



## **APPENDIX A**

The covering letter and questionnaire for  
the needs analysis and perception survey



MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



MEDUNSA

## **A NEEDS ANALYSIS AND PERCEPTION SURVEY FOR THE DEVELOPMENT OF ACADEMIC STAFF AT THE MEDICAL UNIVERSITY OF SOUTHERN AFRICA.**

Dear Colleague,

I am currently busy with research based on academic staff development at Medunsa. The focus of my research is determining the nature of academic staff development that would accommodate the demands of educational transformation, while achieving academic excellence. In this regard a needs assessment and perception survey questionnaire is attached and I would be very appreciative if you could spend a few minutes to complete it. Your response is invaluable in the design and implementation of future academic staff development programs at this institution. In this way, the quality of academic staff development programs can be further enhanced while giving academics a say in this very necessary process.

This research project has been registered with the Research, Ethics and Publications Committee (REPC) at Medunsa and has received the personal, written approval and recommendation of the deputy vice-chancellor, Professor M.D. Bomela.

I will be grateful if you could return the questionnaire before **21/04/2003** to: The Centre For Academic Development Services (CADS), P.O.Box 50, Medunsa, 0204.

All responses will be treated with complete anonymity and confidentiality is guaranteed. You will not be identified or quoted. An abstract of the findings will be sent to you and a paper presented at Medunsa's Academic Day. For every questionnaire that is completed and returned R1.00 will be donated to charity.

Thank you in advance for your co-operation and support. If you have any queries or if there is anything you would like to discuss, please feel free to contact me on extension 4120.

Yours sincerely

Lorraine Hassan



Please answer all questions by drawing a **circle** (0) around the appropriate number **in a shaded box** or by **writing** your answer **in the shaded space** provided.

Respondent number

V1    1-3

**Section A**

In this section your demographic details are required and will be used for research purposes only and in no way will an attempt be made to identify you.

1. In which age group do you fall?

60 or older	1
55-59	2
50-54	3
45-49	4
40-44	5
35-39	6
30-34	7
25-29	8
20-24	9

V2  4

2. Please indicate your gender.

Male	1
Female	2

V3  5

3. To which race group do you belong?

African	1
White	2
Asian	3
Coloured	4
Other (specify):	

V4  6

4. In which **Department** do you work?

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V5   7-8





5. In which **Faculty** do you work?

Faculty of Medicine	1
Faculty of Dentistry	2
Faculty of Science	3
National School of Public Health	4

V6  9

6. What is your personnel rank?

Professor	1
Associate professor	2
Senior lecturer	3
Lecturer	4
Junior lecturer	5
Other (specify):	

V7  10

7. Please indicate your highest **academic** qualification.

PhD	1
Masters (MSc., MA)	2
Honours	3
Bachelors	4
MMed	5
MBChB	6
MD	7
MChD	8
BChD (Hons)	9
BDS	10
B.Dent	11
Dip Dent Tech	12
Hons BA Cur	13
B Cur (Hons)	14
BA Cur	15
Other (specify):	

V8   11-12

8. How many years of teaching experience at higher education do you have?

--

V9   13-14



9. What is your highest *teaching* qualification?

PhD (Educ)	1
DEd	2
MEd	3
BEd	4
DTE	5
HDE	6
UED	7
None	8
Other (specify):	

V10   15-16

**Section B:**

This section of the questionnaire deals with educational transformation as well as topics and strategies for staff development. Information will be collected regarding your needs, attitudes and preferences with respect to staff development issues at Medunsa.

Please read each statement and indicate the extent of your agreement or disagreement, by **circling** the appropriate **number** in the **shaded box**.

10. I feel disillusioned with the educational changes taking place in this country

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V11  17

11. I am unwilling to participate in the educational change process at my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V12  18

12. I may find it difficult to facilitate an integrated course in a multi-disciplinary setting.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V13  19





13. I feel that I have sufficient knowledge of the philosophy of outcomes-based education (OBE) to be able to implement the novel curriculum.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V14  20

14. I feel there is a need for staff development programmes that would help me improve my facilitation skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V15  21

15. The current changes in education are just another educational fad which will soon pass over.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V16  22

16. I would rather spend time doing scientific research than be concerned with educational transformation.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V17  23

17. I am familiar with the concept of scholarship of teaching.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V18  24

18. I am familiar with the learning methodology of problem-based learning (PBL-learning that starts with a problem).

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V19  25



19. I feel I need to improve my knowledge and skills regarding student assessment using OBE principles.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V20  26

20. A staff development programme should not only focus on teaching/learning but on research as well.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V21  27

21. Topics on personal development should be an integral part of any faculty development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V22  28

22. In a staff development programme, workshops involving small group discussions will be more effective in promoting deeper understanding, than lectures.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V23  29

23. Being away from my department during a faculty development programme will be stimulating for me.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V24  30

24. Release (free) time for staff to attend development programmes is crucial for the improvement of professional skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V25  31





25. I need to improve on my skills to help students become self-directed (independent) learners.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V26  32

26. More should be done at institutional level to keep us informed of educational transformation.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V27  33

27. A faculty development learning programme that allows for unplanned, unanticipated learning will be preferable to one that only allows closely specified objectives predetermined by the facilitator.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V28  34

28. I would be unwilling to participate in a faculty development programme to improve myself as an educator if I am not going to be rewarded by my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V29  35

29. We should have access to programmes for the continued improvement of our professional skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V30  36

30. I would much rather stick with lectures as the main mode of teaching/learning than introduce novel methods.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V31  37





31. I am unfamiliar with national issues on transformation in higher education.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V32  38

32. There should be more involvement in matters regarding educational transformation, from top management.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V33  39

33. The sharing of experiences with other academics, during staff development programmes, will be valuable in my professional development.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V34  40

34. At this institution, effective leadership in the transition towards OBE, is lacking.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V35  41

35. I feel I need more skills to be able to implement co-operative learning in my class.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V36  42

36. A knowledge of educational theories would help me in my role as an educator.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V37  43



37. Literature given during workshops will help direct me towards extra reading.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V38  44

38. I am unable to design OBE learning programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V39  45

39. I am unfamiliar with OBE terminology.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V40  46

40. I would like to learn more about teaching portfolios in a staff development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V41  47

41. I would like to learn more about implementing PBL.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V42  48

42. I would like to acquire more knowledge in my field of specialization, through staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V43  49

43. I would like to learn more about the concept of academic quality .

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V44  50





44. Mentoring of new educators should be part of a staff development programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V45  51

45. Formal peer coaching programs at this institution would be beneficial in the enhancement of professional development.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V46  52

46. Staff employed at this institution who may have the appropriate expertise should be invited to conduct staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V47  53

47. It would be good if references to relevant literature were given during staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V48  54

48. Staff development programmes should focus on helping academics cope with the challenges of empowering learners who have been educationally disadvantaged.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V49  55

49. If a postgraduate programme in higher education were offered at Medunsa, I would be interested in enrolling for such a programme.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V50  56



50. Participation in staff development programs should be voluntary rather than compulsory.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V51  57

51. Through staff development programs, we should get guidance on how to apply for a National Research Foundation (NRF) rating as a researcher.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V52  58

52. I would like to receive more information about how to apply for funding from the NRF.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V53  59

53. I support the university's practice of rewarding research more than it does teaching.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V54  60

54. I have no time to attend staff development programmes.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V55  61

55. Only academics who have been through a formal programme of teaching should be allowed to be educators.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V56  62





56. I am unaware of the staff development workshops run by CADS.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V57  63

57. I seldom receive information regarding national issues in higher education through my department.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V58  64

58. There should be staff development programmes to guide academics to improve the quality of their teaching and learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V59  65

59. Attending staff development programmes is a waste of time in this uncertain period of the merger.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V60  66

60. I feel I need support on the writing of courses in an outcomes-based format.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V61  67

61. Excellence in teaching is seldom rewarded by my institution.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V62  68

62. I would be interested in learning about research methods on the teaching/learning process.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree
5	4	3	2	1

V63  69



**Section C: Please answer the following questions.**

**63.** Do you feel that enough is currently being done at this institution as regards opportunities for the professional growth and development of academic staff in an era of educational reform?

Yes	<b>1</b>
No	<b>2</b>

V64  70

**64.** Please explain your answer.

V65   71-72

V66   73-74

V67   75-76

**65.** What would be your preference as regards the method used in a staff development programme?

Individual/self-directed study	<b>1</b>
Workshops	<b>2</b>
Lectures	<b>3</b>
Seminars	<b>4</b>
Exchange programmes	<b>5</b>
Other (specify):	

V68  77

V69  78

V70  79

V71  80

V72  81

V73  82





66. Please specify the number of times you have attended any of the staff development programmes listed below in the **last two years**.

Development programme	Number of times				
Computer-based education		V74	<input type="text"/>	<input type="text"/>	83-84
Computer literacy programmes		V75	<input type="text"/>	<input type="text"/>	85-86
SAQA (South African Qualifications Authority) workshops		V76	<input type="text"/>	<input type="text"/>	87-88
Curriculum development workshops		V77	<input type="text"/>	<input type="text"/>	89-90
Quality assurance workshops		V78	<input type="text"/>	<input type="text"/>	91-92
Other (specify):		V79	<input type="text"/>	93	
		V80	<input type="text"/>	<input type="text"/>	94-95

67. What do you see as being your main strength as an academic?

	V81 <input type="text"/> <input type="text"/> 96-97
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68. What do you see as being your main limitation as an academic?

	V82 <input type="text"/> <input type="text"/> 98-99
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69. What topics would you consider to be relevant in a staff development programme and please give reasons for your choice?

V83   100-101

V84   102-103

V85   104-105

70. Which of the following do you feel you would benefit from training in?  
(You may indicate more than one option).

Use of action research (reflective research on the teaching/learning process)	<b>1</b>
Peer observation and assessment of teaching	<b>2</b>
Enhancement of creative thinking	<b>3</b>
Implementation of problem-based learning	<b>4</b>
Application of computer-based education	<b>5</b>
Implementation of OBE	<b>6</b>
Research methodology	<b>7</b>
Use of e-learning in teaching and learning	<b>8</b>
Quality assuring the teaching/learning process	<b>9</b>
OBE aligned assessment	<b>10</b>

V86  106

V87  107

V88  108

V89  109

V90  110

V91  111

V92  112

V93  113

V94  114

V95   115-116

71. What more needs to be done to better prepare academics for OBE implementation?

V96   117-118

V97   119-120

V98   121-122





**72.** What type of staff development model would you prefer?

A model where staff development has been reserved for one month a year only

**1**

V99  123

A model where staff development is distributed evenly over a ten month period.

**2**

**73.** If you chose option (1) in **Question 72**, please indicate which month would be the most convenient for you to participate in staff development activities.

[Greyed-out response area]

V100   124-125

**74.** Do you have any other comments?

[Large greyed-out response area]

V101   126-127

V102   128-129

V103   130-131

**THANK YOU FOR YOUR TIME AND PATIENCE IN COMPLETING THIS QUESTIONNAIRE.**

**PLEASE CHECK THAT NO ANSWER HAS BEEN INADVERTENTLY MISSED OUT.**

**AN ABSTRACT OF THE MAJOR FINDINGS WILL BE SENT TO YOU WHEN THE ANALYSIS IS COMPLETED.**



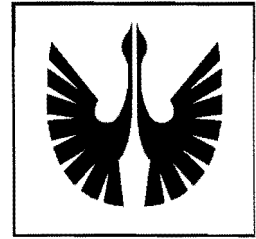
## **APPENDIX B**

The covering letter and interview  
schedule for the Management of CADS





MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



MEDUNSA

P.O.Box 50  
MEDUNSA  
0204

18/7/2002

The Manager of CADS  
MEDUNSA  
0204

**Re: Interview pertaining to research on academic staff development**

Dear Dr.....

This letter serves as a reminder regarding the interview I had previously spoken to you about. The interview forms part of my research on academic staff development at MEDUNSA. The title of my project is: "A study of the dynamics of academic staff development at the Medical University of Southern Africa in an era of educational transformation". The main aims of the interview are two fold: 1) To determine the perceptions of the Management of CADS on academic staff development at MEDUNSA, and 2) To ascertain to what extent academic staff development policies made at meso level are being implemented at micro level. The outcomes of this qualitative study will be used together with a needs assessment and perception survey that will be conducted among academics, to further enhance staff development at this institution.

I enclose a copy of the interview schedule which will be used during the interview, for your perusal. Please note that there are no right or wrong answers. Your feelings, attitudes, opinions, and actions are what matters. All responses will be treated with strict confidentiality and will be used for research purposes only. I would like to thank you in advance for your invaluable co-operation and for agreeing to be interviewed.

Yours sincerely

S. Hassan

## INTERVIEW SCHEDULE FOR THE MANAGEMENT OF CADS

1. *What is driving academic staff development at MEDUNSA?*
- 2a. *What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development, at meso or institutional level, are being realised?*
- 2b. *To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?*
- 3a. *How successful are these staff development initiatives?*
- 3b. *Can you comment on the attendance of staff development programmes? Could you give evidence and examples. If attendance is not satisfactory, can you give a reason for this?*
4. *In the implementation of staff development programmes, are the visions of the vice-principal for academic staff development being realised? Please elaborate.*
5. **The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.**
  - 5a. *What is the role of CADS in implementing educational transformation at micro level?*
  - 5b. *Are academics kept informed about current trends in higher education transformation? How is this being done?*
  - 5c. *Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.*
6. **As a consequence of educational transformation is the need to adopt a novel curriculum.**
  - 6a. *What support and training is being provided by your unit to prepare academics for OBE implementation?*
  - 6b. *Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?*
7. **Problem-based learning is another innovation that is used at medical schools throughout the world.**
  - 7a. *What is the unit's stance on offering training in PBL to academics?*
  - 7b. *Why have you come to this decision?*
  - 7c. *Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?*



**8. Now I would like to ask you something about scholarship.**

- 8a. *What is your emphasis regarding the scholarship of research and teaching, and staff development?*
- 8b. *Is it research or teaching, or both, that is being developed? How is this done?*
- 8c. *In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?*
- 8d. *Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.*

**9. The next few questions relate to quality assurance:**

- 9a. *Does CADS have a quality assurance policy for the development of academic staff? If so, what are the contents of this policy?*
- 9b. *How is this policy being applied practically to ensure the improvement of quality amongst the academe?*
- 9c. *What assessment strategies will be used to determine if there is any improvement in academic quality?*
- 9d. *What criteria will be used to assess the quality of the academe?*
- 9e. *Do you offer programmes that would better prepare academics to cope with limitations such as 1) large classes and 2) heavy workload? Please explain further.*

**10. The following questions are concerned with the use of technology in the teaching/learning situation:**

- 10a. *What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation?*
- 10b. *Do e-learning and computer-based education form part of staff development programmes? Please explain.*
- 10c. *Do you feel that MEDUNSA has the technical support to run e-learning effectively?*
- 10d. *Do you feel that the budget can support e-learning?*

**11. The Green Paper identified distance education as a way of addressing the issue of massification in higher education. Are MEDUNSA staff receiving training as distance educators? If so, what training programmes are being run?**

**12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. Do you offer staff development programmes that will assist educators in educating learners who have been previously disadvantaged? If so, what type of staff development programmes are offered?**

**13. Is there anything else you would like to comment on?**



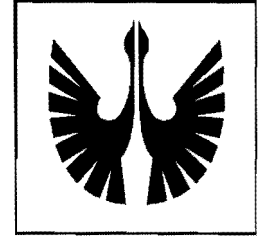
## **APPENDIX C**

**The covering letter and interview  
schedule for Executive Management**





MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



MEDUNSA

P.O.Box 50  
MEDUNSA  
0204

18/7/2002

The Executive Manager  
MEDUNSA  
0204

**Re: Interview pertaining to research on academic staff development**

Dear .....

This letter serves as a reminder regarding the interview I had previously spoken to you about. The interview forms part of my research on academic staff development at MEDUNSA. The title of my project is: "A study of the dynamics of academic staff development at the Medical University of Southern Africa in an era of educational transformation". The main aims of the interview are two fold: 1) To determine the perceptions, visions and expectations of the Executive Manager on academic staff development at MEDUNSA, and 2) To ascertain to what extent the policies made at macro level are being implemented at meso level. The outcomes of this qualitative study will be used in conjunction with a quantitative method that would determine the needs and perceptions of academics, to enhance staff development at this institution.

I enclose a copy of the interview schedule that will be used during the interview, for your perusal. Please note that there are no right or wrong answers. Your feelings, attitudes, opinions, visions and actions are what matters. All responses will be treated with strict confidentiality and will be used for research purposes only. I would like to thank you in advance for your invaluable co-operation and for agreeing to be interviewed.

Yours sincerely

S. Hassan

## INTERVIEW SCHEDULE FOR THE EXECUTIVE MANAGER

1. *What is driving academic staff development at MEDUNSA?*
- 2a. *Does MEDUNSA have any policies for academic staff development? What are these policies?*
- 2b. *How are they put into practice?*
- 2c. *How do these policies compare with educational transformation policies made at macro or national level?*
- 2d. *How do these policies compare with current trends in academic staff development?*
- 3a. *In your opinion, how successful are these staff development initiatives?*
- 3b. *How many academics are attending?*
- 3c. *Are you satisfied with these attendance figures?*
4. *Do you have any visions for academic staff development at MEDUNSA? If yes, could you please give an overview of these visions?*
5. **The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.**
  - 5a. *Could you give an overview of the strategies that are in place at meso or institutional level to implement educational transformation issues in higher education?*
  - 5b. *What type of transformation does the university envisage in the next ten years?*
  - 5c. *Do you have a longitudinal plan for this transformation?*
  - 5d. *What is the annual budget reserved for transformational change?*
  - 5e. *Are academics kept informed about current trends in educational transformation? How is this being done?*
  - 5f. *How does the university plan to go about gaining faculty buy-in for educational transformation?*
6. **A component of educational transformation is curricula innovation.**
  - 6a. *Describe the role of senior management in facilitating the transition towards OBE.*
  - 6b. *Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?*
7. **The following questions relate to Problem-based learning (PBL).**
  - 7a. *What is the university's stance on adopting and implementing PBL?*
  - 7b. *Why have you come to this decision?*



7c. *Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?*

**8. Now I would like to ask you something about scholarship.**

8a. *On the issue of scholarship of research and teaching, what is being emphasized at this institution? Is it teaching or research or both?*

8b. *How is this (research and/or teaching) being promoted by the university?*

8c. *Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.*

8d. *Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?*

**9. The next few questions relate to quality assurance.**

9a. *Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?*

9b. *What is the university doing to improve the quality of its academe?*

9c. *How will the university measure or determine if an improvement in the quality of its academe has taken place?*

9d. *What criteria will be used to assess the quality of the academe?*

9e. *What incentives are there for those who excel?*

9f. *How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?*

**10. The following questions are concerned with the use of technology in the teaching/learning situation.**

10a. *Would you say that MEDUNSA is adequately equipped to offer computer-based education programmes that would bring technology into the teaching/learning situation more effectively?*

10b. *What facilities are there for e-learning?*

10c. *Do you feel that MEDUNSA has the technical support to run e-learning effectively?*

10d. *Do you feel that the budget can support e-learning?*

**11. The Green Paper identified distance education as a way of addressing the issue of massification in higher education. What is MEDUNSA's stance on offering training in distance education to academic staff?**

**12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. What is the university's role in assisting academics to cope with the challenges of empowering students who have been educationally disadvantaged?**



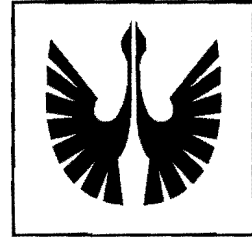
**13.** *Is there anything else you would like to comment on?*





## **APPENDIX D**

The covering letter and interview  
schedule for the Deans



P.O. Box 50  
MEDUNSA  
0204

10/01/2003

Dean: (Faculty name)  
MEDUNSA  
0204

**Re: Interview concerning research on academic staff development**

Dear Professor .....

Thank you for agreeing to be a participant in the interview study pertaining to my research on academic staff development at MEDUNSA. The focus of my research is on the enhancement of excellence amongst the academe.

The results of the study will be used to improve staff development programs so that academic excellence can be enhanced while accommodating the demands of educational transformation and innovation. On completion of the study, an abstract of the findings will be sent to you.

I would like to assure you that the information obtained during the interview will be treated with strict confidentiality and will be used for research purposes only. Please find attached a copy of the interview schedule that will be used during the interview. If you have any questions or would like to make additions to the interview schedule, please feel free to contact me at X4120; e-mail address: [Hassan1@MEDUNSA.ac.za](mailto:Hassan1@MEDUNSA.ac.za).

Yours sincerely

S. Hassan



## INTERVIEW SCHEDULE FOR DEANS

### **TITLE OF PROJECT: A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERISTY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION**

1. My first question is:

In your opinion, what should MEDUNSA be doing, regarding academic staff development, that it is not already doing?

1.2 How effective is MEDUNSA in:

- a) Preparing academics for OBE implementation?
- b) Improving the quality of the academe?
- c) Training academics to use technology in the teaching/learning process?
- d) Providing facilities for using technology in the teaching/learning situation?

Please elaborate on each of the above.

2. Next, I would like to ask you something about your vision and mission for your faculty. What is your mission and vision for your faculty? How are you going to deliver this mission and vision?
3. The following question relates to educational transformation. How are you managing your academic departments to deliver your goals for educational transformation with the departments?
4. What are you currently doing to assist in the development of academics, in an era of educational transformation?

The following questions pertain to the imperatives of educational transformation:

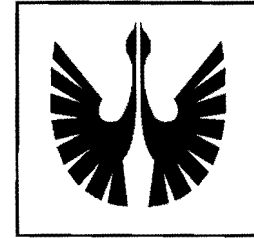
- 4.1 What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your faculty?
  - 4.2 What are you doing to promote innovative practices in teaching and learning in your faculty?
  - 4.3 What is your stance on the implementation of e-learning and computer-based programs in your faculty?
  - 4.4 What are you doing in your faculty to improve the quality of academics as educators and researchers?
  - 4.5 What are you doing to promote the scholarship of teaching in your faculty?
  - 4.6 How do you manage staff to achieve research excellence in their department?
  - 4.7 What support do you provide in enhancing the academic development of women and blacks in your faculty?
5. Do you have any other comments?





## **APPENDIX E**

The covering letter and interview  
schedule for the Heads of Department



P.O. Box 50  
MEDUNSA  
0204

10/02/2003

Professor.....  
P.O.Box ....  
MEDUNSA  
0204

**Re: Interview concerning research on academic staff development**

Dear Professor ,

Thank you for agreeing to be a participant in the interview study pertaining to my research on academic staff development at MEDUNSA. The focus of my research is on the enhancement of excellence amongst the academe.

The results of the study will be used to improve staff development programmes so that academic excellence can be enhanced while accommodating the demands of educational transformation and innovation. On completion of the study, an abstract of the findings will be sent to you.

I would like to assure you that the information obtained during the interview will be treated with strict confidentiality and will be used for research purposes only. Please find attached a copy of the interview schedule that will be used during the interview. If you have any questions or would like to make additions to the interview schedule, please feel free to contact me at X4120; e-mail address: [Hassan1@MEDUNSA.ac.za](mailto:Hassan1@MEDUNSA.ac.za).

Yours sincerely

S. Hassan



## INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENT

### TITLE OF PROJECT: A STUDY OF THE DYNAMICS OF ACADEMIC STAFF DEVELOPMENT AT THE MEDICAL UNIVERISTY OF SOUTHERN AFRICA IN AN ERA OF EDUCATIONAL TRANSFORMATION

1.1 My first question is:

In your opinion, what should MEDUNSA be doing, regarding academic staff development, that it is not already doing?

1.2 Also, how effective is MEDUNSA in:

- a) Preparing academics for OBE implementation?
- b) Improving the quality of the academe?
- c) Training academics to use technology in the teaching/learning process?
- d) Providing facilities for using technology in the teaching/learning situation?

Please elaborate on each of the above.

2. Next, I would like to ask you something about your vision and mission for your department. What is your mission and vision for your department? How are you going to deliver this mission and vision?
3. The following question relates to educational transformation. How are you managing your department to deliver your goals for educational transformation with the department?
4. What are you currently doing to assist in the development of academics in your department, in an era of educational transformation?

The following questions pertain to the imperatives of educational transformation:

- 4.1 What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your department?
  - 4.2 What are you doing to promote innovative practices in teaching and learning in your department?
  - 4.3 What is your stance on the implementation of e-learning and computer-based programs in your department?
  - 4.4 What are you doing in your department to improve the quality of academics as educators and researchers?
  - 4.5 What are you doing to promote the scholarship of teaching in your department?
  - 4.6 How do you manage staff to achieve research excellence in the department?
  - 4.7 What support do you provide in enhancing the academic development of women and blacks in your department?
5. Do you have any other comments?



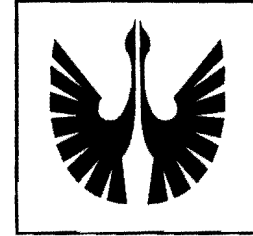


## **APPENDIX F**

Reminders for the return of the self-administered questionnaire



MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



**MEDUNSA**

P.O.Box 50  
MEDUNSA  
0204  
22/04/2003

**Re: Return of questionnaires**

Dear colleague

Two weeks ago I had sent out self-administered questionnaires to academic staff at MEDUNSA. This letter serves as a reminder for the completion of those questionnaires. The questionnaire is one of the instruments in my research on the enhancement of academic excellence through staff development.

It is imperative that the needs, perceptions and expectations of academics are taken into account in the design and implementation of future staff development programmes. Thus, your input in this study is very significant as it will impact on the nature of staff development programmes at MEDUNSA.

I would be very appreciative if you could complete the questionnaire that was sent to you and return it to L.Hassan, CADS, P.O.Box 50, MEDUNSA, no later than the **29/04/2003**. If you have lost your questionnaire and require another, please contact me on extension 4120 or e-mail me at [LHassan@webmail.co.za](mailto:LHassan@webmail.co.za).

Confidentiality and anonymity in this study is guaranteed and you will not be identified. The results will be used for research purposes only.

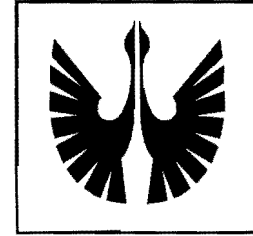
If you have already submitted the questionnaire, I would like to thank you for doing so and kindly ignore this letter.

Yours sincerely

S. Hassan



MEDICAL UNIVERSITY  
OF SOUTHERN AFRICA



MEDUNSA

P.O.Box 50  
MEDUNSA  
0204  
29/04/2003

The Head of Department  
MEDUNSA  
0204

**Re: Second reminder for submission of questionnaires**

Dear Colleague

I am currently involved in research on academic staff development at MEDUNSA with a view to improving the design and implementation of staff development programmes. In this regard, I had distributed questionnaires pertaining to a needs analysis and perception survey.

I would like to improve the response rate further and would appreciate it if you could remind the members of (full-time, permanently employed) academic staff in your department to please complete and return those questionnaires if they had not already done so. Confidentiality and anonymity is guaranteed and no person will be identified. Questionnaires should be mailed to: S. Hassan, P.O.50, MEDUNSA as soon as is conveniently possible.

Thanking you in advance for your anticipated co-operation.

Regards

S.Hassan





**E-MAIL MESSAGE SENT VIA THE GLOBAL ADDRESS LIST ON 19/05/2003**

**Re: Third reminder for return of questionnaires**

Dear Colleague

This serves as a third reminder for the return of questionnaires on academic staff development, for those individuals who have not already returned them.

I have decided to extend the submission date to **30/5/2003** in order to achieve an even higher response rate. If you require another questionnaire, please contact me on extension 4120. Your response will be totally confidential and anonymity is guaranteed. No attempt will be made to identify you.

Many thanks to those staff who have already completed and returned the questionnaire. I really appreciate your support and involvement in this study.

Regards  
S. Hassan  
(CADS)



## **APPENDIX G**

**Coded transcripts of the interviews with the  
Management of CADS and Executive  
Management**



## COLOUR CODING OF CATEGORIES:

STAFF DEVELOPMENT

EDUCATIONAL TRANSFORMATION

CURRICULUM DEVELOPMENT (OBE AND PBL)

SCHOLARSHIP

QA

ICT

## Coded transcripts of the interview with the Management of CADS

1. *What is driving academic staff development at MEDUNSA?*

“There are multiple factors. The legislative context, changed higher education, national policy frameworks, for example, SAQA, registration requirements for 2003. All these have precipitated the need for staff to acknowledge that previous training may no longer be relevant. Staff need to know new techniques and acquire new understandings in terms of teaching and assessing”.

### NEW STAFF DEVELOPMENT FRAMEWORKS

2a. *What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development at meso or institutional level are being realised?*

“CADS works as an interface between what is happening at institutional level and what’s happening at departmental level. CADS’s role is to put forward policies and visions of structures at various committees, for example the Academic Planning Committee (APC), the Curriculum Development Committee (CDC), the Academic Development Committee (ADC)-which are chaired by senate. Our role is to translate the Executive Manager’s vision for academic processes into system-wide processes. CADs plays an important role in co-ordinating and designing systems. Therefore, ours is not just a supportive role but a driving role as well”.

### ROLE OF CADS IN IMPLEMENTING STAFF DEVELOPMENT POLICIES

2b. *To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?*

“I consult with people when it comes to evaluation of teaching and learning and curriculum development. I have interviews with key stakeholders and that information is put into an understandable policy document. This is constantly up for review and goes to senate for ratification”.

### CURRENT TRENDS IN STAFF DEVELOPMENT PRACTICES

3a. *How successful are these staff development initiatives?*

“Not so successful. The energy that is put in is really not worth it”.





### POOR STAFF DEVELOPMENT ATTENDANCE

- 3b. *Can you comment on the attendance of staff development programmes? Could you give evidence and examples.*

“When you have workshops, you get about 30 people, usually junior staff. Its harder to get senior academics. People are highly resistant when asked by the head of department to come to a workshop”.

### POOR STAFF DEVELOPMENT ATTENDANCE

- 3c. *If attendance is not satisfactory, can you give a reason for this?*

“Academics are responsible for service delivery, community development and own clinical involvements; academics are overstretched. The mentality of clinicians is that they are not teachers. Teaching is not well rewarded. Promotion relies on research outputs not excellence in teaching. Junior staff attend and are more prepared to admit that they don’t know. Senior academics like HOD’s are insecure about admitting in public what they should know”.

### POOR STAFF DEVELOPMENT ATTENDANCE: OVERLOAD OF WORK TEACHING IS UNDER-REWARDED

4. *In the implementation of staff development programmes, are the visions of the Executive Manager for academic staff development being realised? Please elaborate.*

“The DVC is passionate about the quality of teaching and learning, to get students to think critically and to problem solve in addition to “rural training “ for doctors where they can use alternate methods in rural areas. The visions of the DVC are not fully realised because people are not actively involved in academic issues. He’s aware that constraints of facilities and resources exist. He wants to look at task teams to explore e-learning. He’s requested that we look at interdisciplinary connections, for example, a common bioethics course that could be shared amongst faculty”.

### VISIONS OF EXECUTIVE MANAGER FOR STAFF DEVELOPMENT

5. **The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country.**

- 5a. *What is the role of CADS in implementing educational transformation at micro level?*

“Creating awareness of transformation initiatives, for example teaching/learning issues, the NAP document, QA frameworks and to get people to critically discuss these documents and how it affects them. Academics don’t understand links between broader frameworks of educational transformation and policy documents like the White Paper on Higher education and the NCHE”.

### ROLE OF CADS IN EDUCATIONAL TRANSFORMATION: CREATING AWARENESS



## DISSEMINATING INFORMATION

- 5b. *Are academics kept informed about current trends in higher education transformation? How is this being done?*

“Through the internet-although this is not always reliable. The process usually used is faculty committees, for example the APC. Senate is informed then hard copies of documents are sent to Deans of faculties who have the responsibility to disseminate information to HODs who then inform academic staff. This line of communication doesn’t always work all that well but is still a better way to get departments and peers to engage in discussion”.

## DISSEMINATION OF INFORMATION ON EDUCATIONAL TRANSFORMATION

- 5c. *Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.*

“Absolutely. If change is necessary then faculty need to know about this.

CADS can talk about why change makes sense and why it is necessary to change. There is no commitment to change but a compliance mentality. To obtain faculty buy-in, it is important to get on well with faculty. I have good interpersonal relations with Deans, HODs and take every opportunity to become involved in their discussions. I sit in on all faculty boards, executive committee of faculties and APCs. I’m able to draw a link between institutional decisions and departmental level, reinforcing that this (transformation) is important”.

## FACULTY BUY-IN FOR CHANGE

- 6. A consequence of educational transformation is the need to adopt a novel curriculum.**

- 6a. *What support and training is being provided by your unit to prepare academics for OBE implementation?*

“There is not much training being provided. CADS is still in a developmental stage. We only have one staff development practitioner. We’ve relied heavily on outside facilitators to provide training and guidance”.

## TRAINING IN OBE

- 6b. *Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?*

“No ways”.

## ADEQUACY OF TRAINING IN OBE

“Staff must understand what OBE is all about-its principles and all of its implications in terms of its assessment and teaching. People need to understand it and then buy-in to





it. People don't understand continuous assessment, group-work or student-centred learning".

#### ADDITIONAL TRAINING NEEDS IN OBE

**7. Problem-based learning is another innovation that is used predominantly at medical schools throughout the world.**

*7a. What is the unit's stance on offering training in PBL to academics?*

"It depends on what programme developers have decided. If programmes are not PBL based, CADS sees no need to offer training in this".

#### STANCE ON PBL

*7b. Why have you come to this decision?*

"Except for the pharmacy department, no other department uses PBL. We do not have the resources to offer training in PBL to people who don't use it- that would be an exercise in futility. CADS designs programmes in terms of the training needs of faculties".

#### NO TRAINING IN PBL LACK OF RESOURCES

*7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?*

"Yes, they could. If the principles of PBL apply to what people are doing and would be useful, for example, for doing things like facilitating group work, designing case studies. I would take care not to emphasise something that they are not using. PBL needs people who know how to do it".

#### BENEFITS OF PBL

**8. Now I would like to ask you something about scholarship.**

*8a. What is your emphasis regarding the scholarship of research and teaching and staff development.*

"A new postgraduate programme is being put up to provide academics who are not competent clinical researchers to take a different route, that is research on teaching. This programme will also be for people in academia who have not learnt how to teach".

#### POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

*8b. Is it research or teaching, or both, that is being developed? How is this done?*

"CADS is emphasising teaching and learning. Other departments are emphasising research".



## THE EMPHASIS OF CADS IS ON TEACHING/LEARNING

8c. *In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?*

“Yes. In the new programme we will be supervising postgraduate research. QA instruments are different in terms of what consultants will need in terms of training registrars”.

## POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

8d. *Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.*

“No. This is what we are going to put into place. We could look at incentives like the vice-chancellor’s award for best teacher”.

## POSTGRADUATE PROGRAMME IN HIGHER EDUCATION

**9. The next few questions relate to quality assurance:**

9a. *Does CADS have a QA policy for the development of academic staff? If so, what are the contents of this policy?*

“No”.

## QA POLICY FOR STAFF DEVELOPMENT

9b. *How is this policy being applied practically to ensure the improvement of quality amongst the academe?*

(This question was not asked because of the answer given in 9a).

9c. *What assessment strategies will be used to determine if there is any improvement in academic quality?*

“People are concerned about good quality in teaching and learning but it has not been formalised. We have external examiners, moderators but it is not part of a formal process. It’s the first time we are looking at it formally”.

## QA MECHANISMS

9d. *What criteria will be used to assess the quality of the academe?*

“We haven’t decided what criteria will be used to assess quality. There is intensive debate about criteria”.

## CRITERIA TO ASSESS QUALITY

9e. *Do you offer programmes that would better prepare academics to cope with limitations such as 1) large classes and 2) heavy workload. Please explain further.*





“We do. Based on needs assessment, such programmes are a standard feature in workshops, induction programmes and will be a feature in the new postgraduate programme”.

#### PROMOTION OF QUALITY IN TEACHING/LEARNING

**10. The following questions are concerned with the use of technology in the teaching/learning situation:**

*10a. What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation.*

“This is not co-ordinated”.

#### NO CO-ORDINATION OF ICT

*10b. Do e-learning and CBE form part of staff development programmes? Please explain.*

“We run courses on PowerPoint. We have a fancy R11 million video conferencing facility and we need to target people to use that”.

#### POWERPOINT COURSES

*10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?*

“No”.

#### LACK OF TECHNICAL SUPPORT FOR E-LEARNING

*10d. Do you feel that the budget can support e-learning?*

“The university budget has very little to play around with. Cad’s budget can’t support e-learning”.

#### LACK OF RESOURCES FOR E-LEARNING

**11. The Green Paper identifies distance education as a way of addressing the issue of massification in higher education. Are MEDUNSA staff receiving training as distance educators? If so, what training programmes are being run?**

“No. Distance education is not a strategic priority of this university”.

#### ALTERNATE MODES OF DELIVERY: DISTANCE EDUCATION

**12. Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. Do you offer staff development programmes that will assist educators in educating learners who have been previously disadvantaged? If so, what type of staff development programmes are offered.**



“We don’t offer these staff development programmes in the way it needs to be offered”.

13. *Is there anything else you would like to comment on?*

“If staff can handle diversity of learning and cope with legislative demand, that would be a good outcome. It is still very early and we are very ambitious. We also need to constantly monitor what we are doing”.

#### MONITORING OF STAFF DEVELOPMENT INITIATIVES

### **Coded transcripts of the interview with Executive Management**

1. *What is driving academic staff development at MEDUNSA?*

“People who teach at MEDUNSA have no educational background- teaching is foreign to them. They need to be put through a programme to assist them in setting up processes for student-based learning and helping staff to be better teachers. The academic staff development directorate within MEDUNSA would need to be reviewed so that this would be responsive to national requirements in higher education”.

#### EDUCATORS LACK AN EDUCATIONAL BACKGROUND

2a. *Does MEDUNSA have any policies for academic staff development? What are these policies?*

“Yes. We have a few academic staff development policies in place to assist staff development and we are responding to policy requirements from the National Department of Education to conform with quality development and to fit in with requirements of the new academic policy of government. Policy requirements from the Foundation of Tertiary Institutions in the Northern Metropolis (FOTIM) are also being put into place to fit in with a number of other requirements, for example foundational courses. All this is in the infancy stage-it still needs to be developed”.

#### STAFF DEVELOPMENT POLICIES AT MESO LEVEL

2b. *How are they put into practice?*

“Induction programmes for new staff and workshops have been held to expose academic staff to new policies, for example, the NAP, curriculum development and quality assurance. We are implementing these with respect to the 2003 deadlines for registration of qualifications. We think we are competing with national policies at the level of quality assurance and developing staff development programmes at the level of regional arrangement. *New staff have been appointed to look at foundation programmes*”.

#### IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAMMES





2c. *How do these policies compare with educational transformation policies made at macro level?*

“There seems to be compliance with national requirements with respect to curriculum processes, programme and qualification registration in all faculties. Policies are designed and directed towards conforming with macro policy requirements of the Department of Education”.

#### STAFF DEVELOPMENT POLICIES AT MESO LEVEL

2d. *How do these policies compare with current trends in academic staff development?*

“We are getting advice from other institutions for example the University of Pretoria, Rhodes, the South African Universities Vice-Chancellors’ Association (SAUVCA), the Department of Education, the CHE, the National Department of Education, Technikon Pretoria and the Pharmacy Council in developing staff development and curriculum regeneration”.

#### TRENDS IN STAFF DEVELOPMENT

3a. *In your opinion, how successful are these staff development initiatives?*

“In a milieu of rapid change, it is difficult to keep up with monitoring staff development within MEDUNSA. However, this is impacting on awareness for developing students who 1) are successful in academic work, 2) are lifelong learners and 3) would contribute to the socio-economic development of the community”.

#### SUCCESS OF STAFF DEVELOPMENT PROGRAMMES

3b. *How many academics are attending?*

“It is a great pity that we do not have as good a participation of academics in staff development programmes as we wish. Programmes are demanding and some do not have free time to attend. Some people, although being in the system for a long time, look towards staff development services for assistance”.

#### ATTENDANCE OF STAFF DEVELOPMENT PROGRAMMES

3c. *Are you satisfied with these attendance figures?*

“Definitely not. We need to improve on this. When people look after the lives of others, that takes priority and staff development is shifted to a secondary point of concentration. We need to balance this”.

#### SATISFACTION OF ATTENDANCE OF STAFF DEVELOPMENT PROGRAMMES

4. *Do you have any visions for academic staff development at MEDUNSA? Could you please give an overview of these visions?*

“Yes. I’m looking forward to a situation where staff may not be deployed in their various teaching functions unless they have gone through a teaching programme. We ultimately



will have such a busy centre at CADS that we may need to muscle up staffing and quality of staff that mans CADS”.

## VISION FOR ACADEMIC STAFF DEVELOPMENT

### 5. The following questions pertain to educational transformation.

5a. *Could you give an overview of the strategies that are in place at this institution at meso level to implement educational transformation issues in higher education?*

“This is occurring within an environment that resists change on the one hand and on the other wants to envisage change. This produces a lack of direction and anxiety. I see a process that is tainted by the political history of our country that wants to conform but also wants to reverse it. There are some good people who recognise that change is necessary and they should be given support. Change is also important in addressing the social aspects of the transformation process. We should make education reach a level that is not only internationally recognised but of importance to local people as well”.

### EDUCATIONAL TRANSFORMATION AT MESO LEVEL: RESISTANCE

5b. *What type of transformation does the university envisage in the next 10 years.*

“Change in the mindset of staff in looking at what they can do for the institution rather than what they can get out of it. Also, buy-in is necessary from academic staff to lead institution into a new era of development”.

### VISION FOR EDUCATIONAL TRANSFORMATION FACULTY BUY-IN

5c. *Do you have a longitudinal plan for this transformation?*

“I don’t have milestones that involve time frames. We want to have a one-stop shop where students and staff can get advice to fulfil the primary goal of the institution. That would be at CADS. I would like to see more change in extensions of human resources and facilities”.

### PLANS FOR EDUCATIONAL TRANSFORMATION

5d. *What is the annual budget reserved for transformational change?*

“The budget is housed in various outfits. There is no centralised budget that is allocated for educational transformation”.

### BUDGET ALLOCATION FOR EDUCATIONAL TRANSFORMATION

5e. *Are academics kept informed about current trends in educational transformation? How is this being done?*

“Yes. Information from the Department of Education is disseminated through my office to Deans, Directors, and HODs. Information is shared at various senate, council





committees, public relations and strategic management committees. Deans and directors should be sharing this information with their faculties and directorates”.

## DISSEMINATION OF INFORMATION ON EDUCATIONAL TRANSFORMATION

5f. *How does the university plan to go about gaining faculty buy-in for educational transformation?*

“The information sharing processes are intended to stimulate debate. Ideally, I should be sitting in at meetings to be gaining faculty buy-in for a new way of looking at change, but we are operating at 50% management capacity”.

## FACULTY BUY-IN

6. **A component of educational transformation is curricula innovation.**

6a. *Describe the role of senior management in facilitating the transition towards OBE.*

“The process taking place over a period of time has involved leadership in dissipating information from SAQA and the Health Professional Council of South Africa (HPCSA). We’ve participated in setting up workshops in facilitating this process. In our QA committees and senates planning committees, I’ve set aside time for reporting on curriculum development from faculties. Each Dean presents what the status is regarding curriculum development in their faculty. We’ve also put in place curriculum development committees of senate”.

## TRANSITION TOWARDS OBE

6b. *Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?*

“There can never be a time when we can say that we have done enough. The university is doing the best it can to support the process but more needs to be done. We need to review all the time to improve”.

## TRAINING IN OBE

7. **Problem-based learning is another innovation that is used predominantly at medical schools throughout the world.**

7a. *What is the university's stance on adopting and implementing PBL?*

“PBL on its own doesn’t seem to demonstrate more than the orthodox way of learning. We’re comfortable adopting a hybrid system, but not pure PBL. We want to be wide in our view of education rather to be fixed in one method”.

## STANCE ON PBL

7b. *Why have you come to this decision?*



“The results world-wide do not show a definite superiority of PBL. We will learn more from wide modes of delivery”.

#### STANCE ON PBL

7c. *Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?*

“Certainly, no doubt about it. A great deal is outcomes based, and more can be learned from outcomes-based learning”.

#### TRAINING IN PBL

**8. Now I would like to ask you something about scholarship.**

8a. *On the issue of scholarship of research and teaching, what is being emphasised? Is it teaching or research, or both?*

“Both. Since its inception the institution has concentrated on teaching. There has been a significant shift in commitment towards the generation of knowledge. We see the importance of teaching on the same level as research and research development”.

#### EMPHASIS ON RESEARCH AND TEACHING

8b. *How is this (research and/or teaching) being promoted by the university?*

“The directorate of research is involved in investigating financial resources and to encourage those researchers without sufficient resources. We also amass support outside the institution. We encourage collaboration with other institutions, for example, the Medical Research Council (MRC) and Wellcome Trust and we look for partners for our researchers”.

#### PROMOTION OF RESEARCH

8c. *Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.*

“At graduate level research is encouraged. At undergraduate level, research is also demonstrated by some, for example, the department of Physiotherapy. There is more emphasis on teaching at undergraduate level. Since 1995 MEDUNSA decided that all masters programmes are going to have a significant research base. Teaching is still there at postgraduate level but its role is taking a back seat”.

#### EMPHASIS OF RESEARCH AND TEACHING

8d. *Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?*

“There’s more rewards accompanying research than teaching. We need to encourage activity in research and teaching-this has not been done to our own satisfaction”.

#### REWARD STRUCTURES FOR TEACHING AND RESEARCH





**9. The next few questions relate to quality assurance:**

9a. *Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?*

“External review is part of our life in the health sciences. We have had exams moderated and reviewed and evaluated by peers in other institutions. Our professional programmes have had a process of audit and evaluation. We have not seen the thrust towards QA as a novel idea. It is there to strengthen what we are doing”.

**QA MECHANISMS**

9b. *What is the university doing to improve the quality of its academe?*

“MEDUNSA supports staff to go to conferences and workshops. Workshops are held and budgets are allocated for that. We support staff who want to improve their qualifications”.

**PROMOTING THE QUALITY OF ACADEMICS**

9c. *How will the university measure or determine if an improvement in quality of its academe has taken place?*

“Production of research papers, presentation of new information at conferences, sharing with national bodies. If we have staff sitting in at editorial boards at some of the journals in higher education, that would be a significant outcome”.

**MANAGEMENT OF QUALITY AMONG ACADEMICS**

9d. *What criteria will be used to assess the quality of the academe?*

“Participation in various bodies in the educational arena. Participation in QA processes within and outside the institution. Membership of committees that discuss various techniques for educational programmes. External examination nationally and internationally. Service, research and teaching and whether graduates are able to meet outcomes”.

**CRITERIA FOR ASSESSING QUALITY AMONG ACADEMICS**

9e. *What incentives are there for those who excel?*

“When a person applies for promotion the following is taken into account: quality of research, teaching and training, community development and leadership. This is still fragmented and has to be intensified”.

**INCENTIVES FOR ACADEMIC EXCELLENCE**

9f. *How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?*



“It is difficult for a person who is attending to a patient to leave that patient and attend a staff development programme. The benefits of improving the quality of teaching has to be weighed against the nature of their work”.

### PROMOTION OF QUALITY IN TEACHING/LEARNING

**10. The following questions are concerned with the use of technology in the teaching/learning situation:**

*10a. Would you say that MEDUNSA is adequately equipped to offer CBE programmes that would bring technology into the teaching/learning situation more effectively?*

“No. We are not adequately equipped in relation to facilities and staff are not prepared/trained to deliver computer-based programmes. We are muscling up at human resources level to support technology-based teaching and learning”.

### APPLICATION OF TECHNOLOGY IN TEACHING/LEARNING

*10b. What facilities are there for e-learning?*

“Rooms and facilities are available but not used as well as they should. Facilities are used more for computer literacy rather than to assist students with their own learning. The Department of Family Medicine uses e-learning centre for grand rounds”.

### FACILITIES FOR E-LEARNING

*10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?*

“In terms of numbers, yes; in terms of quality, no. A person who can provide technical support will be recruited soon. Academic staff will be supported to develop technology-based learning and to buy-in to technology-based learning”.

### TECHNICAL SUPPORT FOR E-LEARNING

*10d. Do you feel that the budget can support e-learning?*

“I’m convinced that it can. Not only is it possible but it must be done”.

### BUDGET FOR E-LEARNING

**11. The Green Paper identifies distance education as a way of addressing the issue of massification in higher education. What is MEDUNSA’s stance on offering training in distance education to academic staff?**

“We do not believe the type of distance education can be categorized as distance education as distance education institutions offer it. We have already penetrated that market. The NSPH runs from a distance mode. We should be able to run academic development programmes using our electronic classrooms from main campus so that staff don’t have to travel to MEDUNSA but can still participate”.





## ALTERNATE MODES OF DELIVERY: DISTANCE EDUCATION

12. **Educational transformation policies also focus on addressing equity and past imbalances. Also, the mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. What is the university's role in better preparing academics to cope with the challenges of empowering students who have been educationally disadvantaged?**

"The institution can and is poised towards improving the lot of those who are disadvantaged. We have programmes that have optimistic requirements for entry. We also need to address imbalances. Foundation programmes will assist in doing that".

13. *Is there anything else you would like to comment on?*

"This investigation is going to have a positive impact on the development of good practice within the institution and to point out where improvements can be made at the level of management, directorates and academics and help being a watchdog for the implementation of the transformation process. If it could have an impact on changing the mindset of staff and at national level, it would be of assistance for us and we would harvest off this very necessary but difficult process".

## STAFF DEVELOPMENT: VALUE OF STUDY