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).

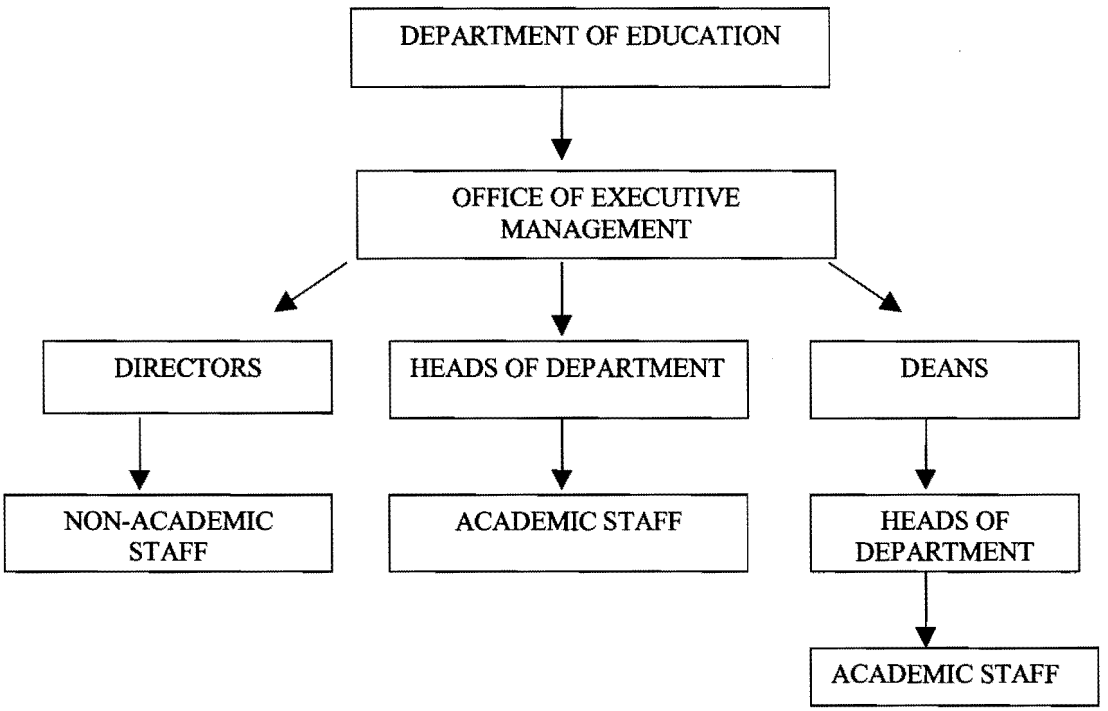

Figure 8. 1: The line of communication for the dissemination of information regarding educational transformation issues.

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).

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