blacks in positions of greater prestige and status fails to represent the demographic realities of the country and flies in the face of equity. Therefore, if higher education is to contribute to the reconstruction and development of a democratic South Africa, these inequities and imbalances must be addressed (Department of Education 1997:4).

According to the Deputy Director of Human Resources, at MEDUNSA whose task it is to draw up an Employment Equity Policy, MEDUNSA only has a draft Employment Equity policy at this stage. Therefore, a pertinent question (4.7) presented to the Deans during the interview was: *What support do you provide in enhancing the academic development of women and blacks in your faculty?*

Moreover, MEDUNSA should be paying attention to educational transformation issues especially in terms of implementing the policies that have been legislated by government (refer to paragraphs 2.5.1.2, 2.7.1.2, 2.7.1.3, 2.7.1.4). The questions shown below were presented to the Deans during the interviews. These questions are in line with the main tasks and functions of a Dean as a leader within a faculty undergoing educational transformation. Therefore, question 2 reads: *What is your mission and vision for your faculty? How are you going to deliver this mission and vision?*

The vision would describe what the future could be like for the faculty in terms of "valued outcome" that serves as a motivating force (Burningham and West, in Hoover 2002:55), while the mission indicates the current reason for the faculty's existence (Hoover 2002:55).

Deans were also afforded an opportunity to express their opinions about what they felt should be happening at MEDUNSA in terms of academic staff development. Question 1.1 focused on this issue: *In your opinion, what should MEDUNSA be doing regarding academic staff development that it is not already doing?*

The final question (question 5) gave interviewees a chance to give general comments: *Do you have any other comments?*

The interview schedule for the HODs was the same as for the Deans except that the word "faculty" was replaced by the word "department" (see appendix E). In this way the responses were easily compared and cross-validated.

The following subsection describes the pilot studies that were undertaken as a measure to enhance the credibility of this research.

5.6 Pilot studies

Improperly worded questions can result in biased or meaningless responses. It is, therefore important to pre-test the questions and then revise and improve them (Judd et al. 1991:235).

The interview study for the Executive Manager and CADS Manager was piloted by sending the interview guides to three respondents asking them for critical comments and to state whether the questions were understandable and related to the research hypothesis. One of the respondents claimed that the questions were too "loaded" and that this might lead the interviewees to answer in a certain way. This researcher had included transition statements to keep the flow of questions logical and to prepare interviewees for the set of questions to follow. These transition statements, however, could have unwittingly forced the interviewees to respond in a certain way. For this reason, amendments were made to the interview schedule so that transition statements were neutral and merely introduced the set of questions to follow. For example: "The next few questions relate to QA" instead of "Quality assurance is an important consideration for academic staff development". Another criticism was that jargon such as "meso level" and "micro level" might not be understood. Therefore, these terms were explained in the interview schedule and during the interview itself.

Another comment made by two of the respondents in the pilot study was that the interview schedule was too "structured" and that more open–end questions should have been included so that interviewees could have more lee way in their responses. It was decided to retain the "structured" nature of the questions, as it was important to have those covered in order to test the hypothesis and ensure that the objectives of the study were realised. Finally, the interview was practiced on a fourth person to get a feel of how the interview would run when actually conducted.

The interview schedule for the Deans and HODs were piloted with three respondents who were requested to provide comments and suggestions. Feedback indicated that there were a few redundant and ambiguous questions. Subsequently, the schedule was amended accordingly to eliminate confusion and frustration among prospective interviewees.

In the next paragraph, an overview is given of the sampling technique that was employed and a description of the target population included.

5.7 The study sample

This subsection briefly addresses the technique of sampling and explains the method that was used in this research. Coupled with that is a description of the target population.

5.7.1 Sampling

There are three categories of sampling, namely, random (Fowler 1993:14), probability (McBurney 1994:205-208) and non-probability sampling (Robson 1997:140-142). These are shown in table 5.2.

Table 5.1: Sampling techniques

Random sampling	Probability sampling	Non-probability sampling
Simple random sampling Stratified random sampling Cluster sampling Multistage sampling	Systematic sampling	Quota sampling Dimensional sampling Convenience sampling Snowball sampling Purposiveness sampling Haphazard sampling

Although it would have been ideal to involve the entire population of HODs at MEDUNSA in this study, it would have been difficult to put that into operation. Setting up appointments, interviewing and analysis of data would have been time consuming and unlikely to fit in with the time frame of this research project.

Therefore, a stratified random sampling technique was adopted. There are four faculties at MEDUNSA with different characteristics and functions which was why this researcher wanted to involve each faculty in the study. It was considered ideal that the representation of each faculty should be proportional so that the respondents were representative of the HOD population at MEDUNSA and so a simple random sampling could not be implemented.

It was decided to involve 30% of the HOD population which is neither too large nor too small, giving a convenient sample size to work with. Hence, a stratified random sampling was used in which 30% of the departments in each faculty were randomly selected. The names of all departments within a faculty were written on pieces of paper, placed in a box and selected randomly. This was done for each faculty. For instance, the Dental faculty has nine departments and so three departments were randomly chosen (see table 5.3).

Table 5.2: Sampling of HODs

Faculty	Total number of departments	Number of departments selected
Dentistry	9	3
Science	7	2
Medicine	42	13
NSPH	7	2
TOTAL	65	20

It was decided to use the entire population of Deans since there are only four of them.

5.7.2 The target population

The target population for the interview studies comprised four groups of interviewees as shown in table 5.3. The (one) interviewee from Executive Management was chosen because of his direct involvement in monitoring and promoting academic staff development activities and procedures at the institution. Since no other member from Executive Management is involved in academic staff

development, the respondent was representative of the Executive Management population. The same argument applied to the CADS Manager. The CADS Manager was selected because of her involvement in managing staff development practices and policies at the institution. Deans in all faculties were chosen, hence the sampling was representative of the population of Deans at MEDUNSA. Deans and HODs were included because of their leadership status within faculties and academic departments, respectively (see subsection 1.6.3).

Table 5.3: Target population for the qualitative study

Group	Target population	Number of people interviewed
Group 1	Executive Management	1
Group 2	CADS Management	1
Group 3	Deans	4
Group 4	HODs	20

Subsection 5.8 gives a detailed account of how the main study was undertaken.

5.8 The main study: Conducting the interviews

Prior to the interviews, appointments were set up with the Executive Manager, Manager of CADS and Deans to explain the intention of the interview and what the study entailed. Each HOD was contacted telephonically to request permission for an interview. Thereafter, the relevant interview schedules were mailed to the interviewees. A covering letter was attached explaining the purpose of the study and the intention of the interview (see appendices B, C, D and E), assuring confidentiality and thanking them for agreeing to be interviewed. Appointments for all interviews were set up. It was a bit difficult to secure an appointment with the Executive Manager because of his demanding and unpredictable schedule but nevertheless he had eventually set aside time for the interview.

The Management of CADS was interviewed on 2 August 2002 and the Executive Manager on 20 August 2002. The duration of each interview was one hour and twenty minutes. The Deans of the Faculties of Dentistry, Science, Medicine and the NSPH were interviewed on the 21, 22, 23 January 2003 and 3 February 2003, respectively. The HODs were interviewed during the period February 2003 to April 2003. The average duration of the interviews with the Deans was one hour and with the HODs, 30 minutes.

At the outset, the purpose of the interview was explained to the interviewees. The interviewer made an effort to create a relaxed, friendly atmosphere while also creating a balance by keeping the interview formal. The interviewees showed great interest in the study and all questions in the interview schedules were answered. At no point during the interview did they show fatigue or disinterest. All interviews were tape-recorded and handwritten notes were taken as a back up, during the interviews. After analysis (see subsection 5.9) an abstract of the major findings was sent to all interviewees.

On another point, it was initially intended to also interview the Deputy Director of CADS since she was part of CADS Management. In an attempt to secure an interview with the person concerned, the interview schedule for the Management of CADS, together with a covering letter was sent to her in July 2002. When she had gone through the questions in the interview schedule, she felt that she was not able to answer them. She explained that she had been recently (January 2002) employed at CADS and felt that she did not have a "solid" enough idea of how the department was being run or about staff development issues at CADS or institutional level. She was of the opinion that her limited knowledge might affect the validity of the study and "skew the data". She said that she needed at least a year to settle down. Thus, an arrangement was made to conduct the interview in 2003. When approached again in January 2003, she stated that she was still not "ready" to be interviewed. At the end of March 2003, she had resigned from MEDUNSA and hence no interview was conducted.

5.9 Analysis of the results

A short period after the interviews were conducted, the field notes and recordings of the interviews were put into a readable form for analysis. The interview recordings were played while being compared to the (handwritten) field notes, and amendments and additions were made accordingly.

Data was captured using data reduction methods. Miles and Huberman (1994:10) defines data reduction as follows: "It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes of transcriptions". In this study, data reduction was a form of analysis that sharpened, sorted, focused, discarded and organised data in such a way that the final conclusions could be drawn and verified (Miles and Huberman 1994:10). Three steps were involved in the analysis of the data: organising the data, summarising the data and interpreting the data (Ary, Jacobs and Razavieh 2002:465).

The first step in organising the data was to reduce it through a process called coding (Ary et al. 2002:465). In this research, coding was done by writing keywords or phrases below the units (sentences or paragraphs) of data. An example of the coding done for this research is given in

appendix G which relates to the interview responses of the CADS Manager and Executive Manager. The coding for the responses obtained during the interviews with the Deans and HODs were handwritten and not typed, but are available for scrutiny.

After all the data were coded, all paragraphs having the same coding categories were placed together. Also, the data was re-read to look for units of meaning, for example words, phrases and sentences that appeared regularly and which seemed important. This classification of similar ideas and concepts also represented categories. This classification simplified the analysis since data having the same categories were grouped together. The goal was to come up with a set of categories that provided a meaningful reconstruction, summary and interpretation of collected data (Ary et al. 2002: 466-467, and Bogdan and Biklen 1992:166). As a validity check the coded transcripts were given to a colleague who was asked to examine the data for correctness of coding and categorization.

The ultimate step was to make general statements and further interpretations about relationships among categories by discovering patterns or themes in the data. In searching for patterns, the researcher tried to understand the complex links between the respondents' perceptions, actions and beliefs and also to look for negative evidence and alternative explanations. Pattern seeking also helped to establish how well the data illuminated the research problem in addition to relating to the conceptual framework of the inquiry (McMillan and Schumacher 2001:476).

5.10 Conclusion

To recapitulate, this chapter described the qualitative phase of this research in so far as providing an account of the research design, content validation of the research instruments and the data collection method that was employed. Whilst it was pointed out that the interview method has its advantages there are several limitations that accompany it and which have to be circumvented. The compensation of these barriers was explained in the context of this research. Measures that were undertaken to ensure reliability and validity of the instrument were also elucidated.

Further, the content validation for the interview schedules drawn up for the target population was explicated. The content validation served as a conjugation between the thematic literature review and the questions in the interview schedules. The final components of this chapter included sampling techniques, the methodology that was applied in conducting the pilot studies and main investigation, including an explanation of how the results were analysed.

In the following chapter the results of this qualitative study involving interviews with management, are reported and discussed.

References

Ary, D., Jacobs, L.C. & Razavieh, A. 2002. *Introduction to research in education (6th Edn.).* Belmont: Wadsworth/Thompson

Bailey, K.D. 1987. *Methods of social research* (3rd Edn.). New York: The Free Press.

Bogdan, R. & Biklen, S.K. 1992. *Qualitative research for education: An introduction to theory and methods.* Boston: Allyn and Bacon.

Department of Education. 1997. *Education White Paper 3,* pg. 3, 5. Pretoria: Government Printer.

Durrheim, K. & Terreblanche, M. (Eds.). 1999. *Research in practice-Applied methods for the social sciences.* Cape Town: University of Cape town Press

Forster,N. 2001. A case study of women academics' views on equal opportunities, career prospects and work-family conflicts in a UK university. *Career Development International,* 6(1):28-38.

Fowler, J.R. 1993. *Survey research methods* (2nd. Edn.). California: Sage Publications.

Frey, J.H. & Oishi, S.M. 1995. *How to conduct interviews by telephone and in person.* California: Sage publications.

Goode, H. & Thomen, C. 2001. Implementing an outcomes-based approach to university essay writing. *South African Journal of Higher Education,* 15(3):194:201.

Hoover, J.D. 2002. *Effective small group and team communication.* Belmont: Wadsworth/Thomson.

Judd, C.M., Smith, E.R. & Kidder, L.H. 1991. *Research methods in social relations (6th Edn).* Philadelphia: Temple University

Main, A. 1985. *Educational staff development.* Croom Helm: Dover.

Marshall, C. & Rossman, G.B. 1995. *Designing qualitative research (2nd Edn.).* California: sage publications.

McBurney, D.H. 1994. *Research Methods* (3rd Edn.). California: Brooks/Cole.

McMillan, J.H. & Schumacher, S. 2001. *Research in education: A conceptual introduction.* New York: Longman.

Moses, I. 1988. *Academic staff evaluation and development: A university case study.* St.Lucia: University of Queensland.

Miles, M.B. & Huberman, A.M. 1994. *Qualitative data analysis (2nd Edn.).* California: Sage Publications.

Robson, C. 1997. Real world research: *A resource for social scientists and practitioner-researchers.* Oxford: Blackwell.

Samuel, M. 2002. Working in the rain: pressures and priorities for teacher education curriculum design in South Africa: A case study of the University of Durban-Westville. *International Journal of Educational Development*, 22:397-410.

Sayed, Y. 2002a. Educational policy in South Africa: From opposition to governing and implementation. *International Journal of Educational Development,* 22:29-33.

Sayed, Y. 2002b. Changing forms of teacher education in South Africa: A case study of policy change. *International Journal of Educational Development,* 22:381-395.

Van der Merwe, H. 1996. The research process: Problem statement and research design, pg. 278-291. In Garbers, J.G. (Ed.). *Effective research in the human sciences*. Pretoria: J.L.Van Schaik

Wolpe, A., Quinlan, O. & Martinez, L. 1997. *Gender equity in education: Report of the Gender Equity Task Team.* Pretoria: Department of Education.

CHAPTER 6

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

6.1 Introduction

The previous chapter focussed on the methodologies of the qualitative study. In this chapter the results of the qualitative investigations are reported and discussed.

The results of the interviews with management, that is Executive Management, the Management of CADS, Deans and HODs, are outlined. In the analysis of the responses, categorisation and the identification of themes for each group were applied to achieve a general understanding of the role and perceptions of management, about staff development and issues related to educational transformation. Some of the responses are compared with evidence present in the literature. Also, the results are analysed against the research questions and objectives generated in chapter 1. The qualitative study culminated in a paper which was presented at a conference (Hassan and Fraser 2003).

6.2 Results of the interview with the Management of CADS

This subsection is concerned with the outcome of the interview conducted with the Management of CADS where one person was interviewed. The interview schedule that was utilized is inserted as appendix B.

6.2.1 Staff development policies and practices

There are multiple factors that drive staff development at MEDUNSA. The respondent explained that the legislative context, changed higher education, national policy frameworks, for example, the SAQA registration requirements for 2003 have precipitated the need for staff to acknowledge that previous training may no longer be relevant. "Staff need to know new techniques and acquire new understandings in terms of teaching and assessing".

To ensure that policies made at meso level are being realised, CADS works as an interface between what is happening at institutional level and what is happening at departmental level. The interviewee remarked that: "CADS's role is to put forward policies and visions of

structures at various committees, for example the Academic Planning Committee (APC), the Curriculum Development Committee (CDC), the Academic Development Committee (ADC), which are chaired by senate. Our role is to translate the Executive Manager's vision for academic processes into system-wide processes. CADs play an important role in co-ordinating and designing systems. Therefore, ours is not just a supportive role but a driving role as well".

Implementation of meso level policies help the unit keep up with trends and practices in staff development. The respondent purported that she consults with people when it comes to evaluation of teaching and learning, and curriculum development. She also conducts interviews with key stakeholders and that information is put into an understandable policy document. This is constantly up for review and goes to Senate for ratification.

Unfortunately, staff development practices at the institution are not so successful. "The energy that is put in is really not worth it". She continued: "When you have workshops, you get about 30 people, usually junior staff. It's harder to get senior academics. People are highly resistant when asked by the head of department to come to a workshop".

Poor attendance was attributed to academics being responsible for service delivery, community development and clinical responsibilities; thus, they are overstretched. The mentality of clinicians is that they are not teachers. Another mitigating factor is that teaching excellence is not well rewarded. Promotion relies on research outputs not excellence in teaching. Junior staff attend programmes and are more prepared to admit that they don't know. Senior academics like HOD's are insecure about admitting in public what they should know.

Mostly, the visions of the Executive Manager are being realised in the implementation of staff development programmes. She extrapolated: "He is passionate about the quality of teaching and learning, to get students to think critically and to problem solve, in addition to "rural training " for doctors where they can use alternate methods in rural areas. The visions of the Executive Manager are not fully realised because people are not actively involved in academic issues. He's aware that constraints of facilities and resources exist. He wants to look at task teams to explore e-learning. He's requested that explore interdisciplinary connections, for example, a common bioethics course that could be shared amongst faculty".

6.2.2 Educational transformation and its impact on staff development at MEDUNSA

The role of CADS in implementing educational transformation at micro level involves:

1) Creating awareness of transformation initiatives, for example teaching/learning issues.
2) Dissemination of information on the NAP document and QA frameworks and to get people to critically discuss these documents and how it affects them.

Apparently, academics don't understand links between broader frameworks of educational transformation and policy documents like the White Paper on Higher education and the NCHE. This is why an attempt is made to keep them informed about the current trends in higher education transformation. The internet is used for this purpose but it is not always reliable. Hence, the medium usually used is faculty committees, for example the APC. Senate is informed and then hard copies of documents are sent to Deans of faculties who have the responsibility to disseminate information to HODs, who then inform academic staff. The respondent noted that: "This line of communication doesn't always work all that well but is still a better way to get departments and peers to engage in discussion".

The role of CADS in obtaining faculty buy-in is to serve as a link between institutional decision making and implementation at departmental level. She added: "To obtain faculty buy-in, it is important to get on well with faculty. I have good interpersonal relations with Deans and HODs and take every opportunity to become involved in their discussions. I sit in on all faculty boards, executive committees of faculties and APCs. I'm able to draw a link".

6.2.3 The training and development of academics in the implementation of novel curricula

The provision of training and development in the implementation of novel curricula is sparse. The following reasons were given: "CADS is still in a developmental stage. We only have one staff development practitioner. We've relied heavily on outside facilitators to provide training and guidance".

The support of outside consultants has not been adequate to prepare staff for the implementation of OBE. "Staff must understand what OBE is all about-its principles and all

of its implications in terms of its assessment and teaching. People need to understand it and then buy-in to it. People still don't understand much about continuous assessment, group-work or student-centred learning".

Taking into account the difficulties associated with the implementation of new curricula, Cross et al. (2002:172) argue that ideals such as OBE require a great deal of technical and political skills that cannot be achieved overnight and that one would need to be realistic about what can be achieved given the circumstances of the institution.

The unit's stance on offering training in the implementation of PBL is not very positive. If programmes are not PBL based, CADS sees no need to offer training in this. Except for the pharmacy department, no other department uses PBL. She stipulated that: "We do not have the resources to offer training in PBL to people who don't use it- that would be an exercise in futility. CADS designs programmes in terms of the training needs of faculties".

Arguably, since MEDUNSA is a medical university, it would seem obvious that it should follow the example of other medical universities world-wide, for example McMaster University (Bligh 1995:323), the University of Toronto (Bernstein, Tipping, Bercovitz and Skinner 1995:245-247) including Maastrict and Flinders University (Lloyd-Jones, Margetson and Bligh 1998:492), in the implementation of PBL (see subsection 2.5.2.3). The fact that staff at MEDUNSA are not implementing PBL could be attributable to a lack of knowledge and skills which is all the more reason that training in PBL should be offered.

Notwithstanding the reply that was given, the respondent still felt that academics could benefit from training in the implementation of PBL. This comment was substantiated by the following commentary: "If the principles of PBL apply to what people are doing and would be useful, for example, for doing things like facilitating group work and designing case studies, then training will be beneficial. I would take care not to emphasise something that they are not using. PBL needs people who know how to do it".

6.2.4 The promotion of scholarship at MEDUNSA

In terms of the promotion of scholarship, the emphasis of CADS is on teaching since other departments are emphasising research. A new postgraduate programme is being put up to provide academics who are not competent clinical researchers to take a different route, that is research on teaching. This programme will also be for people in academia who have not

learnt how to teach. The CADS Manager stated that: "In the new programme we will be supervising postgraduate research. QA instruments are different in terms of what consultants will need in terms of training registrars". Moreover, there are currently no postgraduate programmes in higher education (for example, the Postgraduate Certificate in Higher Education-PGCHE) for academics who wish to excel in the scholarship of teaching.

6.2.5 The role of CADS in promoting quality assurance (QA) among academics

The CADS does not have a QA policy for the development of academic staff. Neither are there assessment strategies in place to determine the improvement of quality among academics. She commented: "People are concerned about good quality in teaching and learning but it has not been formalised. We have external examiners, moderators but it is not part of a formal process. It's the first time we are looking at it formally". Also, criteria to assess the quality of academics have not been decided upon and there is still intensive debate on the subject.

Additionally, CADS addresses the problem of academics having to cope with limitations such as large classes and heavy workload through discussions in workshops and induction programmes

6.2.6 Training and development in the use of technology in the teaching/learning process

Training and development of academic staff, in terms of applying technology in teaching/learning, are not co-ordinated. The CADS runs courses on PowerPoint and the university has a video conferencing facility. The respondent was of the opinion that MEDUNSA does not have the budget or technical support to run e-learning effectively.

6.2.7 Distance education and equity as educational transformation issues at meso level

Staff development programmes that could assist educators in educating learners who have been previously disadvantaged are not being offered by CADS. Furthermore, distance education was reported as not being a strategic priority of the university.

6.3 Results of the interview with Executive Management

This subsection pivots around the responses of the Executive Manager. The interview schedule that was applied can be found in appendix C. As far as possible evidence from the literature has been included to support or argue against responses given.

6.3.1 Staff development policies and practices

The factors that drive academic staff development at MEDUNSA are influenced mainly by: 1) The need to train academics to teach since they lack an educational background, and 2) The national requirements in higher education. Further, MEDUNSA has staff development policies in place as was explained by the interviewee: "We have a few academic staff development policies in place to assist staff development and we are responding to macro policy requirements from the National Department of Education to conform with quality development and to fit in with requirements of the new academic policy of government. Policy requirements from the Foundation of Tertiary Institutions in the Northern Metropolis (FOTIM) are also being put into place to fit in with a number of other requirements, for example foundational courses. All this is in the infancy stage-it still needs to be developed".

These policies compare with educational transformation policies made at macro level in that there seems to be compliance with national requirements with respect to curriculum processe as well as, programme and qualification registration in all faculties. Furthermore, to ensure that these policies compare with current trends in staff development, the university obtains advice from other institutions such as the University of Pretoria, Rhodes, the South African Universities Vice-Chancellors' Association (SAUVCA), the Department of Education, the CHE, the National Department of Education, Technikon Pretoria and the Pharmacy Council, in order to regenerate staff development.

Staff development policies are put into practice through induction programmes for new staff and workshops have been held to expose academic staff to new policies, for example, the NAP, curriculum development and quality assurance. These programmes are being implemented with respect to the 2003 deadline for registration of qualifications. He added: "We think we are competing with national policies at the level of QA and developing staff development programmes at the level of regional arrangement. New staff have been appointed to look at foundation programmes".

When asked about his perception on whether these staff development processes were successful or not, he answered: "In a milieu of rapid change, it is difficult to keep up with monitoring staff development within MEDUNSA. However, this is impacting on awareness for developing students who 1) are successful in academic work, 2) are lifelong learners and 3) would contribute to the socio-economic development of the community".

The interviewee expressed disappointment and dissatisfaction regarding the poor attendance of staff development programmes, stating that it is below expectation. He acknowledged, however, that programmes are demanding and that some staff do not have free time to attend. He explained: "When people look after the lives of others, that takes priority and staff development is shifted to a secondary point of concentration. We need to balance this". What he has witnessed, though, is that despite being experienced educators, some staff still look towards staff development for assistance.

In response to the question about his vision for academic staff development at MEDUNSA, the respondent replied: "I'm looking forward to a situation where staff may not be deployed in their various teaching functions unless they have gone through a teaching programme. We ultimately will have such a busy centre at CADS that we may need to muscle up staffing and quality of staff that mans CADS".

In Britain, the Dearing report has suggested that all lecturers undergo initial and subsequent training with teaching quality being assumed through membership of a professional body (Dearing 1997: par 14.30). Similarly, Fullan and Stiegelbauer (1991:309) condemn HEIs for expecting that anyone with content knowledge is able to teach (see subsection 1.2.3).

6.3.2 The implementation of educational transformation at institutional level

There are two camps of individuals, based on their attitude towards educational transformation, at MEDUNSA. This is the opinion of the respondent who advocated that: "Educational transformation is occurring within an environment that resists change on the one hand and on the other wants to envisage change. This produces a lack of direction and anxiety". In his estimation, there are some "good" people who recognise that change is necessary and they should be given support. It is documented that individuals will resist change when they see it as threatening to their status or well-being. People can also oppose change simply because of the sheer pleasure of resisting (Poole 1979:95).

In fact, the transformation that the Executive Manager envisages for the university in the next ten years, is a change in the mindset of staff in terms of what they can do for the institution rather than what they can get out of it. Also, faculty buy-in is a precondition to lead the institution into an era of development. The practice of gaining faculty buy-in is through information sharing processes which are intended to stimulate debate. He continued: "Ideally, I should be sitting in at meetings to be gaining faculty buy-in for a new way of looking at change, but we are operating at 50% management capacity".

Change is also important in addressing the social aspects of the transformation process: "We should make education reach a level that is not only internationally recognised but of importance to local people as well".

The respondent claimed that he does not have any longitudinal plans for institutional transformation but wants to have a one-stop shop at CADS where students and staff can get advice to fulfil the primary goal of the institution. He indicated that he would also like to see more change in extensions of human resources and facilities. On another point, there is no centralised budget that is allocated for educational transformation, however, since the budget is housed in "various outfits".

According to the Executive Manager, academics are kept informed about current trends in educational transformation when information from the Department of Education is disseminated through the office of the Executive Manager to Deans, Directors, and HODs. He explicated that: "Information is shared at various senate committees, public relations and strategic management committees. Deans and directors should be sharing this information with their faculties and directorates".

6.3.3 Curricula innovation as an element of educational transformation at institutional level

The role of senior management in the transition towards OBE has involved leadership in dissipating information from SAQA and the Health Professional Council of South Africa (HPCSA). They have also participated in setting up workshops in facilitating this process of information sharing. In QA committees and Senate planning committees, time is set aside for reporting on curriculum development, from faculties. Each Dean presents what the status is

regarding curriculum development in his faculty. Also in place are curriculum development committees of senate.

In spite of these efforts, the interviewee appreciated that curriculum development is a dynamic process. He expanded on this perception: "There can never be a time when we can say that we have done enough. The university is doing the best it can to support the process but more needs to be done. We need to review all the time to improve".

On the subject of PBL, the respondent staunchly advocated that the university's stance is that PBL on its own doesn't seem to "demonstrate more than the orthodox way of learning". While the Executive Manager feels comfortable with a hybrid system, the same does not apply to pure PBL. He added that the university wants to be wide in its mode of view of education and not fixed in one method. The reason for this decision was explained as follows: "The results world-wide do not show a definite superiority of PBL. We will learn more from wide modes of delivery".

Bligh (1998:325) cautions that a comparison between learners in the PBL track and those going through the conventional curriculum is difficult because conventional testing is geared towards traditional teaching methods and therefore will test knowledge recall rather than application and problem-solving. There is evidence by other researchers that PBL learners are better prepared to apply basic science concepts in clinical settings and are often judged better regarding clinical knowledge and skills (Boshuizen et al., in Albanese and Mitchell 1999:112).

Similarly, in other institutions where PBL was implemented, learners felt that PBL was superior in terms of retention and reinforcement of information, was more enjoyable (Bernstein, Tipping, Bercovitz and Skinner 1995:245-247), and was favourably received since learners indicated a high level of learning from fellow students during group discussions (Bhattacharya 1998:410). Clearly, the respondent in this investigation had ignored the numerous advantages that PBL has to offer.

Despite this negative sentiment towards PBL, the interviewee still felt that academics could benefit from training in the implementation of PBL. His rationale is that: "A great deal of PBL is outcomes-based, and more can be learned from outcomes-based learning".

6.3.4 The promotion of the scholarship of research and teaching at MEDUNSA

The Executive Manager claimed that both the scholarship of research and teaching are being emphasised at MEDUNSA. Explicating further, he stated: "Since its inception the institution has concentrated on teaching. There has been a significant shift in commitment towards the generation of knowledge. We see the importance of teaching on the same level as research and research development".

In order to promote scholarship the directorate of research is involved in investigating financial resources to encourage those researchers without sufficient resources. The university also amasses support from outside the institution. Collaboration with other institutions, for example the Medical Research Council (MRC) and Welcome Trust, is encouraged.

Additionally, research is encouraged mostly at graduate level although some departments, for example, the Department of Physiotherapy, also undertake research. Generally, there is more emphasis on teaching at undergraduate level. Since 1995, MEDUNSA decided that all masters programmes are going to have a significant research base. Teaching is still prevalent at postgraduate level but its role is taking a back seat.

There are more rewards accompanying research than teaching. In this regard, the respondent commented: "We need to encourage activity in research and teaching- this has not been done to our own satisfaction".

The lack of recognition and rewards for teaching could impinge on the quality of outputs at institutions of higher education. In a survey conducted to characterise quality initiatives at higher education institutions in four different countries, implications for managers were drawn up. Arising from these implications was a suggestion that there should be recognition and support for the scholarship of teaching and that the responsibility lies with the institution to foster a culture with appropriate recognition and reward systems (Avdjieva and Wilson 2002:381).

6.3.5 Assuring the quality of MEDUNSA academics

External review is a quintessential part of life in the health sciences. Examinations are moderated and reviewed and evaluated by peers in other institutions. Professional

programmes have had a process of audit and evaluation. Therefore, QA is not perceived as a novel idea but rather to strengthen what is already being done.

The role of the university in enhancing the quality of the academe is to provide financial support for staff to attend conferences and workshops and to improve their qualifications. Measurement of an improvement in the quality of academics is through the production of research papers, presentation of new information at conferences, sharing with national bodies, and sitting in at editorial boards of journals in higher education.

The criteria that are employed to assess the quality of academics are manifold and include:

1) Participation in various bodies in the educational arena.
2) Participation in QA processes within and outside the institution.
3) Membership of committees that discuss various techniques for educational programmes.
4) External examination, nationally and internationally.
5) Service, research and teaching and whether graduates are able to meet outcomes.

In short, the quality of teaching, community development and leadership skills are used to assess the quality of the academe. Those who excel are considered for promotion.

It can be argued that in order that staff be given an opportunity to develop and excel in the aforementioned professional functions, they will need to be relieved of their heavy workload. The university finds it difficult, however, to give staff release time as the respondent explained: "It is difficult for a person who is attending to a patient to leave that patient and attend a staff development programme. The benefits of improving the quality of teaching have to be weighed against the nature of their work".

6.3.6 The application of technology in the teaching/learning situation

The application of technology in the teaching/learning situation was discussed in subsection 2.3.2 as an element of educational transformation. Are institutions able to cede to this requirement of educational transformation? The Executive Manager confessed that: "We are not adequately equipped in relation to facilities and staff are not prepared/trained to deliver computer-based programmes. We are muscling up at human resources level to support technology-based teaching and learning".

Regarding e-learning, rooms and facilities are available, but according to the interviewee, are not used as well as they should. Facilities are used more for computer literacy rather than to assist students with their own learning. The Department of Family Medicine, however, uses e-learning centre for grand rounds". (Grand rounds are seminars on clinically related topics, including teaching and learning).

The Executive Manager's contention was that while MEDUNSA has an adequate number of technical staff to run e-learning effectively, these people do not have the expertise to do so. In lieu of that, measures are underway to employ someone who can provide technical support in e-learning. In that way, academic staff will be supported in developing technology-based learning and to buy-in to technology-based learning. Moreover, the respondent is convinced that the budget can support e-learning.

6.3.7 Distance education and equity as educational transformation issues

In the opinion of the interviewee, MEDUNSA's stance on offering distance education is that: "We do not believe the type of distance education can be categorized as distance education as distance education institutions offer it. Nevertheless, we have already penetrated that market since the NSPH runs from a distance mode".

In subsection 3.2.2.3, it was debated that e-learning can be viewed as a form of distance education because the principles adopted in e-learning to help learners learn from a distance mode, would apply. Evidently, the respondent did not make this connection.

On another point, preparing academics to cope better with the challenges of empowering learners who have been educationally disadvantaged is not simply an excerpt from MEDUNSA's mission statement but part of the educational transformation policies of South Africa as well (see subsection 3.2.2.2). Explaining the role of the institution in this matter, the interviewee stated: "The institution can and is poised towards improving the lot of those who are disadvantaged. We have programmes that have optimistic requirements for entry. We also need to address imbalances. Foundation programmes will assist in doing that".

6.4 Synthesis, discussion and analysis of the interviews with the Executive Management and Management of CADS

This subsection gives an overview and discussion of the main points that emerged from the interview with Executive and CADS Management. Analyses of the attainment of general and specific objectives as outlined in chapter 1 are addressed. Items for inclusion in the quantitative study have been identified. It was decided to merge the discussion and summary of both interviewees because the two interviewees work synergistically in policy making and implementation regarding staff development. In this way the (in) coherence of responses were easily detectable.

6.4.1 Synthesis and analysis of the findings of the interviews

The data from both interviews with Executive Management and the Management of CADS are summarized and presented in tabulated form to highlight similarities and discrepancies in the responses obtained (see table 6.1).

In an effort to summarise further, the categories "staff development programmes" and "resources for academic staff development" were chosen because issues pertinent to these categories had come up throughout both interviews. Additionally, knowledge of the present situation regarding staff development programmes is essential as it would inform and guide the design and implementation of future programmes. Determining whether resources can support staff development adequately is also crucial as one could argue that there's no point in designing programmes if the finances, facilities and human capacity is lacking.

1) Staff development programmes: Attendance is poor. Present strategies are workshops and lunch-time talks. Much of the content covered in staff development programmes are centred around OBE, QA, curriculum development and PowerPoint presentations. There is no training in e-learning, PBL or distance education. Neither are there training programmes to prepare educators to empower educationally disadvantaged students. There is very little dissemination of information about educational transformation issues to gain faculty buy-in, at the level of staff development programmes.

3) Resources for academic staff development: More change in the form of expansion of human resources and facilities at CADS is needed. The directorate of research investigates financial resources for researchers. A budget is allocated for staff to

Table 6.1: Responses of the interview questions with Executive Management and the Management of CADS

Staff development issues	Executive Manager's response	Response of the CADS Manager
Implementation of staff development policies	Institution responds to requirements from the National Department of Education and to FOTIM policies.	CADS co-ordinates, designs and drives academic staff development.
Success of staff development programmes	Participation is not good.	Not so successful. People are resistant towards attending workshops.
Visions for academic staff development	Staff may not be allowed to be educators unless they have gone through a teaching/learning programme.	The DVC is passionate about the quality of teaching and learning and to get students to be critical thinkers and problem solvers.
Educational transformation	This information is shared at various levels: senate, council committees, public relations and management committees.	CADS creates awareness and understanding of educational transformation. Academics are informed through faculty committee meetings and communication with Deans.
Curricula Innovations	Deans present the status of curriculum development at Senate planning committees. More training in OBE is needed. "We don't want to be fixed in one method like PBL".	Training in OBE is not much. Staff must still understand what OBE is all about. "There's no need to offer training in PBL if staff don't use it".
Scholarship	Emphasis is: research (at graduate level) and teaching (at undergraduate level). There are more rewards for research.	CADS emphasises teaching. No programmes exist for excelling in the scholarship of teaching.
Quality assurance	Criteria to assess quality will be participation in various bodies and committees, external examination, service, research and teaching.	There is no QA policy for academic staff development. Assessment strategies and criteria to determine quality is not finalised.
Alternate modes of delivery	Facilities and finance exist but not the technical support to run e-learning, except in the NSPH. Distance education is not run at MEDUNSA.	Training in CBE is not co-ordinated. No technical support or finance for e-learning exists. Distance education is not a strategic priority.

attend workshops. Facilities are available for e-learning but the human resource capacity is lacking. In the estimation of the respondent the budget is able to support e-learning. There is no centralised budget for educational transformation, however, since it is "housed in various outfits".

Further the general and specific objectives of the study were achieved during the interviews. The general objective was "to establish the role played by management (including CADS) in the development of excellence in teaching and research among staff in an era of educational transformation and innovation" (see subsection 1.4.2.2). This objective was achieved because the interviews were able to demonstrate the role played by the interviewees in developing excellence among academics. Generally, this is achieved by the drawing up and ratification of policies including the establishment of committees by Executive Management (see subsection 6.3.1). The role of CADS is to act as a mediator between departments and the institution in conjunction with offering programmes for academic staff development (see subsection 6.2.1).

A specific objective of this research was to 'investigate why MEDUNSA does not offer training in PBL" (see subsection 1.4.3.2). Evidently, the stance of the university is to be "wide in its mode of delivery and not fixed in one method" (see subsection 6.3.3). There is another perception that there is no need for training in PBL since most staff are not using this curriculum (see subsection 6.2.3).

A further specific objective was to "compare educational transformation policies made at macro level with staff development policies made at meso and micro level" (see subsection 1.4.3.2). This specific objective was also fulfilled when it was determined that the institution draws up policies for staff development in response to the requirements of the Department of Education and FOTIM (see subsection 6.3.1). To ensure that these policies are implemented, the function of CADS is to work between the level of departments and the institution, in the dissemination of information, creation of awareness and facilitation of programmes relevant to educational transformation.

One of the specific objectives of the qualitative study focussed on investigating the general perceptions of Executive Management regarding staff development at MEDUNSA (see subsection 1.4.3.2). Many of the answers revealed the perceptions of the Executive Manager, some of which have been summarised in subsection 6.4.1. A few concerns were noted in response to certain questions contained in the interview schedule (refer to appendix C):

1) "Attendance at staff development is poor. When people look after the lives of others, that takes priority and staff development is secondary" (see question 3c).
2) "Educational transformation is occurring within an environment that is divided by those who support change and those who resist it. This creates anxiety, lack of trust and lack of direction"(see question 5a).
3) "Information regarding education transformation is not shared in the way people would like it to be shared, for example, through university assemblies"(see question 5e).
4) "It is a great pity that there are more rewards for research than teaching" (see question 8d).

An additional specific objective was to "identify the reasons why MEDUNSA has not adequately promoted and incorporated ICT in the andragogical situation" (see subsection 1.4.3.2). From table 6.1, it is clear that there is no technical support to run e-learning effectively and that training of staff in CBE is not co-ordinated. Furthermore, the budget of CADS cannot support e-learning.

Another specific objective was to ascertain the visions and mission of Executive Management for staff development (see subsection 1.4.3.2). His visions for staff development were also noted from the responses given in the interview:

1) The Executive Manager's vision for academic staff development is that he is "looking forward to a situation where staff may not be deployed in their various functions unless they have gone through a teaching programme".
2) "We do not use international peers as well as we should. There is scope for improvement in that area. We may still need to get external people to deliver programmes and allow our staff to share with other staff in other institutions" (see question 9a).
3) More can still be done for improving the quality of staff. "We'll continue evaluating what we're doing" (see question 9b).
4) "Transformation deals with socio-economic issues and not just curriculum development. We should make education reach a level that is not only internationally recognised but of importance to local people as well".

Yet another specific objective was to determine if there is congruence between MEDUNSA's mission statement and staff development policies and practices (see subsection 1.4.3.2). MEDUNSA's mission statement focuses on empowering the educationally disadvantaged learner (see subsection 1.8.7). Except for foundation programmes, there are no programmes or training to prepare staff to empower educationally disadvantaged learners (see subsection 6.2.7). Therefore, this was a contradiction that emerged from the interview.

The next subsection pivots around a discussion of the interview with the Manager of CADS, especially in terms of validity checks.

6.4.2 Discussion of the results of the interview with the Management of CADS

Most of the questions had been adequately answered and had addressed the sub research question shown in subsection 1.3.2.2: "What is the involvement of management at MEDUNSA in assisting with the development of academics within the context of educational transformation? What are the perceptions, expectations and role of management regarding the nature and character of academic staff development in an era of educational transformation?"

Some answers, however, lacked validity as they did not adequately answer the question, that is, they did not measure what they were intended to measure. For example, the answer to question 4, in appendix B, did not fully answer the question in terms of staff development (see subsection 6.2.1 and appendix G). The respondent did not explain whether the visions of the Executive Management are being realised by the staff development initiatives of CADS. Although her answer to question to 8b was that CADS is emphasising or developing teaching and learning, she did not say how this is *presently* being done. She merely spoke of a postgraduate programme that is to be run in the future. As for question 8c, the answer given does not focus on teaching at undergraduate level although the question asks if teaching is taken into account at graduate and undergraduate levels, in the development of the scholarship of teaching. This researcher was cautious not to probe too much as the interviewee might have gravitated towards giving an answer that she would have considered as being more acceptable. Thus, questions were stated as written in the interview guide and only when the respondent did not understand the question, was it explained.

The next subsection is concerned with the discussion of the findings of the interview conducted with Executive Management especially in terms of validity checks.

6.4.3 Discussion of the results of the interview with Executive Management

The answers to the questions were analysed for validity and it was found that some answers were not valid, since they did not measure what was intended to measure.

Firstly, the answer to question 12 (see subsection 6.3.7) does not say if staff are being trained in educating learners who have been educationally disadvantaged. The interviewee stated that the "institution can and is poised towards improving the lot of those who are disadvantaged" and did not confirm that this was already being done. Thus, the question was not answered adequately. Secondly, in response to question 8b (refer to subsection 6.3.4), he talks about how research is being promoted and does not say how teaching is being promoted, although he also states that both research and teaching are being emphasised. Thirdly, question 9c (see paragraph 6.3.5) pertained to QA in terms of staff development, not professional programmes which the Executive Manager referred to. This question was also not answered satisfactorily.

6.4.4 Items for inclusion in the self-administered questionnaire

Another specific objective of the qualitative study was to obtain additional items for the needs analysis and perception survey questionnaire found in appendix A. In this regard, the following areas were identified for further exploration and cross-validated among academics:

1) How effective is the dissemination of information from Deans to HODs and academics? It is important to know this as it might be the only channel through which academics receive information about educational transformation. **Item 57 in the questionnaire addressed this concern: "I seldom receive information regarding national issues in higher education through my department".**
2) Poor attendance at staff development programmes is a problem. Most educators at MEDUNSA have no formal training in education and although they are the ones who most need it, they don't attend staff development programmes. What could be the reason? Is it that they are not aware of programmes that are run? **Item 54: "I have no time to attend staff development programmes" and item 56: "I am unaware of the staff development workshops run by CADS".**
3) Training in OBE has not been enough and there was a point made by the Manager of CADS that more needs to be done. From the perspective of staff, it was deemed essential to pinpoint what more needs to be done in this regard. **Item 71 was included to find out: "What more needs to be done to better prepare academics for OBE implementation"?**
4) Another contentious issue is that research is better rewarded than teaching. What do academics feel about this? **Item 53: "I support the university's practice of rewarding research more than it does teaching".**
5) Further, the vision of Executive Management is that staff who have not gone through a formal programme of teaching should not be allowed to be educators. It was considered

important to compare the perceptions of academics on this matter, with this vision. **Item 55: "Only academics who have been through a formal education programme of teaching should be allowed to be educators".**

Furthermore, it was evident from the results of the above interviews that Deans and HODs are also kingpins in the implementation of educational transformation and play an important role in the development of academic staff. It was decided that they could make a valuable contribution to this project and excluding them might affect the validity of the research. Therefore, it was decided that all four Deans in the various faculties would be interviewed including a sample of HODs who were chosen using the technique of stratified random sampling. The results of the interviews with these managers are given in subsections 6.5 and 6.6 respectively.

6.5 Results of the interviews with the Deans

This subsection gives an account of the results of the interviews with the Deans in each of the four faculties, namely the Faculties of Science, Medicine, Dentistry and the NSPH. Various categories and patterns were identified to facilitate a description and explanation of the responses attained. To understand the results more fully, the findings have been linked to recent and relevant discussions in the literature. The interview schedule that was used is located in appendix D.

6.5.1 What MEDUNSA should be doing that it is not already doing

One of the Deans had this to say: "What should happen is a Centre for Medical and Dental Education with a focus on curriculum development and evaluation within the arena of Health Sciences, to engage in Health Science educational research within the context of Africa, to stimulate teaching and learning theories and eventually to see the centre offering a masters (MPhill) for Health Science Education. Then you would have the road map that will impact on quality in teaching and learning that will assist us as a faculty. We want to uplift teaching and learning and include research. There is very little research on health science education".

What was also stated was that workshops run by CADS should be made compulsory. There was a complaint that less than 20% of HODs and senior lecturers would have attended programmes offered by CADS. A reason offered was that many would feel that they "know it all" as they're been here for so many years. It has also been reported in the literature that

problems are experienced with staff development programmes in that only a small proportion of academics attend (Blunt 1998:108).

Another Dean, however, remarked that people are nominated as departmental representatives to attend workshops run by CADS but fail to give feedback to the rest of the staff. There is unhappiness as to why some people can attend and others not. He acknowledged, however, that the space, time and workload (at CADS) make it difficult for everyone to participate.

The Dean of the NSPH remarked that he didn't think that MEDUNSA has an academic programme and that CADS has done nothing for his faculty. "The university has very little interest in academic staff development". He suggested that if CADS has to develop a cross-faculty programme, then junior academics should be given guidelines on how to become senior academics. Reiterating the importance of a staff development programme, he stated that academic staff development is not a minor programme- it's a major programme and that universities elsewhere in the world have a programme for that.

6.5.2 The role of Deans in educational transformation

The following subsections (6.5.2.1 and 6.4.2.2) focus on the involvement of Deans in preparing academics for educational transformation.

6.5.2.1 The management of departments for the delivery of goals for educational transformation

In the Faculty of Science, the Dean claims to have created an atmosphere of openness and co-operation, and information on transformation is being disseminated effectively. There was a complaint, however, that HODs are kept informed but this information is not disseminated to academic staff. In the Faculty of Dentistry, a CDC was established to ensure that the faculty achieves its goals in terms of teaching and learning in line with SAQA requirements. Module co-ordinators report to this committee. Every two months, the assistance of an outside consultant is solicited in the facilitation of workshops on curriculum development.

The Dean of the NSPH serves on a committee to redefine courses and the setting of standards and this information is brought back to the faculty. In the Faculty of Medicine, the APC addresses issues of educational transformation and the Deputy Dean chairs that meeting. They also have a Quality Promotion Committee (QPC) which is responsible for the

development of guidelines for QA. The QA mechanisms that are in place are external moderation of oral examinations. Regarding technologically based innovations, the Dean admitted that they don't have a planned programme to develop that. In educational grand rounds, speakers are invited to talk about innovations, at departmental level.

6.5.2.2 Assistance given by Deans in the development of academics in an era of educational transformation

In the Dental Faculty, staff in middle management are encouraged by their Dean to further their educational qualification and all staff are advised to keep teaching portfolios. Similarly, in addition to encouraging academics to further their own academic qualifications in their field, the Dean of the Faculty of Science encourages them to embark on a University Diploma in Education (UDE) in order to "sharpen their teaching skills". Exposure of staff to the community is also important and the Faculty of Science is involved with different schools, notably the "mobile science bus" and the "teachers assistance programme".

Academics in the NSPH were included in research projects that were initiated by the Dean. Furthermore, the Dean (NSPH) claimed to have created an environment that is friendly to academic freedom. The Dean of the Medical Faculty chairs the committee for curriculum development with the hope of helping others understand the process of educational transformation. In addition, a revised curriculum for the MBChB programme has been completed.

6.5.3 Training of academic staff for Outcomes-based Education (OBE) implementation

In this subsection, the effectiveness of MEDUNSA and the support provided by Deans in assisting academics in the transition towards OBE is discussed.

6.5.3.1 Effectiveness of MEDUNSA in preparing academics for Outcomes-based Education (OBE) implementation.

There was general consensus that MEDUNSA has done little to prepare academics for OBE implementation. It was observed that initially, staff were enthusiastic about OBE, but as time progressed and SAQA deadlines had to be met, this led to a "waning of enthusiasm. "People are tired of all these things", complained the Dean of the Science Faculty. Nevertheless,

regular meetings are held at departmental and faculty level to "keep the fire burning". Each department was required to elect a driver in the department to address matters related to OBE. One Dean complained that: "Some departments are able to write outcomes on paper but when it comes to implementation they revert to traditional methods-the trusted way of doing things".

The perception of another Dean was that OBE should be centralised, that is all Deans should have a common understanding and contextualisation of OBE which should then be managed by Deans within faculties. The curriculum needs to be integrated. There was a comment that if there were a Centre for Dental and Medical Education, the driver would be the Director. The Dean of the Medical Faculty stated that: "Less than 50% of senior professors and teachers know about OBE implementation". Most educators do not know how to write learning objectives in an outcomes based format. A consultant was brought in who looked at previous objectives and rewrote it in an outcomes based format and this was sent to departments. They were successful in accomplishing what was required for registration with SAQA but whether the facilitator had succeeded in transferring skills to academics, was doubtful The rationale given for choosing that route was that: "HODs, in the clinical departments especially are under tremendous pressure to do additional work and this (OBE) is more work".

The lack of expertise among academics in writing course outcomes and the implementation of OBE is attested to by other researchers. A case in point is the investigation that was conducted at Rhodes University where it was discovered that most educators do not have the expertise and knowledge to write courses in an outcomes-based format nor how to facilitate teaching and learning that would lead to the demonstration of the outcomes (Goode and Thomen 2001:198).

One of the Deans, at MEDUNSA commented that most of their programmes follow the SAQA guidelines and that they had taken the initiative of writing programmes in an outcomes-based format by themselves. The university did not help them in this regard. In the study done by Goode and Thomen (2001:198), educators relied on the staff development unit to assist with the writing of outcomes.

6.5.3.2 Support, guidance and management strategies that Deans have in place for Outcomes-based Education (OBE) implementation

In the Faculty of Science, "drivers" of the curriculum development process in their departments have the responsibility of ensuring that "things get done". Meetings are held once a month or every six weeks to keep the flow of information and progress going. They have built a small "library" of books and documents on OBE which is made available to individuals.

The Dean of the Medical Faculty explained that he has no support, guidance and management strategies in place to expedite the transition towards OBE, apart from the services offered by CADS. He added that medicine has always been outcomes-based, for example taking a blood pressure reading. This response lends support to the assertion by Spady and Marshall (in Pretorius 1999:ix) that OBE is nothing new; it has always been with us and that most jobs are outcomes-based.

The Dean of the NSPH explained that he will "work with faculty and then bring in consultants and find funds externally so that we can finalise teaching outcomes". In the Dental Faculty, an outside consultant is also used, in conjunction with CADS, in the transition towards OBE. They have established a curriculum development committee and have module co-ordinators to assist in this process.

6.5.4 The enhancement of quality among academics

The role of Deans and the effectiveness of MEDUNSA in improving the quality of academics, receive attention in the following two paragraphs (6.5.3.1 and 6.5.3.2).

6.5.4.1 Effectiveness of MEDUNSA in improving the quality of the academe

It was one the Dean of the Medical Faculty who advanced the view that MEDUNSA is trying very hard to improve the quality of the academe. Supporting this perception, another remarked that, through the effort CADS is putting in: "We're going to be on the path for improvement". Nevertheless, there are still complaints from students about availability of lecturers, quality of lecturers and learning materials to help them study better. There was a charge that: "Lecturers don't interact with students in class. One can have interaction irrespective of the size of the class". Furthermore, there was a perception from the Dean of

the Faculty of Science that the ideal situation would be if every educator could have had training as a teacher, to be more aware of the educational aspects of teaching. "We should encourage all people at this institution to do a university diploma in education just to get that perspective"

Contesting the antecedent perceptions, the Dean of the Dental Faculty felt that MEDUNSA ineffective in improving the quality of the academe and cited an example to support this claim:

> "If you are taking someone with an M degree: MMed or MPhil who becomes a professor, that's very dangerous and this is happening at this institution. He will not have the expertise in those areas of scholarship (teaching, research, integration and application). We overemphasise equity at the expense of quality. We must try and balance these two".

In addition one Dean was disgruntled when he remarked that: "This institution does not have a research culture. We have no development in research. Without research, we can't develop academics". He added that there is a "QA process" regarding teaching and learning at MEDUNSA but there is no negotiation between faculties and he is yet to meet this "QA process". This lack of communication is alluded to in the literature by Meade (in Newton 2002:196) who says that one of the major barriers to quality advancement at his university is "ineffectual communication".

6.5.4.2 The role of Deans in developing the quality of academics

One Dean stated that he has turned over the task of developing the quality of academics to the Deputy Dean of academic affairs and research. "Its their function to improve academic issues and research". On a personal level, he has implemented a Dean's award for excellence and a certificate is issued at the end of each year, at the oath taking ceremony. Another Dean explained that they have support systems such as financial support for staff to improve their qualifications. The research budget within the university is limited, however, and they are dependent on research support from outside agencies.

In the NSPH, the Dean randomly "looks in at staff's classrooms" which he claims is easy to do with e-learning. "I can go and check the comments made to students". They also have a standard approach where every single course is evaluated by an external examiner. The contribution of the Dean of the Dental Faculty towards developing the quality of academics is

to ensure that when HODs are appointed, they have a good research profile and that a minimum qualification requirement is adhered to.

6.5.5 The use of technology in teaching and learning

The success of the efforts expended by the university regarding the training of academics in the use of technology in the teaching/learning situation, plus providing facilities in that regard and the perceptions of Deans on ICT is explicated below.

6.5.5.1 Effectiveness of MEDUNSA in training academics to use technology in the teaching/learning process

There was a perception that although this area is reasonably effective, it can be improved. It was stated that academics should be trained to be more confident to use technology. The point was made that anyone who knows how to do a PowerPoint or multimedia presentation has acquired those skills on the job, through learning on their own, from trial and error and from others, rather than being trained by the university. One Dean confessed that: "We're making progress but not on top of mastering technology that is available". According to Surry and Land (2000:145) most faculty at HEIs make little use of technology as a tool for teaching even though the technology might exist on most campuses.

The Dean of the NSPH was proud of the fact that his faculty is very effective in training staff to use technology in the teaching process. They use sophisticated methodology and every academic staff member who joins the faculty is required to use this technology.

6.5.5.2 Deans' perceptions of e-learning and computer-based programmes

The following responses regarding their stance on computer-based programmes and e-learning were received from the Deans:

1) "Very positive. To establish a computer-assisted learning centre is my dream. This is part of my leadership to establish such a centre" (Dean: Faculty of Dentistry).
2) "We do it. It has to be integrated into face-to-face teaching. Our programme is five years old. We are using cheaper technology, for example CD ROMs rather than web-based learning. We are working towards an intranet system together with electronic textbooks" (Dean: NSPH).

3) "As an aid to understanding and supporting students, I'm all for it. Our subjects are hands-on, practical. Students, however, can get 100% on an experiment set up on the computer but in the laboratory that might be difficult" (Dean: Faculty of Science).
4) "This is the way to go for the future. However, we have several constraints, the major one being funds. The second problem is an inability of HODs to utilize the system because they're not trained. Therefore, they need training in developing e-learning material. That should not be an activity under individual departmental or faculty budget- that should be a university centralised entity" (Dean: faculty of Medicine).

This lack of training that was mentioned by one of the Deans has also been reported in the literature. Rogers (2000:21) purports that although training and technical support is critical, most faculty have had little formal training on how to make effective use of IT resources in their instructional and scholarly work. Taking this point further, Grant (2002:2) argues that it is not just training in ICT that is needed-educators need reassurance that technical support is there in a thorough and timely way.

6.5.5.3 Effectiveness of MEDUNSA in providing facilities for using technology in the teaching/learning process

Regarding the effectiveness of the institution in providing facilities for using technology in the classroom, there was a unanimous response from three Deans that MEDUNSA is not effective at all in this area. As one interviewee asserted: "I don't think there is a fundamental commitment in this direction since there's no commitment to put aside funding to use technology in teaching and learning". Another lament was that there is no space and no funds for a proper computer laboratory. This is handicapped by HODs who are reluctant to relinquish their territory and by the unwillingness of Executive Management to usurp space for this purpose. This reluctance in sharing facilities was reinforced by another Dean who commented that: "Each department wants to build a little kingdom for itself". It was suggested that perhaps better control and better co-operation would be the answer to the problem. It is documented that due to increased enrolments, limited space is a problem experienced by universities elsewhere as well. For example, most UK universities struggle with issues related to physical capacity (Green 1995:227).

The scenario differs in the NSPH where all senior staff have lap top computers and everybody has access to high level technology. Commenting on funding for such facilities, the Dean

(NSPH) remarked that, in his estimation, it is the responsibility of the Dean to find funding for what is important in his faculty.

6.5.6 The role of Deans in promoting innovative practices in teaching and learning

According to the Dean of the Dental Faculty, not much is being done to promote innovative practices in teaching and learning, in his faculty but he is negotiating with a private company to purchase computers and software packages to achieve this. The Dean of the NSPH stated that his faculty is already innovative since they teach on line. They have an asynchronous based virtual classroom. They also develop and write their own electronic textbooks.

Another Dean (Faculty of Science) commented that some staff are dedicated educators but others are not interested and teach as they were taught. He also claimed that the development of innovative practices and supporting materials is a time consuming process and that "a lot of thought has to go into it". In the Faculty of Medicine, the Dean passes on educational material to various HODs to make them aware of what is being done in medical education.

6.5.7 The promotion of scholarship

The support given by the Deans in the promotion of the scholarship of teaching and research is elucidated in the following subsections (6.5.7.1 and 6.5.7.2).

6.5.7.1 The role of Deans in promoting the scholarship of teaching

In the Dental Faculty, the promotion of the scholarship of teaching is done via teaching portfolios. Prizes are awarded to the best educators which is driven by students themselves. The link between rewarding teaching and participation of faculty in staff development programmes has been made by Lawler and King (2000:13) who advise that one needs to be aware of the way in which faculty are rewarded. They maintain that if faculty are rewarded for research but not their classroom activities, they may see no extrinsic incentive to participate in faculty development programmes.

The Dean of the NSPH admitted that he is not a formally trained educator but works through educational articles to obtain "standard educational theory" that would help drive the electronic learning process. The Dean of the Medical Faculty confessed that he is not putting

much energy in developing the scholarship of teaching and learning except for "educational grand rounds" that are held in the faculty. Nevertheless, he encourages research in education, and teaching and learning among staff and motivates them to further their qualifications; "but they complain that they are overworked and underpaid". That academics are overworked is not unique to MEDUNSA. A survey conducted by Enders (1999:77) showed that many academics consider their teaching-related workload as too high.

The Dean of the Science Faculty claims to encourage a collegial type of interaction. He is "breaking down barriers between departments by becoming more multi-disciplinary in the teaching/learning process". Staff from other departments are invited to present talks to students to allow them to see the relevance of what is being taught. Regarding collegiality, the findings of a study by Boyden (2000:105) indicated that new faculty especially, could benefit from a more collegial, intellectually supportive environment. A lack of collegial relations was reported by many as the most disappointing experience of their first year.

6.5.7.2 Managing staff to achieve research excellence

One of the Deans said that he includes staff who lack research experience, into his own research programmes and also supervisors research work undertaken by his staff. Two Deans reported that research is delegated to HODs. In another faculty, the Dean passes on research issues to be handled by the Deputy Dean of research affairs.

6.5.8 Support for the development of women and blacks

A comment from one of the Deans is that he identifies people with potential early and advises them to enrol for a registrar or masters programme. Also, while he tries hard to fill middle management positions with people from disadvantaged backgrounds, he stresses that he is reluctant to do so at the expense of quality. From another Dean, the response was: "I hire based upon skills but I'm sensitive to making sure women are well represented". One Dean explained that when appointing people, the equity plans for the department are considered and an attempt made to achieve them. Another Dean stated outright that he does not provide support in enhancing the development of women and blacks since he treats all people equally.

6.5.9 The mission and vision of Deans

The mission and vision of the four Deans and how they are delivering on their mission and vision are tabulated in table 6.2. The importance of leaders having a vision for their staff is emphasised by Wright and Ashton (1992:50) in this quotation:

> "Managers must understand the process of bringing about organisational change in line with the changing environment. This requires the ability to create a vision of the future and to gain the commitment and involvement of employers in the design and implementation of change".

Thus, the essence of the mission and vision of the Deans is to strive for academic excellence through the promotion of high quality teaching and learning, research and community service while preparing graduates with a high level of competence. This is aligned with the mission statement of the university (see subsection 1.8.7). Of some concern though, are the remarks by two Deans relating to problems of delivery.

In conjunction with the aforementioned categories already discussed were several themes that were identified during the transcription of the interviews. These themes are outlined in subsections 6.5.10-6.5.15.2.

6.5.10 Perceptions and expectations of CADS

The attitude towards CADS and the services of CADS as needed by faculties emerged as important during the interviews.

6.5.10.1 Expectations of faculties regarding academic staff development

The Dental Faculty needs guidance on compiling teaching portfolios. The NSPH requires a well-trained educator who can advise staff on the writing of electronic books. The Dean also suggested that "all new junior academics must be given guidelines on how they can become senior academics". Another Dean was of the opinion that staff development programmes run by CADS should be made compulsory.

Table 6.2: The mission and vision of the Deans

Faculty	Mission and vision of Deans	Delivery of mission and vision
1. Dentistry	Vision: To be an institution of academic research and clinical excellence with local and regional relevance. Mission: To provide integrated, community orientated training.	Core strategic directions are teaching, curriculum development, research and community orientated training. Faculty is currently very proactive in developing first year programmes (Bachelor of Dental Surgery) in an outcomes-based format.
2. Science	Mission and vision: To grow, to expand and to be on top on all aspects of academic life.	Delivery of mission and vision is impacted upon negatively by insufficient facilities, especially laboratory facilities.
3. Medicine	Mission: To ensure that the current programme being offered in the faculty will continue to be offered at a high level of competence and delivery so that graduates will be better prepared to serve the people of South Africa. Vision: There should be a new Faculty of Health Sciences based up North (Polokwane) that collaborates with hospitals in Garankuwa, Philadelphia, Rustenberg and Brits.	The Dean has no idea how he will get faculty to "buy into" his vision.
4. NSPH	Mission: The improvement of the health of South Africans through education, research and strategic intervention in public health in partnership with communities, constitutional structures and a national and international network of teachers, scholars and public health agencies.	Achievement of mission is through intensive on-campus learning experiences and e-learning.

6.5.10.2 Attitude towards CADS

The following comments regarding CADS were noted during the interviews and are transcribed. The Dean of the Science Faculty noticed a positive change:

> "I have become aware of an attitude change amongst people towards CADS as they don't see the unit as cracking the whip but as being supportive. People feel free to consult with CADS staff and that's a good thing. If we come across problems with OBE, we will knock on their door" (Dean of the Science Faculty).

The same Dean also was full of praise when he exclaimed that: "The effort put in by CADS is commendable". The antithesis of this came from the Dean of the NSPH who felt that he was not receiving any support from CADS: "There's a section called CADS but they have done nothing for my faculty".

6.5.11 Lack of resources

The grievance of one of the Deans is that there is no space and no funds for a proper computer laboratory. There was a further complaint that management does not do much to create funding and posts to run e-learning units. "I dislike management's status that I have to find money from my own budget-that's shortsightedness". A contradictory comment from the Dean of the NSPH in whose faculty e-learning is being implemented, was that it is the responsibility of the Dean to find funding externally if it can't come from within the university. Another Dean also complained about the lack of facilities and the reluctance in sharing facilities.

Even funds for research are limited and financial support for research has to be sought from outside the university. This often implies that research that is done is dictated by the needs and prescriptions of the possible funders. One Dean said that he does not understand how money for research is allocated within the university as his faculty received a very small amount.

6.5.12 Criticisms levelled at the university

There was a candid statement that "the university has little interest in academic staff development". Additionally, emphasising the importance of research at MEDUNSA one Dean stated that:

> "One way to go for the university is to create a real university that both imparts knowledge and creates knowledge. Historically black universities are not places where knowledge is created. If you don't do both, you can't call yourself a university but something else".

With respect to providing facilities for using technology in the teaching/learning situation, one of the Deans was dissatisfied with the unwillingness of Executive Management to reclaim space from certain departments for conversion into computer laboratories. "They pussyfoot and hopefully the person with the idea for using technology will go away".

6.5.13 Perceived readiness of staff for educational change

According to the Dean of the Science Faculty, there is evidently a lack of preparedness among academics in the implementation of OBE. Furthermore, in the Medical Faculty most educators are unable to write courses in an outcomes-based format. Another Dean claimed that the structure of his faculty is designed for the traditional curriculum. He admitted that they needed to start "breaking walls" since staff are now driving an integrated, modularized curriculum. He substantiated this by saying that departments need to interact in terms of general teaching/learning and research.

6.5.14 The impact of the merger on staff

The proposed merger between MEDUNSA and UNIN has impacted negatively on the staff at MEDUNSA. The Dean of the Science Faculty summed up the uncertainty and insecurity felt by staff:

> "This uncertain time of the mergers impacts negatively on many people. They're not as motivated as they should be. They want to know how the merger will affect them on a personal basis".

The same Dean stated that staff in his faculty do not want to hear news about the merger from him but rather from Executive Management, but they are "silent on the matter".

Research which focussed on staff perceptions regarding mergers of tertiary institutions in the Free State showed that despite the apparent acceptance of merging, respondents indicated a feeling of insecurity (Hay, Fourie and Hay 2001:103). Similarly, in a study undertaken by Curri (2002:139) of institutional mergers in New South Wales, it was found that open communication with staff was critical to reducing their fears. Equally critical was the need of management to meet with staff, to listen and to respond to their concerns and to explain the effect of the merger on them.

In this study, the Dean of the Medical Faculty predicted that some people might not want to move (to Polokwane) when the merger goes ahead. In that case he suggested that his faculty should determine what it can do to ensure that those staff are in a better position academically when they have to leave. He felt that this is where staff development will be crucial. If such people can obtain a certification from CADS to show competence in teaching and learning skills, they will be more marketable.

6.5.15 Further qualifications

From the responses of the interviewees, it was evident that Deans often encourage their staff to improve their qualifications in their field of specialisation as well as in education. This is explicated further in the paragraphs below.

6.5.15.1 Educational qualifications for educators

During the interviews a few of the Deans mentioned the importance of an educational qualification for educators.

The Dean of the Dental Faculty stated that he would like to see a Centre for Medical and Dental Education offer a masters programme for health science educators. In harmony with this desire, the Dean of the Medical Faculty remarked that: "A masters programme in education (similar to the PGCHE) would have been an excellent way to go". (CADS was to offer a PGCHE but the programme was not approved by the Ministry of Education). Some universities, for example the University of Natal, offer formal courses in higher education leading to a Postgraduate Diploma in Higher Education or a Master of Education degree.

Such programmes are aimed at developing capacity by professionalising the educational role of academic staff (Frame 1999:105).

Acknowledging the importance of training in education even further, the Dean of the Science Faculty said that it would be ideal if every educator could have had training as an educator: "We should encourage people to do a UDE to sharpen their teaching and educational skills".

Indeed, there is international interest in educational training for educators. In the UK one of the recommendations of the Dearing Report was that higher education institutions should develop or seek access to teacher training programmes for their staff and to seek accreditation of these programmes from the Institute for Learning and Teaching in Higher Education (see subsection 2.7.3).

6.5.15.2 Encouragement of staff to further their qualifications in their discipline

Three of the Deans interviewed claimed that they encourage academics to further their qualifications. One Dean said that he encourages academics to develop and further their own academic qualifications in their fields as well as in education. Another encourages HODs to "get on" with their PhDs. The Dean of the Dental Faculty also advises his staff to further their qualifications, for example, to embark on a registrar or Masters in Dentistry (MDent.) programme.

6.5.16 Discussion of the interviews with the Deans

From an analysis of the interviews with the Deans, it was evident that the sub-research shown in subsection 1.3.2.2, was satisfactorily answered. The involvement of the Deans in the development of academics was determined to be multifaceted. Also, the Deans provided copious data regarding their perceptions and expectations of the nature of academic staff development within the context of educational transformation.

The specific objectives outlined in chapter 1 (see paragraph 1.4.3.2) were attained. One of the specific objectives was to investigate the general perceptions of the Deans regarding staff development at MEDUNSA and subsections 6.5.1, 6.5.10.2 and 6.5.12 deal with this issue. Another specific objective was to "ascertain the vision and mission of Deans for staff development initiatives in their department". Subsection 6.5.9 describes the vision and mission of the Deans. A further specific objective was to identify the reason (s) MEDUNSA

has not adequately promoted and incorporated ICT in the andragogical situation. It emerged from the interview discussions that there is a problem of facilities, funding and lack of training amongst academics to make ICT a practical possibility (see subsections 6.5.5 and 6.5.11).

Additionally, "to detect the reason (s) for a lack of preparedness among academic staff in the implementation of OBE", was a specific objective that was also adequately achieved (see subsection 6.5.3). Yet another specific objective pertaining to the determination of the role of management in improving the quality of academics, was met and is covered in subsections 6.5.4, 6.5.4.2, 6.5.7 and 6.5.15. A further specific objective was to "identify the steps that have been taken to develop black and female staff at MEDUNSA". This was covered in subsection 6.5.8.

Another specific objective of the interviews with the Deans was to obtain additional items for the needs analysis and perception survey. A few items for inclusion in the questionnaire given in appendix A, were identified and are shown below:

1) Academics might not understand the concept of quality fully. It is a nebulous term which defies definition. Most of the Deans talked about external assessors/examiners. There is more to QA than that. It would be beneficial to determine whether academic would want to know more about QA. **Item 58 addresses this: There should be staff development programmes to guide academics to improve the quality of their teaching and learning.**
2) Deans also mentioned that staff feel insecure and have fears about the merger. It was considered important to ascertain the perceptions of academics on this point since that would impact on staff development. **Item 59 was designed to address the merger issue: Attending staff development programmes is a waste of time in this uncertain period of the merger.**
3) One of the Deans indicated that most people cannot write course objectives in an outcomes-based format. It would be useful to discover to what extent this assertion is valid. **Item 60 deals with this problem: I feel that I need support on the writing of courses in an outcomes-based format".**
4) Deans acknowledged the importance of an educational qualification and expressed their wish to see a formal programme in education being offered by MEDUNSA. **It was considered significant to find out what academics felt about this comment which is why Item 49 was included: If a postgraduate programme in higher education were offered at MEDUNSA, I would be interested in enrolling for such a programme.**

The following subsection is concerned with the results of the interviews conducted among twenty HODs, representing a 30% stratified random sample.

6.6 Interview with the Heads of Department (HODs).

The interview schedule contained in appendix E was used for the interview with the HODs. Twenty HODs, who were selected using the technique of stratified random sampling, participated in this investigation (see subsection 5.7.1). They spoke very candidly about their perceptions and expectations regarding the imperatives that drive educational transformation, for example QA, OBE, the application of technology in teaching and learning, use of innovative methods in teaching and learning as well as equity and redress. These responses are discussed in this subsection. There were several other issues that were identified as being important in that they would impact on the development of academic staff and these are also outlined towards the latter part of this subsection.

6.6.1 What MEDUNSA should be doing regarding academic staff development that it is not already doing?

Notwithstanding that MEDUNSA makes it easy for staff to improve their qualifications through financial support, this is perceived as not being enough. "The amount of time MEDUNSA allows for completion of a Masters or PhD degree is insufficient", remarked one HOD. Another HOD suggested that MEDUNSA provide paid study leave for people who want to further their qualifications. "You shouldn't have to serve six years for one year of study leave", was another comment on this issue. In referring to networking for academics, one HOD commented that MEDUNSA needs to empower qualified people by linking them with other institutions that offer similar programmes. Interestingly, Boice (in Colbeck 2000:42) points out that faculty who spend as much time networking with colleagues as they do writing, are among the most productive scholars.

There was a suggestion that the number one priority regarding staff development is to develop CADS and that there should always be workshops on OBE, QA and so forth. Staff should be updated through workshops about educational developments in the country. A further request was that CADS should "follow up on courses or have more advanced courses for those who have been on basic, developmental courses". There was also a call for workshops that have already been run to be held in individual departments to "review practical application". An

additional need that was expressed was for young lecturers to be taught "what to do and what not to do in front of a class". One HOD observed that "new, young lecturers are being thrown into the deep end". Another request was that there be in-service training and mentors who will help staff.

Indeed, the literature is supportive of the need for mentorship programmes especially for new educators since these programmes could "facilitate a smoother introduction into the academic environment". The rationale cited for this was that many educators are new to teaching and therefore lack teaching/learning skills. Additionally, they have to cope with an educational climate very different from the one in which they may have received their own tertiary education (Buchner and Hay 1998:19). Mentor systems also benefit experienced faculty who grow professionally since it creates an environment for reflection and keeping abreast in their field (Healy in Buchner and Hay 1998:34).

Another HOD remarked that at the moment nothing is being done regarding staff development, at MEDUNSA. "We go outside on our own and try and develop ourselves". He added that if there were programmes for development, they could develop themselves. Further, in one of the clinical departments, the HOD stated that most of the senior staff are unhappy about overwork in academia and lack of rewards from the university. They are paid by the provincial health administration which demands more clinical service rather than academic work. Indeed, Arana and McCurdy (1995:1074) acknowledged the dilemma of clinicians who are academics when they say that: "To become a truly successful researcher in a college of medicine in a university hospital setting, a good deal of commitment and time is required and this pulls faculty away from clinical teaching responsibilities".

That the development of staff is linked to adequate numbers of academics in a department was well as financial considerations was emphasised by many interviewees. Six out of the twenty interviewees complained that their departments are short-staffed which had culminated in a heavy workload for academics. There is no time for staff development. "The support provided to staff is negligible because of all the constraints, for example, financial. If you really want to develop staff you must have adequate numbers (of staff) and facilities", argued one HOD. Another ventilated angrily: "They must not overload us with work. People resign with overload of work and look for places with an easier job". One respondent lamented: "MEDUNSA is not employing enough staff. As a manager, I cannot manage my department effectively since I have to do the groundwork in the department. I'm also responsible for delivery of all lectures in my department. There is no time for anything else".

6.6.2 The role of HODs in educational transformation

The following subsection focuses on how academic departments are managed by HODs to ensure that educational transformation is being implemented. What are also discussed are the measures undertaken by HODs to assist in the academic development of their staff in an era of educational transformation.

6.6.2.1 The management of departments for the delivery of educational transformation

Among those who were against educational transformation was one HOD who stated bluntly: "Transformation is another buzzword. You can't transform medicine. You can transform people within medicine. Transformation means nothing as far as I'm concerned". Regarding the imperatives of educational transformation, for example OBE and QA, some interviewees had a negative perception and were honest about their feelings. For instance, one respondent exclaimed: "I'm not very much in favour of OBE. I can't say whether we turn out a better medical student". Another HOD spoke candidly when he said: "QA doesn't mean anything at all" since he claims he measures himself against his colleagues". "Nobody can tell me how to do QA", he added.

Rowland (2002:57-58) warns about the way in which 'external forces" or "bureaucratic imperatives" are likely to be viewed with suspicion by academic staff who feel threatened by them. He refers to this as a "remote system of control" which has led to a widening gap between educators and their managers. Furthermore, the work of an academic development unit is most often led by such external agendas as teaching quality. This could induce further resistance in academics initially opposed to being expected to comply with bureaucracy. All this, says Rowland (2002:52) contributes to the fragmented nature of higher education.

For some respondents who were in favour of educational transformation, there were several complaints to the effect that MEDUNSA does not have the infrastructure to support educational transformation. "Previous imbalances of the university have not been corrected-its worse off than ever. Policies mean nothing if we don't get the infrastructure right especially as far as technology is concerned", was one insightful remark by an interviewee who expressed his contempt for the situation. The lack of human resource is another major mitigating factor against the implementation of educational transformation. Some HODs are the only ones in their department with no additional staff to manage. This was a comment

made by one of them: "As far as staff is concerned, I couldn't do anything because I have no staff".

Other HODs are actively involved in issues related to educational transformation, especially curriculum development, QA and equity and redress. For example, they have revised their curricula for accreditation by the HEQC, written programmes according to the SAQA format, devised teaching/learning materials for educationally disadvantaged students and are making sure that continuous curriculum development is taking place. One HOD maintained that she went to SAQA to get books and consulted with other departments (at MEDUNSA) which were ahead in designing programmes in outcomes-based format, for assistance in designing programmes in her own department. This (latter) intiative is commendable since many leaders are reluctant to seek help from people on their own campuses. This is acceded to by Colbeck (2000:35) in this quotation:

> "I have seen university administrators implement major teaching and curriculum initiatives without so much as a brief phone consultation with experts on their own campuses who are renowned for their research in those areas".

Another interviewee reported that his staff participate in whatever programmes the university or CADS has to offer. Moreover, Some departments have started "modularization" while others have already totally modularised their courses. Departmental seminars, meetings, and academic days are held regularly to discuss issues pertaining to curriculum development and the utilisation of novel teaching/learning methods.

The goals of five out of 20 interviewees (25%) centred around equity and redress. There is a priority to train blacks. One (white, male) HOD pronounced that his goal is to train a MEDUNSA graduate to eventually take over his job. He emphasised that his contribution is to establish a core of black oral pathologists to rectify the imbalance of "having more than sufficient white pathologists". There was also a statement from another interviewee that "they are striving for equity to reflect a department that has none of the legacies of the past and to enhance, discover and nurture the potential in the black community". According to one respondent, when posts are advertised and appointments made, applicants were selected on the basis of both race and merit. It is, however, not always possible to address equity and redress, as one HOD succinctly put it. "If there's no one to appoint, there's nothing we can do. If we don't have posts, there's nothing we can do. We cannot hire and fire as we wish".

6.6.2.2 Assistance given by HODs in the development of academics in an era of educational transformation

Three out of 20 HODs (15%) indicated that they motivate their staff to further their qualifications in their field as part of their professional development. Time is given by the HOD for staff to study and study leave is allowed. The department also assists with funds for postgraduate study. In addition, academics are encouraged and given support by their HODs to engage in research. As one interviewee explained: "I try to lead by example. I go to congresses and present and get them to present on their own or together". One respondent, however, complained that it is "very difficult to get people in gear". From another was a complaint that most of the specialists are currently relatively de-motivated and don't avail themselves of opportunities that exist.

Interviewees also encourage and allow staff to attend relevant workshops, run by CADS or other universities, which could be informative towards educational transformation. Staff also get the opportunity to attend programmes abroad for which external funding is usually obtained, rather than funding from MEDUNSA. (An attempt was made by this researcher to obtain information from the Research Office at MEDUNSA regarding the number of academic staff who have received support from MEDUNSA to attend workshops or conferences but such figures were not available. MEDUNSA only has figures for conference attendance that was supported by both MEDUNSA and outside funders). In one department, staff are encouraged to engage in exchange programmes with other universities and visitors from abroad, who are experts in their field, are invited to MEDUNSA. Other opportunities for academics to develop include an orientation programme organised by the HOD where new inductees are taught how to review research proposals, how to teach using electronic media and how to grade examination papers.

Additionally, meetings, ward-rounds, face-to-face interaction during clinical sessions, weekly tutorials for registrars and periodic meetings on issues relating to one's own work are also held. Also, one HOD claimed that in his department, staff are encouraged to "shift paradigms and be more student-centred". There was mention by another HOD (in the Dental Faculty) that staff are working towards designing the whole course based on the SAQA requirements and that they are all working together in teams and in committees to accomplish this.

Two (10%) of the interviewees declared that there is not much development of academics in their departments because "there are no staff to develop". The HOD is the only staff member

employed in the department. According to one of them: "I am the only academic in the department so I'm doing nothing except my own development". In the second department, there are only two members of staff (including the HOD) who are nearing retirement and are not concerned with academic development.

6.6.3 Training academic staff for Outcomes-based Education (OBE) implementation

In this subsection, the perceptions of HODs regarding the effectiveness of MEDUNSA in preparing staff for the implementation of OBE is given attention. In addition, HODs were interviewed about what support, guidance and management strategies they have in place to assist their staff in OBE implementation. The analyses of the responses obtained from the interviewees are outlined below.

6.6.3.1 Effectiveness of MEDUNSA in preparing academics for Outcomes-based Education (OBE) implementation

Six out of 20 respondents (35%) said that MEDUNSA was effective in preparing academic for OBE implementation while eight out of 20 (40%) perceived MEDUNSA to be ineffective in this regard. Five out of 20 (25%) said that they "did not know much about OBE" or were not concerned about OBE.

Interviewees claimed that MEDUNSA has not been playing a major role in assisting academics towards the implementation of OBE and that departments were left to "do their own things" and received no supervision. "Implementation of OBE for me was brought on by individual efforts", purported one respondent. Many felt that MEDUNSA has not really prepared academics for OBE implementation. " There is a struggle to develop courses according to OBE format and we are lagging behind" and "At this stage, there is quite a way to go still", were some of the responses received. "There's a lot of resistance from staff-staff are not keen", explicated one HOD. Some were doubtful if MEDUNSA would be able to offer implementation of "true" OBE. To add to that, one remarked that "OBE has been spoken about for a while now but follow up to check implementation is lacking". Another expanded: "I'm not very impressed. I don't think they're doing as well as I would have liked. They're not preparing us that well".

One HOD complained that the university had neglected the implementation of OBE by not supporting departments or establishing a centre to deal with OBE. Further, one interviewee commented that: "it helps to speak about issues on QA, OBE and e-learning. We tend to concentrate on our own areas of specialisation and not be concerned with education. This is a problem in a medical university where people come from different specialisations. We should have presentations on major issues".

Taking into account the difficulties associated with the implementation of new curricula, Cross, Mungadi and Rouhani (2002:172) argue that ideals such as OBE require a great deal of technical and political skills that cannot be achieved overnight. Attention should be focussed on what can be realistically done and achieved given their legacies and circumstances in which they operate.

Those HODs who perceived MEDUNSA to be effective in preparing academics for OBE implementation substantiated this claim as follows:

1) "We're moving. We have continuous assessment which gives us the feedback we need as far as outcomes is concerned".
2) "I think we are quite exposed through CADS".
3) "If OBE is to prepare students for what they are going to do, then MEDUNSA is doing well. For example, a student knows he is going to be a doctor or a dentist".
4) "MEDUNSA has done quite a lot to make OBE more user friendly".
5) "Our department has done well in terms of OBE. The urgency from the Deans to address OBE has been very clear. Drivers in each department have been doing major work at interfaculty level".

6.6.3.2 Support, guidance and management strategies that HODs have in place for Outcomes-based Education (OBE) implementation

Seven out of 20 HODs (35%) admitted that they do not provide support for the implementation of OBE. The responses, quoted verbatim, to the question: "What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your department", are given below:

1) " I have none basically because there is no reserve capacity in the department because of lack of staff members".

2) "None. I don't even know what you are talking about".
3) "Nothing".
4) "Very little, because our first year course is not an OBE course. I'm not convinced that OBE is any better than the previous way of teaching".
5) "I don't think we have any specific plans which is known to everyone at this stage".
6) "Nothing specific".
7) "Currently, not much support and guidance is being given".

The remaining 13 HODs (65%) claimed that staff in their department are being given guidance and support in the transition towards OBE. This support comes from various sources like outside consultants, CADS, guidelines from the Dean's office and support at faculty level. One HOD claimed that through the assistance of an outside consultant who is a qualified educationist, their new curriculum is now expressed in an OBE format. Another HOD stated that he doesn't have any support from management but requested an outside consultant to expedite the process of writing outcomes. More specifically, continuous assessment was being incorporated into the new curriculum in keeping with the principles of OBE.

From one respondent was a claim that he is putting guidelines and protocols in place and sees to it that journal clubs are run to help staff make the change towards OBE. A few HODs explained that they hold regular departmental meetings and OBE is on the agenda. Staff also get the opportunity to attend international congresses, symposia and workshops on OBE. Some HODs remarked that OBE is already in place in their departments. For example, a comment was made that: "My doctors know the objectives that we have in place and the outcomes that we expect". Also: "We have a new curriculum being developed for Dentists and we are changing towards OBE". Further: "our programmes are already structured along those lines (OBE); we always spell out outcomes" and "our whole system (course content) is transferred into a more outcomes-based policy".

In a study conducted by Stark, Briggs and Rowland-Poplawski (2002:329-357) wherein 44 HODs from randomly selected institutions were interviewed about their roles in curriculum planning, seven themes were identified that captured these leadership roles. They are the following (Stark et al. 2002:337):

1) Sensor (senses difficulties with the curriculum).
2) Facilitator (Establishes a milieu for curriculum change but doesn't put forward own ideas).

3) Initiator (Introduces proposals, ideas or drafts changes).

5) Co-ordinator (Provides structure and paperwork support for faculty in curriculum implementation.

6) Advocate (Provides resources and builds capacity for the department).

7) Standard setter (Acts as a role model or monitors quality in the department).

Therefore, it is important to recognise that HODs may exercise very different roles in the curriculum development process. Most frequently, these HODs saw themselves as facilitators (Stark et al. 2002:339). Likewise, it would seem that the role most HODs at MEDUNSA adopt is that of facilitator since they spend a lot of time organising departmental meetings and workshops for the training and development of staff in curriculum development. Much emphasis is placed on dialogue-getting staff to exchange ideas rather then HODs imposing their own ideas about curriculum development. What the study by Stark et al. (2002:352) did not demonstrate, however, is that some HODs might completely neglect or reject curriculum development, as was found in this study among HODs at MEDUNSA.

Resistance towards OBE from some were also noted: "The world was able to send people to the moon, treat 90% of diseases and build cars before OBE, so we weren't doing too badly. Outcomes-based education is not the turning point in the history of mankind". Also: "We find OBE is quite a burden-it increases our workload tremendously. Staff development is hampered by additional workload created by OBE and the fact that MEDUNSA does not advertise vacant posts".

Resistance towards OBE is not uncommon. In the USA, OBE became a political target of the 'religious right" since OBE was perceived as being secular and anti-authoritarian, particularly when values were included in exit outcomes (Nelson 1998:680). In 1992, more than 30 consevative groups met in Hamburg with a single goal- to stop OBE (Boyd, Lugg and Zahachak 1996:352).

6.6.4 The enhancement of academic quality

The role of the institution as well as HODs in helping to improve the quality of academic staff is discussed below.

6.6.4.1 The effectiveness of MEDUNSA in improving the quality of the academe

The response to the question: "How effective is MEDUNSA in improving the quality of the academe?" elicited three categories of responses. Ten out of 20 (50%) said it was ineffective, six (30%) were satisfied that the institution is effective and four (20%) were not sure or were vague about the promotion of quality by the university.

To capture the ethos of the sentiments of interviewees, the table below reflects the responses received from interviewees who perceived MEDUNSA to be ineffective in improving the quality of the academe. The major problems identified were staff shortages and large classes.

Table 6.3: Perceptions regarding the effectiveness of MEDUNSA in improving the quality of staff

1.	"Its not the priority of MEDUNSA-we are not quality orientated but quantity orientated, that is, we produce more graduates. Another problem is availability of teaching staff. We are understaffed and management s not taking timeous steps to get qualified people".
2.	"Not effective at all. With the impending amalgamation there have been massive resignations of staff. People are demotivated at MEDUNSA".
3.	"It has failed because it doesn't supply sufficient people to allow individuals to improve themselves".
4.	"MEDUNSA is not doing anything".
5.	"I don't think we're effective".
6.	"There's a lot of drives to improve quality but that's not been very successful. If you have 300 students, you can't produce quality staff".
7.	"Totally ineffective. We should have experts to run this place. We have people who don't know how to run this place. Some HODs don't know how to be HODs".
8.	"The budget does not increase annually to keep up with inflation. Acquisition of equipment (technological) for staff development and research is an ongoing problem because of money and further development is hampered".
9.	Lecture halls are inadequately equipped and this decreases the quality of teaching and learning.

The problem of poor quality management (see point 7 in table 6.3) has been identified by research undertaken by Ruth (2001:162) at UNIN. Heads of Department who were interviewed in that study indicated that there were "too many people who cannot do the job they are appointed to do". That MEDUNSA is to merge with UNIN poses interesting questions relating to the quality of management in the newly merged institution.

With further reference to point 7 in table 6.3 regarding the comment that "some HODs don't know how to be HODs", Van der Westhuisen (2002:71) has this pronouncement:

> "Academics are mainly trained in their filed of study, for example mathematics. At institutions of higher education it is expected that staff members should also be able to fulfil other functions for which they have little or no training, for example being the HOD. Staff members who are promoted to be managers should be trained and supported to assure quality management at these institutions. Management means to get things done, to have direction, to work in groups, to plan effectively and to make decisions".

Therefore, it can be argued that ensuring quality management by providing leadership training programmes is one way of improving the quality of the academe.

Regarding point 8 in table 6.3, a study undertaken by Hay and Herselman (2001:131-140) at nine different HEIs in South Africa revealed similar results to the outcomes in this research regarding financial dilemmas. That is, less than half of respondents reported that staff development is run regularly because of financial constraints. Also, 71, 7% of respondents indicated that they were unsure whether their institutions have sufficient resources to ensure that quality in teaching/learning occurs (Hay and Herselman 2001:138).

In tandem with the comment made in point 8 in table 6.3, Van der Westhuizen (2002:72) highlights the problem of funding QA since the levels of funding required are not always affordable. The problem that " South African higher education has to do more, with less" captures very well the dilemma faced by academics at MEDUNSA.

In contrast, some HODs were of the opinion that there are opportunities on campus to improve and that infrastructural support is available, for example, the support given by CADS was mentioned. Another cited that the programmes run by CADS is effective because "it gives an idea of something and we are not in the dark". She added that these programmes should be available for everyone to attend and not only for HODs, which is usually the case. One interviewee praised the university for giving individuals "space to expand" and for not dictating to staff. This helps academics to grow at MEDUNSA and in this way the quality of academics is improved. A similar sentiment came from another respondent whose comment was that despite low funds, people leaving and uncertainty of the merger, MEDUNSA is still doing well.

In addition, some interviewees stated that they don't know what is happening in other departments but were able to explain what is being done in their departments. For example, staff attend conferences, congresses and seminars. One HOD in the NSPH admitted that while a number of interesting programmes are being held on campus, he has never attended any of them because of poor publicity. A suggestion by another respondent was that if the university wants to enhance quality, it must recognise the existence of excellence within the institution.

6.6.4.2 The role of HODs in developing the quality of academics

It was clear from the responses to this question that HODs use various methods and techniques to assist in the improvement of academic quality. Staff are encouraged to:

1) Attend programmes run by CADS.
2) Do research.
3) Further their qualifications.
4) Stay abreast in their fields of expertise.
5) Attend workshops on teaching and learning.
6) Present at conferences at national and international level.
7) Use student feedback to identify their strengths and weaknesses.
8) Attend research methodology courses held at MEDUNSA.

Additional support provided by HODs are given in table 6.4:

Table 6.4: Additional support given by HODs to promote the quality of academics

1. Financial support for research through the HODs' own research funding.
2. Staff are sent to congresses.
3. Regular, combined meetings and exchange programmes are arranged with other universities, nationally and internationally.
4. Inter- and intra- departmental discussions are arranged.
5. Sharing of information with colleagues and assistance with drawing up research proposals.
6. Orientation of new staff in the use of e-learning (in the NSPH).
7. Journal clubs and regular academic programmes.

A couple of HODs, however, stipulated that there is no time to educate academics and that it is left to each individual to improve their skills as educators. Another interviewee acknowledged that he cannot do anything to improve the quality of educators since he has not

been trained as an educator himself. There was an observation that academics who are also clinicians and who have their own private practices, are not motivated to do research. One HOD said that his researching days are over as he is 63 years old. Three out of 20 HODs (or 15%) responded that they do not have staff in their departments and so nothing can be done to develop the quality of academics.

6.6.5 The use of technology in teaching and learning

The effectiveness of MEDUNSA in training academics and providing facilities to successfully implement technology in the teaching/learning situation is elucidated below. In addition, the perceptions of interviewees regarding e-learning and computer-based programmes are indicated.

6.6.5.1 The effectiveness of MEDUNSA in training academics to use technology in the teaching/learning process

Twelve out of 20 respondents (60%) were of the opinion that MEDUNSA is ineffective in training academics to use technology in the teaching/learning process while seven (35%) perceived MEDUNSA as being effective in this regard. One HOD (5%) said that he does not need much training in the use of technology since he had taught himself whatever skills he had needed. Some of the HODs (seven out of 20 or 35%) who said that MEDUNSA was effective in providing training in technology also remarked that while the opportunities do exist (for example the Information Technology Department), few individuals make use of them (refer to table 6.5).

Table 6.5: Effectiveness of MEDUNSA in training academics to use technology in teaching and learning

Perception	Raw scores	Percentage
Ineffective	12	60
Effective	7	35
Did not need training	1	5

Identifying a contradiction, one respondent reported that even though people undergo training in the use of technology, it becomes a problem when one wants to apply that technology in the lecture halls because of the lack of resources for presentation of lectures using "modern lecturing aids". On the other hand, the two HODs in the NSPH commented that they are

confident in using technology in teaching and learning and that their classes are held on-line. "We have a modern class with an electronic blackboard which has access to the internet and we can access journals" was one of the responses.

The clarification for saying that MEDUNSA is ineffective in providing academics with training in the use of technology in teaching and learning, was varied. The reasons gravitated around staff shortages which culminated in a heavy workload with little time to attend training programmes. Also, budget cuts had meant that there was little money to sent staff for training. What is more, MEDUNSA's technology was perceived as being too outdated to be effective. To highlight these problems further, several quotations were extracted from the transcribed interviews and are shown below:

1) "Academics at MEDUNSA are still technologically wanting".
2) "Its an area that needs attention".
3) "We don't have up-to-date equipment".
4) "I'm not aware that we're offered courses. With the current situation of staff shortages, we wouldn't be able to attend".
5) "MEDUNSA doesn't have the financial backing or the technological facilities".

Similarly, the responses that follow further illustrate the hurdles faced by academics which mitigates against the application of technology in teaching and learning:

1) "There's no time to read e-mails and look at the internet because of the heavy workload".
2) "People do not have the time to go into extensive IT tricks because we are short of staff:.
3) "If you want to train you've got to pay for training and there's no money so I can't send staff for training". In large departments especially, HODs feel that the cost of training has an impact on the departmental budget.

6.6.5.2 The effectiveness of MEDUNSA in providing facilities for using technology in the teaching/learning process

Sixteen out of 20 HODs (80%) claimed that MEDUNSA is ineffective in providing facilities for using technology in the teaching/learning process. Four (20%) were satisfied that MEDUNSA was effective in this respect (see table 6.6).

Table 6.6: Effectiveness of MEDUNSA in providing facilities for using technology in teaching and learning

Perception	Raw scores	Percentage
Effective	4	20
Ineffective	16	80

The majority of those interviewed complained that funding and facilities were a major problem. One HOD recognised that a lot more has to be done for availability of equipment. Another complained that he had been buying computers "out of his own pocket". Exacerbating the problem of financial constraints was the uncertainty of the merger. According to one interviewee: "The budget can hardly afford a desktop. Private partnership is a solution but its not very easy because of current uncertainty of the merger-we might locate, we might not locate". Another remark was that facilities and technologies are inadequate and management is not doing much because of financial problems and the political threat of the merger.

Also, some HODs supplied specific examples to emphasise the intensity of the problem around lack of facilities:

1) "I need videocassettes, radios and computers. Students come to my office to watch videos on the examination of patients".
2) "I have a pathology atlas on CD-ROM and students want it to be printed for them because the computer centre can't provide screens for viewing a CD".
3) "We're ten years behind regarding the use of computers. Even the schools are better off than us".

In contradiction, the two HODs from the NSPH indicated that they were using technology effectively in their programme. "For our department, the university has been very effective in providing technology. I have access to the internet and have a laptop in my office. I think our electronic classrooms have the best electronic resources in the country, if not the world. Two other HODs were also satisfied about the facilities that are available. One of them cited that he has the best teaching mortuary that he has seen in the country.

6.6.5.3 The perception of HODs on e-learning and computer-based programmes

There was an overwhelming support for e-learning and computer-based programmes since 19 out of 20 respondents (95%) gave favourable responses in this regard. Some departments are already implementing or currently working on implementing computer-based programmes. In the NSPH, e-learning is being fully implemented. There is no face-to-face contact with students except for the summer and winter school sessions which last for six weeks at a time when lectures, seminars and workshops are held at MEDUNSA . In one department, a student interactive website linking that department to other websites internationally, is being created. In another department, courses are being loaded onto a CD. Tele-medicine which operates between the Ga-Rankuwa and Polokwane campuses of MEDUNSA is being implemented. Another department is working towards loading the entire set of modules in electronic format.

Other HODs support e-learning and computer-based programmes but cannot implement it because of lack of resources, facilities and expertise. A selection of reasons cited for not being able to implement e-learning and computer-based programmes are given in table 6.7.

Table 6.7: Reasons for not being able to implement e-learning and computer-based programmes

1)	"We don't have a good IT system and support".
2)	"Some departments don't have computers. Only the HOD has a computer".
3)	"Only the secretary has a computer. Doctors do not have computers".
4)	One HOD said that he had "bought computer stuff (for example a printer) with his own money".
5)	"We feel we need the technological training in e-learning. There is no expertise within the department and no time to acquire the expertise".
6)	Lack of sufficient programme material within the subject, and software.

6.6.6 The role of HODs in promoting innovative practices in teaching and learning

Eighteen out of 20 HODs (90%) reported that they are involved in promoting innovative practices in teaching and learning while two (10%) admitted they were doing nothing. In many cases, interviewees did not understand the phrase "innovative practices in teaching and learning", so this had to be explained to them.

From the responses, a few categories were identified regarding the attempts made by HODs in encouraging innovative teaching/learning practices. For example, some HODs stated that they give freedom to their staff to use innovations. Furthermore, HODs pointed out that revising their courses, protocols and methodologies makes staff creative and motivated to acquire new methods. Other respondents are involved in inter-departmental collaboration: "We're looking at a diseased patient within a multidisciplinary team and teaching students to do the same". Some HODs hold regular meetings where "innovative programmes are discussed". Academics are also encouraged to participate in conferences and workshops on innovative practices in teaching and learning, OBE and new technology.

Many interviewees proclaimed that they already have innovative practices in place. An interviewee in the Dental Faculty said that students are divided into smaller groups for clinical sessions. The benefits of group work are well documented. For example, according to research done by Venter, Blignaut and Stoltz (2001:169) involving innovative teaching methods, students reported that working in teams contributed to their understanding of the subject and benefited them more on the social and personal level then if they had learnt individually.

During the interviews, what also came to the fore was that the clinical situation lends itself to group work when working on a case study, but group work is difficult to implement in large classes. As one HOD poignantly put it: "You can't group them –it ends up being the old method of giving a lecture. In the clinical situation its possible, in the lecture halls, its difficult". From a respondent at the NSPH: "We are innovative enough- its on-line education". Another HOD (from the Faculty of Science) explained that the laboratories where most teaching takes place are equipped with closed-circuit TV system which includes video cameras, video machines and microscopes. Through this system, everything taught can be demonstrated on monitors.

6.6.7. The role of HODs in promoting the scholarship of teaching and research

There are numerous techniques employed by HODs to promote the scholarship of teaching and research. These are covered in greater detail in this subsection.

Twelve HODs (60%) were actively promoting the scholarship of teaching while eight (40%) admitted to not doing much. In some cases the term "scholarship of teaching" was not understood by respondents and had to be explained by this researcher. From the analysis of the interviews, there emerged various techniques that were being utilised to promote the

scholarship of teaching (see figure 6.2). Four interviewees (20%) said that they are doing nothing at all to promote the scholarship of teaching.

Regarding the scholarship of research, 14 HODs (70%) pronounced that staff in their departments are involved in research and explained how they were managing staff to achieve research excellence (see figure 6.2). Six HODs (30%) maintained that it is difficult to manage staff to achieve research excellence since their staff are not actively involved in research.

This problem was encountered mainly in clinical departments where staff were instrumental in providing clinical service as well as teaching, leaving little time and energy to do research. In lieu of this, Evans (1997:479) suggests that although academic health centres want to preserve cross-fertilisation across research, teaching and patient care, perhaps it is not necessary for each faculty member to excel in all three activities. It would suffice if the institution could simply cover all these bases. Further, this scenario at MEDUNSA appears to differ from that described in the literature since clinicians cum educators at MEDUNSA spend more time on teaching and clinical service, than on research. A case in point is the article by Lemmer (1998:29) who writes that academics are being tempted to withdraw from community service or to reduce teaching responsibilities in order to devote more time to the measurable products of research.

In figure 6.2 an account is given of the techniques that are used to promote the scholarships of teaching and research.

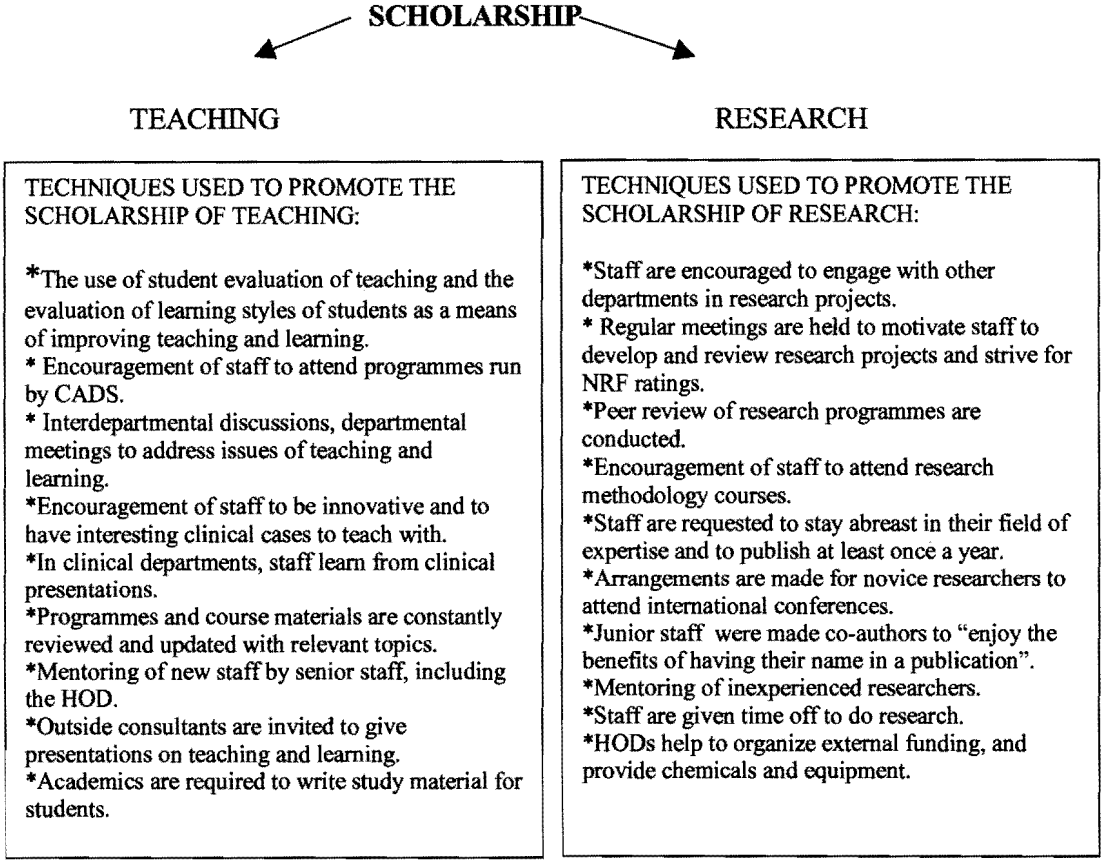


Figure 6.2: Techniques used by HODs to promote the scholarships of teaching and research

Notwithstanding that much is being done to promote the scholarship of research and teaching, there were several criticisms about the difficulties encountered in trying to achieve this. A case in point was the complaint by one HOD who was disgruntled at the lack of recognition and rewards by management for academics who excel in their work, especially teaching. He argued that: "You must reinforce all the time otherwise the initiative dies down". From the literature it is evident that high research outputs are rewarded more than excellence in teaching and MEDUNSA has arguably fallen into this mode of practice (Lazerson et al., in Cronje, Jacobs and Murdoch 2002:33). The literature also shows that this dis-equilibrium is starting to shift. Research done by Cronje et al. (2002:32) involving 20 higher education institutions world-wide have shown that these institutions are increasingly implementing formal reward systems for recognition of quality teaching. These strategies included:

1) Awards with or without prize money
2) Promotion/tenure
3) Teaching improvement grants

4) Merit pay (once off)
5) Special professorship
6) Pay raise

Commenting on the need for teaching/learning courses, another respondent pointed out that: "We are good doctors but terrible teachers. The university must give us a methodology course in teaching. I've never been taught how to teach. My expectation is that we should have more workshops, for example, a certified course on teaching methodology".

As far as promoting research is concerned, one respondent said that she is trying to coerce her staff to become involved in research by encouraging and supporting them as well as giving them literature on research methodology, but has found it difficult to "get people in gear". From another HOD, was a comment that because of lack of staff (she is the only one in her department), "research falls by the wayside since there is no time for research under this situation". She also angrily proclaimed that: "Research is not a priority of this university and the university doesn't support it". Further clarification was offered by another respondent who stated that there were lack of funds and little time to do research. Yet another interviewee declared that staff are too tired and that there are inadequate facilities for research.

6.6.8 Support for the development of women and blacks

While 14 HODs (70%) claimed that they were providing support for the development of women and blacks, six interviewees (30%) indicated that they do not provide support. The reasons provided were that women and blacks do not have special requirements and that they (HODs) don't distinguish between race and gender (refer to table 6.8).

Table 6.8: Support for the development of women and blacks by HODs

Response	Raw scores	Percentage
Support given	14	70
No support given	6	30

It has been documented that although the gendered, masculine nature of the modern university is outmoded, the masculine culture is still pervasive. This implies that academic women are likely to continue being disadvantaged in their employment until a shift occurs (Halvorsen 2002:348). Therefore, it can be argued that the attitudes of HODs in this study,

who admit that they treat their staff "as equals" might be perpetuating the status quo and thus hindering the advancement of women in academia. In support of this argument is this statement by Halvorsen (2002:357):

> "It would seem that rather then embrace societal change, universities want to cling to traditional structures. One casualty of this defence is the advancement of women".

On the other hand, 14 HODs (70%) claimed that they were making a concerted effort to support blacks and women towards their academic development (refer to table 6.8). They nature of the support given was categorised into the cognitive and affective domain. On the cognitive level, women and blacks are encouraged to further their qualifications for which they obtain financial support from the university. They also receive financial support to attend congresses and workshops. One HOD stated that he ensures that they visit other universities so that they become more aware of their field of specialisation. Also, departmental meetings are held to look at progress made in terms of research and networking with other universities. Citing a specific example, one HOD elucidated how he had supported a black , female employee when she needed to attend an international conference. He specified the support given as financial, support in choosing a topic and providing her with a statistician when she needed to analyse data as well as providing her with a mentor.

On the affective level, One HOD claimed that he encourages them to identify their strengths and weaknesses and then counsels them on their weak points. Another HOD pointed out that she was giving personal support and can be quoted as saying: "You become a mother, you act like a social worker when they come crying". Another HOD said that as a woman herself, she shares her experiences, difficulties and strategies.

Further, MEDUNSA was criticised for not giving sufficient recognition to additional qualifications received by staff. One HOD gave an (ironic) example of a person in her department who was in this situation: "A black person with a PhD is still in a lecturer's post".

6.6.9 The mission and vision of the HODs

The mission and vision focussed predominantly on providing excellent service to patients and student, to have high quality teaching and learning programmes, to be active in research and to be involved in community service. Also of significance was the training of people from previously disadvantaged backgrounds. Furthermore, the quality of academics was deemed

important to establish "the best department" and to ensure service of a high standard. The training of doctors, dentists and other health care professionals and scientists was also considered a high priority by many HODs. Table 6.9 gives a more detailed account of the mission and vision of the interviewees.

Table 6.9: The mission and vision of the HODs

Mission	Vision
• Training of doctors, dentists and scientists. • To provide excellence in service and teaching. • To do research, increase research outputs and play a role in community relevant research. • To be involved in community service. • To improve facilities in patient handling. • To develop effective programmes. • To attract high quality registrars. • To produce more graduates with more than acceptable standards. • To make sure that "we train as many traditionally disadvantaged people as possible" (HOD: Nuclear Physics). • To provide facilities to train students with skills to deal with different conditions of health care in SA. • Quest for academic excellence and continued personal and professional development of all staff. • To have a vibrant, innovative and dynamic undergraduate programme. • To develop young, black academics.	• Unclear about vision because of merger. • To have state of the art facilities for research, teaching and to provide quality education and training from students from disadvantaged backgrounds. • To acquire own wards. • To attract private sector patients to get money. to uphold high standards. • To have programmes and research activities to address needs of the population of SA. • Establishing postgraduate degrees and strengthening linkage with Polokwane campus. • To improve the quality of Medical Physics by providing more black physicists (HOD: Medical Physics). • To establish partnerships with companies to make clinical service bigger. • To take research further. • To have a well run department and producing good specialists who are competent doctors. • To have a department with staff who are dedicated in their work and who care for students and patients.

According to the respondents, the delivery of their mission and vision are effected in the following ways:

1) The necessary curricula are in place.

2) Resources for rendering service exist.
3) The field of specialisation is marketed at conferences.
4) Ensuring that departments are well staffed and that staff are academically advanced.
5) External funding is sought to advance the mission and vision.
6) Expansion of clinical facilities.
7) Expansion of community-based training.
8) Ensuring that training of students is of a high quality.
9) Supervision of teaching and research programmes by HODs.
10) Consultation with staff and management about links with Polokwane campus.
11) Establishment of a skills laboratory.

In the analysis of data obtained during the interviews, several issues surfaced which had significance for the development of academic staff. These issues were placed into themes and categories and are elucidated below.

6.6.10 Other categories and themes identified

During the interviews there were many other issues that featured prominently because the HODs felt very strongly about them and these are discussed below.

6.6.10.1 Difficulty of attracting and retaining staff

There is a problem of attracting and retaining staff because of the rural, remote geographical location of MEDUNSA. Most people live in the city and have to travel a long distance to get to work. This problem is fuelled by the impending merger. Most people are reluctant to apply for posts advertised by MEDUNSA because of the possibility of locating to Limpopo Province (see subsection 1.8.7) which could prove disruptive to their personal life. According to one respondent: "Its going to be difficult to attract staff. People do not want to apply for posts at MEDUNSA". Another factor that contributes to the problem of staff shortages is a lack of recognition of academic achievement which has been cited as the main reason for staff leaving MEDUNSA. As one HOD argued: "Why excel if there is very little or no recognition for what you do. MEDUNSA needs to create possibilities to grow, create possibilities of promotion and recognise excellence".

Consequently, the lack of staff puts pressure on other employees who end up with a heavy workload and become de-motivated to do research or improve their teaching/learning skills

by attending workshops, seminars etcetera. Thus, this has a negative impact on the development of academic staff. In extreme cases, staff resign because of the pressure of being overworked.

6.6.10.2 Perceptions and expectations regarding academic staff development

There was a call to start taking staff development more seriously and to focus on the development of quality of academics as educators and researchers. One of the interviewees expressed his concern about MEDUNSA's involvement in staff development in terms of developing educators: "I don't think the department can solve it as we are not trained as educators. We are trained as specialists in a subject". There was a comment that the development of academic staff is not taken seriously in this country and that it has to be one's own effort. An additional lambasting came form one HOD who accused MEDUNSA of neglecting its staff especially because management does not share a passion for research. "Our standard of education is poor because staff don't have an opportunity to develop themselves and do research", criticised one interviewee. For this reason she was of the opinion that MEDUNSA is not a "true" university.

Another remark was that: "if we want to improve ourselves we need formalised QA. We need examples of how well other places are doing". Reiterating a call for QA was this plea: "To be on a par with educational transformation we need to improve the quality of research and teaching and the quality of staff members. Also, from one interviewee was the request for the recognition of excellence within departments to ensure that the motivation of staff is maintained at all times. In line with this argument is Ramsden's (in Newton 2002:193) assertion that a "critical aspect of staff alienation from their universities is their feeling of lack of reward and recognition for academic work, especially teaching".

6.6.10.3 The impact of the merger on academic staff

Many HODs brought up the feeling of uncertainty and insecurity that pervades at the institution regarding its merger with the UNIN. Whether or not the infrastructure of MEDUNSA will be located to Limpopo Province has not been finalised yet. Staff are also concerned that they might lose their jobs once the merger takes place. From one HOD was this statement: "It would be nice if we could soon have clarity on the future of MEDUNSA so that we can settle down and start working. You don't sit down and plan for the next five years because you don't know where you will be in five year's time". Continuing in the same

vein, another purported that the uncertainty about the merger creates problems for governing the department. When people are uncertain about their own future, that will reflect on the academic activity of the university. People are leaving and not replaced in time.

Studies have shown that staff react with uncertainty and fear when faced with the issue of merging. Staff fear they may lose their jobs and the financial implications of that. For others it spells the end of a career and everything they worked for (Broadbent, in Hay, Fourie and Hay 2001:103). The following quotation further illustrates the frustration and anxiety experienced by staff:

> "Perceptions of unfairness and symptoms of depression, stress, fear of change, loss of commitment, demoralisation, unwillingness to do anything beyond the minimum, feelings of not being kept well informed and loss of confidence in oneself and in management co-exist" (Broadbent, in Hay et al. 2001:103).

Similarly, Hay et al. (2002:107) discovered in their investigation that whilst a majority of respondents (90,5%) accepted and supported the merger of their institution (that is the University of the Free State and Vista University), many (97,2%) experienced insecurity. Additionally, fear for retrenchment was on most people's minds. Furthermore, in a study on merging higher education institutions in Australia, undertaken by Curri (2002:140), it was found that all institutions had a good understanding of the need to keep staff informed and involved from the start of negotiations about the merger. Their reasoning was that once staff are assured they will not be cast aside by the new institutions, they are more likely to co-operate.

6.6.10.4 Lack of facilities and funding

Many HODs complained bitterly about the lack of funding especially for research and developing staff in teaching/learning skills. Another problem is a lack of facilities. Several departments do not have computers except for the secretary and HOD. One HOD reported having sought external funding for the establishment of a skills laboratory and gave no thanks to MEDUNSA for this achievement. Some HODs buy computers and computer accessories from their own pocket. To add to this, there were complaints about the state of the lecture halls and the lack of audio-visual equipment at these venues. If you don't have a laptop, you can't do a PowerPoint presentation. One interviewee lamented: "Students get an inferior training because of inferior infrastructure".

6.6.10.5 Perceptions and expectations of CADS

Several respondents observed that the staff at CADS were doing their best to train academics in the implementation of OBE and teaching staff about QA. One HOD suggested that it would be preferable if everyone were given an opportunity to attend the CADS workshops to which HODs only were usually invited. Another said that a "follow-up" in individual departments of workshops already run would be beneficial in helping them to apply what was learnt. Further, there was a request for workshops to be held wherein young lecturers could be taught how to teach. It was also pointed out that staff make use of CADS as a support structure on campus.

The following paragraph gives a summary and discussion to conclude this subsection of the interview with the HODs. An explanation is supplied as to whether the aim, objectives and intentions of the interviews have been met and to what extent the research questions have been answered.

6.6.11 Discussion of the interviews with the HODs

In this subsection an attempt is made to evaluate and discuss to what extent the research question, hypothesis and objectives of the study, discussed in chapter 1 have been addressed by the findings of the interview study.

6.6.11.1 The development of academic excellence by HODs

It can be gleaned from the analysis and synthesis of the interview with the HODs that the general objective (see subsection 1.4.2.2) of the interview study was achieved. The role played by the HODs at MEDUNSA in achieving academic excellence in an era of educational transformation, was found to be diverse. Many of the interviewees acknowledged the importance of addressing equity and redress and had made that a priority in their goals towards transformation (see subsection 6.6.2.1).

6.6.11.2 The development of academic excellence through staff development programmes

A specific objective was to: "To investigate the general perceptions of HODs regarding staff development at MEDUNSA" (refer to paragraph 1.4.3.2). From the responses obtained it was evident that, generally, HODs were of the opinion that CADS is "doing well" in training academics in terms of QA and OBE (see subsection 6.6.10.5). This was evidently not enough though, because outside consultants had to be brought in when courses needed to be written in an outcomes-based format. To add to that, there was a perception that MEDUNSA needs to start taking staff development "more seriously" and should be doing more in this regard. Staff need more training in areas such as teaching and learning, research, curriculum development and QA (see paragraphs 6.6.1,6.6.10.2 and 6.6.10.3). Unfortunately, staff shortages were impacting negatively on the development of staff because of overload of work, leaving little time for attending staff development programmes or becoming involved in research (see paragraph 6.6.1).

The sub-research question given in subsection 1.3.2.2 was also addressed. The involvement of the HODs in assisting with the development of academics within the context of educational transformation was found to be mainly in the form of support, encouragement and arranging meetings concerned with curriculum development. Interviewees suggested that there should be more workshops at institutional and departmental level, on OBE, QA and so forth, so that *all* staff can be kept informed about educational developments. There were also requests for in-service training and mentorship programmes for new inductees especially (refer to paragraph 6.6.1).

6.6.11.3 Preparing academics for (Outcomes-based Education) OBE

The perception of eight HODs (40%) was that MEDUNSA is ineffective in preparing academics for OBE implementation (refer to subsection 6.6.3). Therefore, 13 of them (65%) took it upon themselves to ensure that staff receive guidance and support in acquiring the necessary skills to write courses in an outcomes-based format and adopting the principles of OBE (see subsection 6.6.3.2). The sub-research question that asks: "Why is there a lack of commitment at management level and among academics to come to terms with a new paradigm of thinking such as OBE?" (see subsection 1.3.2.5), was answered in the analysis of the interviews. For example, 13 HODs (65%) do not provide support for OBE because of

lack of staff and subsequently there is no time, they do not know much about OBE and some are resistant to OBE (see subsection 6.6.3.2).

6.6.11.4 The mission and vision of HODs

A further specific objective of the interviews was to: "Ascertain the vision and mission of HODs for staff development initiatives at MEDUNSA" (see paragraph 1.4.3.2). It can be interpreted from subsection 6.6.9 that HODs are striving towards providing excellence in teaching, research and community service while promoting the advancement of disadvantaged students and addressing national needs. This is in alignment with the mission statement of MEDUNSA (see paragraph 1.8.7).

6.6.11.5 Equity and redress

An additional research question was: "What is MEDUNSA doing to promote the scholastic development of previously disadvantaged people in terms of equity and redress" (see paragraph 1.3.2.7), and this was also adequately answered. It was determined that 14 HODs (70%) were making an effort to support blacks and women in their academic development and were using a repertoire of techniques (see figure 6.2). These included encouragement to improve their qualifications, helping then become involved in research and giving support for presenting at conferences (refer to paragraph 6.6.8).

Another specific objective was to "analyse the reason for MEDUNSA not adequately addressing employment equity issues" (refer to subsection 1.4.3.2). It is evident from the data gathered that six HODs (30%) did not think that women and blacks have any special requirements and should be treated differently which is why they were not given support in their academic development (see subsection 6.6.8 and figure 6.3). Another reason could be related to financial problems as this came up repeatedly during the interviews.

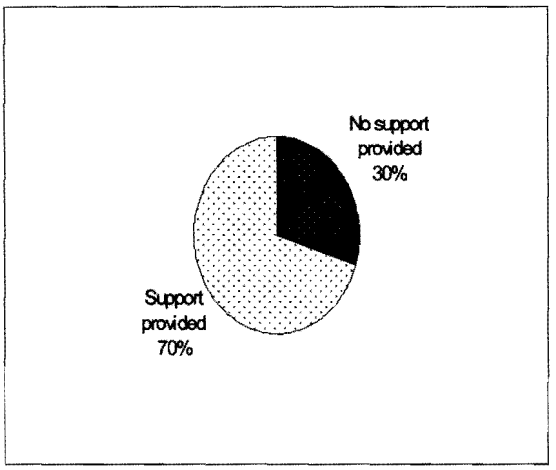


Figure 6.3: Support by the HODs for the advancement of women and black academics

6.6.11.6 The promotion of quality among academics

Additionally, HODs adopt various strategies in the contribution towards the improvement of academic quality. For example, HODs make a concerted effort to encourage and provide support to staff to 1) further their qualifications, 2) become involved in research 3) improve their teaching/learning skills by attending workshops, seminars etceteras run by CADS or outside organisations as well as 4) present research findings at conferences (refer to 6.6.4.2).

Notwithstanding these efforts, the HODs pinpointed several barriers which were hampering the implementation of QA at Medunsa (see table 6.10). Thus, a specific objective as outlined in subsection 1.4.3.2 was to: "Identify possible barriers in the implementation of QA at MEDUNSA" and this objective has been met. The barriers to QA pertain to a shortage of resources, lack of managerial skills and the uncertainty created by the impending merger. Referring to financial constraints one HOD lamented: 'The budget does not increase annually to keep up with inflation. Acquisition of equipment for staff development is an ongoing problem because of money and further development is hampered'.

Table 6.10: Factors that impede the promotion of QA at Medunsa

Purpose of interview	Findings of interview
1) Identify possible barriers in the implementation of QA at MEDUNSA.	a) Staff shortages and heavy workload. b) The impending merger has de-motivated staff. c) Financial constraints. d) Classrooms are inadequately equipped. e) Lack of managerial skills of some HODs. f) Large classes.

6.6.11.7 The application of technology in the teaching/learning situation

Further, an intention of the interviews was to "identify the reasons why MEDUNSA has not adequately promoted and incorporated ICT in the andragogical situation" (see paragraph 1.4.3.2). A sub research question was: "Why has MEDUNSA not put sufficient mechanisms in place to develop academic staff in the use of technology in the teaching/learning situation" (see subsection 1.3.2.4).

From the responses received, it could be determined that due to staff shortages and consequential heavy workloads, there was little time for staff to attend training programmes on the use of ICT in the teaching/learning situation. Even though many staff lack the expertise to implement ICT, they could not be sent for training because of budget cuts. Other constraints identified were that MEDUNSA's technology was perceived as being too outdated to be effective and the application of technology in lecture halls is difficult because of the lack of resources and facilities for presentation (see subsection 6.6.5.1). Some departments did not even have computers and could not afford to purchase them (refer to paragraph 6.6.5.2.

6.6.11.8 The implementation of policies related to staff development by HODs

Finally, another specific objective of the interview study was to: "Explore the involvement and role of HODs at micro level in implementing policies made at meso level" (see paragraph 1.4.3.2). This research has shown that the successful implementation of policies would

depend heavily on adequate staffing and finance. Heads of department are generally supportive of the factors that drive educational transformation, for example QA, OBE, ICT including equity and redress, and it is clear that there is commitment for their implementation. What is hindering the actual implementation, however, are: 1) staff shortages which have culminated in a heavy workload and lack of time, 2) budget cuts, 3) lack of support at (executive) management level, 4) lack of facilities, 5) an inferior infrastructure and 6) de-motivation of staff due to the uncertainty of the merger (see paragraph 6.6.2.1). Despite these constraints, however, some HODs have made progress in designing their programmes according to the SAQA requirements for curriculum design.

Finally, there were no additional items from the analysis of the interviews, for inclusion in the self-administered questionnaire, since there were no items that could be identified that were not already included.

6.7 Conclusion

This chapter provided a report on the results of the interviews with management in terms of their roles, perceptions and expectations concerning academic staff development within a climate of educational transformation. It came to the fore that management feel that academic staff are not being adequately prepared for the implementation of educational transformation especially regarding OBE, the application of innovative methods in teaching and learning and ICT, by this institution. Concomitantly, there was also a perception that staff development programmes are not well attended due perhaps to academics not having enough time to attend these programmes because departments are short-staffed. Financial constraints were also pinpointed as hampering the enhancement of academic excellence.

Additionally, discussions of interviews with the CADS Manager, Executive Management, Deans and HODs were instrumental in achieving the objectives of the research and in answering the main and sub research questions. A critical analysis was also undertaken on the extent of reliability of answers received during the interviews.

The following chapter gives an account of the results of the quantitative study which involved determining the perceptions and needs of academic staff, regarding academic staff development.

References

Antepohl, W. & Herzig, S. 1999. Problem-based learning versus lecture-based learning in a course of basic pharmacology: A controlled randomised study. *Medical Education,* (33):106-113.

Arana, G.W. & McCurdy, L. 1995. Realigning the values of academic health centres: The role of innovative faculty management. *Academic Medicine,* 70(12):1073-1078.

Avdjeva, M. & Wilson, M. 2002. Exploring the development of quality in higher education. *Managing Service Quality*, 12(6):372-383.

Bernstein, P, Tipping, J, Bercovitz, K & Skinner, H A. 1995. Shifting students and faculty to a problem-based learning curriculum: Attitudes changed and lessons learned. *Academic Medicine,* 70(3):245-247.

Bhattacharya, N. 1998. Learners' perceptions of problem-based learning at the B.P.Koirala Institute of Health Sciences, Nepal. *Medical Education*, 32:407-410.

Bligh, J. 1995. Problem-based learning in medicine: An introduction. *Postgraduate Medical Journal,* 71:323-326.

Boyd, W.L., Lugg, C.A. & Zahorchak, G.R. 1996. Social traditionalists, religious conservatives and the politics of outcomes-based education. *Education and Urban Society*, 28(3):347-365.

Boyden, K.M. 2000. Development of new faculty in higher education. *Journal of Professional Nursing,* 16(2):104-111.

Buchner, J. & Hay, D. 1998. Staff induction: Establising mentorship programmes for academic staff in South African institutions of higher education. *South African Journal of Higher Education,* 12(3):19-25.

Colbeck, C.L. 2002. Reshaping the forces that perpetuate the research-practice gap: Focus on new faculty, pg. 35-47. In Kezar, A. & Eckel, P. (Eds.) Moving beyond the gap between practice in higher education: New directions for higher education. San Franscisco: Jossey-Bass.

Cronje, M., Jacobs, G.J. & Murdoch, N. 2002. Rewarding quality teaching in higher education: The evading dream? *South African Journal of Higher Education*, 16(2):32-39.

Cross, M., Mungadi, R. & Rouhani, S. 2002. From policy to practice: Curriculum reform in South African Education [1]. *Comparative Education,* 38(2):171-187.

Curri, G. 2002. Reality versus perception: Restructuring tertiary education and institutional organisational change-a case study. *Higher Education*, 44:133-151.

Dearing, R. 1997. Report of the National Committee of Inquiry into Higher Education. www.leeds.ac.uk/educol/ncihe

Enders, J. 1999. Crisis? What crisis? The academic professions in the "knowledge society". *Higher Education,* 38:71-81.

Entwistle, N. 1998. Teaching for learning as higher education changes. In Morrow, W & King, K. (Eds.) *Vision and reality: Changing education and training in South Africa.* Cape Town: University of Cape Town Press.

Evans, C.H. 1997. Institutional challenges posed by faculty development. *Academic Medicine,* 72(6):477-480.

Frame, J. 1999. Capacity building through formal courses in higher education with reference to a course in curriculum development and design. *South African Journal of Higher education,* 13(3):105-111.

Fullan, M. G. & Stielgelbauer, S. 1991. *The new meaning of educational change.* London: Cassell.

Goode, H. & Thomen, C. 2001. Implementing an outcomes-based approach to university essay writing. *South African Journal of Higher Education,* 15(3):194-201.

Grant, C.M. 2002. Professional development in a technological age: New definitions, old challenges, new resources. http://ra.terc.edu

Green, M.F. 1995. Transforming British higher education: A view form across the Atlantic. *Higher Education,* 29:225-239.

Halvorsen, E. 2002. Female academics in a knowledge production society. *Higher Education Quarterly,* 56(4):347-359.

Hassan, S. & Fraser, W.J. 2003. *The role of management at the Medical University of Southern Africa in achieving academic excellence through staff development in an era of educational transformation: An empirical analysis.* Paper presented at the 13 annual conference of the South African Association for Research and Development in Higher Education (SAARDHE), in Stellenbosch.

Hay, H.R. Fourie, M & Hay, J.F. 2001. Are institutional combinations, mergers or amalgamation the answer? An investigation into staff perceptions. *South African Journal of Higher Education,* 1(1):100-107.

Hay, H.R. & Herselman, E. 2001. An investigation into the perceptions of academic staff on quality assurance in teaching and learning at selected South African universities. *South African Journal of Higher Education,* 15(3):131-141.

Lawler, P.A. & King, K.P. 2000. Faculty development: Leadership strategies for success. *Journal of Continuing Higher Education,* 48(2):12-19.

Lemmer, E. 1998. A new context for the university? Postmodern strands in international patterns of higher education policy and practice. *Progressio,* 20(1):16-33.

Lloyd-Jones, G, Margetson, D & Bligh, J G. 1998. Problem-based learning: A coat of many colours. Medical Education, 32:492-494.

Nakabugo, M. G. & Sieborger, R. 2001. Curriculum reform and teaching in South Africa: Making a paradigm shift. International Journal of Educational Development, 21:53-60.

Nelson, W.W. 1998. The naked truth about school reform in Minnesota. *Phi Delta Kappan.* May: 679-684.

Newton, J. 2002. Barriers to effective quality management and leadership: Case study of two academic departments. *Higher Education,* 44:185-212.

Nicholls, A. 1983. Managing educational innovations. London: George Allen and Unwin.

Poole, D. 1979. Changing behaviour. In Tobin, H. M., Yoder-Wise, P. S. & Hull, P. K. (Eds.) *The process of staff development: Components for change.* St.Louis: CV Mosby Company.

Pretorius, F. (Ed.) 1999. *Outcomes-based education in South Africa.* Randburg: Hodder & Stroughton.

Rogers, D. L. 2000. A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review.* Spring/summer:19-27.

Rowland, S. 2002. Overcoming fragmentation in professional life. The challenge for academic development. *Higher Education Quarterly,* 56(1): 52-64.

Rowley, J. 1995. A new lecturer's simple guide to quality issues in higher education. *International Journal of Educational Management*, 9(1):24-27.

Ruth, D. 2001. Staff perceptions of teaching and research at the University of the North. *South African Journal of Higher Education,* 15(1):154-170.

Scott, D. C. & Weeks, P. A. 1996. Collaborative staff development. *Innovative Higher Education*, 21(2):101-111.

Stark, J.S., Briggs, C.L. & Rowland-Poplawski, J. 2002. Curriculum leadership roles of chairpersons in continuously planning departments. *Research in Higher Education*, 43 (3):329-357.

Surry, D. W. & Land, S.M. 2000. Strategies for motivating higher education faculty to use technology. *Innovations in Education and Training International,* 37(2):145-153.

Thomas, R. & Harris, V. 2000. Teaching quality and staff research: Are there connections? A case study of a metropolitan university department. *Quality Assurance in Education*, 8 (3):139-147.

Van der Westhuizen, L.J. 2002. External and internal influences as driving forces and/or stumbling blocks in the development of the South African quality assurance system nationally as well as institutionally. *South African Journal of Higher Education,* 16(2):69-74.

Venter, I.M., Blignaut, R.J.& Stoltz, D. 2001. Research methodologies explored for a paradigm shift in university. *South African Journal of Higher Education*, 15(2):162-169.

Wilkerson, L. & Irby, D. M. 1998. Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine*, 73(4):387-396.

Wright, S. & Ashton, F. 1992. Training and development. *Nursing Standard,* 6(45):50-51.

CHAPTER 7

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

7.1 Introduction

Chapter 6 was concerned with the results and discussion of the qualitative study which involved conducting interviews with management to determine their roles, perceptions and expectations of staff development at MEDUNSA, with a view to further enhancing academic excellence. This chapter reports on the results of the quantitative investigation among academic staff in which self-administered questionnaires were applied to ascertain the needs and perceptions of respondents for training and development.

Firstly, demographic data are outlined and thereafter the responses to items in the questionnaire are explained. The corresponding number for each variable, for example, V11, V12 etcetera, as given in appendix A, is included in parentheses at the end of each variable as it is discussed in this chapter for easy cross-referencing with the self-administered questionnaire. Also, the cross-validation of responses with information extracted in the qualitative study is addressed. Finally, in the discussion section, the relevant objectives, outlined in chapter 1 are compared with the results obtained, to determine whether the objectives have been met. As far as possible, an attempt has been made to correlate the results of this research with the discussions and discoveries of other authors.

7.2 The demographic details of respondents

The demographic data supplied in this subsection provide details of the age, gender, race and qualifications of the participants of this study. This information provided an understanding of the background of the respondents and aided in gender and equity studies (see subsection 7.16). For, example, the qualifications of men and women were compared to ascertain if there is an even distribution, or whether men are more qualified than women, as is reflective in the literature (see subsection 7.16.1).

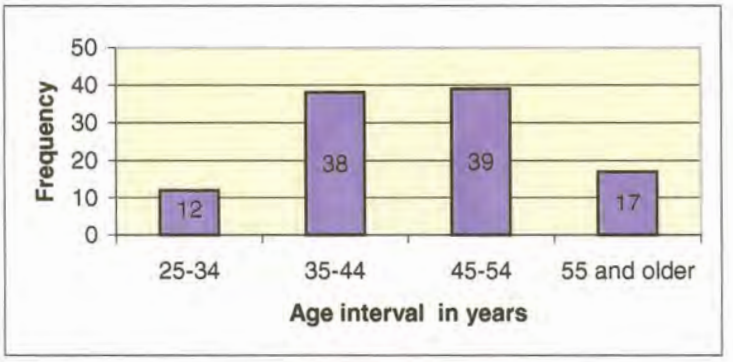


Figure 7.1: Age distribution of academic staff

7.2.1 Age distribution

The age distribution of respondents gave an idea of the level of experience and could be used in later studies to determine if there is a relationship between age and other variables, such as attitude towards educational transformation. Also, older academics might be used to the traditional, transmission mode of teaching and learning and would need to be inculcated into facilitating learning and adopting innovative teaching/learning techniques.

The ages as represented in the questionnaire (see appendix A, item 1), were regrouped as follows: 1 and 2; 3 and 4; 5 and 6 as well as 7 and 8 to limit the groupings and to facilitate analysis of the data. As can be seen in figure 7.1, the majority (77 out of 106 or 72, 65%) of respondents are between the ages of 35-54, with only 12 out of 106 (11,32%) between the ages of 25-34 years and 17 who are 55 and older. Therefore, most academics are neither so young that they would lack experience as educators and/or researchers, nor so old that they would be looking forward to retirement and lack motivation.

7.2.2 Gender distribution of academic staff

Looking at figure 7.2 it becomes evident that there are more male academics (63 out of 106 or 59,43%) than female (43 out of 106 or 40, 57%) employed at MEDUNSA. The ratio of male: female is, therefore 1, 47:1.

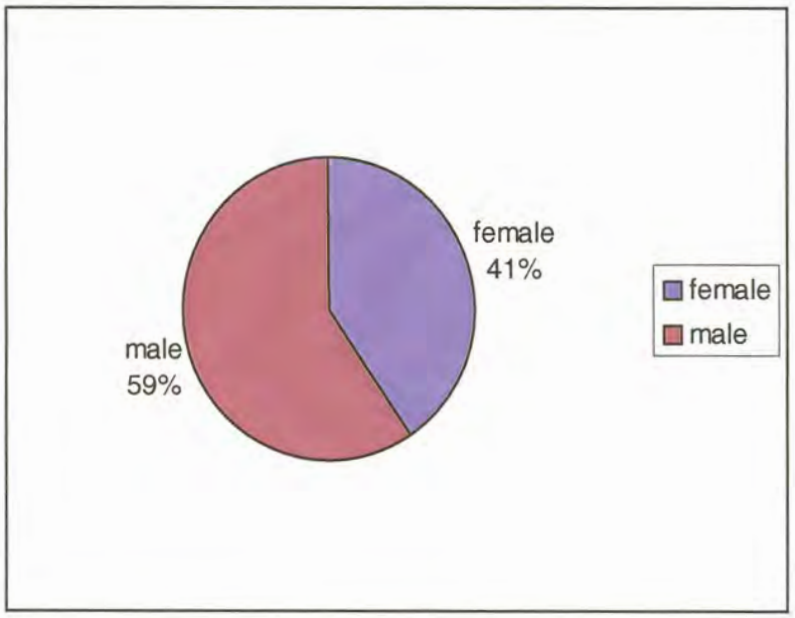


Figure 7.2: Gender distribution of respondents

7.2.3 Race distribution of respondents

Race distribution was examined for employment equity studies and to determine what needs to be addressed by MEDUNSA in terms of equity and redress. Despite the fact that Africans are in the majority in this country, this is not reflected in the scenario at MEDUNSA (see figure 7.3). Out of 105 respondents, 47 are white (44,76%), 43 are African (40, 95%), 13 are Asian (12, 38%) and just two are Coloured (1.90%).

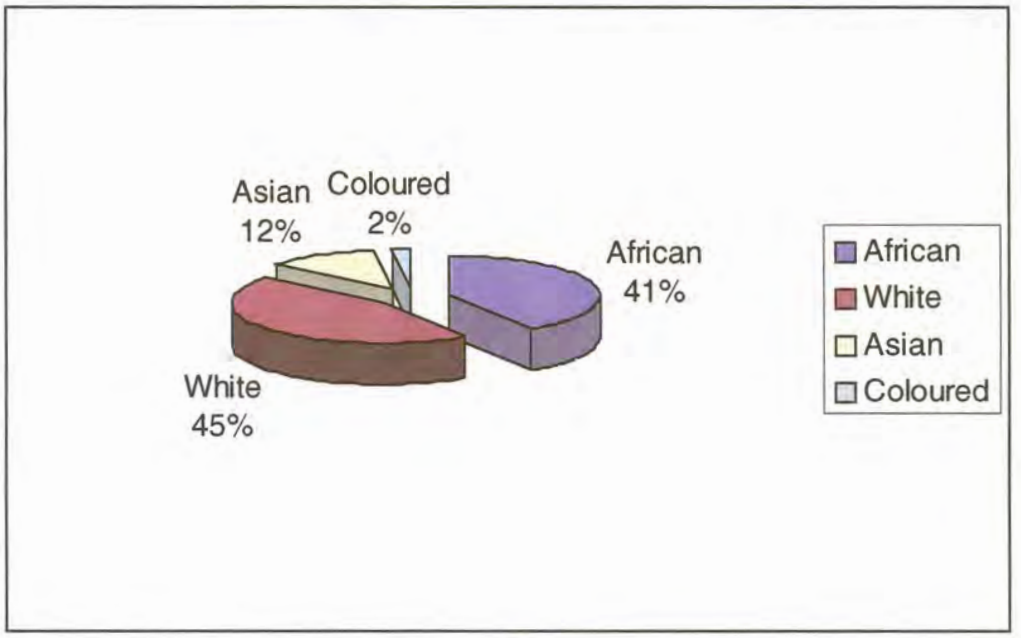


Figure 7.3: Race distribution (n=105)

7.2.4 Distribution of qualifications of respondents

Determining the qualifications of respondents was important for the comparison of qualifications between men and women. The literature shows that women are under-qualified as compared to men (see subsection 4.5). It was important to investigate the trend at MEDUNSA so that appropriate steps for the empowerment of women can be taken through staff development. Another reason for determining the distribution of qualifications was to establish the level of expertise at the institution.

The majority of respondents (36 out of 105 or 34, 29%) have a Masters degree followed by a PhD (23 out of 105 or 21,90%). Interestingly, considering that MEDUNSA is a medical university, there are a large number of academics with the MMed Degree while the rest have qualifications in Medicine, Dentistry and Nursing Science. Only 3 respondents (2, 86%) are qualified with just a bachelors degree (see Table 7.1).

Table 7.1: The qualifications of respondents

Qualification	Frequency (n=105)	Percentage
PhD	23	21,90
Masters	36	34,29
Honours	9	8,57
Bachelors	3	2,86
MMed	19	18,10
MBChB	3	2,86
MD	2	1,90
MChD	2	1,90
BDS	1	0,95
BACur	2	1,90
Other	5	4, 76

7.3 Perceptions towards educational transformation

In order to determine the opinions and attitudes of respondents towards educational transformation, the mode (most frequent value) for the following variables were determined: V11, V12, V16 and V17 (see appendix A). The mode (depicted in table 7.2) showed that the majority (45 out of 106 or 43, 69%) disagreed or strongly disagreed (21 out of 106 or 20, 39%) to the aforementioned variables. Grouping the strongly disagree and disagree categories gives a frequency of 66 out of 106 (64, 08%).

Table 7.2: Mode for variables related to educational transformation

Mode for V11, V12, V16, V17	Frequency (n=106)	Percentage
Strongly disagree	21	20, 39
Disagree	45	43, 69
Neutral	17	16, 50
Agree	16	15, 53
Strongly agree	4	3, 88

Therefore, the majority of respondents do not feel disillusioned with the educational changes taking place in the country, and are willing to participate in the educational change process at this institution. They did not feel that the current changes in education are just another trend which

will soon pass over. They did not feel that they would rather spend time doing scientific research than be concerned with educational transformation. These results suggest that MEDUNSA academics have a positive view and are supportive of educational transformation.

In contradiction to these findings at MEDUNSA, the literature suggests that, left to their own devices, universities are resistant to change. Bondesio and Berkhout (in Van der Merwe 2000:83) argue that since higher education is an instrument in effecting change, it should adapt continuously in order to be able to reflect societal changes. Thus, it is encouraging that academics at MEDUNSA are accepting of change, considering that higher education can act as an agent for the maintenance of the status quo (Van der Merwe 2000:83). Moran and Brightman (2001:113) advise that if change is aligned with a person's sense of purpose, they will engage in the process of change with a positive attitude. Hence, one needs to take into account that respondents in this investigation are positive about educational transformation, and one should capitalize on this by offering staff development programmes which would better prepare them for the challenges of educational transformation..

On another note, in the qualitative study, the Executive Manager expressed his concern that "educational transformation is occurring within a polarized environment in that some resistant change while other embrace it" (see subsection 6.3.2). On the contrary, what emerged from the results of the quantitative study was that respondents are supportive of educational transformation. While this sentiment of the Executive Manager might have been that of just one person, he holds a very senior and powerful position at the university and is responsible for directing staff development policies and practices.

7.4 The content for staff development programmes

In order to establish what academics perceive the content of staff development programmes should be, the mode for the following variables were determined: V21, V22, V37, V38, V41, V43, V45, V46 V48, V49, V52, V53 and V63. It was found that the majority (96 out of 106 or 90,56%) agreed to these variables.

Thus, respondents agreed that a staff development programme should not only focus on teaching/learning but on research as well (V21). They were of the opinion that topics on personal development should be an integral part of any faculty development programme (V22). There

was also an expressed need to learn more about teaching portfolios (V41). They concurred that a knowledge of educational theories would help them in their role as educators (V37) and that literature given during workshops will help direct them towards extra reading (V38). Similarly, they agreed that it would be good if references to relevant literature were given during staff development programmes (V48).

Respondents were of the opinion that mentoring of new educators should be part of a staff development programme (V45) and were in agreement that formal peer coaching programmes would be beneficial in the enhancement of professional development (V46). Academics were in favour of staff development programmes that would focus on helping academics cope with the challenges of empowering educationally disadvantaged learners (V49). They also expressed an interest in getting guidance on applying for a NRF rating as a researcher (V52) and applying for NRF funding (V53). Further, they would like to learn about research methods on the teaching/learning process (V63).

To this question: "What topics would you consider to be relevant in a staff development programme?", respondents answered as follows:

1) Research
2) Curriculum development, namely OBE, PBL, teaching methodology and assessment.
3) Training in ICT.

Additionally, in answer to the question: "Which of the following do you feel you would benefit from training in?" (see appendix A, item 70), the following data was obtained and tabulated in table 7.3 to illustrate the trends in the choices made. A large number of academics selected all options listed. The most popular choices were the application of CBE (n=53), the enhancement of creative thinking (n=53) and QA in teaching and learning (n=51). Just 37 selected peer observation and assessment of teaching.

All of the aforementioned variables measured enthusiasm towards gaining an overall multifaceted approach towards academic excellence. It is clear that academics at MEDUNSA have a preference for the incorporation of these approaches in staff development programmes. On the other hand, it is the observation of this researcher that most academics used a compliance style of simply ticking all of the options listed for inclusion in staff development programmes. Whether

CADS can cope with these requests is doubtful and therefore, outsourcing would need to be considered.

In a survey done in Hong Kong examining educators' perceptions of peer observation, it was found that educators preferred classroom observation aimed primarily at staff development rather than appraisal. Therefore, resistance towards peer observation is not uncommon. Although peer observation is perceived as an indispensable component in staff development and appraisal, it is not well received by educators in general (Lam 2001:162, 170). Further, the presence of a peer in the classroom is likely to be perceived as intrusion instead of support (Thomas, in Lam 2001:162).

Table 7.3: Choices made for the content of staff development programmes

Content	Frequency
Action research (V86)	47
Peer observation and assessment of teaching (V87)	37
Enhancement of creative thinking (V88)	53
Implementation of PBL (V89)	47
Application of CBE(V90)	53
Implementation of OBE (V91)	44
Research methodology (V92)	43
Use of e-learning in teaching/learning (V93)	49
Quality assuring the teaching/learning process (V94)	51
OBE aligned assessment (V95)	36

It was important to determine the main strengths and weaknesses as identified by the respondents themselves since these could have ramifications for the choice of content in staff development programmes. The significance of self-reflection has been emphasized in the literature. Badley (1998:70) argues that an educational view of educator development would demand a growing ability in critical self-reflection and self-review not only as a subject expert but also as a "teacher-practitioner". This notion of the educator as a competent reflective practitioner is crucial to the concept of quality in teaching and learning.

Therefore, the responses to items 67 (V81) and 68 (V82) (see appendix A) were analyzed using data reduction techniques such as coding and categorization. It emerged that academics perceive their main strengths as follows:

1) Dedication towards teaching
2) Research
3) Clinical service

They perceived their main weaknesses as follows:

1) Lack of resources, for example staff, facilities and finance.
2) Insufficient time to perform tasks effectively.
3) Lack of motivation to perform professional tasks effectively.

The lack of resources and facilities were also identified as being problematic and negatively affecting the performance of academics, during the interviews with the Deans and HODs (see subsections 6.5.11 and 6.6.10.4 respectively). The HODs also complained that due to staff shortages and overload of work, there was insufficient time to perform one's task effectively or develop as professionals (see subsection 6.6.1). Needless to say, these factors have a major bearing on the quality of the academe and the enhancement of academic excellence.

7.5 The process of staff development programmes

Just 44 out of 106 (39, 62%) preferred a faculty development programme that allows for unplanned, unanticipated learning over one that allows for closely specified, predetermined objectives (V28). A majority (93 out of 106 or 87, 74%) felt that academic staff employed at this institution, who may have the appropriate expertise, should be invited to conduct staff development programmes (V47).

Regarding the methods preferred in a staff development programme, the most popular were workshops, followed by seminars and exchange programmes. The least preferred were self-directed study and lectures (see table 7.4). To validate this result, the response to item 22 (V23) was that 46 out of 105 (43, 81%) respondents agreed and 39 out of 105 (37,14%) strongly agreed that in a staff development programme, workshops involving small group discussions will be more effective in promoting deeper understanding than lectures (V23).

These findings correlate with the literature discussions that workshops are preferable to lectures since they allow for greater participation (see subsection 3.4.2.1). The benefits of using discussions in a staff development model is further endorsed by Licklider et al. (1997:127):

> "Staff development research supports the use of discussions and also suggests that experiential activities are useful in diagnosing and building awareness, challenging existing beliefs and assumptions, developing a rationale for new behaviours and shaping new behaviours".

Table 7.4: Preference for methods used in staff development programme

What would be your preference as regards the methods used in a staff development programme?	Frequency
Individual/self-directed study (V68)	24
Workshops (V69)	69
Lectures (V70)	18
Seminars (V71)	41
Exchange programmes (V72)	37
Other (V73)	2

As far as timing for staff development is concerned, 84 out of 100 chose a model where staff development is distributed evenly over a ten month period (see figure 7.4).

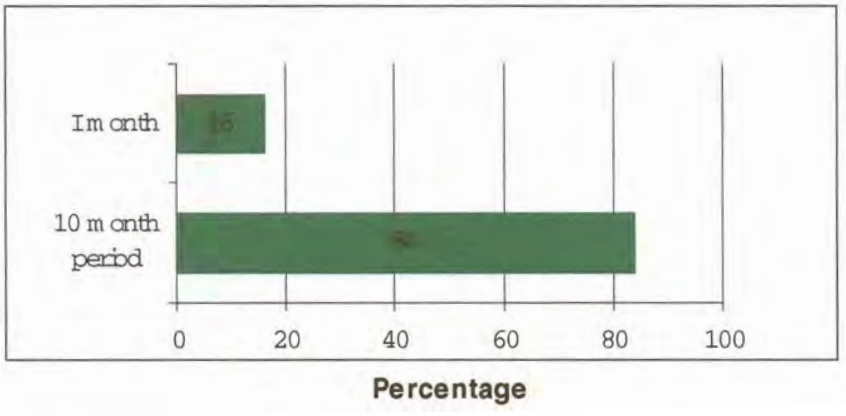


Figure 7.4: The choice of a time frame for a staff development model

7.6 The perceptions of attending staff development programmes

The frequencies for the variables pertaining to attendance at staff development programmes (V24, V29, V30, V34, V51, V55 and V60) were examined to determine the feelings of respondents on this matter. The values for "agree" and "strongly agree" were grouped together, as were those for "disagree" and "strongly disagree", to give an overall perception of agreement or disagreement, respectively.

Staff (73 out of 106 or 68, 87%) felt that they would be willing to participate in a faculty development programme to improve themselves as educators, even if they were not going to rewarded by the institution (V29). Thus, they were not looking for external rewards as a motivation to attend staff development programmes. There was consensus (104 out of 106 or 98,11%) that they should have access to programmes for the continued improvement of their professional skills (V30). Sixty nine out of 106 respondents (65, 09%) were of the opinion that participation in staff development programmes should be voluntary rather than compulsory (V51). Sixty four out of 106 (60, 38%) of respondents disagreed that they have no time to attend staff development programmes while 30 out of 106 or 28, 30% were in agreement (V55).

Eighty five out of 105 (80,95%) disagreed that attending staff development programmes in this uncertain period of the merger is a waste of time (V60). Many respondents (67 out of 105 or 63,81%) considered being away from their departments during a staff development programme will be stimulating for them (V24). An overwhelming majority (100 out of 105 or 95, 23%) concurred that sharing of experiences with other academics during staff development programmes will be valuable for their professional development (V34).

Therefore, these results point conclusively to the fact that academics are very positive about staff development and are keen on enhancing their professional skills through attendance of staff development programmes, and that they do not feel it will be a waste of time.

During the interviews with the Management of CADS and Executive Management, however, the interviewees complained that attendance at staff development programmes is very poor and that this needs to be addressed (refer to subsections 6.2.1 and 6.3.1 respectively). It is apparent that the results obtained by the two studies are in conflict. It could well be that academics would

indicate their support for staff development in a survey, but in reality don't necessarily follow through on that response.

On the issue of making staff development programmes compulsory, Blunt (1998:108) reports that the experience at the University of Port Elizabeth is that voluntary projects do not answer the question of how to facilitate the development of less competent staff and students. The suggestion was made that it is essentially through compulsory programmes that the needs of the institution can be met.

7.7 Perceptions about current staff development practices at MEDUNSA

A large number of respondents (79 out of 101 or 78, 22%) do not feel that enough is currently being done regarding opportunities for professional development of the academe (see figure 7.5).

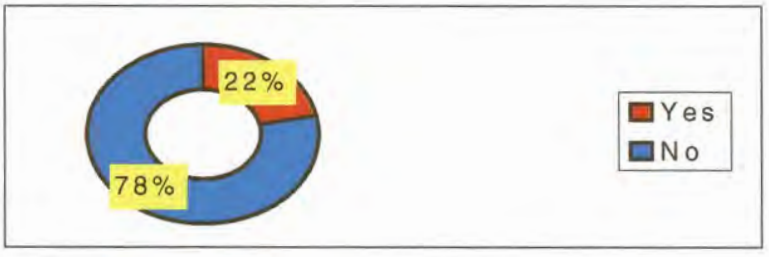


Figure 7.5: Perceptions of effectiveness of current staff development practices.

The rationale for saying that not enough is being done were categorized as follows:

1) Lack of awareness of existing staff development programmes.
2) More needs to be done to improve programmes.
3) Some have no time to attend staff development programmes.

Staff mostly agreed (74 out of 105 or 70,48%) that they were aware of the staff development programmes run by CADS. Essentially, this means that they are aware of staff development programmes but feel that not enough is being done for their professional enhancement. Therefore,

staff development programmes need to be improved especially in terms of being more relevant to the needs of academics. The results of this study could contribute towards that improvement.

To add to that, 64 out of 106 respondents (60, 80%) agreed that they have time to attend staff development programmes (V55) while 96 out of 105 (91, 43%) claimed that release time for staff to attend staff development programmes is crucial for the improvement of professional skills (V25).

7.8 Innovative methods in teaching and learning

What skills do respondents feel they are lacking in regarding innovative methods in teaching and learning? To determine this the mode for the variables pertaining to innovative methods in teaching and learning, was ascertained. These variables were V13, V15, V26 and V36. The scale for V13 was reversed (since it was stated negatively) prior to the mode being determined. The mode obtained was: strongly agree (14 out of 103 or 13, 5%) and agree (65 out of 103 or 63,11%). The values for strongly agree and agree were combined to give an overall perception. It was calculated that 79 out of 103 (76,70%) were in agreement with the foregoing variables.

Respondents do not feel they will find it difficult to facilitate an integrated course in a multidisciplinary setting (V13). On the other hand, they were of the opinion that there is a need for staff development programmes that would help them improve their facilitation skills (V15). Further, they had indicated the need to improve on their skills in order to help students become self-directed learners (V26). They also require more skills to be able to implement co-operative learning in their classes (V36).

At the same time, 85 out of 105 respondents (80, 19%) disagreed that they would much rather stick with lectures as the main mode of teaching and learning than introduce novel methods (V31). This implies that generally, although staff still feel they need more skills in implementing novel teaching/learning methods, they were not content with simply adopting the lecture method. This highlights the willingness of respondents to adopt innovative teaching/learning methods.

One of the elements, identified through the literature search, as driving educational transformation, was the paradigm shift from teaching to learning (see subsection 3.2.3). It was also argued that those elements would help define the nature of staff development (see

subsections 2.8 and 3.5). In support of this, the empirical study has demonstrated that academics have expressed a need for training and development in the application of novel teaching/learning methodologies which would influence future programme design and implementation at MEDUNSA. Evidently, there is synergy between the contents of the literature and the results of this investigation.

7.9 The need for training in Technology

Are academics willing to learn about the use of technology in the classroom? The frequency for V90, which relates to the need for training in CBE, was 53 and that for V93, which relate to the need for training in e-learning in the teaching/learning situation, was 49. Hence, a large number of respondents opted for training in CBE and e-learning. During the interviews with the Deans and HODs, however, it became clear that MEDUNSA is ineffective in providing training in the use of technology in the teaching/learning process (see subsection 6.6.5) and that there is no commitment from the university in providing facilities, space and funding for this purpose (see subsection 6.5.5.3).

It was previously explained that ICT is an imperative of the educational transformation process and that academics would need training in that respect (see subsections 1.2.4 and 2.8). Hence, ICT is another factor that would need to be taken into account when designing and implementing future staff development programmes at this institution.

According to research conducted at nine South African universities, it was concluded that unfamiliarity with hardware and software inhibits educators from commencing with ICT programmes but the problem is resolved with the appropriate support. Consequently, there is an acute awareness among support services to keep up with technological development, since they know the importance of their role in the training and support of educators (Schulze 2000:248). Therefore, for academics at MEDUNSA to become more proactively involved in ICT, training and support is pivotal.

7.10 Quality assurance in relation to the professional functions of academics

Ninety nine out of 105 (94, 29%) respondents concurred that they would like to learn more about the concept of academic quality (V44). Many (100 out of 105 or 95, 24%) also felt that there

should be staff development programmes to guide academics in improving the quality of their teaching and learning (V59). Fifty respondents indicated that they would benefit from training which assures the quality of the teaching/learning process (V94). Fewer (37) opted for training in peer observation and assessment of teaching (V87).

To cross check these results, the mode for V44, V59, V94 and V87 gave a response of 64 out of 100 respondents who agreed (84, 21%) and 12 out of 100 respondents (15, 79%) who strongly agreed. Thus, the mode and frequencies tallied to give an overall response of acquiescence.

Being an additional variable that contributes towards educational transformation, QA also helps determine the nature of academic staff development (see subsection 2.8). Reinforcing this, respondents in this study are of the opinion that they require guidance and support in the application of QA measures to daily tasks and functions. Additionally, the Executive Manager stated that although MEDUNSA is making an effort to improve academic quality, more still needs to be done (see subsection 6.3.5).

For Vroeijenstijn (1995:49), QA is about integrating internal and external mechanisms. He advises that: "It does not make sense to set up a system of external quality assessment without a good fluctuating system of internal quality care". For this reason, it is imperative that staff development programmes provide avenues for the improvement of quality among academics. Currently, at MEDUNSA the Evaluation Assistant system is operational for the evaluation of teaching/learning and courses by students (see subsection 1.8.7) but other methods, such as self- and peer- assessment, can be introduced.

7.11 Perceptions about training and development in Outcomes-based Education (OBE)

This subsection is concerned with the perceptions of respondents in terms of their knowledge and skills regarding the philosophy, design and implementation of OBE as well as their expressed need for training in this approach in a higher education environment.

7.11.1 Perceived knowledge and skills in Outcomes-based Education (OBE)

What are the perceptions of academics regarding their knowledge and skills pertaining to OBE? The mode for the variables that related to OBE namely, V14, V20, V26, V36, V39,V40 and V61 was determined to be 59 out of 100 (55, 66%) who agreed and 12 out of 106 (11, 32%) who strongly agreed. The scales for V39 and V40 were reversed since they were stated negatively in the questionnaire. After combining the values for agree and strongly agree, it was calculated that 70 out of 106 respondents (66, 98%) concurred with the aforementioned variables.

Translating this, it seems that respondents are of the opinion that they have sufficient knowledge of the philosophy of OBE to be able to implement the novel curriculum (V14). At the same time, they responded that they need to improve their knowledge and skills regarding student assessment using OBE principles (V20). They also expressed a need to improve on their skills which would help students become self-directed learners (V26), and to be able to implement co-operative learning (V36). Respondents admitted that they are able to design OBE learning programmes (V39) and that they are familiar with OBE terminology (V40). They were in agreement that they need support on the writing of courses in an outcomes-based format (V61).

A contrast was found in the responses for V39 and V61, which had been stated similarly for a reliability check. While respondents felt they were able to design OBE learning programmes (V39) they still expressed a need for support on the writing of courses in an outcomes-based format (V61). It is possible that the phrases "OBE learning programmes" and "courses in an outcomes-based format" were interpreted differently by the respondents. An additional conflict was found in the responses to V14 and V20- V20 being a reliability check for V14. Although respondents felt they had sufficient knowledge of the philosophy of OBE to be able to implement it (V14), they still required knowledge and skills in student assessment using OBE principles (V20). It may well be that academics don't have a solid understanding of what the implementation of OBE entails. So, it can be concluded from an analysis of the above responses that, although they are familiar with OBE terminology, academics in this study feel they lack the knowledge and skills needed for the implementation of OBE.

Some of the above findings do not corroborate with evidence in the literature, which suggests that academics elsewhere have difficulties understanding the terminology of OBE. The terminology used in OBE has been criticized for being "perplexing, nebulous, business-like and controlling".

Furthermore, it has been lamented that new OBE jargon which is vague, is being manufactured at an unprecedented rate which only serves to confuse educators (Schwartz 1994:87).

In a case study undertaken at Rhodes University, Goode and Thomen (2001:196, 198) complained about the difficulty experienced by educators when it came to writing courses in an outcomes-based format and their further lack of expertise in implementing OBE. The lack of preparedness of academics world-wide in implementing curricula innovations has been explained at greater length in subsection 1.2.3.

In continuation, some of the aforementioned results correlate with data obtained from the interviews with the Deans when they stated that staff have difficulty implementing OBE (see subsection 6.5.3.1). A conflicting finding was that, while the Deans stated that most staff are unable to write courses in an outcomes-based format (see subsection 6.5.3.1), the quantitative study did not reveal conclusively that academics feel they are competent in this regard.

7.11.2 The need for training in OBE

Although academics identified a perceived lack of knowledge and skills regarding OBE (V20, V26, V36 and V61), a mere 44 stated that they would benefit from training in the implementation of OBE (V91) and only 36 out of 106 felt that they would benefit from training in OBE-aligned assessment (V95). Thus, there is a discrepancy between perceived knowledge and skills and what academics feel they would benefit from training in. More information pertaining to training in OBE was gleaned from the responses obtained for item 71.

To this question: "What more needs to be done to better prepare academics for OBE implementation (item 71), the following responses were categorized:

1) Supply adequate staff.
2) More information and better communication about expectations regarding implementation of OBE should be provided.
3) Staff development programmes on the philosophy of OBE and its implementation is required.

These responses revealed that staff need more information about the philosophy and implementation of OBE and what is expected of them when OBE is implemented. Also, the fact

that staff shortage is a mitigating factor in the successful implementation of OBE, came through strongly from some respondents. The constraint of staff shortages having a negative impact on the implementation of OBE also surfaced during the interviews with the HODs (see subsection 6.6.3.2).

7.12 The need for training in Problem-based Learning (PBL)

In this investigation, it was deemed important to determine whether respondents are familiar with PBL and whether they would like to learn more about the curriculum since MEDUNSA is a medical university and PBL is extensively used in medical schools (see subsection 2.5.2.2).

From the frequencies achieved, it became evident that when the strongly agree and agree categories were combined, 67 out of 106 respondents (63, 2%) claimed that they are familiar with the learning methodologies of PBL (V19). Many (72 out of 105 or 78, 09%) would like to learn more about implementing PBL (V42), (see figure 7.6). When asked if they feel they would benefit from training in the implementation of PBL (see item 70, V89), 47 respondents answered in the affirmative.

Hence, academics have some understanding of PBL and have expressed a need to learn more about the implementation of PBL. Note the contradiction with the statement made by the Management of CADS (refer to subsection 6.2.3) who asserted that: "It would be futile to offer training in PBL when most staff are not using it". Staff are probably not using PBL because they do not know how to implement it and training would help considerably.

The adoption of problem-solving as a teaching strategy, in conjunction with focussing on learning outcomes in training students enrolled for a secondary Teacher Education programme, was used successfully by Hattingh and Killen (2003:41). The point is that the principles of PBL and OBE can be used together to optimize learning and should not necessarily be seen as separate entities.

Therefore, it can be deduced that academics need training and development in another aspect imperative to educational transformation, namely curriculum development. This will have a bearing on the dynamics of academic staff development at the institution.

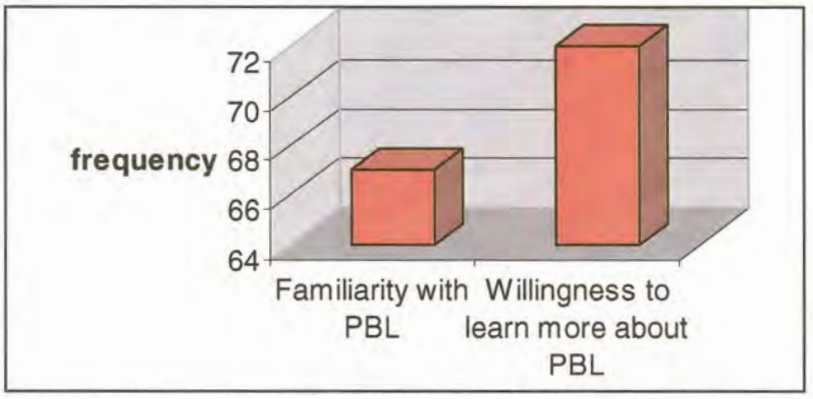


Figure 7.6: Perceptions of academic staff about PBL

7.13 The scholarship of teaching

In this subsection, the perception and knowledge of issues related to the scholarship of teaching is discussed.

7.13.1 Knowledge and skills in respect of the scholarship of teaching

Only 29 out of 106 respondents (27, 36%) claimed that they are familiar with the concept of scholarship of teaching (V18). A majority (89 out of 106 or 84, 76%) expressed a desire to acquire more knowledge in their field of specialization through staff development programmes (V43). If a postgraduate programme in higher education (for example the PGCHE) were to be offered at MEDUNSA, 63 out of 106 (59, 45%) would be interested in enrolling for such a programme (V50). Numerous academics (90 out of 105 or 94, 25%) perceive a need for staff development that would guide them towards improving the quality of their teaching/learning (V59). There was great interest among respondents (83 out of 105 or 79, 05%) in wanting to learn about research methods on the teaching/learning process (V63).

In summary, most academics are not familiar with the concept of the scholarship of teaching and are interested in improving their knowledge and skills with respect to teaching and learning.

7.13.2 Perceptions of the reward system for teaching excellence

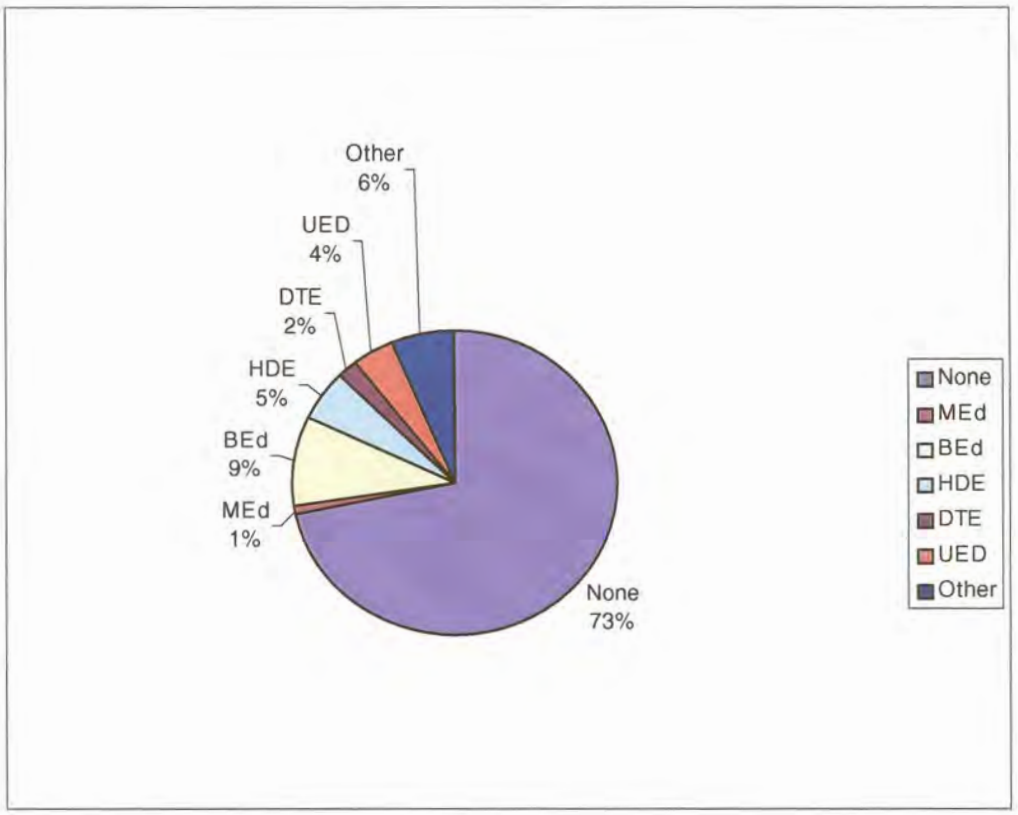
Seventy nine out of 104 respondents (75, 96%) perceive excellence in teaching to be seldom rewarded by the institution (V62). Only 29 out of 106 respondents (27, 35%) stated that they support the university's practice of rewarding research more than it does teaching (V54), and interestingly, many respondents (24 out of 106 or 22, 64%) were also neutral on this issue. Therefore, although many academics perceive teaching to be under-rewarded, they do not support the institution's stance on this skewed reward system. In the interview with the Executive Manager, it was learnt that MEDUNSA does reward research more than it does teaching (see subsection 6.3.4) and he expressed a desire to see this being changed.

This result is supported by a study of staff perceptions of teaching and research at UNIN where it was found that respondents criticized the lack of recognition and incentives for teaching (Ruth 2001:157). By the same token, in a study at several South African Universities, teaching awards were viewed as very important while only 28, 5% of respondents reported that it was in place at their universities (Hay and Herselman 2001:135). Similarly, a study conducted by Cronje et al. (2002:38) demonstrated that while respondents supported the importance of teaching, they perceived that their institutions tended not to reward teaching as much as it did research.

7.13.3 The prevalence of professional teaching qualifications

When the frequencies for V10 (which asks for highest teaching qualification) were calculated, it was established that 68 out of 95 respondents (71, 58%) have no teaching qualification. A small proportion (9 out of 95 or 9, 47%) have a BEd. Degree and just 5 out of 95 (5, 26%) have a H.D.E. Only one person has a MEd. Degree. Thus, most academics at MEDUNSA have had no formal training in education. This situation is not unique to MEDUNSA since a survey of the literature (refer to subsection 1.7.1) revealed that most educators in tertiary institutions have had no formal training in education.

Therefore, it would be unfair to expect educators with no formal training in education to implement the imperatives of educational transformation (as was outlined in subsection 1.2.4). Without a doubt, staff development is critical in rendering assistance to cope with the demands and challenges of educational transformation.



Key: MEd.: Master of Education
BEd.: Bachelor of Education
HDE: Higher Diploma in Education
DTE: Diploma in tertiary Education
UED: University Education Diploma

Figure 7.7: Professional teaching qualifications of respondents

7.13.4 Teaching experience at a higher education institution

The majority of academics (63 out of 105 or 61, 76%) have less than 15 years of teaching experience with 31 out of 105 (29, 41%) having taught for between 16-25 years. A small minority (9 out of 105 or 4, 88%) have more than 25 years of teaching experience (see figure 7.8). Therefore, the vast majority of academics are experienced educators.

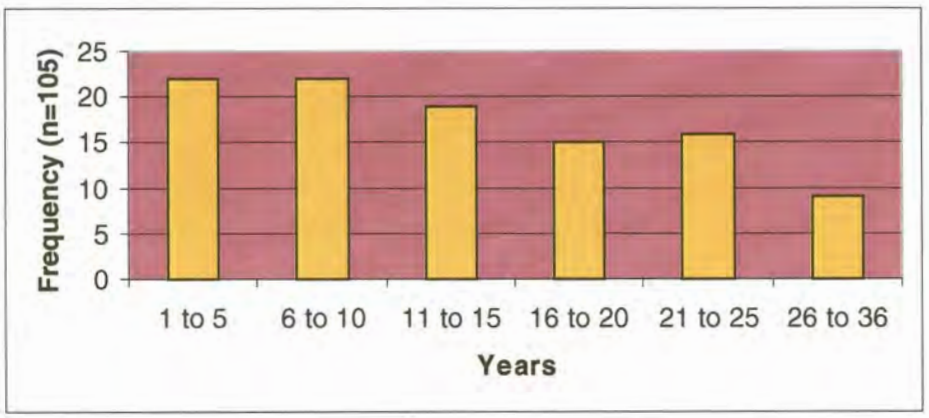


Figure 7.8: Intervals of the teaching experience of respondents

7.14 The scholarship of research

A considerable proportion of respondents (103 out of 105 or 98, 09%) are of the opinion that a staff development programme should not only focus on teaching/learning, but on research as well (V21). Many (95 out of 106 or 89, 63%) would like to receive guidance on the procedure taken to apply for an NRF rating as a researcher (V52) and 89 out of 106 (83, 96%) want to know how to apply for NRF funding (V53). Interest was also expressed by several academics (83 out of 105 or 79, 05%) on learning about research methods on the teaching/learning process (V63). Forty seven respondents feel they would benefit from training in action research (V86) while 43 opted for training in research methodology (V92), (see table 7.4). Only a few respondents, however, (29 out of 106 or 27,35%) felt that research should be better rewarded than teaching (V54). It can therefore be concluded that academic staff have a need for training on research methodology and how to apply for funding for that purpose. Note the statement by the CADS Manager that the emphasis of CADS is on teaching and learning (see subsection 6.2). Thus, the institution needs to recognize the needs of academics in that there is a demand for training and development in research.

In the interview study with the HODs, it was found that many of them are providing support and encouragement in an effort to promote research in their departments (see subsection 6.6.7.1). Arguably, this support should be augmented with staff development programmes which focus on empowering staff to be more competent in research. Many HODs emphasized the importance of conducting research since it is not very prevalent at MEDUNSA. Additionally, research was

identified as a transformational issue and as being important in the generation of knowledge in a knowledge-driven society (see subsection 3.2.2.4).

Moreover, training and development in the scholarship of research and teaching would assist in accommodating the demands of educational transformation since scholarship was selected as an additional element of educational transformation (see subsection 2.8).

Table 7.5: General perceptions regarding the scholarship of research

Variable	Frequency	Percentage
A staff development programme should not only focus on teaching/learning but on research as well (V21).	103 (n=105)	98, 09
Through staff development programmes, we should get guidance on how to apply for an NRF rating as a researcher (V52).	95 (n=106)	89, 63
I would like to receive more information about how to apply for funding from the NRF (V53).	89 (n=106)	83, 96
I would be interested in learning about research methods on the teaching/learning process (V63).	83 (n=105)	79, 05
Which of the following do you feel you would benefit from training in:		
Use of action research (V86)	47	44, 34
Research methodology (V92)	43	40, 57

7.15 Management and leadership

It was agreed upon by 92 out of 105 respondents (87, 62%), that there should be more involvement in matters regarding educational transformation from top management (V33). Many respondents (66 out of 105 or 62, 86%) also feel that effective leadership in the transition towards OBE is lacking (V35). When the HODs were interviewed, it was also determined that their perception was that the university has not done much to prepare academics for the implementation of OBE, and that they were left to cope on their own (see subsection 6.6.3.1). Similarly, inadequate planning and a lack of co-ordination, together with poor strategic interventions in the introduction of OBE, have been reported in the literature (Christie, in Cross et al. 2002:181).

7.16 Equity issues and implications for staff development

It was explained in subsection 3.2.2.2 that part of the educational transformation process in this country is to overcome past inequalities perpetrated by discrimination based on race and gender. It is therefore, crucial that the nature of staff development in an era of educational transformation encompasses equity issues with a view to empowering those who were previously marginalized. In this subsection, equity issues at MEDUNSA are explored with the intention of making recommendations for future staff development programmes.

7.16.1 Personnel rank and qualifications of male and female staff

This subsection explores the demographic data from a gender perspective. An important question that needs answering is: How many women have PhDs and are in professorship positions as compared to men? From table 7.6 it can be gleaned that the majority of respondents in professorship positions are men with only 2 women occupying this level in the academic hierarchy. The numbers of men and women in either senior lectureship, lectureship or junior lectureship positions are equal or close to equal.

Table 7.6: The personnel rank of male and female respondents

	Professor and associate professor	Senior lecturer	Lecturer	Junior lecturer	Other
Male	21	19	17	3	2
Female	2	19	20	2	0

There appears to be a difference between gender and personnel rank and this researcher was interested in determining whether this difference is statistically significant or not. Thus, a chi-square test was applied to test if there is a relationship between race and personnel rank. Since a computer program (SAS) was used to calculate the chi-square value, it issued a warning that chi-square might be invalid because too many cells had expected frequencies (fe's) below the level of tolerance of 5 (Sirkin 1995: 364-365). Therefore, certain categories were combined until all fe's satisfied the size criteria. Thus, personnel rank were regrouped as follows and shown in table 7.7:

1) Group A: professor, associate professor and senior lecturer
2) Group B: lecturer and junior lecturer

Table 7.7: Personnel rank versus gender

	Group A	Group B
Male	40	20
Female	21	22

Application of a chi-square test to data in table 7.7 produced the results as depicted in table 7.8.

Table 7.8: Statistics for table of gender versus personnel rank

Degrees of freedom	Obtained chi-square value	Probability (p)
1	3, 2973	0, 0694

An interpretation of the above table indicates that from a one degree freedom table, an obtained chi-square value of 3, 2973 was generated (Sirkin 1995:357). The value of the p value achieved at 0, 0694 is less that the 5% level of significance. This implies that there is no statistical difference between gender and personnel rank.

In addition, the academic qualifications of male and female staff are given in table 7.9 which shows the frequencies for certain qualifications. The frequencies for the other qualifications listed in item 7, namely the MBChB, MD, MChD, BDS and BA Cur degrees, were too low and were thus excluded in the interest of simplicity and brevity.

It can be pinpointed from table 7.9 that more than twice as many men (n=16) have PhDs than women (n=7) and an overwhelming majority of male respondents (n=15) are in possession of an MMed Degree while only four female respondents have this qualification.

Thus, women in this study are employed at the lower levels on the academic landscape and are less qualified than their male counterparts. During the interviews with the Deans and HODs (see subsections 6.5.8 and 6.6.8 respectively), it was reported that support is being given to female educators and that they were being encouraged to further their qualifications. Clearly, there is a discrepancy between what management professes to be doing and what is happening in reality.

Table 7.9: The academic qualifications of male and female staff

	PhD	Masters	Honours and bachelors	MMed
Male	16	19	2	15
Female	7	17	10	4

This phenomenon is not unique to MEDUNSA, though. The problem of gender polarization at higher education institutions has been researched by Mabokela (2003:130) who reports that in a 13 year period between 1983-1995, the proportion of women in senior administrative positions at one prestigious university increased from 14, 55% in 1983 to 15, 35%. This pattern of female under-representation is reflective of trends observed at other South African HEIs.

Zulu (2003:100-101) confirms the preceding assertion with a quantification which emanated from a survey at all South African universities to determine the gender representation pattern of senior positions. A three-tiered category of rank was used to illustrate the numeric representation of women:

1) Category A (Officers of the university): 53
2) Category B (Deans of faculties): 44
3) Category C (Senior administrative officials): 120

The results showed that the majority of women are concentrated at positions which carry less power and are associated with less mobility. Women are also grossly under-represented in senior academic positions, such as Deans, HODs, Vice-Chancellors and Registrars. Zulu (2003:103) advises wisely that institutions can play a significant role in assisting women academics to advance in academia. For example, through the development and implementation of strategies to address the specific professional development needs of women.

A further survey of the literature confirmed that women are employed at the lowest levels in the academe and that this problem is global. Reinforcing this is the following paraphrased statement by Ziegler (2001:47), in reference to female academics in Switzerland:

> "Women have less opportunities of advancement. They publish less than men.

> Their networking is not as good and effective as men. Their mentoring is comparably poor"

Blattel-Mink (2001:3-19) published the conference presentations on Gender Equality in Higher Education wherein the status of gender inequality was examined at different universities world-wide. For example, Lambropoulou (in Blattel-Mink 2001:6) describes the situation in Greece by saying that women participate in higher education to a higher proportion than men, but hardly show up in higher positions- "academic rank being a male territory". In a transforming country like Armenia, all leading positions in the education system are occupied by men (Babayan, in Blattel-Mink 2001:8). Compared to other countries, Australia shows quite favourable conditions for women in higher education and it can be expected that the number of women competing for senior academic positions will increase. A survey done in 2001 showed that almost 24% of vice-chancellors in Australia were women (Ramsay, in Blattel-Mink 2001:13).

Halvorsen (2002:348) argues that one of the reasons for the under-representation of women in the higher echelons of academia is that the academic career structure favours the advancement of men. The importance of the advancement of professional development of women has been attested to by Mighty and Ashton (2003:29) who warn that:

> "The consequences of not addressing the issue of gender equality may be costly as organization lose the full potential contributions and commitment of human resources in which they have already invested heavily".

To improve the plight of female academics and to better exploit their capabilities, Ziegler (2001:48) reports on the pragmatic efforts of the Swiss government in trying to create equality between men and women. These efforts included giving universities incentives to employ more female professors, creating better child-care facilities and investing heavily in a mentoring programme to promote networking and consulting.

7.16.2 Race versus personnel rank of respondents

A two-tailed chi-square test for independence was applied to determine if there is a relationship between race and personnel rank. That is, if race and rank are related or independent. The chi-square value when calculated elicited a warning that it might be invalid because too many cells

had fe's less than 5 (see subsection 7.16.1). Thus, certain categories were collapsed until all fe's satisfied the size criteria.

Personnel rank (V7) were regrouped as explained in subsection 7.16.1. The race categories were regrouped as follows:

1) Group 1: blacks (African, Indian and Coloured).
2) Group 2: whites

The observed frequencies of race versus personnel rank according to these groupings are shown in table 7.10 which indicates that there are more a whites in senior positions than blacks.

Table 7.10 Frequency table of race versus personnel rank

Race (V4) n=102	**Personnel Rank (V7)**	
Group	Group A	Group B
1 (blacks)	25	31
2 (whites)	35	11

When a chi-square test was applied to the data in table 7.10 the following results were obtained as tabulated in table 7.11.

Table 7.11: Statistics for table of race versus personnel rank

Degrees of freedom (DF)	**Obtained chi-square value**	**Probability (p)**
1	10, 3092	0, 0013

The above table indicates that from a one degree of freedom table, an obtained chi-square value of 10, 3092 was generated (Sirkin 1995:357). The p-value obtained was 0, 0013 which is less than the 1% level of significance. This indicates it is very significant and there is definitely a relationship or dependence between race and rank.

7.17 Further cross validation of the responses of the quantitative investigation with the results of the qualitative study conducted with management

In this section of the chapter, some of the responses obtained in the quantitative study are compared with data extracted from the qualitative investigation which had provided the impetus for inclusion as items in the self-administered questionnaire, for the purpose of cross-validation.

7.17.1 A comparison of the quantitative data with the responses of the Management of CADS and Executive management

In subsection 6.4.4 a list of items that were to be included in the self-administered questionnaire for cross validation with the qualitative study, was given. In this subsection that comparison is explained using the responses obtained to the relevant items in the quantitative investigation.

In subsection 6.4 the importance of ascertaining the effectiveness of the transmission of information on educational transformation to academics, was explicated. The Executive Manager reported that information from his office is disseminated to the Deans and HODs (see subsection 6.3.2). Notwithstanding this claim, many academics (59 out of 105 or 56, 19%) stated that they seldom receive information regarding national issues in higher education through their departments.

Further, poor attendance at staff development programmes is regarded as a problem by the Management of CADS and the Executive Manager (see subsections 6.2.1 and 6.3.1). Following on this, an analysis of the quantitative data shows that a minority of respondents (30 out of 106 or 28, 3%) agreed that they have no time to attend staff development programmes while the majority (74 out of 105 or 70, 48%) agreed that they are aware of the staff development workshops run by CADS. In response to item 63, 79 out of 101 (78, 22%) did not feel that enough is currently being done at MEDUNSA regarding staff development in an era of educational transformation. This is probably why staff seldom attend staff development programmes- they might feel that it is not relevant to their professional development in the context of educational transformation.

The Manager of CADS stated that more needs to be done regarding training in OBE (see subsection 6.2.3). From the responses to item 71, which was designed to identify what more needs to be done in this regard, it was determined that MEDUNSA needs to:

1) Supply adequate academic staff.
2) Provide more information and better communication about expectations regarding the implementation of OBE.
3) Conduct staff development programmes on the philosophy of OBE and its implementation in higher education.

Furthermore, that research is better rewarded than teaching is a contentions issue and was raised by the Executive Manager (see subsection 6.3.4). A mere 29 out of 106 academics (27, 35%) support the university's practice of rewarding research more than it does teaching. On another point, the vision of the Executive Manager is that staff who have not gone through a formal programme of teaching should not be allowed to be educators (see subsection 6.3.1). This policy might not be very acceptable to academics since the quantitative study demonstrated that only 24 out of 106 respondents (22, 64%) are in favour of the Executive Manager's pronouncement.

7.17.2 A comparison of the quantitative data with the responses of the Deans

In subsection 6.5.17 several items for inclusion in the self-administered questionnaire were identified with the intention of cross-validating the responses with the input of the Deans.

What came to the fore during the interviews with the Deans was that the concept of "quality" might not be completely understood by academics. It was therefore considered beneficial to establish whether or not academics would want to know more about QA. The quantitative study demonstrated that 100 out of 105 (95, 24%) were of the perception that there should be staff development programmes to guide academics in improving the quality of their teaching/learning.

Also, Deans stated that staff feel insecure and uncertain about the merger. For the purpose of this study it was thought important to determine whether or not if these negative feelings about the merger would impact on the attendance at staff development programmes. Only 7 out of 105 (6, 66%), however, felt that attending staff development programmes is a waste of time in this uncertain period of the merger.

There was a complaint from one Dean that most educators cannot write courses in an outcomes-based format. The survey was not able to establish with finality whether educators felt they were able to write courses in an outcomes-based format since the responses to V39 and V61 were in conflict with each other (see subsection 7.11.1). Lastly, the Deans reported that they would like to see MEDUNSA offering a formal programme in higher education. To this end, a number of academics (63 out of 106 or 59, 45%) indicated that if a postgraduate programme in higher education were to be offered at MEDUNSA, they would be interested in enrolling for such a programme.

7.18 Discussion of the quantitative investigation

The results of this research point conclusively to the fact that the sub research questions (see subsection 1.3.2) have been answered and the general and specific objectives outlined in subsections 1.4.2.3 and 1.4.3.3, respectively, have been achieved. In particular, the general objective has been met since the study was able to determine the needs and perceptions of respondents regarding the dynamics of academic staff development at MEDUNSA, while addressing the demands of educational transformation and achieving academic excellence.

7.18.1 Perceptions about educational transformation

In answer to the sub research question: "Why is there a lack of preparedness among academics at MEDUNSA in dealing with the imperatives of educational transformation? To what extent are the needs and aspirations of staff being addressed by the institution in general and by CADS in particular? What are the perceptions and expectations of academic staff regarding staff development in the context of educational transformation?" (see subsection 1.3.2.3), the following were gleaned from this research:

1) Academics have a positive perception about educational transformation and are willing to be involved in the educational change processes at MEDUNSA (see paragraph 7.3).
2) Respondents' perceptions about attending staff development programmes was also found to be promising in that they are keen on improving their professional skills through staff development programmes (see paragraph 7.6).

3) Respondents do not feel that enough is being done at MEDUNSA to provide them with opportunities for their growth and development (refer to subsection 7.7).

Also, a specific objective was to: "Investigate the feelings, attitudes and readiness of respondents towards educational transformation" (refer to subsection 1.4.3.3). The issue of feelings and attitudes has been addressed above. As far as their "readiness" is concerned, it was established that respondents do not have adequate knowledge and skills in the adoption of innovative teaching/learning methods such as self-directed learning, co-operative learning and facilitation (see paragraph 7.8). They also need to learn a lot in terms of OBE. Thus, staff are not adequately prepared to cope with educational transformation.

7.18.2 The need for training and development in the factors that drive educational transformation

The following specific objectives are covered in this subsection and because they are broad and encompass aspects such as OBE, PBL, QA, technology in teaching/learning, innovation in teaching/learning including scholarship, they will be addressed under these different subheadings:

1) "Obtain information about the current levels of staff knowledge and skills regarding educational transformation issues".
2) "Investigate the training and development requirements of academic staff to enable them to become more effective and efficient in the areas of teaching and learning ".
3) "Determine the nature of staff development programmes that would help achieve academic excellence while addressing the elements of educational transformation" (see subsection 1.4.3.3).

7.18.2.1 Knowledge of curricula innovations in higher education

To the other sub research question: "What are the perceptions of academic staff regarding training in innovative strategies such as PBL and OBE at MEDUNSA" (see subsection 1.3.2.6), the following responses surfaced:

1) Academics at MEDUNSA are of the opinion that they do not have sufficient knowledge and skills regarding the implementation of OBE but feel that staff development could change that (see subsection 7.11.12).
2) There is definitely an interest in wanting to learn more about PBL among respondents who also claimed that they are familiar with PBL (see subsection 7.12).

The specific objective stated in subsection 1.4.3.3: " To ascertain if academics are willing to acquire skills relating to the implementation of OBE and PBL", has also been addressed and it can therefore be concluded that staff are willing to learn more about PBL and OBE.

7.18.2.2 Quality assurance of academic functions

The specific objective: "To investigate if academics would like to know more about QA (see subsection 1.4.3.3) was attended to when it was determined that 99 out of 105 respondents (94, 29%) indicated that they would like to learn more about the concept of academic quality and that they would benefit from training in quality assuring the teaching/learning process (see subsection 7.10).

7.18.2.3 The application of technology in teaching/learning

A further specific objective was to: "Determine if academic staff are willing to learn about the use of technology in the classroom". It was verified in subsection 7.9 that there is a demand for training in ICT.

7.18.2.4 The scholarship of research and teaching

A small percentage of respondents - 27, 36% (29 out of 106) are familiar with the concept of the scholarship of teaching. They are interested in improving their teaching/learning skills and would also like to learn about research methods on the teaching/learning process (see paragraph 7.13.1). Only a small proportion of respondents have educational qualifications (see figure 7.7). In terms of research, there is a dire need for training on how to do research and how to obtain financial assistance for that purpose.

7.18.3 The content and process of staff development programmes

Another specific objective was to: "Involve academic staff in the planning of the content and process of future staff development programmes". This research did that adequately as could be construed from subsections 7.4 and 7.5.

Subsection 7.4 focussed on the content of staff development that respondents would like to see being covered. The content pertained to topics on personal development, teaching portfolios, peer-coaching, action research, the enhancement of creative thinking, research methodology, the application for a rating and funding from the NRF, application of ICT as well as the implementation of PBL, OBE and QA. Furthermore, respondents believed that educational theories, relevant references and literature given during staff development programmes would be helpful (see subsection 7.4).

Regarding the process of staff development (see paragraph 7.5), a considerable number of respondents opted for workshops and seminars instead of the lecture method. At the same time, they preferred a programme that allows for specified, predetermined objectives and felt that staff who have the relevant expertise and knowledge should be invited to facilitate staff development programmes. Further, they chose a model where staff development is distributed over a ten month period rather than one month (see subsection 7.5).

Additionally, a large majority of respondents (78,22%) do not feel that enough is currently being done at this institution regarding opportunities for the professional growth and development of the academe. They feel that more needs to be done to improve programmes (see subsection 7.7).

7.18.4 Cross validation and comparison of the responses in the qualitative study with those in the quantitative study

Subsections 7.17.1 and 7.17.2 focus on the responses to the items in the self-administered questionnaire which were included to cross validate data obtained during the interviews with Executive Management, the Management of CADS and the Deans. Therefore, it is evident that this specific objective: "To cross validate some of the responses obtained during the interviews with Executive Management, the Management of CADS and Deans", was also achieved.

7.18.5 Reliability checks of responses

Throughout the findings in this study, there was consistency with most of the responses attained. For example, if respondents felt they were willing to participate in the change process at MEDUNSA (V12), they also indicated that they were not disillusioned with the educational changes taking place in the country (V11). Similarly, when respondents opted for workshops instead of lectures as a preferred method in staff development programmes (V23), the method that attracted the highest responses in another item, was also workshops (item 65).

On the other hand, a discrepancy was found with the responses to V39 and V61. Notwithstanding that academics felt they were able to design OBE learning programmes (V39) they agreed that they need support on the writing of courses in an outcomes-based format (item 61). Thus, these responses were not reliable and the researcher was unable to come to a conclusion about whether or not respondents are able to design courses in an outcomes-based format. Another contrast was found in the responses to V14 and V20 because while academics felt they were competent in the implementation of OBE (V14), they admitted to needing support in applying OBE-aligned student assessment techniques (V20). See subsection 7.11.1.

7.19 Conclusion

To recapitulate, the responses attained in this survey highlighted the perceptions and needs of respondents as regards academic staff development . Mostly, academic staff have a positive and supportive attitude towards educational transformation and express a need for academic staff development programmes that would enhance their professional skills.

The factors that direct the educational transformation process have been listed elsewhere (see subsection 1.2.4, 2.8 and 3.5). Also mentioned in the problem statement (see subsection 1.2.4) was the dliemma that most academics lack the appropriate knowledge and skills to be able to implement the imperatives of educational transformation in practice

This study served to illustrate that academics at MEDUNSA are no exception since the majority of them are willing to be trained in the very factors that drive educational transformation, notably, QA, curricula innovations, innovative methods in teaching and learning, ICT, including the scholarship of research and teaching. Hence, this information will help determine the nature and

dynamics of academic staff development that would address the demands of educational transformation. Therefore, hypothesis 1, in subsection 1.5, which states that: " The factors that play a role in driving educational transformation in higher education, influence the achievement of excellence among academics", is accepted.

Additionally, the results were cross-validated with the relevant data gleaned from the interview study to enhance the value of the research. Further, it was determined that, generally, responses were very reliable in that only minimal inconsistencies were apparent.

The following chapter concludes this dissertation with a summary and discussion of the theoretical and empirical investigations, and recommendations for future planning in staff development initiatives.

References

Badley, G. 1998. Making a case for educational development in times of drift and shift. *Quality Assurance in Education,* 6(2):64-73.

Blattel-Mink, B. 2001. From bottom to top in higher education: Women's experiences and visions in different parts of the world- A summary. *International Journal of sociology and Social Policy,* 21(1/2):3-19.

Blunt, R.J.S. 1998. Generating capacity for academic transformation: A case study. *South African Journal of Higher Education*, 12(3):102-109.

Cronje, M., Jacobs, G.J. & Murdoch, N. 2002. Rewarding quality teaching in higher education: The evading dream? *South African Journal of Higher Education*, 16(2):32-39.

Cross, M., Mungadi, R. & Rouhani, S. 2002. From policy to practice: Curriculum reform in South African Education [1]. *Comparative Education,* 38(2):171-187.

Goode, H. & Thomen, C. 2001. Implementing an outcomes-based approach to university essay writing. *South African Journal of Higher Education,* 15(3):194-201.

Green, M.F. 1995. Transforming British higher education: A view form across the Atlantic. *Higher Education,* 29:225-239.

Halvorsen, E. 2002. Female academics in a knowledge production society. *Higher Education Quarterly,* 56(4):347-359.

Hattingh, A. & Killen, R. 2003. The promise of problem-based learning for training pre-service technology teachers. *South African Journal of Higher Education,* 17(1):39-46.

Hay, H.R. & Herselman, M.E. 2001. An investigation into the perceptions of academic staff on quality assurance in teaching and learning at selected South African universities. *South African Journal of Higher Education*, 15(3):131-141.

Johnson, D. 1995. Introduction: The challenges of educational reconstruction and transformation in South Africa. *Comparative Education*, 31(2):131-140.

Lam, S-F. 2001. Educators' opinions on classroom observation as a practice of staff development and appraisal. *Teaching and Teacher Education*, 17:161-173.

Licklider, B.L., Schnelker, D.L. & Fulton, C. 1997. Revisioning faculty development for changing times: The foundation and framework. *Journal of Staff, Program and Organizational Development,* 15(3):121-133.

Mighty, E.J. & Aston, W. 2003. Management development: Hoax or hero? *Journal of Management Development*, 22(1):14-31.

Mabokela, R.O. 2003. "Donkeys of the university": Organizational culture and its impact on South African women administrators. *Higher Education*, 46:129-145.

Moran, J.W. & Brightman, B.K. 2001. Leading organizational change. *Career development International*, 6(2):111-119.

Ruth, D. 2001. Staff perceptions of teaching and research at the University of the North. *South African Journal of Higher Education,* 15(1):154-170.

Schulze, S. 2000. Education and the internet: Perspectives and trends in South African universities. *South African Journal of Higher Education,* 20(3):248-252.

Schwartz, G. 1994. The language of outcomes-based education reveals its limitations. *Educational Leadership*, September:87-88.

Sirkin, R.M. 1995. *Statistics for the social sciences*. California: Sage Publishers

Van der Merwe, H.M. 2000. The concept of transformation viewed from the perspective of higher education. *South African Journal of Higher Education,*14(3):81-89.

Vroeijenstijn, A.I. 1995. *Improvement and accountability. Navigating between scylla and charybdis: Guide for external quality assessment in higher education.* London: Jessica Kingsley Publishers.

Ziegler, B. 2001. Some remarks on gender equality in higher education in Switzerland. *International Journal of Sociology and Social Policy*, 21(1/2):44-49.

Zulu, C. 2003. Gender representation patterns in higher education management in South Africa. *South African Journal of Higher Education*, 17(1):98-104.

CHAPTER 8

SUMMARY OF THE MAIN FINDINGS, RECOMMENDATIONS, IMPLICATIONS AND CONCLUSION

8.1 Introduction

The preceding chapter was concerned with the discussion and analysis of the results of the quantitative investigation. This chapter concludes this dissertation by providing a synthesis of the literature findings, the empirical data including the problem statement, research design and methodology that helped guide this research.

The main aims of this study were to investigate the impact of educational transformation and innovation on the dynamics of academic staff development at MEDUNSA as a HEI and to determine why staff and management find it difficult to respond to transformation and innovation against the parameters of academic excellence (see subsection 1.4.1). In order to achieve this aim, an extensive literature search was undertaken in conjunction with an empirical analysis comprising quantitative and qualitative methods.

This chapter starts by providing a summary of the literature review by first explaining the impact of a knowledge-based society on change and reform initiatives in HEIs. The forces that are driving educational transformation are explicated and their influence on the changing roles of tertiary educators are highlighted. On this premise, a case is advanced for the further development of academics to ensure that they will be globally competent and capable of managing their tasks in a complex transforming milieu.

Thereafter, the research problem, the main research question and objectives are outlined. The content validation of the research instruments which served as a nexus between the collection of secondary data and the gathering of primary information, is synthesised.

Next, the methodologies and results of the quantitative and qualitative study are summarised individually, bringing out the main issues, problems and discussions that were gleaned from the relevant sections in chapters 6 and 7. This is followed by a synopsis of the discourse on the findings of the qualitative and

quantitative studies. The hypotheses of the research including the main research question are also covered.

Following this, the contributions made by this investigation and the limitations of the research are discussed. Lastly, recommendations and the implications of the results for various role players are advanced and suggestions made for avenues that future research could take.

8.2 The changing nature of higher education

The main purpose of the literature search was to achieve the general objective (see subsection 1.4.2.1); to identify factors as contributing towards educational transformation in higher education and to assess the impact of these factors on the achievement of academic excellence. The identification of these factors was a common thread that ran throughout this dissertation. This objective was also achieved through the empirical investigation (see subsection 8.9 and 8.10).

The view that knowledge is a primary source of sustainable competitive advantage has given rise to a knowledge society. The knowledge society poses many challenges and consequently graduates would need to know how to survive in a changing, complex environment and their higher education should prepare them to cope. The contemporary learner would have to be able to assimilate and interpret vast volumes of information on a continual basis. This makes it difficult to receive, process and recall knowledge at a faster pace. As a consequence of this, tertiary educators would have to modify their methods of teaching and learning in the sense that they would have to undergo a paradigm shift in teaching and learning .

It is evident that, as knowledge changes, new technologies are implemented and new jobs created, training and development is required. Clearly, HEIs are having to readjust their role in the production, preservation and dissemination of knowledge and their priority is to ensure that they provide credible education (see subsection 2.2.1). This is why greater accountability is being expected of HEIs as society demands to know what returns they are getting on their financial investment while the commercial sectors have the expectation that graduates should possess the necessary knowledge and skills to adjust to a competitive, complex, increasingly technical environment of work. Indeed, tertiary institutions have come to realise that they have to transform in tandem with societal demands to avoid obsolescence (refer to paragraph 2.2.2).

Educational transformation is a global phenomenon and is covered in more depth in the next subsection.

8.3 Educational transformation

In this paragraph, educational transformation in South Africa, New Zealand, the UK and Australia are summarised.

8.3.1 Educational transformation in South Africa

The educational change processes in this country are attributable to two main reasons:

1) To shake off the shackles and injustices of apartheid domination and to prepare its citizens for a better life through socio-economic development and empowerment.
2) South Africa's re-integration into the global arena and its need to be internationally competitive (see subsection 2.7.1).

On the whole, the fundamental thrust of the higher education transformation process in this country was to design a policy framework to support the transformation of the education system in the context of national and international opportunities and challenges.

The Minister of Education invited the government, private sector and academia to collaborate and draw up the1996 NCHE. Combined with the Green Paper on Higher Education Transformation, the NCHE demonstrates a commitment towards guiding higher education in South Africa towards entry into a global economy while addressing the needs of its citizens (see subsection 2.7.1.2). Other government documents were written to guide the transformation process, namely the White Paper 3 wherein it is acknowledged that there is a lack of synchrony between the outputs of higher education and the needs of a modernising economy which has been instrumental in social and economic underdevelopment. The principles that will inform the process of transformation pertain to (*inter alia*), equity and redress, quality, public accountability and academic freedom.

In 1995 the SAQA Act was legislated to oversee the development and implementation of the NQF for the formulation of policies and registration of national qualifications. The objectives of the NQF are to address equity issues, enhance the quality of education and training, facilitate accessibility within

education, create an integrated framework for learning achievements and contribute to the development of the learner and society (see subsection 2.7.1.4).

A great proponent of the NQF is the principle of lifelong learning. Further, the establishment of the NQF marks an attempt by the state to impose curriculum change on HEIs with the intention of creating a climate in which more appropriate programmes and instructional strategies could germinate. Another advantage of the NQF is that qualifications are based on clearly defined standards. The NQF requires providers to have quality management systems to ensure national and international credibility. Mechanisms that were established for this purpose include ETQAs, NSBs, SGBs and the HEQC (refer to subsection 2.7.1.4). The CHE has been established to not only address matters relating to transformation in higher education but also QA promotion in higher education.

When the White Paper on Education and Training heralded a fundamental transformation in education, OBE was deemed appropriate and significant for the merging of education and training requirements in the country. Outcomes-based education within a NQF would be responsive to the demands for growth and development by preparing graduates with the necessary knowledge and skills (see subsection 2.5.1.2). In OBE, the "design down" principle is adopted, whereby the design of the curriculum starts with the outcomes in mind. The emphasis is on student learning and innovative teaching/learning methods are applied to assist learners become self-directed, lifelong learners as well as critical and creative thinkers (see subsection 2.5.1.1).

In short, educational transformation in South Africa encompasses processes such as life-long learning, enhanced accessibility towards higher education, equity and redress, QA, curriculum development, qualifications based on standards and public accountability.

8.3.2 Educational transformation in New Zealand, the UK and Australia

In New Zealand, the NQF has been developed on which unit standards, national certificates and diplomas are registered. The NQF also supports the notion of lifelong learning and the recognition of prior learning. Furthermore, the NZQA was established to ensure that qualifications have a purpose and that there is flexibility for gaining qualifications (see subsection 2.7.2).

Priorities set by the NZQA include, but are not limited to, qualifications for a knowledge society, QA in higher education and international benchmarking for performance. The establishment of QAANZ was to

oversee the quality of government funded tertiary education especially in terms of teaching/learning and research outputs (see subsection 2.7.2).

In the UK, the NCIHE was set up to make recommendations on the purpose, shape, structure, size and funding of higher education to meet the needs of the UK over the next two decades. In this regard, the NCIHE stated the following:

1) A society must be created that is committed to life-long learning.
2) The boundaries between vocational and academic education should be broken down (see subsection 2.7.3).

Meanwhile, the UK National Inquiry into higher education noted that HEIs should develop for each programme the intended outcomes in terms of the required knowledge and skills, for example communication skills, use of information technology, critical thinking, cognitive skills and subject specific skills.

The Dearing Report focuses on equity, redress and accountability to society, life-long learning, improving teaching/learning, increasing accessibility to higher education, encouraging partnerships with industry and promoting QA in higher education (see paragraph 2.7.3).

In Australia the AQF was established to rank existing qualifications to each other and to make qualifications more transparent and transportable. The AQF is a nationally consistent framework that allows for credit transfer and articulation between qualifications. Outcomes have replaced objectives expressing educational intent. The use of outcomes is in synergy with the government initiative of economic reform. Thus, the shift to OBE vocational educational and training has been as important component of training reform in Australia (see subsection 2.7.4).

To review, it can subsequently be construed that globalisation, advances in technology, the knowledge-driven society and the consequential transformation of higher education have had a profound influence on the activities of tertiary educators. The past decade has witnessed a number of variables impacting on the professional lives of academics. These variables are the very imperatives that drive educational transformation and have been outlined in subsection 1.2.4.

Subsequently, the next subsection deals with the further analysis of some of these imperatives of educational transformation and their subsequent impact on staff development.

8.4 The imperatives of educational transformation

The elements of educational transformation are extrapolated further in this subsection and the challenges that they pose to academics are highlighted as are the necessity for staff training and development.

8.4.1 The need for innovative curriculum development

The criterion for a new curriculum is that it must reflect an environment that harbours dynamic ideas for a new era. What is more, as the technology of medicine increases in complexity and the difficulty of training medical students is compounded by greater student numbers and reduced time, the application of effective teaching/learning methods becomes vital. Thus, medical educators need to undergo training in the skilful dissemination of their knowledge (Prentice and Metcalf 1974:1031).

In this dissertation, two types of curricula have been discussed, namely OBE and PBL, which will be briefly summarised in this subsection.

8.4.1.1 Outcomes-based Education (OBE)

As a major innovation in the present round of educational reform, current attention to OBE is a case in point. While the issues surrounding OBE are contentions, it is clear that there is renewed intent and emphasis on learning outcomes as a consequence of learning received. In OBE the intended learning results are the starting points in designing the curriculum. Learners must then demonstrate the achievement of these predetermined outcomes.

There are three major types of outcomes, namely specific outcomes, exit-level outcomes and critical outcomes that are intended to ensure that learners acquire the prerequisite knowledge, skills and attitudes to function effectively in a complex, technocratic, knowledge-based society. The student-centred approach advocated by OBE provides opportunities for learners to think critically and creatively and to engage in life-long, self-directed learning. Therefore, the underlying principles of OBE create a flexible approach to instruction that responds to the changing educational needs of learners (see subsection 2.5.1).

The instructional strategies of OBE differ from the traditional lecture in that innovative, students-centred approaches are emphasised, for example, small group discussions and co-operative learning. In OBE, continuous assessment is encouraged with a focus on enhancing the competence of the learner at an early stage in the learning situation (see subsection 2.5.1). Ultimately, the goal of OBE is to produce graduates who are independent learners, collaborative workers, complex thinkers and high quality workers (refer to subsection 1.2.2). Continuing with the theme of outputs, proponents of OBE claim that:

> "The argument for OBE is that for too long, educators have concentrated on instruction and instructional processes, or in other words, on the input side of education rather than on outputs"(Carter 1997:175).

The implementation of OBE, however, would lead to major changes in the way in which educators would need to view and design curricula, instructional processes and assessment tools. The literature also shows that most academics grapple with the implementation of OBE which is why the training and development of academics is pivotal if OBE is to be a success (see paragraphs 1.2.2 and 1.2.3).

8.4.1.2 Problem-based Learning (PBL)

This curriculum is used at most medical schools and since MEDUNSA is a medical university, it was deemed relevant and appropriate to offer some insight into the principles and implementation of PBL (see subsection 2.5.2).

In continuation, PBL has been implemented successfully at several medical schools around the world. The main attraction for using PBL is that learners learn relevant basic science information in the context of a certain clinical problem and this knowledge is more retrievable when a similar problem is encountered later in one's professional working life (see subsection 2.5.2.2).

Problem-based learning is defined as "learning that starts with the resolution of a problem". In medical education, the clinical problem is solved through the "clinical reasoning process". Students learn not by being given information but rather by learning to pursue inquiry effectively. The major hallmarks of PBL are small group tutorials which provide a student-centre environment, self-directed learning, critical thinking, problem-solving, co-operative learning, vertical and horizontal integration of disciplines and

active learning. There are several assessment methods that are employed, namely, the OSCE/OSPE, IPA, MEQ, tutor-, peer- and self-assessment (refer to subsection 2.5.2.1).

For educators to be able to implement PBL, it is obvious that training and development is essential. This is because the implications of implementing PBL is that it requires a change in the role of the educator from transmitter of information to facilitator and resource person in the self-directed learning process. Educators must also understand the goals and methods of the programme and be skilled in managing small group interaction and the facilitation of problem-solving (see subsection 2.5.2.3).

8.4.2 The application of technology in teaching and learning

More than a decade ago, it was predicted that in the context of medicine:

> "Computers, telecommunications and related technologies will radically change the way in which information is acquired and managed in biomedical settings" (Gorry 1992:18).

In fact, the rapid development of IT suggests profound changes in the nature and conduct of medical care, research and education (Gorry 1992:21).

It was further argued in subsection 2.3.1 that if universities are to remain competitive in the new millennium, they would need to integrate technology into the teaching/learning process. The rapidly expanding use of technology in teaching and learning have caused HEIs to transform the ways in which knowledge is produced, stored and disseminated. A case in point is that the use of internet technologies has created new teaching /learning cultures.

In fact, ICT has already become an intrinsic part of life at most HEIs. In subsection 2.3 an overview was given of the many applications of ICT in teaching and learning, notably, the use of e-mail (see subsection 2.3.2.1), web-based teaching (see subsection 2.3.2.2) and e-learning (see subsection 2.3.2.3). To realise the fullest benefits of ICT in the future, technology as a component of staff development programmes were discussed. It was projected that faculty will need to be trained to be able to integrate and enhance their teaching/learning materials through new digital technology by creating more interactive materials. Undoubtedly, for faculty to buy-in to the idea of adopting ICT, certain strategies need to be put in place,

for example attention gaining strategies, relevance gaining strategies, confidence building strategies and satisfaction strategies (see subsection 2.3.3).

8.4.3 The paradigm shift from teaching to learning

Tertiary institutions have to take cognisance of the fact that the "knowledge society" has demanded that learners understand how to access newly available knowledge in addition to communicating effectively, thinking creatively and critically and being able to work collaboratively in teams. These requirements have influenced instructional activities in that they have necessitated a paradigmatic shift from teaching to learning. The shift in emphasis is on student-centred, self-directed learning and facilitation of learning as opposed to the teacher-dominated, content-based traditional approach. It was already noted that proper training and development of educators is crucial in the shift to a novel approach to teaching and learning (see subsections 3.2.3 and 2.4.1).

8.4.4 Quality assuring the teaching/learning process

Quality assurance has come into vogue in higher education mainly because of the scrutiny on HEIs to be more accountable in the management of public funds (see paragraph 3.7.2.1).

Consequently, QA authorities have been established in many countries undergoing transformation to improve the quality of higher education and to meet the needs of stakeholders and clients (see subsection 3.7.2.1). In South Africa, the CHE established a permanent sub-committee, the HEQC that would:

1) Promote QA in higher education.
2) Audit the QA mechanisms of HEIs and accredit their programmes.

This formal, "umbrella" QA system is to ensure that higher education in South Africa is responsive to the needs of learners, employers and society at large (see subsection 2.7.1.4). The implications of this for HEIs is that each institution will need to establish internal (or institutional) QA mechanisms to (amongst others) quality assure the teaching /learning process and educators will require training on the application of QA processes to enhance the educational experiences of learners.

8.5 A rationale for this study

The discussions in the former subsections of this chapter point conclusively to the fact that educational transformation is not simply a national phenomenon but a global one as well. A disturbing trend which was evident from the literature review is that most tertiary educators are under-prepared to cope with the challenges and demands of educational transformation and this is exacerbated by their lack of formal qualifications in education (see subsections 1.2.3 and 3.2.5.1). Another problem is that the acceptance of the nuances of educational transformation might differ among people since people respond to change in different ways-either adapting to or rejecting change (see subsections 2.6.4 and 3.2.2.1). On this premise, a motivation for the training and development of academics in an milieu of educational transformation, was advanced.

Equally important, in terms of equity and redress, there should be programmes to prepare educators to deal with diversity in the classroom (see subsection 3.2.2.2). Next, to help educators make the paradigm shift in teaching/learning and to succeed in new facilitation tasks, staff development is essential in the inculcation of new facilitation techniques and cannot be left to chance. For example, most educators will need training in co-operative and collaborative learning experiences (see subsection 3.2.3). Quality assurance in teaching/learning is another component in which training and development of educators is required so that higher education could be more responsive to employer and client needs (see subsection 2,7,1,4 and 3.7.2.1). As previously explained in subsection 8.5.1, educators will require new knowledge and skills if they are to effectively adopt innovative curricula. Research demonstrates that implementing novel curricula requires a new way of teaching and learning and hence staff development is pivotal.

What is more, faculty development is important for newly hired employees to help them acclimatize to organisational structures and culture and to enable them to cope with their professional roles (see subsection 3.2.5.2). Another point is that staff development is a powerful tool to facilitate a positive relationship between employer and employee and can even create a win-win situation. That is, by attending to the developmental needs of the employee, the employer demonstrates respect which will be rewarded with commitment and high quality outputs. Moreover, in a knowledge-based economy, investments in education and training and the promotion of lifelong learning are crucial if the institution and its employees are to remain viable within a complex, dynamic environment (see subsection 3.2.6).

Staff development should occur on two dimensions, namely the cognitive level and the affective level. The cognitive level pertains to knowledge and skills while the affective level requires educators to think

and reflect on as well as engage in dialogue on novel teaching/learning processes. Thus, educators will need support in coping with change and in performing their professional functions effectively (see subsection 3.2.4.2).

8.6 Models of staff development

In chapter 3, subsection 3.4.1, an exposition of various staff development models were given. A synthesis, analysis and integration of these models have already been outlined in subsections 3.4.1.12 and in the interest of avoiding redundancy, an additional synthesis of these models will not be covered here.

It is significant and appropriate to mention though, that several models emphasised the importance of a need analysis so that staff development programmes would take into account the needs and aspirations of prospective participants, making staff development more meaningful and relevant. The identification of "growth needs" could serve as a template for the planning of appropriate staff development strategies.

The staff development models that called for a needs analysis were the following (see subsections 3.4.1.9, 3.4.1.4, 3.4.1.3 and 3.4.1.2):

1) The prototypic human resource development model.
2) The RPTIM model.
3) The developmental and personal growth models.
4) The input, process, output model.

Therefore, in this research, it was considered appropriate and necessary to determine the needs of academic staff regarding their training and development. It was also decided to involve management in this study since as leaders and senior staff they play an important role in the development of academics.

In the subsection that follows, the problem statement, research design and objectives of this research are summarized.

8.7 Problem statement, research question and objectives

This subsection focuses on the problem statement that emerged from the literature discussions, as well as the main research question and objectives that were designed to inform and steer this investigation.

8.7.1 Problem statement

Our knowledge-based, technocratic society has culminated in the transformation of HEIs world-wide. Many factors which are responsible for steering this transformation have a profound influence on the way in which tertiary educators perform their daily tasks and functions. Concurrently, the discussions in the literature indicate that most academics are under-prepared and under-qualified to be able to adjust to the requirements of educational transformation.

The problems at MEDUNSA might not be any different to those reported in the literature. Notwithstanding that MEDUNSA has taken cognisance of educational transformation, thus far little has been done in practice to address the issues pertaining to transformation, which is why training and development of staff is so crucial. The challenge, however, lies in deciding on the nature and character of academic staff development that would enhance academic excellence while concomitantly addressing the elements of educational transformation (see subsection 1.2.4).

8.7.2 Research questions and objectives

As an embodiment of the preceding challenges, the main research questions that were designed to guide this study were: "What is the impact of educational transformation and innovation on the dynamics of academic staff development and why do management and staff find it difficult to respond to transformation and innovation against the parameters of academic excellence?"
(see subsection 1.3.1).

In this investigation, it was assumed that there are several key players at management level who are responsible for the development of academic staff and that it is not simply the task of staff developers. By the same token, it is management who are instrumental in developing and implementing policies that underpin staff development in a context of educational transformation. Hence, one of the objectives was: "To establish the role played by management (including CADS) in the development of excellence in teaching and research among academic staff, in an era of educational transformation and innovation" (see paragraph 1.4.2.2)

Following on the themes of various staff development models (explained in subsection 3.4), it was also decided that a needs analysis and perception survey would be important in giving prospective participants

a say in their own training and development. In this regard, another objective was advanced: "To determine empirically the needs and perceptions of academics regarding the dynamics of academics staff development at MEDUNSA, that would be in alignment with educational transformation demands while concomitantly achieving academic excellence" (see subsection 1.4.2.3).

In the next subsection, the research design, content validation and methodologies that were employed in this investigation are given attention.

8.8 Research design, content validation and methodology

This subsection describes the research design and methodology that was applied in the collection of primary data. The content validation served to link the collection of primary data with secondary data obtained from a critique of the literature.

8.8.1 Research design

The survey type of research was used which was both exploratory and descriptive. There were two phases to the survey in that qualitative and quantitative studies were undertaken. The qualitative research comprised face-to-face semi-structured interviews with management, notably Executive Management, the Management of CADS, Deans and HODs. In the quantitative study, a needs analysis and perception survey using self-administered questionnaires were applied among academic staff (see subsection 1.6).

The following subsection aims to describe the development and validation of the interview schedules and questionnaire to evaluate the perceptions, needs and expectations of management and staff.

8.8.2 Content validation of the research instruments

To add value to the research and to substantiate why the research instruments were designed the way they were, a validation of the interview schedule and self-administered questionnaire were given. The purpose of the content validation was to align the content of the instruments with discussions and conclusions supported in the literature and the main intentions of the empirical investigation.

8.8.2.1 Content validation of the interview schedules

The interview schedules contained questions that were linked to factors related to educational transformation as identified in the literature. These factors were quality assurance, curriculum development, employment equity, the application of technology and the use of innovative methods in teaching and learning, as well as scholarship (see subsection 5.5). During the interviews, respondents were questioned about:

1) Their goals for educational transformation.
2) Their mission and vision and how they were going to deliver on their mission and vision.
3) Their perceptions about current staff development practices at MEDUNSA.
4) Their expectations for staff development at MEDUNSA.
5) Their role in the development of academic staff at MEDUNSA.

8.8.2.2 Content validation of the self-administered questionnaire

The content of the self-administered questionnaire was paralleled with discussions and conclusions derived in the literature with the main purposes of the empirical investigation (see subsection 4.5.2). Thus, items in the questionnaire were constructed to answer the relevant research questions outlined in paragraph 1.3.2 so that the research problem could be addressed (see subsection 4.8).

The content validation covered the imperatives of educational transformation and their bearing on academic staff development as well as the influence of change on perceptions of staff development. Also identified from the literature search were changing trends and strategies in staff development, for example teaching portfolios, peer-observation and so on, and these were included as items in the questionnaire.

8.8.3 Research methodologies

Essentially, the methodologies involved determining the perceptions, roles and expectations of management (qualitative study) including the perceptions and needs of academic staff (quantitative study) regarding staff development. In this way a supportive context for staff development that encompasses both a top-down and bottom-up approach could be envisaged and created.

8.8.3.1 Methodology of the qualitative study

Interviewees were placed into four groups, namely Executive Management, CADS Management, Deans and HODs. Deans in all four faculties were interviewed while a sample of HODs was selected using the technique of stratified random sampling. That is, one third of the HOD population in each of the four faculties was randomly chosen to give a sample size of 20.

The study was piloted in order to optimise the main study and in accordance with some of the suggestions received, a few minor adjustments were made to the format and phrasing of questions. In the main study, all interviews were tape-recorded and later completely transcribed. Data was captured using data reduction techniques such as coding, categorization and the identification of themes.

8.8.3.2 Methodology of the quantitative study

In an effort to enhance the quality of the main investigation, a pilot study was undertaken. In the main study, self-administered questionnaires were posted via the university's internal mail system to all full-time, permanently employed members of academic staff (n=350). To obtain a good response rate, three reminders were sent, urging respondents who had not already submitted questionnaires to do so. A response rate of 30% (106 out of 350 questionnaires) was achieved.

Quantitative data was captured using the SAS programme by a programmer at the University of Pretoria. The services of a statistician were also employed in the analysis of the results. The responses to open-ended questions in the questionnaire were analysed using coding, categorisation and the identification of themes.

A synthesis of the outcomes of the interview studies follows in subsection 8.9.

8.9 A summary of results of the qualitative investigation

In this subsection, an overview of the interviews conducted with management is provided. The salient points of the responses have been decanted from subsections 6.2, 6.3, 6.5 and 6.6 to portray a holistic picture and ethos of the interview findings. It is clear from this summary that the general objective

depicted in subsection 1.4.2.2, which relates to the role of management in developing academic excellence, in a period of educational transformation, has been achieved.

8.9.1 Results of the interview with the CADS Manager

According to the Management of CADS, the legislative context, changed higher education and national policy frameworks, are driving academic staff development at the institution. The role of CADS in ensuring that academic staff development policies made at meso level are being realized is to put forward policies at meetings held by various committees, for example. To ensure that these policies are abreast with current trends and practices in academic staff development, the Management of CADS conducts interviews with key stakeholders and draws up policy which is then ratified by senate (see subsection 6.2.1).

The function of CADS in implementing educational transformation at micro level is to create awareness about educational transformation initiatives, disseminate the relevant information and stimulate dialogue and debate amongst academics. In short, CADS plays a co-ordinating, designing and driving role in the development of academic staff.

The attendance at staff development programmes, however, is poor in lieu of the fact that most academics are "over-stretched and have multiple roles" (see subsection 6.2.1). Another mitigating factor is the paradox whereby promotion is based on research outputs and not excellence in teaching while the emphasis of staff development programmes run by CADS is on teaching/learning (see subsection 6.2.4). The intensification of efforts to forge the links between research and teaching is well documented. There is a drive internationally to forge together teaching/learning strategies and research (Thomas and Harris 2000:144). It has been recognized that through collaborative research efforts on teaching and learning (Scott and Weeks 1996:105-106), the quality of teaching and learning can be enhanced.

Regarding curriculum development, there is not much training being provided in OBE although staff still have a lot to learn in terms of the philosophy and implementation of OBE. There is only one staff development practitioner in the unit which is why much of the training in OBE and curriculum development have been conducted by consultants outside the university (see subsection 6.2.3).

Furthermore, the stance that CADS has adopted regarding the implementation of PBL is that "it would be futile to offer training in PBL when the majority of staff at MEDUNSA are not implementing it". This

message came across strongly in this quotation: "If programmes are not PBL-based, CADS sees no need to offer training in this curriculum. The priority of CADS is to design programmes in term of the training needs of faculties" (see subsection 6.2.3).

Further, training in the use of technology in the teaching/learning situation is not co-ordinated in that although some facilities are available for e-learning, generally, staff do not have the expertise and are not being trained to use these facilities. Financial constraints are also impeding the implementation of ICT. In addition, programmes that could assist educators in educating learners who have been previously disadvantaged, are not being offered. In terms of the scholarship of research and teaching, the emphasis of CADS is on teaching. Presently, the institution does not offer a postgraduate programme for those wishing to excel in the scholarship of teaching, although this is being planned for the future.

Moreover, that CADS does not have a QA policy for the development of academic staff is a cause for concern. In response to the question: "What criteria will be used to assess the quality of the academe", the respondent answered that a decision on that issue has not been finalized. Quality control and assurance is the responsibility of all staff and it is important that they have an awareness of these procedures. Of greater importance is that institutions should train staff for their part in QA (Rowley 1995:25).

In the next subsection a brief summary of the responses obtained from the interview with Executive Management which was reported in subsection 6.3, is supplied.

8.9.2 Results of the interview with Executive Management

Executive Management noted that staff development would need to be responsive to national requirements in higher education since these are the driving forces behind academic staff development. The interviewee explained that staff development policies are in place in response to policy requirements from the Department of Education and FOTIM but admitted that this still needs to be developed (refer to paragraph 6.31).

These policies are implemented through induction programmes for new staff, workshops on the NAP, QA, curriculum development as well as foundation programmes. The respondent explicated further that staff development is instrumental in creating awareness for developing students to become academically successful, life-long learners and who can contribute to the socio-economic development of the

community. The Executive Manager complained, however, that these programmes are usually not well attended and added that: "When people (doctors who are also educators) look after the lives of others, that takes priority and staff development is secondary" (see subsection 6.3.1).

The Executive Manager's vision for academic staff development is that staff may not be deployed to teach unless they have gone through a teaching programme, since most academics at MEDUNSA have had no formal educational training (see subsection 6.3.1).

In continuation, the respondent's observation was that educational transformation is occurring within a polarised environment at MEDUNSA in that some resist change while others embrace it
Hence, the interviewee noted that a change in the mindset of staff is necessary especially in terms of their contribution towards the institution in an era of educational development. Also, to inform staff about education transformation, information is disseminated from the Department of Education, thorough the office of Executive Management to Deans, Directors and HODs (see subsection 6.3.2 and figure 8.1).

Additionally, leadership strategies of Executive Management in facilitating the transition towards OBE have included sharing information from SAQA and the HPCSA. Deans are afforded opportunities to present the status of curriculum development in their faculties to the Quality Assurance Committee (QAC) and Senate Planning Committee. The Executive Manager acknowledged that more would need to be done to better prepare staff for the implementation of OBE (see subsection 6.3.3).

In practice, to improve the quality of its academe, MEDUNSA provides support for staff to attend conferences, workshops and to improve their qualifications. Nevertheless, according to Executive Management more has yet to be done to further improve the quality of staff. The criteria used to assess academic quality are: 1) Participation in various bodies and committees in the educational arena, 2) External examination, 3) Clinical service, 4) Research, 5) Teaching, and 6) The quality of learning by graduates (see subsection 6.3.5). These criteria encompass the various roles of the academe, namely, research, teaching and community service.

The respondent proceeded to explain that it is both teaching and research that is emphasized at MEDUNSA. Notwithstanding that it is both teaching and research that is emphasized at MEDUNSA, it is excellence in research that is better rewarded (see subsection 6.3.4).

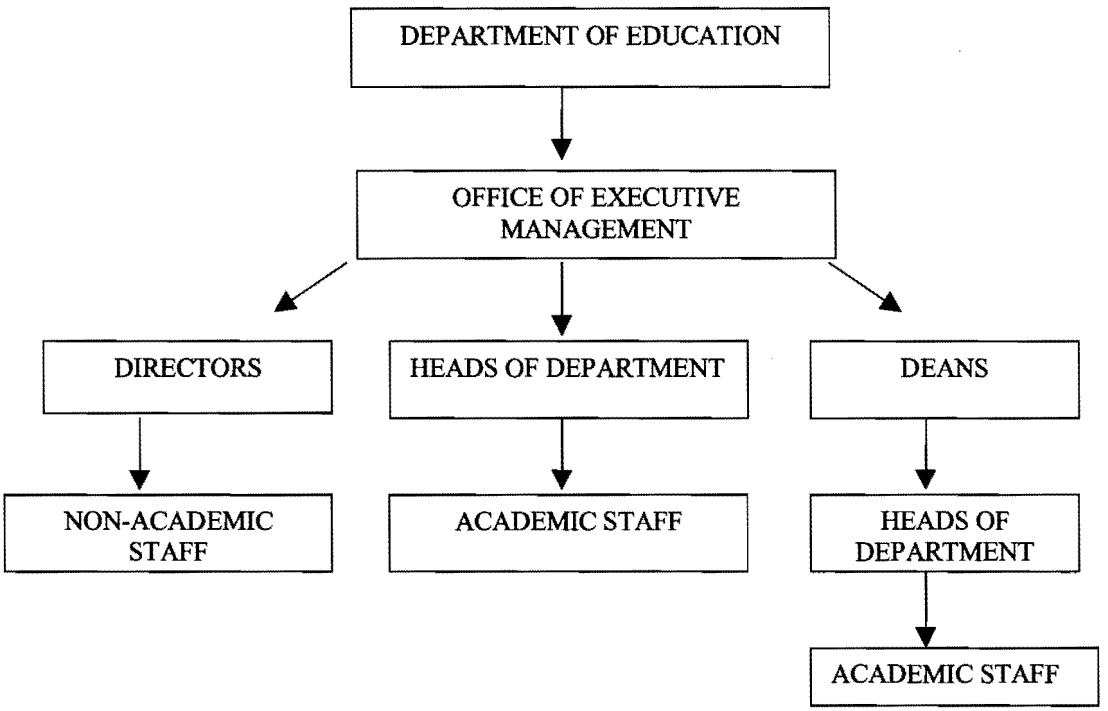


Figure 8. 1: The line of communication for the dissemination of information regarding educational transformation issues.

The results of the interview with the Deans discussed in subsection 6.5 is synthesised in the following subsection.

8.9.3 Results of the interviews with the Deans

With respect to the facilitation of educational transformation, various committees have been established, namely, the CDC, QPC and APC to help drive curriculum development and quality assurance. Additionally, Deans perceived their encouragement of staff to further their qualifications as part of their goals for educational transformation. There was a complaint from one of the Deans that information, including information about educational transformation, disseminated to HODs does not always reach academic staff (see subsection 6.5.2.1).

In terms of the transition toward OBE, there was general consensus among the Deans that MEDUNSA is not effective in preparing academics for OBE implementation. This sentiment was captured well by one Dean who stated that: "Some staff are able to write courses in outcomes-based format but are unable to

implement OBE, since they revert to the old ways of doing things" (see subsection 6.5.3.1). As Entwistle (1998:181) so poignantly remarks: "In a situation where radical change is essential, traditional attitudes have to be modified to allow new methods even to gain a foothold". Wilkerson and Irby (1998:388) take this point further when they claim that when left to their own devices, educators might gravitate towards using traditional methods that they had used in the past.

Another Dean explained that most educators in his faculty are unable to write learning outcomes in an outcomes-based format. One Dean stated that: "Less than 50% of senior professors and teachers know about OBE implementation" (see subsection 6.5.3.1). Evidence in the literature shows that merely informing someone of an innovation does not guarantee they will have the expertise to implement it (Nakabugo and Sieborger 2001:59 and Nicholls 1983:50). Therefore, in most faculties at MEDUNSA, outside consultants were employed to assist with the transition towards OBE, especially as regards meeting SAQA requirements for registration of programmes, while the services of CADS were used to a limited extent (see subsections 6.5.3.1 and 6.5.3.2) .

The perception of another Dean was that OBE should be centralized in the sense that all Deans should have a common understanding and contextualiation of OBE so that curricula can be managed by Deans within faculties. One Dean maintained that if there was a Center for Dental and Medical Education, the driver of OBE would be the director (see subsection 6.5.3.1).

The Deans were divided on their perception concerning the effectiveness of MEDUNSA in improving the quality of the academe. Two Deans were satisfied with the efforts invested by MEDUNSA regarding QA. The other Deans, however, were of the opinion that the quality of the academe was being compromised by: 1) The appointment of under-qualified staff to HOD positions and 2) The lack of a research culture at MEDUNSA. The role of Deans in QA gravitated predominantly around issues such as employing external examiners and in some cases adopting student and peer evaluations (see subsections 6.5.4.1 and 6.5.4.2).

There was a comment from one Dean that he had allocated the responsibility of developing academic quality to the Deputy Dean of academic affairs and research. "Its their function to improve academic issues and research", he added. Another Dean explained that they have financial support systems for staff to improve their qualifications. The research budget is limited though and there is a dependence on outside sponsors for research funding (see subsection 6.5.4.2).

An observation was made by one of the Deans that: "Academics who possess the skills to apply technology in the teaching/learning situation have been self-taught rather than trained by the university" (see subsection 6.5.5.1). Furthermore, while the Deans strongly supported e-learning and computer-based programmes, they unanimously acknowledged that there is a dire need for the training of staff in the use of technology and that facilities and funding are inadequate to effectively support the application of technology in teaching and learning. As one interviewee asserted: "I don't think there is a fundamental commitment in this direction. There's no commitment to put aside funding to use technology in teaching and learning" (see subsection 6.5.5.2 and 6.5.5.3).

Next, the promotion of the scholarship of teaching, by Deans, is mainly through: 1) The encouragement of staff to further their qualifications, 2) The awarding of a prize (Dean's award) to the best educator, 3) The promotion of inter-departmental collegiality and 4) An adoption of a multi-disciplinary approach to teaching and learning (see subsection 6.5.7.1). Regarding the involvement of Deans in promoting research excellence in their faculties, three Deans responded that this task is delegated to HODs and the Deputy Dean. Only one Dean claimed that he supervises research and involves staff in his research programmes (see subsection 6.5.7.2).

Three Deans indicated that they are sensitive to issues of equity and redress when employing new staff but stressed that this is not done at the expense of quality. As an illustration, one Dean claimed that he identifies blacks and/or women with potential and advises them to further their qualifications. The other Deans, however, did not specify what they were doing to promote the advancement of blacks and women (see subsection 6.5.8).

In addition to the preceding categories, a couple of themes were identified that would have a bearing on academic staff development. Firstly, one Dean reported that the merger has had a negative impact on staff in that they feel uncertain about the future and this uncertainty is exacerbated by the frequent "silence" of management on the developments surrounding the merger (see subsection 6.5.14). Secondly, the importance of an educational qualification was acknowledged by the Deans who indicated that they would like to see the institution being able to offer educational programmes (see subsection 6.5.15.1).

In the following subsection, the findings of the interviews conducted among the HODs are summarized.

8.9.4 Results of the interviews with the HODs

The role played by HODs at MEDUNSA in achieving academic excellence in an era of educational transformation was found to be diverse. For instance, many of the interviewees acknowledged the importance of addressing equity and redress and had made that a priority in their goals towards transformation (see subsection 6.6.2.1).

Evidence supporting this claim was the discovery that 14 out of 20 (or 70%) of HODs were making an effort to support blacks and women in their academic development and were using a repertoire of techniques. These included encouragement to improve their qualifications, helping them become involved in research and giving support for presenting at conferences. Six out of 20 or 30% of HODs interviewed were of the opinion that women and blacks do not have any special requirements and should therefore not be treated any differently (see subsection 6.6.8).

The perception of many HODs (8 out of 20 or 40%) was that MEDUNSA is ineffective in preparing academics for OBE implementation. "Implementation of OBE for me was brought on by individual efforts", purported one respondent. Another lamented: "There is a struggle to develop courses according to OBE format and we are lagging behind" (see subsection 6.6.3.1). Therefore, many of them (13 out of 20 or 65%) took the initiative to solicit the services of outside consultants to ensure that staff receive guidance and support in acquiring the necessary skills to write courses in an outcomes-based format and adopting the principles of OBE. Thirty five percent (6 out of 20) of HODs admitted that they do not provide support to staff for the implementation of OBE. The reasons cited were: 1) Lack of staff and subsequently there is no time, 2) They are not in favour of OBE and 3) Some are resistant towards OBE (see subsection 6.6.3.2).

As far as QA is concerned, ten out of 20 or 50% of HODs were of the opinion that MEDUNSA is ineffective in improving the quality of the academe; six out of 20 or 30% were satisfied that the institution was effective and four out of 20 were not sure or were vague about the promotion of quality by the university (see subsection 6.6.4.1).

Heads of department adopt various strategies in the contribution towards the improvement of academic quality. To illustrate, HODs make a concerted effort to encourage and provide support for staff to (see subsection 6.6.4.2):

1) Further their qualifications.
2) Become involved in research.
3) Improve their teaching/learning skills by attending workshops, seminars etcetera run by CADS or outside organizations.
4) Present research findings at conferences.
5) Network with universities, locally and internationally.
6) Participate in journal clubs, meetings and academic programmes at departmental and faculty level.

Notwithstanding these efforts, the HODs pinpointed several barriers which were impacting negatively on the implementation of QA at MEDUNSA. These barriers pertain to a shortage of resources, lack of managerial skills and the uncertainty created by the impending merger. Regarding financial constraints one HOD pointed out that: "The budget does not increase annually to keep up with inflation. Acquisition of equipment for staff development is an ongoing problem because of money and further development is hampered" (see subsection 6.6.4.1).

The majority of HODs were of the opinion that CADS is "doing well" in training academics in terms of QA and OBE but this was evidently not adequate since the assistance of outside consultants had to be sought when courses needed to be written in an outcomes-based format (see subsection 6.6.4.1). To add to that, there was a perception that MEDUNSA needs to start taking staff development "more seriously". Considerations for staff development are that staff require more training in areas such as teaching and learning, research, curriculum development and QA. There were also requests for in-service training and mentorship programmes for new inductees especially.

Unfortunately, staff shortages were impacting negatively on the development of staff because of overload of work, which had precipitated into a problem where there was little time for attending staff development programmes or becoming involved in research (see subsection 6.6.4.1). More specifically, there was little time for staff to attend training programmes on the use of ICT in the teaching/learning situation. It became apparent that even though many staff lack the expertise to implement ICT, training was not affordable because of budget cuts. In some departments, except for the HOD and secretary, academics do not have computers because of a lack of funds. One HOD put it very succinctly: "Academics at MEDUNSA are still technologically wanting" (see subsections 6.6.5.1 and 6.6.5.2).

The subsequent subsection focuses on the results of the quantitative investigation undertaken among academic staff.

8.10 A summary of the results of the quantitative study

Within this subsection is contained an overview of the responses to the self-administered questionnaire that was issued to academic staff. To enhance comprehension, the underlying themes of the responses have been delineated under separate subheadings. What comes to the fore in this summary is that the general objective listed in subsection 1.4.2.3 has been attained. This is because the empirical research successfully determined the needs and perceptions of academics in a milieu of transformation so that academic excellence can be achieved.

8.10.1 Educational transformation

Most academics are positive about educational transformation and expressed support and a willingness to participate in the educational changes at MEDUNSA. They do not perceive educational change as just another educational fad. A vast majority are of the opinion that there should be more involvement in matters regarding educational transformation from top management (see subsection 7.3).

8.10.2 Staff development programmes

The perceptions of staff regarding attendance of staff development programmes were very positive. They disagreed that attending staff development programmes in this uncertain period of the merger is a waste of time. Most disagreed that they have no time to attend staff development programmes. While this was found to be the case, they were not looking for extrinsic rewards from the institution for participation in staff development programmes. They were in agreement that they should have access to staff development programmes for professional improvement, stimulation and collegial interaction (see subsection 7.6). Generally, respondents indicated that they are aware of the staff development programmes that were run by CADS but did not feel that this was adequately addressing their professional growth and development requirements (see subsection 7.7).

More specifically, respondents felt that the content of staff development programmes should focus on personal development, teaching portfolios, QA in teaching and learning, and research. They agreed that knowledge of educational theories, relevant literature and references would be beneficial. They also concurred that mentoring and formal peer coaching should be integral to a staff development programme.

Other topics selected by academics included curriculum development, namely OBE and PBL, training in ICT, the enhancement of creative thinking and action research (see subsection 7.4).

As far as the process of staff development programmes is concerned, a large number of staff are of the opinion that staff employed at this institution should be invited to conduct staff development programmes. Eighty four percent of respondents chose a model for staff development that is distributed evenly over a ten-month period. The majority prefers a programme that allows for closely specified, predetermined objectives rather than one that allows for unanticipated learning (see subsection 7.5).

8.10.3 Innovative methods in teaching and learning and innovative curricula

Staff are enthusiastic to learn about innovative methods in teaching and learning and are unwilling to stick to the traditional lecture method. Respondents expressed a need for training in (see subsection 7.8):

1) Helping students become self-directed learners.
2) Implementation of co-operative learning.
3) The facilitation of teaching and learning.

What surfaced during the analysis of responses pertaining to OBE is that staff lack sufficient knowledge and skills on OBE-assessment and the implementation of OBE. Thus, they made a request for additional information and better communication about the expectations regarding the implementation of OBE. That staff shortages and the consequential overload of work were detrimental to the successful implementation of OBE was assertively put forward. In addition, many respondents felt that effective leadership in the transition towards OBE is lacking. In terms of PBL, many academics are familiar with the curriculum and expressed a need for training in the implementation of PBL (see subsections 7.11 and 7.12).

8.10.4 The scholarship of teaching and research

Almost 72% of respondents do not have a teaching qualification (see subsection 7.13.3). Most respondents indicated that they are not familiar with the scholarship of teaching. They expressed a desire to learn about research methods on the teaching/learning process. If a postgraduate programme in higher education were offered at the institution, nearly 60% stated that they would be interested in enrolling for such a programme (see subsection 7.13.1). A large percentage of academics perceive excellence in

teaching to be seldom rewarded by the institution and do not support this reward system that favours research excellence (see subsection 7.13.2).

Expressing their viewpoints on research, the majority felt that a staff development programme should not simply focus on teaching/learning but on research as well. Many would like to receive guidance on application for an NRF rating and funding from the NRF (see subsection 7.14).

8.10.5 Equity issues at the institution

Most respondents who are in professorship positions are white men with just two women occupying this position. More than twice as many man have PhD degrees than women and the number of men above the post of lecturer was found to be two-fold that of women. It is conclusive, therefore, that women are employed at the lower levels of the academic hierarchy and are less qualified than their male counterparts. Also, more blacks occupy junior positions when compared to whites (see subsection 7.16).

The next subsection provides a synopsis and discussion of the interpretative and positivist approaches to the research to offer a Gestalt view of the empirical results.

8.11 A synopsis of the outcomes of the qualitative and quantitative investigations

This subsection is concerned with a synopsis of the results of the interviews with Executive Management, the Management of CADS, Deans and HODs as well as the findings of the quantitative study conducted among academics. This will give a global perspective and comparative account of the contributions of all participants.

8.11.1 The implementation of educational transformation at meso level

It is the function of the Executive Manager to keep academics informed about current trends in educational transformation. The dissemination of information is via a "loop" that begins at the Department of Education, extends to the office of the Executive Manager, Deans, and ultimately to HODs whose task it is to share this information with academics in their departments (see subsection 6.3.2). It emerged from the interviews with the Deans, however that although HODs are kept informed about educational transformation matters, this information is not being effectively transferred to academics.

In the quantitative study conducted among academics, 59 out of 105 or 56,19% responded that they seldom receive information regarding educational transformation, through their departments (see subsection 7.17.1). Therefore, there is a communication problem at MEDUNSA in that the dissemination of information on educational transformation is ineffective.

Further, a change in the mindset of people is top on the agenda for educational transformation at institutional level. This is necessary since it is the contention of the Executive Manager that educational transformation is occurring within a "polarized environment" which creates anxiety and dissonance (refer to subsection 6.3.2). Conversely, academic staff have a positive outlook on educational transformation and are willing to participate in the educational change initiatives at MEDUNSA (see subsection 7.3). Hence, the climate in which change is taking place is more positive than is envisaged by Executive Management.

The role of CADS in the implementation of educational transformation at micro level is to create awareness, disseminate information and stimulate discourse. An attempt is being made to gain faculty buy-in, by serving as a link between institutional policymaking and implementation at departmental level (see subsection 6.2.2).

The fundamental role of Deans in implementing educational transformation is to set up various committees that handle curriculum development and QA matters. Besides that, Deans have brought in outside consultants to assist with programme regeneration. Equally important is the encouragement of academics to further their qualifications and to improve in the scholarship of teaching (see subsections 6.5.2.1 and 6.5.2.2).

At departmental level, a lack of resources and shortage of academic and support staff are hampering the implementation of educational transformation. The HODs lambasted the university for not having the infrastructure to support educational transformation. One HOD asserted: "Policies mean nothing if we don't get the infrastructure right, especially as far as technology is concerned" (refer to subsection 6.6.2.1). The comment from the Executive Manager is that there is no centralized budget for educational transformation since the budget is "housed in various outfits (departments)" (see subsection 6.3.2).

In spite of these hurdles, however, HODs vouched that they have been proactive in installing mechanisms for change, notably, curriculum development, QA as well as equity and redress. More specifically,

curricula have been revised for accreditation by the HEQC, programmes have been designed according to the SAQA format and teaching/learning materials have been created for educationally disadvantaged students. Departmental seminars and meetings are held regularly to engage in discourse on curriculum development and novel teaching/learning methods (refer to paragraph 6.6.2.1).

8.11.2 The perceptions of staff development programmes at MEDUNSA

A significant problem at MEDUNSA is the poor attendance of staff development programmes. This has been attributed to the clinical nature of work that academics are involved in, making it difficult for them to neglect their patients in favour of staff development programmes. Generally, educators have a heavy workload and are "over-stretched" (see subsection 6.2.1 and 6.3.1). The quantitative investigation revealed that out of 106 respondents, 64 (60, 38%) indicated that they do have time to attend staff development programmes, while 30 out of 106 (28, 30%) stated that they do not have time to attend. Many of the HODs admitted that their staff participate in the staff development programmes offered by CADS (see subsection 6.6.2.1).

There was a suggestion from the Deans that attendance at staff development programmes should be made compulsory. The observation of the CADS Manager is that it is mostly junior staff who participate in staff development programmes while senior staff feel they "know it all" (see subsection 6.2.1). This was reinforced by one Dean who lamented that: "Less than 20% of HODs and senior lecturers would have attended programmes offered by CADS" (see subsection 6.5.1).

The Dean of the NSPH was adamant that CADS was not doing anything for his faculty (see subsection 6.5.1). This comment probably transpired from the fact that the NSPH adopts the e-learning mode of programme delivery, yet CADS does not offer training in this regard. Moreover, e-learning principles are similar to distance education but training in distance education is not being offered because it is not considered a "priority of the university" (see subsections 6.2.6, 6.2.7 and 6.3.7). One HOD from the NSPH admitted to not attending a single programme due to the poor publicity of CADS (refer to subsection 6.6.4.1).

Very importantly, there was a request from the HODs that further development of CADS should be top priority. In that way, there could be workshops on OBE, QA etcetera to update staff on the developments surrounding educational transformation at macro level. Additional requests were for the presentation of advanced courses for those who had been through basic, developmental courses and for workshops to be

conducted in individual departments to help academics apply knowledge and skills in practical teaching/learning contexts. In-service training, mentoring, networking, collaboration and induction programmes for new staff were additional needs that were verbalized (see subsection 6.6.1).

Several HODs acknowledged that the services of CADS were used for the transition towards OBE (see subsection 6.6.3.2). Programmes run by CADS were perceived as effective, as attested to by one respondent: "It gave an idea of something and we are not in the dark" (see subsection 6.6.4.1). It was advised that these programmes be made accessible to all staff and not just HODs (see subsection 6.6.4.1). Academics were enthusiastic about participating in staff development programmes and felt that they would be stimulating for them, and the sharing of experiences with other academics will be valuable in their professional development (see subsection 7.6).

From the perspective of this researcher in her capacity of staff developer at MEDUNSA, it is gratifying to note that staff in general (that is, academics, Deans and HODs) acknowledge the existence and contribution of CADS in their professional enhancement during a period of educational change. It is often rather disconcerting that CADS puts in so much effort and money into the organization of programmes only to discover that academics are reluctant to take advantage of the opportunity to attend.

8.11.3 Curriculum development as an imperative of educational transformation

The role of the Executive Manager in the transition towards OBE at meso level involves the transmission of information from SAQA and the HPCSA. Additionally, Deans are afforded opportunities to present the curriculum development status of their faculties at various committee meetings (see subsection 6.3.3).

At micro level, there is scant training in the implementation of novel curricula at the institution, resulting in heavy reliance on the services of outside consultants. The reason for this is that CADS does not have the human resource capacity to be able to attend to the demands for training in curriculum development (see subsection 6.2.3).

It is the observation of this researcher that in this milieu of educational transformation, it has become fashionable for outside consultants to be paid enormous fees for advice on programme design and development for brief periods. When it comes to implementation, academics struggle to cope. Thus, at MEDUNSA, this one-shot inoculation of staff development has proven to be ineffective. Hence, CADS has often been approached for assistance in the implementation of curricula and programme evaluation.

This could create conflict between the protocols applied by CADS and the modus operandi of the consultant.

Therefore, a few pertinent questions to ask are: Should MEDUNSA be injecting large sums of money into the employment of outside consultants who provide their services in a fragmented way? Would it not be more expedient to recruit more staff developers for CADS, instead? Surely these employees would offer a more committed service in a holistic way across all faculties?

In continuation, this lack of training in curriculum development has manifested in a negative perception among the Deans who unanimously proclaimed that the institution is ineffective in preparing academics for the implementation of OBE. There was a suggestion that OBE be integrated and centralized so that "all Deans have a common understanding and contextualization of OBE". The overall opinions of the Deans are that academics lack an understanding of how to write courses in an outcomes-based format and how to implement OBE (see subsection 6.5.3.1).

The viewpoints of the HODs on OBE did not differ much from those of the Deans. Many HODs were of the opinion that the involvement of the university in assisting academics adjust towards OBE, is minimal and that departments are left to cope on their own. By the same token, a large majority of academics (66 out of 105 or 62, 86%) shared the view that effective leadership in the transition towards OBE is lacking (see subsection 7.15).

Adding weight to the concern of the Deans that staff lack knowledge and skills in OBE, were the lamentations of some HODs that: "There is a struggle to develop courses in an outcomes based format and we are lagging behind" (see subsection 6.6.3.1). The study that involved academics showed that they not only need training on the writing of courses in an outcomes-based format, but on the implementation of OBE as well. For example, academics require training in the application of co-operative learning and student-centered, self-directed learning (refer to subsection 7.11). From the experience of this researcher who facilitates workshops on OBE and works as a consultant on curriculum development at MEDUNSA, it is evident that very few academics have even an inkling of how to write courses in an outcomes-based format. Even fewer, know how to implement those stated outcomes in the andragogical situation.

Other HODs, however, felt that MEDUNSA is effective in preparing academics for OBE implementation. "I think we are quite exposed through CADS" and "MEDUNSA has done quite a lot to make OBE more user friendly", were some of the responses received (refer to paragraph 6.6.3.1). Further, support in

applying OBE was reported to come from outside consultants, CADS and guidelines from the Deans (see subsection 6.6.3.2).

The role of HODs in providing support and guidance in OBE are manifold. These include developing guidelines and protocols, arranging journal clubs and departmental meetings as well as providing support for attending workshops on OBE. Further, the researcher detected resistance towards OBE by some HODs. The complaint was that OBE increases the workload of educators (see subsection 6.6.3.2). One Dean provides support in the shift towards OBE by co-ordinating through periodic meetings, the functions of "curriculum drivers" in each department. In some faculties, the services of CADS in conjunction with outside consultants are utilized to assist with OBE matters (see subsection 6.5.3.2).

Regarding PBL, there is no training being provided since the opinion of the Executive Manager is that PBL has not been substantiated as being "superior" to other curricula (see subsection 6.3.3). According to the Management of CADS, there is "no point in offering training in PBL" when instruction and delivery of programmes are not in that mode (see subsection 6.2.3). Paradoxically, a large proportion of academics (67 out of 106 or 63, 20%) claim they are familiar with the teaching/learning methodologies of PBL and 72 out of 105 or 78, 09% indicated that they would like to learn more about the implementation of PBL (see subsection 7.12).

The failure to offer training in PBL is a distinct reflection of the insensitivity to the needs and aspirations of staff and what could be to their best advantage. Some programmes in the School of Pharmacy at MEDUNSA employ PBL, so surely the staff in that department would need training in PBL.

8.11.4 The promotion of scholarship at the institution

According to the Executive Manager, it is both research and teaching that are being emphasized at MEDUNSA. Research is prominent at the graduate level while teaching is emphasized at the undergraduate level (see subsection 6.3.4). The focus of staff development programmes run by CADS is on teaching and learning rather than research (see subsection 6.2.4). In contrast, 103 out of 105 or 98, 09% of academics prefer that staff development programmes focus on both research and teaching and not simply teaching (see subsection 7.14).

There is a policy at the university that there are more rewards for excellence in research than teaching (see subsection 6.3.4). This perception was ratified by academics (79 out of 104 or 75, 96%) who perceive

excellence in teaching to be seldom rewarded by the institution. Only 29 out of 106 or 27, 35% are supportive of this practice of under-rewarding teaching in favour of research (see subsection 7.3.2). Similarly, the lack of rewards for excellence, especially teaching was severely criticized by the HODs (see subsection 6.6.7.1).

One Dean ventilated angrily that there is a lack of research culture at the institution because there is no development in research (see subsection 6.5.4.1). Evidently, the university's budget is inadequate to be able to fund research projects and researchers are dependent on external funders (see subsection 6.5.4.2). Seventy percent (14 out of 20) of HODs purported that staff in their departments are engaged in research. It was established through the survey conducted among staff that many are interested in receiving guidance on how to do research and how to apply for funding to do research (see subsection 7.14).

There are a myriad of techniques used by the HODs to promote the scholarship of teaching and research. These techniques include mentoring, inter-departmental discussions, encouragement of staff to be innovative in teaching and learning, peer review of research projects and research methodology courses, etcetera. Two Deans suggested that, in order to promote the scholarship of teaching, academic staff should be encouraged to pursue a teaching qualification to better prepare themselves as educators (see subsection 6.5.4.1). The results of the quantitative investigation demonstrated that the majority (68 out of 95 or 72%) of respondents do not have a professional teaching qualification (see subsection 7.13.3). Many, however, (63 out of 106 or 59,45%) would be interested in registering for a formal postgraduate educational programme should this be offered by the university (see subsection 7.13.1).

8.11.5 What is MEDUNSA doing to enhance academic quality?

A QA policy for the development of academic staff is non-existent. At the same time, QA is perceived as being pivotal to the health sciences in that examinations are externally reviewed and audited (see subsections 6.2.5 and 6.3.5).

The institution's role in improving the quality of academics is to provide financial support for attending conferences and for the improvement of qualifications (see subsection 6.3.5 and 6.5.4.2). There were statements made by some of the HODs that MEDUNSA does not recognize academic excellence. A suggestion was strongly made by one HOD that if the university wishes to enhance quality, it needs to start recognizing the excellence of the academe (see subsection 6.6.4.1).

A mere 6 out of 20 or 30% of HODs felt that MEDUNSA is effective in improving the quality of its educators. Barriers identified in the promotion of quality among academics were (see subsection 6.6.4.1):

1) Staff shortages.
2) Large classes.
3) An inadequate infrastructure.
4) Lack of funds
5) Lack of expertise, especially among HODs.

It is difficult to put down on paper the frustration and anger felt by most HODs concerning the preceding problems. Many used the interview as a catharsis session to give vent to their emotions. It was obvious that many are dedicated and committed towards their work and are disappointed about the deterioration of the university.

In contradiction to the aforementioned sentiments, some HODs were pleased about MEDUNSA's efforts in attempting to improve the quality of its staff and the university was praised for giving staff "space to grow"(see subsection 6.6.4.1). In particular, the services offered by CADS were affirmed.

The role of HODs in developing quality among academics was multi-faceted. Many claimed to encourage staff to engage in research, attend national and international conferences and to further their studies (see subsection 6.6.4.2).

8.11.6 The application of technology in teaching and learning

There was overwhelming support for e-learning and computer-based programmes among the Deans and HODs and academics (see subsections 6.5.5.3, 6.6.5.1 and 7.9). Unfortunately, the institution is unable to offer academics training in the use of technology in teaching and learning because there are few personnel with the appropriate expertise. Another problem is that of finance, although the Executive Manager is convinced that the budget can support e-learning (see subsection 6.3.6). The response of the Manager of CADS was in contradiction to that of the Executive Manager when she proclaimed that the budget and facilities for e-learning are inadequate for the effective implementation of e-learning (see subsection 6.2.6).

Even the Deans identified the lack of funds and facilities as impeding the effective implementation of technology in teaching and learning. One respondent declared: "I don't think there is a fundamental commitment in that direction since there's no commitment to put aside funding to use technology in teaching/learning". The HODs were equally negative, because they were not convinced that MEDUNSA would be effective in training academics to use technology for teaching/learning purposes. In any case, the shortage of staff meant that a heavy workload and the consequential constraints of time were preventing staff from attending training programmes. Nevertheless, most HODs indicated that they were not in a position to afford training for their staff because of a restricted budget (see subsection 6.6.5.1). One HOD put it very poignantly: "The budget can hardly afford a desktop" (see subsection 6.6.5.3). Therefore, it can be validated that MEDUNSA is ineffective in providing facilities for using technology in the teaching/learning process.

In the viewpoint of this researcher, MEDUNSA has a long way to go before e-learning and computer-based programmes can be successfully implemented. For instance, whether the Information Technology can provide adequate technical assistance for ICT is questionable. Many academics don't even have computers. Another restricting factor is that staff lack the technical skills and the university is not in a position to be able to train them in the application of technology in teaching and learning.

8.11.7 The promotion of innovative teaching/learning strategies

In the estimation of most Deans, there is not much being done to promote innovative practices in teaching and learning (see subsection 6.5.6). On the contrary, 18 out of 20 or 90% of HODs claimed to be actively involved in promoting innovative practices in teaching and learning. This, they proclaim, is done through the revision of courses, protocols and methodologies with a view to encouraging staff to acquire new methods. Inter-departmental collaboration within a multi-disciplinary setting, discussions of innovative programmes and attendance of staff development programmes on innovative teaching/learning methods are also employed. There were pronouncements from many HODs that they are already innovative since the clinical scenario lends itself to the implementation of innovative teaching/learning methodologies (see subsection 6.6.6).

In spite of these claims by the HODs that they are already innovative, a different picture was painted by academics themselves. They expressed a need for training in the improvement of their facilitation skills, especially in terms of helping students become self-directed learners and in the adoption of co-operative learning (see subsection 7.8).

8.11.8 Addressing equity and redress

Out of 20 HODs, 14 (70%) reported that they are providing support for the academic advancement of staff who have been previously marginalized, notably women and blacks. This support was in the form of encouragement to further their qualifications and to attend conferences (see subsection 6.6.8). Many HODs remarked that they are striving towards equity to ensure that the potential of the black community is nurtured and enhanced. They accepted that although this was their intention, it was not possible to dismiss staff simply to employ blacks. Placing this argument into perspective, one HOD explained: "If we don't have posts there is nothing we can do" (see subsection 6.6.2.1). "Deans also claimed to be playing a role in encouraging black and female staff to study further (see subsection 6.5.8). Nevertheless, there was a perception among some HODs that MEDUNSA is not giving due recognition for the improvement of qualifications. One HOD's criticism was that, in her department: "A black person with a PhD, is still in a lecturer's post" (see subsection 6.5.8).

The support that Deans and HODs profess to be giving to women and blacks has not materialized in the improvement of qualifications or personnel rank of such individuals. An exploration of the demographic data of the quantitative study demonstrated that women and blacks are employed at junior positions of the academic landscape and are relatively under-qualified as compared to their white, male colleagues (see subsections 7.16.1 and 7.16.2).

Therefore, equity and redress are crucial parameters which need to be attended to in addressing the demands of educational transformation. This, of course, should have implications for staff development programmes at MEDUNSA.

The main research question and the hypotheses are addressed in the next subsection.

8.12 Addressing the hypotheses and answering the main research questions

The findings of this investigation are tested against the hypotheses given in subsection 1.5 to determine whether they should be accepted or rejected.

Hypothesis 1 states that: "The factors that play a role in driving educational transformation in higher education influence the achievement of excellence and professional scholarship among academics".

As a prerequisite to being able to survive in a technologically driven, "knowledge society", it is important that HEIs adopt certain imperatives (see subsection 2.2.1 and 2.2.2). In fact, these imperatives have been identified as revolutionizing the educational transformation process (see subsection 1.2.4). Academic staff are now compelled to acquaint themselves with effective ways of teaching and learning. For example, the paradigm shift from to the teacher-driven, content laden curriculum to a more constructivist approach to teaching and learning that advocates student-centeredness and the facilitation of learning (see subsection 2.4.1).

In South Africa, the adoption of an outcomes-based approach to education is fundamental to the educational transformation process and educators would need to be trained and developed in the principles and practices of this innovative curriculum (see subsections 2.5.1.3 and 3.2.4.1). Without knowledge and skills of OBE and the innovative teaching/learning and assessment techniques that accompany it, it is very unlikely that educators would be considered to be of high quality or even excellent. Similarly, if educators are unable to apply technology, that would impact negatively on their competence as postmodern educators (see subsections 2.3.2 and 2.3.3). Further, research scholarship is quintessential in this information age and there is increasing pressure for HEIs not simply to disseminate information more effectively but to generate new knowledge as well (see subsection 3.2.2.2). It is a debatable whether academics who are not involved in research can be considered excellent or placed into a category of "professional scholars". The reward systems of most HEIs that favour research over teaching would give some indication of the perceptions of HEIs on the matter.

Indeed, the challenge for educational transformation drivers is to induct and professionalise a new caliber of academics who are globally excellent. Academic excellence would translate into having a high quality, valid, credible, rigorous higher education system which are the requirements of the policies of educational transformation.

Therefore, there is definitely a nexus between the factors that drive educational transformation and the achievement of academic excellence and professional scholarship, and for that reason, hypothesis 1 is accepted.

Hypothesis 2 states that: "The efficiency of the implementation of educational transformation at institutions of higher learning depends on management's commitment to respond to the demands of transformation".

This study demonstrated that the commitment of management does indeed play a significant role in the efficient implementation of educational transformation. It is at Executive Management level where institutional policies are formulated according to the national requirements for educational transformation. These policies serve as a framework for the implementation of issues related to educational transformation (see subsections 6.2.1 and 6.3.1).

Further, as mangers and academic champions, Deans and HODs have a great responsibility towards ensuring that the factors that drive educational transformation are implemented successfully. In the absence of their commitment and leadership, educational transformation practices will probably not be very organized or effective. For example, the commitment of Deans in driving curriculum development within their faculties was found to be crucial to the educational transformation process. Their mission and vision is critical in providing direction towards educational transformation goals, in a period of confusion and uncertainty (see subsections 6.5.3.2, 6.5.9 and 6.6.9).

The HODs in this study came across as being very committed in their initiatives to promote curriculum development, especially OBE, within their departments (see subsection 6.6.3.2). They were also instrumental in promoting scholarship by encouraging staff to be involved in research and to adopt innovative teaching/learning strategies (see subsection 6.6.4.2, 6.6.6 and 6.6.7). In addition, equity is being addressed since an attempt is being made to encourage staff who were previously disadvantaged to further their qualifications and to engage in research (see subsections 6.6.2.1, 6.6.2.2 and 6.6.3.2). If HODs (or even Deans) are resistant towards an element that drives educational transformation, for example OBE, then the process of transformation in the direction of curriculum development would be compromised and ineffective. Also, according to academic staff, the dissemination of information on educational transformation matters is not very effective (see subsection 7.17.1). The lack of commitment of HODs in this very necessary undertaking could hinder the educational transformation process.

Therefore, the commitment of management in responding to the demands of educational transformation will help direct and inform its implementation in a more coherent, holistic and effective way and thus, hypothesis 2 is accepted.

Hypothesis 3 states that: "The accommodation of transformative and innovative personalisation practices are prerequisites towards the achievement of academic excellence and professional scholarship in higher education".

Given that institutional performance is ultimately dependent on staff effectiveness, the onus is on HEIs to provide the necessary resources and incentives for staff to meet their own professional goals while contributing to the realization of the institutional mission and vision.

In this study, it was disclosed that the recurring problem at MEDUNSA is that meso staff development initiatives are met with disinterest in that they are not well attended by academics (see subsections 6.2 and 6.3). The application of external pressure to be more participative would be punitive and prescriptive and would most likely not achieve the desired results. It is vital that academics start to take responsibility for their development and to personalize staff development. They should begin by accepting educational transformation and innovation on a personal level, become more reflective of their professional functions, be able to identify gaps in knowledge and skills and establish what steps should be taken to close those gaps, so that they could aspire towards academic excellence. In short, the need to become creatively adaptable to the overwhelming demands of educational transformation by taking the initiative for their professional development. Hence, the notion of the reflective practitioner should be promoted (through teaching portfolios and mentoring). Only then can staff development at institutional level become more appropriate and have any significant effect on the further enhancement of professional scholarship.

For example, if an academic would rather adhere to traditional methodologies in teaching/leaning and is reluctant to subscribe to the idea of innovative teaching/learning practices, he/she might be unwilling to attend staff development programmes pertaining to novel methods of teaching and learning. This of course would impact negatively on the attainment of academic excellence since he/she would be stuck in an outmoded mode of programme delivery. Staff must *want* to be innovative, critical, creative thinkers, capable of self-directed, life-long learning. Similarly, blacks and women at MEDUNSA need to be developed, but it is up to them to become decisive and proactive about their academic development. It is indubitable that the industrious efforts of the institution and CADS will amount to nothing if these staff members do not *want* to be empowered.

Therefore, personalizing one's academic development within a context of transformation and innovation is a precondition for academic excellence and professional scholarship and thus, hypothesis 3 is accepted.

Hypothesis 4 states that: "External variables such as financial resources will have a direct influence on the achievement of academic excellence and professional scholarship".

At MEDUNSA there are several constraints that are making it difficult and even inhibiting the promotion of quality and excellence among staff (see subsections 6.6.10.4 and 6.6.4.1). For example, it was verified that financial problems were stifling the use of technology in the teaching/learning process (see subsection 6.6.5.1). There are insufficient funds for the purchase of computers and for training staff. Conducting research was problematic owing to a lack of funds allocated by the institution (see subsection 6.6.7).

Additionally, the variable of staff shortages which could probably be attributable to insufficient financial resources, is another variable that impedes the achievement of academic excellence and professional scholarship. In departments that are understaffed, academics have to absorb the increased pressure of a greater workload, allowing little time to attend staff development programmes and to develop. There is also little time to be involved in research or reflect on and improve teaching/learning practices (see subsection 6.6.4.1 and 6.6.10.1).

Hence, an important contribution of this research was to highlight the notion that the achievement of academic excellence is heavily dependent on resources, and on that basis hypothesis 4 is accepted.

The main research questions were given in subsections 8.7.2 and 1.3.1. In this regard, the research was successful in establishing that the fragmented nature of academic staff development at MEDUNSA is making it difficult for academics to accommodate change and educational transformation. The current staff development arrangements are not adequately and appropriately addressing the needs of the target audience. This is due predominantly to the under-staffing of CADS. Outside consultants are invited to present staff development programmes for brief periods. Across the university, there is a lack of co-ordination in the process of developing staff.

In addition, staff shortages have culminated in an overload of work for academics, rendering it difficult to attend staff development programmes on the components of educational transformation (see subsection 6.6.4.1). Deans and HODs are struggling to accommodate change and educational transformation because of inadequate funds and facilities to drive the process (see subsections 6.6.5.1 and 6.5.11). Specifically, there is a perception among them that Executive Management is not committed towards providing funds for (*inter alia*) ICT and research (see subsections 6.5.11 and 6.6.5.2). The merger has created uncertainty about the future and has culminated in de-motivation among staff and management (see subsection 6.5.14 and 6.6.10.3).

Therefore, the foregoing factors have contributed negatively towards the accommodation of change and transformation at MEDUNSA.

The value of this research is acknowledged in the next subsection where the contributions made by this study are highlighted.

8.13 Contributions made by this study

What was the value of this study? The following features were identified as being prominent in helping to answer this question. The study:

1) Signalled new approaches to staff development initiatives so that the quality of the academe can be further enhanced, notably, peer review, curriculum development, mentoring, research and so forth.
2) Has already helped direct and inform the current staff development practices of CADS. As an illustration, the inclusion of research in staff development agendas has come into being whereas previously, the emphasis was on teaching/learning only.
3) Provided a three dimensional perspective on academic staff development from the perspective of a staff developer, the institution at the level of faculty, department and Executive Management, as well as academic staff, allowing for ownership of future programmes by various role players.
4) Helped address the training and development needs of prospective participants within a medical setting so that clinicians who have the dual role of being educators, can be developed to impart knowledge and skills more effectively.
5) Offered a foundation for the rethinking of the design principles for future programmes.
6) Demonstrated what the needs, perceptions and expectations are of educators and managers in an era of educational transformation and highlighted their stance on change and innovation.
7) Highlighted the plight of a HDU like MEDUNSA in the sense that serious financial constraints and lack of other resources are hindering the improvement of academic quality.
8) Tweaked the cognitive processes of key players in the academic arena towards scholarly improvement.
9) Provided an opportunity for the public sharing of knowledge when papers were presented at two conferences (the South African Association of Women Graduates conference in 2002 and the 13 Biennial SAARDHE conference in 2003).

Additionally, this study unearthed a lot of politics and tensions and signified the characteristic trials and tribulations which a transforming tertiary institution has to endure, in addition to the challenges of coping with the educational factors that are juxtaposed with educational transformation. It revealed the need to get past problems that are unrelated to educational transformation before change is possible. The study also showed that educational transformation is not just dependent on the opinions and buy-in of academic staff but that the proactive intervention and involvement of management is also vital.

As a direct follow-up from the results of this study, the facilitation of contextualised, customised workshops at departmental level has taken root, enabling educators to make the leap between theory and practice much faster. In this regard, this researcher facilitated a workshop on the 24 September 2003, on the implementation of OBE in the context of Orthorhinolaryngology. Explanations were given on OBE nomenclature and the philosophy of the curriculum. Staff were also guided on the writing of specific outcomes for their discipline. Participants were exposed to innovative teaching/learning methods and inculcated into accepting that the traditional lecture was not the only method of programme delivery. Overall, the workshop was well received by the participants.

Moreover, this research project gave the researcher the opportunity to establish a good rapport and relationship with the HODs and Deans, which she otherwise might not have been able to do. This has made it easier to work with them in subsequent consultations related to her job as a staff developer, and they felt free to approach her for help on staff development matters.

Lastly, this study has made an original contribution to the knowledge of staff development within the realms of educational transformation. While the needs of academics have been assessed a myriad of times before, never before have the generic needs and aspirations of staff in general been determined in the context of educational transformation. This researcher had reviewed hundreds of recent journal articles on staff development but did not come across research of this nature. There are several factors that drive educational transformation as has been reiterated throughout this thesis. Research is often focused on the impact of one these factors and how it impacts on the professional functions of the academe rather than all the elements of educational transformation as was done in this study.

Despite the numerous contributions made by this study, there were some limitations that were noted and these are discussed in the subsequent subsection.

8.14 Limitations of this research

A few limitations of this investigation have been taken note of and are outlined in this subsection.

It might have been more valuable if the quantitative study were conducted prior to the qualitative study. In that way, the problems identified by academics could have been taken up with management for their reactions and perspectives. Also, that would have afforded them a chance to become more *au fait* with the needs and expectations of staff at grassroots level.

In the interview studies, some respondents may have given answers, which in their opinion were more socially acceptable thus preventing a true reflection of what is really happening. The issue of equity and redress is a case in point because the Deans and HODs claimed to be encouraging and supporting blacks and women staff and yet they are still under qualified and occupy junior positions.

Further, in a bid to ascertain the perceptions of management on the factors that drive educational transformation, for example, curriculum development, QA and so forth, the researcher may have unwittingly narrowed or restricted the responses of interviewees. This could have stifled the free flow of answers. A more unstructured interview schedule could have been more valuable to the investigation.

During the interview with Executive Management, it was mentioned that MEDUNSA has a staff development policy (see subsection 6.3.1). This researcher should have probed further as to the contents of this policy and if she could have gained access to it. This policy could have been used to guide the research further, especially in terms of the interviews with the Deans and HODs. Arguably, it is important to monitor and review staff development policies and to not merely accept its contents. Do these policies meet the expectations of staff? How were these policies developed?

On another point, the self-administered questionnaire contained several technical terms which may not have been completely understood by respondents, notwithstanding that an effort was made by the researcher to explain these terms in the questionnaire. This could have compromised the validity and reliability of the instrument to a certain extent.

Also, the items in the self-administered questionnaire had assumed that all departments were enroute towards the design and implementation of OBE which might not have been the case for some.

In addition, the sample size of 350 used in this study should have been larger. Although the response rate of 30% (106 out of 350) was adequate, most of the chi-square values that were calculated could not be used because some cells contained counts less than the tolerance level of five (see subsection 4.7).

Furthermore, the scope of the research was too broad. Educational transformation is a complex, difficult subject to cover, especially when linked to staff development at higher education level. This has resulted in a comprehensive exploration of the focus field and a lengthy dissertation. It might have been more feasible and manageable to focus on a single element of educational transformation (for example OBE) and its implication for staff development in higher education.

From this researcher's perspective, there are several recommendations that emanated from this study and implications for various role players are envisaged, as covered in the next subsection.

8.15 Recommendations and implications

It must be realized that a one shot-injection of information cannot be a panacea for alleviating the challenges encountered by academics. At the same time, while there is no official cannon of truth or foolproof recipe for staff development, the following recommendations and implications are offered as a guideline for the further improvement of academic excellence.

8.15.1 The factors that impact on educational transformation and staff development and how they can be addressed

This study confirmed that *attendance of staff development programmes* is poor (see subsection 6.2.1). Many strategies and incentives can be used to encourage attendance. For example, an effort should be made to conduct staff development programmes over weekends at resorts with conference facilities. It is very likely that staff would enjoy time away from routine and would be more willing to learn in a relaxed setting.

Lunch hour talks on pertinent topics should be held throughout the year to hold the interest of staff and serve as an advertisement for CADS. Also, the attendance of staff development programmes should be mandatory for those applying for promotion to alleviate the situation at MEDUNSA where many senior academics are reluctant to attend staff development programmes (see subsection 6.5.1).

Further, induction programmes for new staff members, extending over a period of one week should be implemented. These programmes should focus on the promotion of the scholarship of research and teaching. It is important that Executive Management feature prominently in these programmes so that new staff are introduced to these individuals. The attendance of these programmes should be a pre-condition for the appointment of academics to permanent posts.

Also, mentoring, whereby more experienced, more qualified staff transfer their knowledge and skills to novice educators, should play a crucial role in the development of inductees as well as other members of staff. In fact, mentoring should form an integral component of staff development and the reliance on formal workshops should be reduced. In this way less experienced educators can acquire knowledge and skills within a specific educational context, making learning more relevant.

As an incentive, academics should be issued with a Certificate in Higher Education, after completion of a pre-determined number of staff development courses. This could be complemented by a financial award for further study in education. This would contribute towards alleviating the problem of most academics not having a teaching qualification.

In addition, MEDUNSA should offer a PGCHE, linked to a learnership that offers "on the job skills training" for academics who wish to excel in the scholarship of teaching. The PGCHE will be attractive to academics who wish to follow an alternative route from clinical or science research. The attainment of the PGCHE would contribute towards providing a "reward" for excellence in teaching and learning.

Mergers are a product of educational transformation and the uncertainty caused by mergers has resulted in staff looking for employment elsewhere. Teaching portfolios can be used as a valuable tool for seeking employment. Since the concept of using teaching portfolios is relatively new in South Africa, academics need to be taught how to develop a teaching portfolio through workshops on the topic. Hence, by making staff development more relevant, staff would be encouraged to attend staff development programmes.

A requirement of educational transformation is that institutions will need to implement their own *internal QA mechanisms*. At MEDUNSA, the Evaluation Assistant which allows for learner evaluation of the teaching/learning process has already been implemented (see subsection 1.8.7). A challenge is to gain faculty buy-in in order to get more staff members to attend training in the use of the Evaluation Assistant and to actually use the instrument in the evaluation of their teaching/learning and courses. Deans and

HODs should be approached to inform their subordinates of the importance of using the Evaluation Assistant in the interest of quality assuring the teaching/learning process. Training should to be ongoing throughout the year so that staff can attend when it is convenient for them. Results from the student evaluation should be triangulated with self- and peer- evaluation to obtain a holistic picture of the teaching/learning abilities of educators and this information should be a prerequisite for promotion.

Furthermore, a consequence of educational transformation in South Africa is that *the increased accessibility of higher education* to the masses has culminated in a higher proportion of entrants from disadvantaged backgrounds. Presently, MEDUNSA does not offer training to educators to cope with such learners (see subsection 8.9.1) despite the assurance in its mission statement that the university "empowers the educationally disadvantaged community of South Africa…." (see subsection 1.8.7).

Therefore, staff development programmes that would provide support to educators in designing curricula and instructional strategies that would be appropriate for the learning needs of their learners, is essential. The input of learners regarding their learning needs through focus group interviewing could help inform the design and implementation of such programmes.

On a different note, it has been stipulated that the elements of educational transformation have enforced the idea of *OBE* in this country. Borrowing from the literature, Pretorius (1999:106, 108) asserts that the successful implementation of an outcomes-based approach and high quality learning is dependent on the capability of educators and organizational effectiveness. Staff development should focus on the principles and concepts of OBE, the various learning areas, new classroom practices, the changed role of the educator, assessment practices, support materials and so on.

Therefore, it is recommended that academics at MEDUNSA be trained and developed:

1) So that they understand the principles of OBE and its nexus with the educational transformation processes of the country.
2) In the implementation of OBE in terms of effectively facilitating novel teaching/learning techniques and applying OBE-aligned assessment strategies. Advanced and developmental or basic courses should be presented to meet the needs of staff with varying degrees of knowledge and skills in OBE.
3) Integrating the principles and procedures of OBE and PBL for implementation in the classroom in the context of specific medical disciplines, for example Internal Medicine. The teaching of Medicine and

Dentisty would be very amenable to the dual approach that uses OBE and PBL since case studies are easily accessible in these disciplines and could form the basis for teaching/learning and assessment.

The implications of the above for HODs are that they would need to work in close synergy with CADS to ascertain how best CADS can assist academics within departments in implementing OBE within a specific field of Medicine, Dentistry or Science. This would entail the facilitation of workshops within departments and a deviation from running workshops with a general focus for the entire university. This would ensure that staff development would become more customized and relevant and would most likely counteract the dilemma of poor attendance of staff development programmes (see subsection 8.9.1).

In continuation, these programmes could also be conducted at inter-departmental level, in a bid to promote vertical and/or horizontal integration. Concurrently, Deans could work together towards the integration of curriculum development within faculties. In addition, a Center for Dental and Medical Education should be established to (*inter alia*) help develop a coherent and integrated curriculum across all faculties.

On another point, the enhancement of skills in the implementation of *technology in teaching and learning* or e-learning should include provision of on-site technical support and training in synchronous (instructor-led) and asynchronous (directed learning via the www, for example) communication technology. This would require technical support from the Department of Information Technology at MEDUNSA and for that to materialize, more staff are required. Assistance in the writing of learning materials for e-learning would need to be rendered to educators. Additionally, a laboratory for e-learning would need to be established.

Factors that impact negatively on educational transformation are *human and financial constraints*. As a matter of urgency, the institution needs to address the problem of staff shortages especially as regards employing more staff developers. The number of support staff at CADS is hopelessly inadequate to be able to provide sufficient training and development to staff in a period when they face numerous educational challenges and problems. Also, by offering a PGCHE, for example, the institution could generate funds while improving the qualifications of staff in an educational direction.

On the whole, the shortage of staff is linked to overload of work affording little time for professional development. To alleviate this dilemma, more effective and strategic planning by Executive Management is required. Executive Management also needs to rethink ways in which the budget of the university

could be more effectively and expediently utilized for provision of facilities and employment of addition staff, even if this has to be on a on a contract basis.

Through this study, it was demonstrated that Deans and HODs have good intentions regarding the implementation of educational transformation, but metaphorically speaking, they seem to have "champagne taste on a beer budget"! A suggestion is that through collaborative links with pharmaceutical companies wanting to engage in medical research, the university could generate much-needed funds. Moreover, by encouraging more academics to become involved in research, MEDUNSA could improve its financial position through increased journal publications. Perhaps Executive Management together with Deans and HODs could apply themselves to generating funds in this manner.

Indeed, *research* is an important component of educational transformation which is why there should be a change in policy so that the mission and vision of the university emphasizes the scholarship of research more strongly. The university should enter into a contractual agreement with staff to the effect that a minimum number of publications per year is mandatory to ensure job security. This practice would help promote the scholarship of research at MEDUNSA (which is perceived as being mainly a "teaching university") and would serve as a catalyst for the successful transformation of the institution.

Also, in order to ensure that educational transformation at MEDUNSA runs smoothly, a change in the *attitude of those staff* who are resistant towards transformation is crucial. If this proves to be difficult, the university could enter into a contractual agreement with staff who can't change, offering them incentives to opt out of the system through early retirement.

Very importantly, the educational changes introduced by government can be applauded but (arguably) they have neglected to allocate funds for the specific purpose of implementing those changes. The implication of this study for government is that a special budget be provided for HEIs for achieving the transformational goals set out by national policies.

8.15.2 Further capacity building

In future, the design and implementation of staff development programmes at MEDUNSA need to embody the findings of this research, especially in terms of the content and process, to enhance capacity building among academics. Thus, a few design principles for staff development at MEDUNSA are suggested:

1) Cultivate a culture of collegiality.
2) Provide continual opportunities and contexts for formal and informal learning.
3) Subscribe to the notion of the reflective practitioner by stimulating reflective teaching/learning practices.
4) Exemplify the beliefs of learning through inquiry, collaboration and discourse.
5) Enable educators to shape their own learning and to become self-directed, lifelong learners.
6) Be flexible in adapting to individual approaches, needs and preferences.
7) Be grounded in a deep understanding of the possibilities and constraints of university life, for instance time constraints. Staff development must also be guided by a respect for educators' differences in experience and expertise.
8) Be sustained, ongoing and intensive.

The implications of the preceding recommendations for CADS are that it would need to re-examine existing programmes for relevance to academics and incorporate programmes which are more flexible and in alignment with the results of this study. This would entail improving the staff complement at CADS in order to manage the increased workload. Staff development initiatives should take into account the renewed characteristics of staff development in the context of educational transformation, for instance an emphasis on collegiality, collaboration and promoting reflective teaching/learning practices. Staff development initiatives at MEDUNSA are fragmented with each department and faculty working independently. There should be a strategic plan to co-ordinate these activities to make staff development more meaningful and to close the gap between policy and implementation.

Further, the quantitative study revealed that academics prefer a staff development model that is distributed over a ten-month period. Hence, it is recommended that staff development programmes extend over this period and not be concentrated in a one-month period (see subsection 7.5). This would imply that CADS would need to be actively involved in delivering programmes throughout the academic year so that it is sustained and ongoing.

The implications of this study for academics are that they need to be more proactive and take more responsibility for the enhancement of their own professional development. Staff development should become more personalized. There should be an intrinsic motivational force for empowerment, which should be triggered within individuals. They should also display humility by acknowledging that there are domains of teaching /learning and research in which they are not well acquainted. The CADS can

offer staff development programmes, but the onus is on academics to attend. No matter how well planned and organized these programmes are, they will amount to nothing if participation is poor.

The training and development of staff developers is imperative in the context of the dynamic nature of staff development in a period of educational transformation. For example, staff developers must be able to transfer knowledge and skills related to the elements of educational transformation and to keep abreast with the relevant changes that are taking place. The implication for the institution is that funding should be set aside for attendance at workshops and conferences so that the expertise of the staff developers could be enhanced.

Leadership training for managers, especially HODs should be instituted since it was pointed out in the interview with HODs that some HODs "do not know how to be HODs". An excellent leadership course was run at MEDUNSA in October 2002, as part of a collaborative link between the institution and the University of Massachusetts. It would be worthwhile if the International Relations Unit at MEDUNSA could organize a similar programme in the future. The leadership course must also emphasize communication skills since it was shown in this project that the dissemination of information from the higher echelons of management to academic staff, is ineffective. In addition, communication about the merger from Executive Management was found to be less than desirable.

8.15.3 Improving communication

The communication problem between management and academic staff regarding educational transformation issues, especially the merger, has created uncertainty. This is why the dissemination of information should be improved and supportive structures put in place to facilitate a good rapport between educators and management at all levels. While CADS could still play a liaison role between Executive Management and academics, it would be more effective and productive if Executive Management could communicate directly with academics through university assemblies, brochures or via e-mail.

8.15.4 The promotion of scholarship

MEDUNSA is a HDU and the outputs of research at these institutions are notoriously low, owing to financial discrepancies of the past and other factors. The literature points out that under apartheid the development of research capacity at black universities was severely limited and that these historically

disadvantaged institutions have only recently integrated research into their core functions. The historically white universities appear to have an overwhelming dominance in most fields of research. In 1993, they employed 51% of academic staff in the tertiary education sector yet produced 83% of research articles and 81% of all Masters and Doctoral graduates (see subsection 3.2.2.4). Therefore, staff development models at MEDUNSA need to embrace training and development of academics in the scholarship of research and should not simply focus on teaching and learning.

The CADS could work in conjunction with the research directorate at MEDUNSA to promote research within the environment of staff development. Also, there are numerous academics who are actively engaged in research at the institution. The expertise and experience of these individuals could be tapped into if CADS invites them to facilitate programmes on research. Furthermore, mentoring in research could be instrumental in inculcating and expanding the culture of research while supporting novice researchers.

There should be a commitment towards providing training and development in research on the teaching/learning process, for example action research. This would help encourage staff who are not interested in doing research related to their discipline, to become involved in research related to teaching and learning. Furthermore, since research is better rewarded by the institution, they can excel in the scholarship of teaching while also reaping the benefits of doing research.

Additionally, in light of the results of this research, it is suggested that the following structural and procedural imperatives are minimal requirements if high quality teaching at HEIs is to become a reality:

1) MEDUNSA needs to scrutinize its promotion policies more closely and (re)conceptualize its policy of rewards and recognition for excellence in teaching so as to motivate educators to pay more attention to the scholarship of teaching. This would be the responsibility of Executive Management and Deans.
3) The adoption of mentoring systems enabling the exchange of ideas and practices among academics at varying stages in their careers is important for institutional vitality. Experiences educators at MEDUNSA could be approached to mentor newly hired and/or less experienced educators.
4) The encouragement of staff to participate in action research into teaching and learning with a view towards improvement.
5) Use of peer observation of teaching/learning.
6) Adoption of the system of teaching portfolios for staff.

8.15.5 Addressing equity and redress

As a matter of urgency, the institution needs to start correcting the imbalances of a situation where most senior positions are occupied by white males and the majority of females are under-qualified, when compared to their male counterparts. The CADS needs to put in place staff development models which address equity issues by focusing on the professional development and empowerment of female and black academics. A suggestion is that child care facilities should be set up on campus so that female staff, especially could spend additional time at work if they are involved in research or other scholarly activities.

8.15.6 Personal development for academic staff

In a period of change, uncertainty and uneasiness, academic staff would also need support, nurturing and accompaniment on the affective level. Hence, staff development programmes should not simply focus on the development of professional skills but on the development of the person as a whole. An overwhelming majority of academics felt that personal development should be an integral part of staff development programmes (see subsection 7.4). The implications for CADS is that the clinical psychologist who is employed at CADS should be involved in assisting with the facilitation of programmes based on personal development. A suggestion is that programmes could focus on the inculcation of positive thinking skills with the intention that educators not only benefit from it themselves, but that they transfer those skills to their students.

In summary, the andragogy of staff development will require new policies and practices that would foster new structures and institutional arrangements for the training and development of educators. The aforementioned recommendations which had culminated from the findings of this investigation would play a key role in steering the dynamics of academic staff development for the achievement of academic excellence in the context of educational transformation.

8.16 Suggestions for future studies

This study should not be seen as an end in itself but as a window which has opened up opportunities for future research.

This research could serve as a framework for a similar study at other HEIs both nationally and internationally. In this way the results could be compared to gage the dynamics of academic staff development from a Gestalt perspective.

Focus group interviews could be conducted among a sample of academics to probe further into issues that arose during the analysis of the quantitative study. For example, studies could focus on the scholarship of research and teaching to determine how this could be improved by CADS, HODs, Deans and Executive Management.

The results of the quantitative and qualitative study could be used in the design, implementation and evaluation of future staff development programmes, at inter- and intra- faculty level. For instance, the information gleaned about curriculum development was crucial in establishing the content of future programmes to be run by CADS. More specifically, it is now known that academics need assistance with the writing of courses in an outcomes-based format and in the implementation of OBE and PBL.

What this study highlighted is that a one-shot opportunity at staff development is unlikely to be very effective. Therefore, this researcher could use a different modus operandi by working within a single department to train and develop academics in the design and delivery of OBE programmes within the context of their discipline. This discipline could preferably be medically related so that a model can be developed for the implementation of OBE for educators who are clinically inclined. In much of the literature, there are lamentations that educators are unable to apply what they have learnt in workshops to what they actually teach in the classroom. This model could be used by the rest of the departments at MEDUNSA and even at other institutions. There is sparse literature on the training and development of tertiary educators, especially in OBE.

In fact, a staff development programme is already being planned for implementation in the Physiology Department at MEDUNSA, in a bid to promote teaching and research scholarship and to enhance academic excellence. In accordance with the needs and expectations of the department, academics will be trained and developed within the context of Physiology, in areas such as: 1) Curriculum development, especially OBE, 2) Innovative teaching/learning methodologies, 3) Assessment techniques, 4) QA in an academic department and 5) Research on the teaching/learning process. This "customised" programme will start in June 2004 and run for a period of two years. The project will be written up as a case study for publication and in this way could be conceived as research-based staff development. The study will also help direct and inform similar programmes at departmental and/or faculty level at MEDUNSA.

8.17 Conclusion

To summarise, a few selected conclusions that were born of the empirical investigation are outlined. To begin, at MEDUNSA, educational transformation is occurring within an environment where most academics are supportive of change. The merger with UNIN, however, has created problems in that staff feel insecure, uncertain and demotivated. This problem is compounded the fact that staff are not being informed about the developments around the merger.

Moving to another problem, most academics have had no formal training in teaching and learning which is why it was considered ironic that staff development programmes are not well attended. This study has revealed that this poor attendance is attributable to staff shortages and heavy workload leaving little time to attend staff development programmes. Nevertheless, staff are still keen to attend staff development programmes for the further improvement of their professional skills.

On a political note, MEDUNSA is a HDU and judging from the results of this research it can be argued that it continues to be disadvantaged. The rationale for coming to this conclusion is that several constraints such as staff shortages, budget cuts and an inferior infrastructure were identified.

In lieu of the findings of this investigation, if MEDUNSA were to successfully undergo educational transformation, the institution should attend to the following:

- Additional training and development is necessary for the successful implementation of OBE. Also, the transition towards OBE should be co-ordinated towards a multi-disciplinary approach.
- More training and development in the application of QA, ICT and innovative teaching/learning practices is required.
- Improvement of communication regarding educational transformation issues and the developments around the merger.
- The addressing of problems created by a lack of resources.
- Curbing staff shortages in general.
- Policies on reward structures for academic staff need to be reviewed.

Finally, this study demonstrated that management plays an important role in the development of academic staff and that staff development is not the concern of staff developers alone. Moreover, academics have identified a strong need for staff development programmes. The concerns, perceptions and involvement

of these role players will be taken into consideration in the design and implementation of future staff development programmes at MEDUNSA.

To close off, the significance of staff development, in a clinical context especially, is dramatised for emphasis in this quotation:

> "Without the continual renewal of our faculty, there would be no one to teach students and residents, no one to discover and disseminate new knowledge and eventually no one to care for the sick and suffering" (Evans 1995:14).

References

Carter, D. 1997. Information management for site-based decision making in school, improvement and change. *International Journal of Educational Reform,* 6(2):174-188.

Evans, C.H. 1995. Faculty development in a changing academic environment. *Academic Medicine*, 70 (1):14-20.

Gorry, G.A. 1992. Information technology and the academic medical center. *Academic Medicine,* 67(1):18-21.

Nakabugo, M. G. & Sieborger, R. 2001. Curriculum reform and teaching in South Africa: making a paradigm shift. *International Journal of Educational Development*, 21:53-60.

Nicholls, A. 1983. *Managing educational innovations*. London: George Allen & Unwin.

Prentice, E.D. & Metcalf, W.K. 1974. A teaching workshop for medical educators. *Journal of Medical Education,* 49:1031-1034.

Pretorius, F. (Ed.) 1999. *Outcomes-based education in South Africa.* Randburg: Hodder & Stroughton.

Scott, D. C. & Weeks, P. A. 1996. Collaborative staff development. *Innovative Higher Education*, 21 (2):101-111.

Rowley, J. 1995. A new lecturer's simple guide to quality issues in higher education. *International Journal of Educational Management*, 9(1):24-27.

Thomas, R. & Harris, V. 2000. Teaching quality and staff research: Are there connections? A case study of a metropolitan university department. *Quality Assurance in Education*, 8(3):139-147.

APPENDIX A

The covering letter and questionnaire for the needs analysis and perception survey

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

A NEEDS ANALYSIS AND PERCEPTION SURVEY FOR THE DEVELOPMENT OF ACADEMIC STAFF AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA.

Dear Colleague,

I am currently busy with research based on academic staff development at Medunsa. The focus of my research is determining the nature of academic staff development that would accommodate the demands of educational transformation, while achieving academic excellence. In this regard a needs assessment and perception survey questionnaire is attached and I would be very appreciative if you could spend a few minutes to complete it. Your response is invaluable in the design and implementation of future academic staff development programs at this institution. In this way, the quality of academic staff development programs can be further enhanced while giving academics a say in this very necessary process.

This research project has been registered with the Research, Ethics and Publications Committee (REPC) at Medunsa and has received the personal, written approval and recommendation of the deputy vice-chancellor, Professor M.D. Bomela.

I will be grateful if you could return the questionnaire before **21/04/2003** to: The Centre For Academic Development Services (CADS), P.O.Box 50, Medunsa, 0204.

All responses will be treated with complete anonymity and confidentiality is guaranteed. You will not be identified or quoted. An abstract of the findings will be sent to you and a paper presented at Medunsa's Academic Day. For every questionnaire that is completed and returned R1.00 will be donated to charity.

Thank you in advance for your co-operation and support. If you have any queries or if there is anything you would like to discuss, please feel free to contact me on extension 4120.

Yours sincerely

Lorraine Hassan

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

For Office Use

Please answer all questions by drawing a **circle** (0) around the appropriate number **in a shaded box** or by **writing** your answer **in the shaded space** provided.

Respondent number V1 [ ][ ][ ] 1-3

Section A

In this section your demographic details are required and will be used for research purposes only and in no way will an attempt be made to identify you.

1. In which age group do you fall?

60 or older	1
55-59	2
50-54	3
45-49	4
40-44	5
35-39	6
30-34	7
25-29	8
20-24	9

V2 [ ] 4

2. Please indicate your gender.

Male	1
Female	2

V3 [ ] 5

3. To which race group do you belong?

African	1
White	2
Asian	3
Coloured	4
Other (specify):	

V4 [ ] 6

4. In which **Department** do you work?

V5 [ ][ ] 7-8

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

For Office Use

5. In which **Faculty** do you work?

Faculty of Medicine	1	V6 ☐ 9
Faculty of Dentistry	2	
Faculty of Science	3	
National School of Public Health	4	

6. What is your personnel rank?

Professor	1	V7 ☐ 10
Associate professor	2	
Senior lecturer	3	
Lecturer	4	
Junior lecturer	5	
Other (specify):		

7. Please indicate your highest ***academic*** qualification.

PhD	1	V8 ☐☐ 11-12
Masters (MSc., MA)	2	
Honours	3	
Bachelors	4	
MMed	5	
MBChB	6	
MD	7	
MChD	8	
BChD (Hons)	9	
BDS	10	
B.Dent	11	
Dip Dent Tech	12	
Hons BA Cur	13	
B Cur (Hons)	14	
BA Cur	15	
Other (specify):		

8. How many years of teaching experience at higher education do you have?

	V9 ☐☐ 13-14

For Office Use

9. What is your highest ***teaching*** qualification?

PhD (Educ)	1	V10 [ ][ ] 15-16
DEd	2	
MEd	3	
BEd	4	
DTE	5	
HDE	6	
UED	7	
None	8	
Other (specify):		

Section B:

This section of the questionnaire deals with educational transformation as well as topics and strategies for staff development. Information will be collected regarding your needs, attitudes and preferences with respect to staff development issues at Medunsa.

Please read each statement and indicate the extent of your agreement or disagreement, by **circling** the appropriate **number** in the **shaded box**.

10. I feel disillusioned with the educational changes taking place in this country

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	
5	4	3	2	1	V11 [ ] 17

11. I am unwilling to participate in the educational change process at my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	
5	4	3	2	1	V12 [ ] 18

12. I may find it difficult to facilitate an integrated course in a multi-disciplinary setting.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	
5	4	3	2	1	V13 [ ] 19

For Office Use

13. I feel that I have sufficient knowledge of the philosophy of outcomes-based education (OBE) to be able to implement the novel curriculum.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V14 ☐ 20

14. I feel there is a need for staff development programmes that would help me improve my facilitation skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V15 ☐ 21

15. The current changes in education are just another educational fad which will soon pass over.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V16 ☐ 22

16. I would rather spend time doing scientific research than be concerned with educational transformation.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V17 ☐ 23

17. I am familiar with the concept of scholarship of teaching.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V18 ☐ 24

18. I am familiar with the learning methodology of problem-based learning (PBL-learning that starts with a problem).

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V19 ☐ 25

For Office Use

19. I feel I need to improve my knowledge and skills regarding student assessment using OBE principles.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V20 ☐ 26

20. A staff development programme should not only focus on teaching/learning but on research as well.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V21 ☐ 27

21. Topics on personal development should be an integral part of any faculty development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V22 ☐ 28

22. In a staff development programme, workshops involving small group discussions will be more effective in promoting deeper understanding, than lectures.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V23 ☐ 29

23. Being away from my department during a faculty development programme will be stimulating for me.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V24 ☐ 30

24. Release (free) time for staff to attend development programmes is crucial for the improvement of professional skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V25 ☐ 31

For Office Use

25. I need to improve on my skills to help students become self-directed (independent) learners.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V26 ☐ 32

26. More should be done at institutional level to keep us informed of educational transformation.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V27 ☐ 33

27. A faculty development learning programme that allows for unplanned, unanticipated learning will be preferable to one that only allows closely specified objectives predetermined by the facilitator.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V28 ☐ 34

28. I would be unwilling to participate in a faculty development programme to improve myself as an educator if I am not going to be rewarded by my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V29 ☐ 35

29. We should have access to programmes for the continued improvement of our professional skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V30 ☐ 36

30. I would much rather stick with lectures as the main mode of teaching/learning than introduce novel methods.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V31 ☐ 37

For Office Use

31. I am unfamiliar with national issues on transformation in higher education.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V32 [ ] 38

32. There should be more involvement in matters regarding educational transformation, from top management.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V33 [ ] 39

33. The sharing of experiences with other academics, during staff development programmes, will be valuable in my professional development.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V34 [ ] 40

34. At this institution, effective leadership in the transition towards OBE, is lacking.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V35 [ ] 41

35. I feel I need more skills to be able to implement co-operative learning in my class.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V36 [ ] 42

36. A knowledge of educational theories would help me in my role as an educator.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V37 [ ] 43

For Office Use

37. Literature given during workshops will help direct me towards extra reading.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V38 ☐ 44

38. I am unable to design OBE learning programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V39 ☐ 45

39. I am unfamiliar with OBE terminology.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V40 ☐ 46

40. I would like to learn more about teaching portfolios in a staff development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V41 ☐ 47

41. I would like to learn more about implementing PBL.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V42 ☐ 48

42. I would like to acquire more knowledge in my field of specialization, through staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V43 ☐ 49

43. I would like to learn more about the concept of academic quality .

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V44 ☐ 50

For Office Use

44. Mentoring of new educators should be part of a staff development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V45 ☐ 51

45. Formal peer coaching programs at this institution would be beneficial in the enhancement of professional development.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V46 ☐ 52

46. Staff employed at this institution who may have the appropriate expertise should be invited to conduct staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V47 ☐ 53

47. It would be good if references to relevant literature were given during staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V48 ☐ 54

48. Staff development programmes should focus on helping academics cope with the challenges of empowering learners who have been educationally disadvantaged.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V49 ☐ 55

49. If a postgraduate programme in higher education were offered at Medunsa, I would be interested in enrolling for such a programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V50 ☐ 56

For Office Use

50. Participation in staff development programs should be voluntary rather than compulsory.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V51 ☐ 57

51. Through staff development programs, we should get guidance on how to apply for a National Research Foundation (NRF) rating as a researcher.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V52 ☐ 58

52. I would like to receive more information about how to apply for funding from the NRF.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V53 ☐ 59

53. I support the university's practice of rewarding research more than it does teaching.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V54 ☐ 60

54. I have no time to attend staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V55 ☐ 61

55. Only academics who have been through a formal programme of teaching should be allowed to be educators.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V56 ☐ 62

For Office Use

56. I am unaware of the staff development workshops run by CADS.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V57 ☐ 63

57. I seldom receive information regarding national issues in higher education through my department.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V58 ☐ 64

58. There should be staff development programmes to guide academics to improve the quality of their teaching and learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V59 ☐ 65

59. Attending staff development programmes is a waste of time in this uncertain period of the merger.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V60 ☐ 66

60. I feel I need support on the writing of courses in an outcomes-based format.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V61 ☐ 67

61. Excellence in teaching is seldom rewarded by my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V62 ☐ 68

62. I would be interested in learning about research methods on the teaching/learning process.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V63 ☐ 69

For Office Use

Section C: Please answer the following questions.

63. Do you feel that enough is currently being done at this institution as regards opportunities for the professional growth and development of academic staff in an era of educational reform?

Yes	1	V64 ☐ 70
No	2	

64. Please explain your answer.

V65 ☐☐ 71-72

V66 ☐☐ 73-74

V67 ☐☐ 75-76

65. What would be your preference as regards the method used in a staff development programme?

Individual/self-directed study	1	V68 ☐ 77
Workshops	2	V69 ☐ 78
Lectures	3	V70 ☐ 79
Seminars	4	V71 ☐ 80
Exchange programmes	5	V72 ☐ 81
Other (specify):		V73 ☐ 82

For Office Use

66. Please specify the number of times you have attended any of the staff development programmes listed below in the **last two years**.

Development programme	Number of times			
Computer-based education		V74		83-84
Computer literacy programmes		V75		85-86
SAQA (South African Qualifications Authority) workshops		V76		87-88
Curriculum development workshops		V77		89-90
Quality assurance workshops		V78		91-92
Other (specify):		V79	93	
		V80		94-95

67. What do you see as being your main strength as an academic?

V81 96-97

68. What do you see as being your main limitation as an academic?

V82 98-99

For Office Use

69. What topics would you consider to be relevant in a staff development programme and please give reasons for your choice?

V83 ☐☐ 100-101

V84 ☐☐ 102-103

V85 ☐☐ 104-105

70. Which of the following do you feel you would benefit from training in?
(You may indicate more than one option).

Use of action research (reflective research on the teaching/learning process)	1	V86 ☐ 106
Peer observation and assessment of teaching	2	V87 ☐ 107
Enhancement of creative thinking	3	V88 ☐ 108
Implementation of problem-based learning	4	V89 ☐ 109
Application of computer-based education	5	V90 ☐ 110
Implementation of OBE	6	V91 ☐ 111
Research methodology	7	V92 ☐ 112
Use of e-learning in teaching and learning	8	V93 ☐ 113
Quality assuring the teaching/learning process	9	V94 ☐ 114
OBE aligned assessment	10	V95 ☐☐ 115-116

71. What more needs to be done to better prepare academics for OBE implementation?

V96 ☐☐ 117-118

V97 ☐☐ 119-120

V98 ☐☐ 121-122

For Office Use

72. What type of staff development model would you prefer?

A model where staff development has been reserved for one month a year only	**1**	V99 ☐ 123
A model where staff development is distributed evenly over a ten month period.	**2**	

73. If you chose option (**1**) in **Question 72**, please indicate which month would be the most convenient for you to participate in staff development activities.

V100 ☐☐ 124-125

74. Do you have any other comments?

V101 ☐☐ 126-127

V102 ☐☐ 128-129

V103 ☐☐ 130-131

THANK YOU FOR YOUR TIME AND PATIENCE IN COMPLETING THIS QUESTIONNAIRE.

PLEASE CHECK THAT NO ANSWER HAS BEEN INADVERTENTLY MISSED OUT.

AN ABSTRACT OF THE MAJOR FINDINGS WILL BE SENT TO YOU WHEN THE ANALYSIS IS COMPLETED.

APPENDIX B

The covering letter and interview schedule for the Management of CADS

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O.Box 50
MEDUNSA
0204

18/7/2002

The Manager of CADS
MEDUNSA
0204

Re: Interview pertaining to research on academic staff development

Dear Dr.....

This letter serves as a reminder regarding the interview I had previously spoken to you about. The interview forms part of my research on academic staff development at MEDUNSA. The title of my project is: "A study of the dynamics of academic staff development at the Medical University of Southern Africa in an era of educational transformation". The main aims of the interview are two fold: 1) To determine the perceptions of the Management of CADS on academic staff development at MEDUNSA, and 2) To ascertain to what extent academic staff development policies made at meso level are being implemented at micro level. The outcomes of this qualitative study will be used together with a needs assessment and perception survey that will be conducted among academics, to further enhance staff development at this institution.

I enclose a copy of the interview schedule which will be used during the interview, for your perusal. Please note that there are no right or wrong answers. Your feelings, attitudes, opinions, and actions are what matters. All responses will be treated with strict confidentiality and will be used for research purposes only. I would like to thank you in advance for your invaluable co-operation and for agreeing to be interviewed.

Yours sincerely

S. Hassan

INTERVIEW SCHEDULE FOR THE MANAGEMENT OF CADS

1. *What is driving academic staff development at MEDUNSA?*

2a. *What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development, at meso or institutional level, are being realised?*
2b. *To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?*

3a. *How successful are these staff development initiatives?*
3b. *Can you comment on the attendance of staff development programmes? Could you give evidence and examples. If attendance is not satisfactory, can you give a reason for this?*

4. *In the implementation of staff development programmes, are the visions of the vice-principal for academic staff development being realised? Please elaborate.*

5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

5a. *What is the role of CADS in implementing educational transformation at micro level?*
5b. *Are academics kept informed about current trends in higher education transformation? How is this being done?*
5c. *Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.*

6. **As a consequence of educational transformation is the need to adopt a novel curriculum.**

6a. *What support and training is being provided by your unit to prepare academics for OBE implementation?*
6b. *Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?*

7. Problem-based learning is another innovation that is used at medical schools throughout the world.

7a. *What is the unit's stance on offering training in PBL to academics?*
7b. *Why have you come to this decision?*
7c. *Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?*

8. Now I would like to ask you something about scholarship.

8a. What is your emphasis regarding the scholarship of research and teaching, and staff development?
8b. Is it research or teaching, or both, that is being developed? How is this done?
8c. In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?
8d. Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.

9. The next few questions relate to quality assurance:

9a. *Does CADS have a quality assurance policy for the development of academic staff? If so, what are the contents of this policy?*
9b. *How is this policy being applied practically to ensure the improvement of quality amongst the academe?*
9c. *What assessment strategies will be used to determine if there is any improvement in academic quality?*
9d. *What criteria will be used to assess the quality of the academe?*
9e. *Do you offer programmes that would better prepare academics to cope with limitations such as 1) large classes and 2) heavy workload? Please explain further.*

10. The following questions are concerned with the use of technology in the teaching/learning situation:

10a. *What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation?*
10b. Do e-learning and computer-based education form part of staff development programmes? Please explain.
10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?
10d. Do you feel that the budget can support e-learning?

11. The Green Paper identified distance education as a way of addressing the issue of massification in higher education. *Are MEDUNSA staff receiving training as distance educators? If so, what training programmes are being run?*

12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. *Do you offer staff development programmes that will assist educators in educating learners who have been previously disadvantaged? If so, what type of staff development programmes are offered?*

13. *Is there anything else you would like to comment on?*

APPENDIX C

The covering letter and interview schedule for Executive Management

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O.Box 50
MEDUNSA
0204

18/7/2002

The Executive Manager
MEDUNSA
0204

Re: Interview pertaining to research on academic staff development

Dear .....

This letter serves as a reminder regarding the interview I had previously spoken to you about. The interview forms part of my research on academic staff development at MEDUNSA. The title of my project is: "A study of the dynamics of academic staff development at the Medical University of Southern Africa in an era of educational transformation". The main aims of the interview are two fold: 1) To determine the perceptions, visions and expectations of the Executive Manager on academic staff development at MEDUNSA, and 2) To ascertain to what extent the policies made at macro level are being implemented at meso level. The outcomes of this qualitative study will be used in conjunction with a quantitative method that would determine the needs and perceptions of academics, to enhance staff development at this institution.

I enclose a copy of the interview schedule that will be used during the interview, for your perusal. Please note that there are no right or wrong answers. Your feelings, attitudes, opinions, visions and actions are what matters. All responses will be treated with strict confidentiality and will be used for research purposes only. I would like to thank you in advance for your invaluable co-operation and for agreeing to be interviewed.

Yours sincerely

S. Hassan

INTERVIEW SCHEDULE FOR THE EXECUTIVE MANAGER

1. *What is driving academic staff development at MEDUNSA?*

2a. *Does MEDUNSA have any policies for academic staff development? What are these policies?*
2b. *How are they put into practice?*
2c. *How do these policies compare with educational transformation policies made at macro or national level?*
2d. *How do these policies compare with current trends in academic staff development?*

3a. *In your opinion, how successful are these staff development initiatives?*
3b. *How many academics are attending?*
3c. *Are you satisfied with these attendance figures?*

4. *Do you have any visions for academic staff development at MEDUNSA? If yes, could you please give an overview of these visions?*

5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

5a. *Could you give an overview of the strategies that are in place at meso or institutional level to implement educational transformation issues in higher education?*
5b. *What type of transformation does the university envisage in the next ten years?*
5c. *Do you have a longitudinal plan for this transformation?*
5d. *What is the annual budget reserved for transformational change?*
5e. *Are academics kept informed about current trends in educational transformation? How is this being done?*
5f. *How does the university plan to go about gaining faculty buy-in for educational transformation?*

6. A component of educational transformation is curricula innovation.

6a. *Describe the role of senior management in facilitating the transition towards OBE.*
6b. *Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?*

7. The following questions relate to Problem-based learning (PBL).

7a. *What is the university's stance on adopting and implementing PBL?*
7b. *Why have you come to this decision?*

7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

8. Now I would like to ask you something about scholarship.

8a. On the issue of scholarship of research and teaching, what is being emphasized at this institution? Is it teaching or research or both?
8b. How is this (research and/or teaching) being promoted by the university?
8c. Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.
8d. Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?

9. The next few questions relate to quality assurance.

9a. Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?
9b. What is the university doing to improve the quality of its academe?
9c. How will the university measure or determine if an improvement in the quality of its academe has taken place?
9d. What criteria will be used to assess the quality of the academe?
9e. What incentives are there for those who excel?
9f. How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?

10. The following questions are concerned with the use of technology in the teaching/learning situation.

10a. Would you say that MEDUNSA is adequately equipped to offer computer-based education programmes that would bring technology into the teaching/learning situation more effectively?
10b. What facilities are there for e–learning?
10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?
10d. Do you feel that the budget can support e-learning?

11. The Green Paper identified distance education as a way of addressing the issue of massification in higher education. *What is MEDUNSA's stance on offering training in distance education to academic staff?*

12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. *What is the university's role in assisting academics to cope with the challenges of empowering students who have been educationally disadvantaged?*

13. *Is there anything else you would like to comment on?*

APPENDIX D

The covering letter and interview schedule for the Deans

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O. Box 50
MEDUNSA
0204

10/01/2003

Dean: (Faculty name)
MEDUNSA
0204

Re: Interview concerning research on academic staff development

Dear Professor .....

Thank you for agreeing to be a participant in the interview study pertaining to my research on academic staff development at MEDUNSA. The focus of my research is on the enhancement of excellence amongst the academe.

The results of the study will be used to improve staff development programs so that academic excellence can be enhanced while accommodating the demands of educational transformation and innovation. On completion of the study, an abstract of the findings will be sent to you.

I would like to assure you that the information obtained during the interview will be treated with strict confidentiality and will be used for research purposes only. Please find attached a copy of the interview schedule that will be used during the interview. If you have any questions or would like to make additions to the interview schedule, please feel free to contact me at X4120; e-mail address: Hassan1@MEDUNSA.ac.za.

Yours sincerely

S. Hassan

INTERVIEW SCHEDULE FOR DEANS

TITLE OF PROJECT: A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERISTY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

1. My first question is:

   In your opinion, what should MEDUNSA be doing, regarding academic staff development, that it is not already doing?

1.2 How effective is MEDUNSA in:

   a) Preparing academics for OBE implementation?
   b) Improving the quality of the academe?
   c) Training academics to use technology in the teaching/learning process?
   d) Providing facilities for using technology in the teaching/learning situation?

   Please elaborate on each of the above.

2. Next, I would like to ask you something about your vision and mission for your faculty. What is your mission and vision for your faculty? How are you going to deliver this mission and vision?

3. The following question relates to educational transformation. How are you managing your academic departments to deliver your goals for educational transformation with the departments?

4. What are you currently doing to assist in the development of academics, in an era of educational transformation?

The following questions pertain to the imperatives of educational transformation:

4.1 What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your faculty?
4.2 What are you doing to promote innovative practices in teaching and learning in your faculty?
4.3 What is your stance on the implementation of e-learning and computer-based programs in your faculty?
4.4 What are you doing in your faculty to improve the quality of academics as educators and researchers?
4.5 What are you doing to promote the scholarship of teaching in your faculty?
4.6 How do you manage staff to achieve research excellence in their department?
4.7 What support do you provide in enhancing the academic development of women and blacks in your faculty?

5. Do you have any other comments?

APPENDIX E

The covering letter and interview schedule for the Heads of Department

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O. Box 50
MEDUNSA
0204

10/02/2003

Professor.....
P.O.Box ....
MEDUNSA
0204

Re: Interview concerning research on academic staff development

Dear Professor ,

Thank you for agreeing to be a participant in the interview study pertaining to my research on academic staff development at MEDUNSA. The focus of my research is on the enhancement of excellence amongst the academe.

The results of the study will be used to improve staff development programmes so that academic excellence can be enhanced while accommodating the demands of educational transformation and innovation. On completion of the study, an abstract of the findings will be sent to you.

I would like to assure you that the information obtained during the interview will be treated with strict confidentiality and will be used for research purposes only. Please find attached a copy of the interview schedule that will be used during the interview. If you have any questions or would like to make additions to the interview schedule, please feel free to contact me at X4120; e-mail address: Hassan1@MEDUNSA.ac.za.

Yours sincerely

S. Hassan

INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT

TITLE OF PROJECT: A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERISTY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

1.1 My first question is:
In your opinion, what should MEDUNSA be doing, regarding academic staff development, that it is not already doing?

1.2 Also, how effective is MEDUNSA in:

a) Preparing academics for OBE implementation?
b) Improving the quality of the academe?
c) Training academics to use technology in the teaching/learning process?
d) Providing facilities for using technology in the teaching/learning situation?

Please elaborate on each of the above.

2. Next, I would like to ask you something about your vision and mission for your department. What is your mission and vision for your department? How are you going to deliver this mission and vision?

3. The following question relates to educational transformation. How are you managing your department to deliver your goals for educational transformation with the department?

4. What are you currently doing to assist in the development of academics in your department, in an era of educational transformation?

The following questions pertain to the imperatives of educational transformation:

4.1 What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your department?
4.2 What are you doing to promote innovative practices in teaching and learning in your department?
4.3 What is your stance on the implementation of e-learning and computer-based programs in your department?
4.4 What are you doing in your department to improve the quality of academics as educators and researchers?
4.5 What are you doing to promote the scholarship of teaching in your department?
4.6 How do you manage staff to achieve research excellence in the department?
4.7 What support do you provide in enhancing the academic development of women and blacks in your department?

5. Do you have any other comments?

APPENDIX F

Reminders for the return of the self-administered questionnaire

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O.Box 50
MEDUNSA
0204
22/04/2003

Re: Return of questionnaires

Dear colleague

Two weeks ago I had sent out self-administered questionnaires to academic staff at MEDUNSA. This letter serves as a reminder for the completion of those questionnaires. The questionnaire is one of the instruments in my research on the enhancement of academic excellence through staff development.

It is imperative that the needs, perceptions and expectations of academics are taken into account in the design and implementation of future staff development programmes. Thus, your input in this study is very significant as it will impact on the nature of staff development programmes at MEDUNSA.

I would be very appreciative if you could complete the questionnaire that was sent to you and return it to L.Hassan, CADS, P.O.Box 50, MEDUNSA, no later than the **29/04/2003**. If you have lost your questionnaire and require another, please contact me on extension 4120 or e-mail me at LHassan@webmail.co.za.

Confidentiality and anonymity in this study is guaranteed and you will not be identified. The results will be used for research purposes only.

If you have already submitted the questionnaire, I would like to thank you for doing so and kindly ignore this letter.

Yours sincerely

S. Hassan

MEDICAL UNIVERSITY
OF SOUTHERN AFRICA

MEDUNSA

P.O.Box 50
MEDUNSA
0204
29/04/2003

The Head of Department
MEDUNSA
0204

Re: Second reminder for submission of questionnaires

Dear Colleague

I an currently involved in research on academic staff development at MEDUNSA with a view to improving the design and implementation of staff development programmes. In this regard, I had distributed questionnaires pertaining to a needs analysis and perception survey.

I would like to improve the response rate further and would appreciate it if you could remind the members of (full-time, permanently employed) academic staff in your department to please complete and return those questionnaires if they had not already done so. Confidentiality and anonymity is quaranteed and no person will be identified. Questionnaires should be mailed to: S. Hassan, P.O.50, MEDUNSA as soon as is conveniently possible.

Thanking you in advance for your anticipated co-operation.

Regards

S.Hassan

E-MAIL MESSAGE SENT VIA THE GLOBAL ADDRESS LIST ON 19/05/2003

Re: Third reminder for return of questionnaires

Dear Colleague

This serves as a third reminder for the return of questionnaires on academic staff development, for those individuals who have not already returned them.

I have decided to extend the submission date to **30/5/2003** in order to achieve an even higher response rate. If you require another questionnaire, please contact me on extension 4120. Your response will be totally confidential and anonymity is guaranteed. No attempt will be made to identify you.

Many thanks to those staff who have already competed and returned the questionnaire. I really appreciate your support and involvement in this study.

Regards
S. Hassan
(CADS)

APPENDIX G

Coded transcripts of the interviews with the Management of CADS and Executive Management

COLOUR CODING OF CATEGORIES:

STAFF DEVELOPMENT
EDUCATIONAL TRANSFORMATION
CURRICULUM DEVELOPMENT (OBE AND PBL)
SCHOLARSHIP
QA
ICT

Coded transcripts of the interview with the Management of CADS

1. *What is driving academic staff development at MEDUNSA?*

"There are multiple factors. The legislative context, changed higher education, national policy frameworks, for example, SAQA, registration requirements for 2003. All these have precipitated the need for staff to acknowledge that previous training may no longer be relevant. Staff need to know new techniques and acquire new understandings in terms of teaching and assessing".

NEW STAFF DEVELOPMENT FRAMEWORKS

2a. *What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development at meso or institutional level are being realised?*

"CADS works as an interface between what is happening at institutional level and what's happening at departmental level. CADS's role is to put forward policies and visions of structures at various committees, for example the Academic Planning Committee (APC), the Curriculum Development Committee (CDC), the Academic Development Committee (ADC)-which are chaired by senate. Our role is to translate the Executive Manager's vision for academic processes into system-wide processes. CADs plays an important role in co-ordinating and designing systems. Therefore, ours is not just a supportive role but a driving role as well".

ROLE OF CADS IN IMPLEMENTING STAFF DVELOPMENT POLICIES

2b. *To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?*

"I consult with people when it comes to evaluation of teaching and learning and curriculum development. I have interviews with key stakeholders and that information is put into an understandable policy document. This is constantly up for review and goes to senate for ratification".

CURRENT TRENDS IN STAFF DEVELOPMENT PRACTICES

3a. *How successful are these staff development initiatives?*

"Not so successful. The energy that is put in is really not worth it".

POOR STAFF DEVELOPMENT ATTENDANCE

3b. Can you comment on the attendance of staff development programmes? Could you give evidence and examples.

"When you have workshops, you get about 30 people, usually junior staff. Its harder to get senior academics. People are highly resistant when asked by the head of department to come to a workshop".

POOR STAFF DEVELOPMENT ATTENDANCE

3c. If attendance is not satisfactory, can you give a reason for this?

"Academics are responsible for service delivery, community development and own clinical involvements; academics are overstretched. The mentality of clinicians is that they are not teachers. Teaching is not well rewarded. Promotion relies on research outputs not excellence in teaching. Junior staff attend and are more prepared to admit that they don't know. Senior academics like HOD's are insecure about admitting in public what they should know".

POOR STAFF DEVELOPMENT ATTENDANCE:
OVERLOAD OF WORK
TEACHING IS UNDER-REWARDED

4. In the implementation of staff development programmes, are the visions of the Executive Manager for academic staff development being realised? Please elaborate.

"The DVC is passionate about the quality of teaching and learning, to get students to think critically and to problem solve in addition to "rural training " for doctors where they can use alternate methods in rural areas. The visions of the DVC are not fully realised because people are not actively involved in academic issues. He's aware that constraints of facilities and resources exist. He wants to look at task teams to explore e-learning. He's requested that we look at interdisciplinary connections, for example, a common bioethics course that could be shared amongst faculty".

VISIONS OF EXECUTIVE MANAGER FOR STAFF DEVELOPMENT

5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country.

5a. What is the role of CADS in implementing educational transformation at micro level?

"Creating awareness of transformation initiatives, for example teaching/learning issues, the NAP document, QA frameworks and to get people to critically discuss these documents and how it affects them. Academics don't understand links between broader frameworks of educational transformation and policy documents like the White Paper on Higher education and the NCHE".

ROLE OF CADS IN EDUCATIONAL TRANSFORMATION:
CREATING AWARENESS

DISSEMINATING INFORMATION

5b. Are academics kept informed about current trends in higher education transformation? How is this being done?

"Through the internet-although this is not always reliable. The process usually used is faculty committees, for example the APC. Senate is informed then hard copies of documents are sent to Deans of faculties who have the responsibility to disseminate information to HODs who then inform academic staff. This line of communication doesn't always work all that well but is still a better way to get departments and peers to engage in discussion".

DISSEMINATION OF INFORMATION ON EDUCATIONAL TRANSFORMATION

5c. Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.

"Absolutely. If change is necessary then faculty need to know about this.

CADS can talk about why change makes sense and why it is necessary to change. There is no commitment to change but a compliance mentality. To obtain faculty buy-in, it is important to get on well with faculty. I have good interpersonal relations with Deans, HODs and take every opportunity to become involved in their discussions. I sit in on all faculty boards, executive committee of faculties and APCs. I'm able to draw a link between institutional decisions and departmental level, reinforcing that this (transformation) is important".

FACULTY BUY-IN FOR CHANGE

6. A consequence of educational transformation is the need to adopt a novel curriculum.

6a. What support and training is being provided by your unit to prepare academics for OBE implementation?

"There is not much training being provided. CADS is still in a developmental stage. We only have one staff development practitioner. We've relied heavily on outside facilitators to provide training and guidance".

TRAINING IN OBE

6b. Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?

"No ways".

ADEQUACY OF TRAINING IN OBE

"Staff must understand what OBE is all about-its principles and all of its implications in terms of its assessment and teaching. People need to understand it and then buy-in to

it. People don't understand continuous assessment, group-work or student-centred learning".

ADDITIONAL TRAINING NEEDS IN OBE

7. Problem-based learning is another innovation that is used predominantly at medical schools throughout the world.

7a. What is the unit's stance on offering training in PBL to academics?

"It depends on what programme developers have decided. If programmes are not PBL based, CADS sees no need to offer training in this".

STANCE ON PBL

7b. Why have you come to this decision?

"Except for the pharmacy department, no other department uses PBL. We do not have the resources to offer training in PBL to people who don't use it- that would be an exercise in futility. CADS designs programmes in terms of the training needs of faculties".

NO TRAINING IN PBL
LACK OF RESOURCES

7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

"Yes, they could. If the principles of PBL apply to what people are doing and would be useful, for example, for doing things like facilitating group work , designing case studies. I would take care not to emphasise something that they are not using. PBL needs people who know how to do it".

BENEFITS OF PBL

8. Now I would like to ask you something about scholarship.

8a. What is your emphasis regarding the scholarship of research and teaching and staff development.

"A new postgraduate programme is being put up to provide academics who are not competent clinical researchers to take a different route, that is research on teaching. This programme will also be for people in academia who have not learnt how to teach".

POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

8b. Is it research or teaching, or both, that is being developed? How is this done?

"CADS is emphasising teaching and learning . Other departments are emphasising research".

THE EMPHASIS OF CADS IS ON TEACHING/LEARNING

8c. In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?

"Yes. In the new programme we will be supervising postgraduate research. QA instruments are different in terms of what consultants will need in terms of training registrars".

POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

8d. Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.

"No. This is what we are going to put into place. We could look at incentives like the vice-chancellor's award for best teacher".

POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

9. The next few questions relate to quality assurance:

9a. Does CADS have a QA policy for the development of academic staff? If so, what are the contents of this policy?

"No".

QA POLICY FOR STAFF DEVELOPMENT

9b. How is this policy being applied practically to ensure the improvement of quality amongst the academe?

(This question was not asked because of the answer given in 9a).

9c. What assessment strategies will be used to determine if there is any improvement in academic quality?

"People are concerned about good quality in teaching and learning but it has not been formalised. We have external examiners, moderators but it is not part of a formal process. It's the first time we are looking at it formally".

QA MECHANISMS

9d. What criteria will be used to assess the quality of the academe?

"We haven't decided what criteria will be used to assess quality. There is intensive debate about criteria".

CRITERIA TO ASSESS QUALITY

9e. Do you offer programmes that would better prepare academics to cope with limitations such as 1) large classes and 2) heavy workload. Please explain further.

"We do. Based on needs assessment, such programmes are a standard feature in workshops, induction programmes and will be a feature in the new postgraduate programme".

PROMOTION OF QUALITY IN TEACHING/LEARNING

10. The following questions are concerned with the use of technology in the teaching/learning situation:

10a. What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation.

"This is not co-ordinated".

NO CO-ORDINATION OF ICT

10b. Do e-learning and CBE form part of staff development programmes? Please explain.

"We run courses on PowerPoint. We have a fancy R11 million video conferencing facility and we need to target people to use that".

POWERPOINT COURSES

10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

"No".

LACK OF TECHNICAL SUPPORT FOR E-LEARNING

10d. Do you feel that the budget can support e-learning?

"The university budget has very little to play around with. Cad's budget can't support e-learning".

LACK OF RESOURCES FOR E-LEARNING

11. The Green Paper identifies distance education as a way of addressing the issue of massification in higher education. *Are MEDUNSA staff receiving training as distance educators? If so, what training programmes are being run?*

"No. Distance education is not a strategic priority of this university".

ALTERNATE MODES OF DELIVERY: DISTANCE EDUCATION

12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. *Do you offer staff development programmes that will assist educators in educating learners who have been previously disadvantaged? If so, what type of staff development programmes are offered.*

"We don't offer these staff development programmes in the way it needs to be offered".

13. *Is there anything else you would like to comment on?*

"If staff can handle diversity of learning and cope with legislative demand, that would be a good outcome. It is still very early and we are very ambitious. We also need to constantly monitor what we are doing".

MONITORING OF STAFF DEVELOPMENT INITIATIVES

Coded transcripts of the interview with Executive Management

1. What is driving academic staff development at MEDUNSA?

"People who teach at MEDUNSA have no educational background- teaching is foreign to them. They need to be put through a programme to assist them in setting up processes for student-based learning and helping staff to be better teachers. The academic staff development directorate within MEDUNSA would need to be reviewed so that this would be responsive to national requirements in higher education".

EDUCATORS LACK AN EDUCATIONAL BACKGROUND

2a. Does MEDUNSA have any policies for academic staff development? What are these policies?

"Yes. We have a few academic staff development policies in place to assist staff development and we are responding to policy requirements from the National Department of Education to conform with quality development and to fit in with requirements of the new academic policy of government. Policy requirements from the Foundation of Tertiary Institutions in the Northern Metropolis (FOTIM) are also being put into place to fit in with a number of other requirements, for example foundational courses. All this is in the infancy stage-it still needs to be developed".

STAFF DEVELOPMENT POLICIES AT MESO LEVEL

2b. How are they put into practice?

"Induction programmes for new staff and workshops have been held to expose academic staff to new policies, for example, the NAP, curriculum development and quality assurance. We are implementing these with respect to the 2003 deadlines for registration of qualifications. We think we are competing with national policies at the level of quality assurance and developing staff development programmes at the level of regional arrangement. New staff have been appointed to look at foundation programmes".

IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMMES

2c. *How do these policies compare with educational transformation policies made at macro level?*

"There seems to be compliance with national requirements with respect to curriculum processes, programme and qualification registration in all faculties. Policies are designed and directed towards conforming with macro policy requirements of the Department of Education".

STAFF DEVELOPMENT POLICIES AT MESO LEVEL

2d. How do these policies compare with current trends in academic staff development?

"We are getting advice from other institutions for example the University of Pretoria, Rhodes, the South African Universities Vice-Chancellors' Association (SAUVCA), the Department of Education, the CHE, the National Department of Education, Technikon Pretoria and the Pharmacy Council in developing staff development and curriculum regeneration".

TRENDS IN STAFF DEVELOPMENT

3a. In your opinion, how successful are these staff development initiatives?

"In a milieu of rapid change, it is difficult to keep up with monitoring staff development within MEDUNSA. However, this is impacting on awareness for developing students who 1) are successful in academic work, 2) are lifelong learners and 3) would contribute to the socio-economic development of the community".

SUCCESS OF STAFF DEVELOPMENT PROGRAMMES

3b. How many academics are attending?

"It is a great pity that we do not have as good a participation of academics in staff development programmes as we wish. Programmes are demanding and some do not have free time to attend. Some people, although being in the system for a long time, look towards staff development services for assistance".

ATTENDANCE OF STAFF DEVELOPMENT PROGRAMMES

3c. Are you satisfied with these attendance figures?

"Definitely not. We need to improve on this. When people look after the lives of others, that takes priority and staff development is shifted to a secondary point of concentration. We need to balance this".

SATISFACTION OF ATTENDANCE OF STAFF DEVELOPMENT PROGRAMMES

4. Do you have any visions for academic staff development at MEDUNSA? Could you please give an overview of these visions?

"Yes. I'm looking forward to a situation where staff may not be deployed in their various teaching functions unless they have gone through a teaching programme. We ultimately

will have such a busy centre at CADS that we may need to muscle up staffing and quality of staff that mans CADS".

VISION FOR ACADEMIC STAFF DEVELOPMENT

5. The following questions pertain to educational transformation.

5a. Could you give an overview of the strategies that are in place at this institution at meso level to implement educational transformation issues in higher education?

"This is occurring within an environment that resists change on the one hand and on the other wants to envisage change. This produces a lack of direction and anxiety. I see a process that is tainted by the political history of our country that wants to conform but also wants to reverse it. There are some good people who recognise that change is necessary and they should be given support. Change is also important in addressing the social aspects of the transformation process. We should make education reach a level that is not only internationally recognised but of importance to local people as well".

EDUCATIONAL TRANSFORMATION AT MESO LEVEL:
RESISTANCE

5b. What type of transformation does the university envisage in the next 10 years.

"Change in the mindset of staff in looking at what they can do for the institution rather than what they can get out of it. Also, buy-in is necessary from academic staff to lead institution into a new era of development".

VISION FOR EDUCATIONAL TRANSFORMATION
FACULTY BUY-IN

5c. Do you have a longitudinal plan for this transformation?

"I don't have milestones that involve time frames. We want to have a one-stop shop where students and staff can get advice to fulfil the primary goal of the institution. That would be at CADS. I would like to see more change in extensions of human resources and facilities".

PLANS FOR EDUCATIONAL TRANSFORMATION

5d. What is the annual budget reserved for transformational change?

"The budget is housed in various outfits. There is no centralised budget that is allocated for educational transformation".

BUDGET ALLOCATION FOR EDUCATIONAL TRANSFORMATION

5e. Are academics kept informed about current trends in educational transformation? How is this being done?

"Yes. Information from the Department of Education is disseminated through my office to Deans, Directors, and HODs. Information is shared at various senate, council

committees, public relations and strategic management committees. Deans and directors should be sharing this information with their faculties and directorates".

DISSEMINATION OF INFORMATION ON EDUCATIONAL TRANSFORMATION

5f. *How does the university plan to go about gaining faculty buy-in for educational transformation?*

"The information sharing processes are intended to stimulate debate. Ideally, I should be sitting in at meetings to be gaining faculty buy-in for a new way of looking at change, but we are operating at 50% management capacity".

FACULTY BUY-IN

6. **A component of educational transformation is curricula innovation.**

6a. *Describe the role of senior management in facilitating the transition towards OBE.*

"The process taking place over a period of time has involved leadership in dissipating information from SAQA and the Health Professional Council of South Africa (HPCSA). We've participated in setting up workshops in facilitating this process. In our QA committees and senates planning committees, I've set aside time for reporting on curriculum development from faculties. Each Dean presents what the status is regarding curriculum development in their faculty. We've also put in place curriculum development committees of senate".

TRANSITION TOWARDS OBE

6b. *Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?*

"There can never be a time when we can say that we have done enough. The university is doing the best it can to support the process but more needs to be done. We need to review all the time to improve".

TRAINING IN OBE

7. **Problem-based learning is another innovation that is used predominantly at medical schools throughout the world.**

7a. *What is the university's stance on adopting and implementing PBL?*

"PBL on its own doesn't seem to demonstrate more than the orthodox way of learning. We're comfortable adopting a hybrid system, but not pure PBL. We want to be wide in our view of education rather to be fixed in one method".

STANCE ON PBL

7b. *Why have you come to this decision?*

"The results world-wide do not show a definite superiority of PBL. We will learn more from wide modes of delivery".

STANCE ON PBL

7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

"Certainly, no doubt about it. A great deal is outcomes based, and more can be learned from outcomes-based learning".

TRAINING IN PBL

8. Now I would like to ask you something about scholarship.

8a. On the issue of scholarship of research and teaching, what is being emphasised? Is it teaching or research, or both?

"Both. Since its inception the institution has concentrated on teaching. There has been a significant shift in commitment towards the generation of knowledge. We see the importance of teaching on the same level as research and research development".

EMPHASIS ON RESEARCH AND TEACHING

8b. How is this (research and/or teaching) being promoted by the university?

"The directorate of research is involved in investigating financial resources and to encourage those researchers without sufficient resources. We also amass support outside the institution. We encourage collaboration with other institutions, for example, the Medical Research Council (MRC) and Welcome Trust and we look for partners for our researchers".

PROMOTION OF RESEARCH

8c. Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.

"At graduate level research is encouraged. At undergraduate level, research is also demonstrated by some, for example, the department of Physiotherapy. There is more emphasis on teaching at undergraduate level. Since 1995 MEDUNSA decided that all masters programmes are going to have a significant research base. Teaching is still there at postgraduate level but its role is taking a back seat".

EMPHASIS OF RESEARCH AND TEACHING

8d. Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?

"There's more rewards accompanying research than teaching. We need to encourage activity in research and teaching-this has not been done to our own satisfaction".

REWARD STRUCTURES FOR TEACHING AND RESEARCH

9. The next few questions relate to quality assurance:

9a. Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?

"External review is part of our life in the health sciences. We have had exams moderated and reviewed and evaluated by peers in other institutions. Our professional programmes have had a process of audit and evaluation. We have not seen the thrust towards QA as a novel idea. It is there to strengthen what we are doing".

QA MECHANISMS

9b. What is the university doing to improve the quality of its academe?

"MEDUNSA supports staff to go to conferences and workshops. Workshops are held and budgets are allocated for that. We support staff who want to improve their qualifications".

PROMOTING THE QUALITY OF ACADEMICS

9c. How will the university measure or determine if an improvement in quality of its academe has taken place?

"Production of research papers, presentation of new information at conferences, sharing with national bodies. If we have staff sitting in at editorial boards at some of the journals in higher education, that would be a significant outcome".

MANAGEMENT OF QUALITY AMONG ACADEMICS

9d. What criteria will be used to assess the quality of the academe?

"Participation in various bodies in the educational arena. Participation in QA processes within and outside the institution. Membership of committees that discuss various techniques for educational programmes. External examination nationally and internationally. Service, research and teaching and whether graduates are able to meet outcomes".

CRITERIA FOR ASSESSING QUALITY AMONG ACADEMICS

9e. What incentives are there for those who excel?

"When a person applies for promotion the following is taken into account: quality of research, teaching and training, community development and leadership. This is still fragmented and has to be intensified".

INCENTIVES FOR ACADEMIC EXCELLENCE

9f. How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?

"It is difficult for a person who is attending to a patient to leave that patient and attend a staff development programme. The benefits of improving the quality of teaching has to be weighed against the nature of their work".

PROMOTION OF QUALITY IN TEACHING/LEARNING

10. The following questions are concerned with the use of technology in the teaching/learning situation:

10a. Would you say that MEDUNSA is adequately equipped to offer CBE programmes that would bring technology into the teaching/learning situation more effectively?

"No. We are not adequately equipped in relation to facilities and staff are not prepared/trained to deliver computer-based programmes. We are muscling up at human resources level to support technology-based teaching and learning".

APPLICATION OF TECHNOLOGY IN TEACHING/LEARNING

10b. What facilities are there for e–learning?

"Rooms and facilities are available but not used as well as they should. Facilities are used more for computer literacy rather than to assist students with their own learning. The Department of Family Medicine uses e-learning centre for grand rounds".

FACILITIES FOR E-LEARNING

10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

"In terms of numbers, yes; in terms of quality, no. A person who can provide technical support will be recruited soon. Academic staff will be supported to develop technology-based learning and to buy-in to technology-based learning".

TECHNICAL SUPPORT FOR E-LEARNING

10d. Do you feel that the budget can support e-learning?

"I'm convinced that it can. Not only is it possible but it must be done".

BUDGET FOR E-LEARNING

11. The Green Paper identifies distance education as a way of addressing the issue of massification in higher education. *What is MEDUNSA's stance on offering training in distance education to academic staff?*

"We do not believe the type of distance education can be categorized as distance education as distance education institutions offer it. We have already penetrated that market. The NSPH runs from a distance mode. We should be able to run academic development programmes using our electronic classrooms from main campus so that staff don't have to travel to MEDUNSA but can still participate".

ALTERNATE MODES OF DELIVERY: DISTANCE EDUCATION

12. **Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged.** *What is the university's role in better preparing academics to cope with the challenges of empowering students who have been educationally disadvantaged?*

"The institution can and is poised towards improving the lot of those who are disadvantaged. We have programmes that have optimistic requirements for entry. We also need to address imbalances. Foundation programmes will assist in doing that".

13. Is there anything else you would like to comment on?

"This investigation is going to have a positive impact on the development of good practice within the institution and to point out where improvements can be made at the level of management, directorates and academics and help being a watchdog for the implementation of the transformation process. If it could have an impact on changing the mindset of staff and at national level, it would be of assistance for us and we would harvest off this very necessary but difficult process".

STAFF DEVELOPMENT: VALUE OF STUDY