

# **TOWARDS ACADEMIC STAFF DEVELOPMENT IN THE FACULTY OF ARTS AT THE UNIVERSITY OF DURBAN- WESTVILLE**

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Thesis presented in partial fulfillment of the requirements for the degree of

**MAGISTER PHILOSOPHAE**



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## **DECLARATION**

**I, THE UNDERSIGNED, HEREBY DECLARE THAT THE WORK CONTAINED IN THIS THESIS IS MY OWN ORIGINAL WORK AND HAS NOT PREVIOUSLY IN ITS ENTIRETY OR IN PART BEEN SUBMITTED AT ANY UNIVERSITY FOR A DEGREE.**

21 November 2000

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Date

## ACKNOWLEDGEMENTS

Ever since my involvement in academic support/development activities in the early nineties as a tutor in the Department of Sociology and then in the Department of Criminology, I was searching for ways in which to enhance student learning and thereby increase the pass rate. During this search, I stumbled upon many interesting ideas and theories. What I suspected then, I know now to be true – that staff development influences student development in more ways than one. In many respects this thesis is a culmination of years of research and teaching and is thus a logical end to my search for the advancement of learning in higher education. For this I have the following people to thank.

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Shaheeda Essack  
NAME

21 November 2000  
DATE

## SUMMARY

The aim of this study was to investigate the need for a staff development programme for academics in the Faculty of Arts at the University of Durban-Westville. This thesis has five chapters. Chapter One is the introductory chapter and examines the nature of the study in relation to the aims of the study, sub-problems, various definitions of staff development and formulates a hypothesis. The hypothesis states that: "There is a definite need for an academic staff development programme in the Faculty of Arts at the University of Durban-Westville." This hypothesis is then followed by a motivation and rationale of the study followed by a discussion of background studies on staff development. The limitations, strengths and scope of the study are presented followed by some preliminary considerations.

Chapter Two provides an in-depth examination of staff development. It begins with a critical discussion of the various philosophies that underpin staff development practices. These philosophies include positivism, hermeneutics and the political nature of staff development. This is followed by a discussion on the goals of higher education and its link to staff development. Special reference is made to the South African context, quality assurance in South African universities and staff development programmes at the Historically Black Universities. Thereafter, an in-depth discussion of the link between teaching and learning is presented. This is accomplished by referring to theories of teaching and learning in higher education. Once this is completed, the entire spectrum of staff development activities is presented. This discussion begins with a description of the various competencies of the lecturer followed by a presentation of two models on staff development. The following staff development practices are then discussed in detail: induction programmes, seminars and workshops, reflective teaching and self-directed practice, mentoring, consultation, personal growth contracts, the cascades method and micro-teaching. This discussion is consolidated by presenting the case of the University of Durban-Westville and motivating for the need for academic staff development in the Faculty of Arts.

Chapter Three presents the research design and methodology – it outlines the steps undertaken in the current study. Both qualitative and quantitative methods of research were utilized. The primary means of collecting data was the survey which included the dissemination of questionnaires to both third year students and lecturers in the Faculty of Arts. Students were selected from the population of third year students in the Faculty of Arts. A proportional stratified randomized sampling procedure was applied to both the population of staff and students.

Chapter Four presents the analysis of the data in a systematic way. The student questionnaire is analyzed followed by an analysis of the staff questionnaire. These results are presented in table form, followed by a discussion. There are 38 tables in this chapter.

Chapter Five is the final chapter that presents the conclusions drawn from the study and provides recommendations for the establishment of a staff development programme.

## OPSOMMING

Die doel van hierdie navorsing was om die behoefte te bepaal vir 'n personeelontwikkelingsprogram vir akademici in die Fakulteit Geesteswetenskappe aan die Universiteit van Durban-Westville. Hoofstuk Een is die inleidende hoofstuk en ondersoek die aard van die navorsing in verhouding tot die doelwitte daarvan, subprobleme, verskeie definisies van personeelontwikkeling, en formuleer 'n hipotese. Die hipotese stel dit so: "Daar is 'n besliste behoefte aan 'n personeelontwikkelingsprogram in die Fakulteit Geesteswetenskappe aan die Universiteit van Durban-Westville." Hierdie hipotese word dan gevolg deur 'n motivering en 'n grondrede vir die navorsing. 'n Bespreking van die agtergrondstudies oor personeelontwikkeling volg daarop. Die beperkinge, sterk punte en omvang van die navorsing word dan voorgele. Daarna volg 'n paar inleidende beskouinge.

Hoofstuk twee bied 'n diepgaande ondersoek na personeelontwikkeling. Dit begin met 'n kritiese bespreking van die verskillende filosofie wat onderliggende is aan personeelontwikkelingspraktyke. Hierdie filosofieë sluit positivisme, hermeneutiek en die politieke aard van personeelontwikkeling in. Dit word gevolg deur 'n bespreking van die doelwitte van hoër onderwys en die verband wat dit met personeelontwikkeling het. Daar word in die besonder verwys na die Suid-Afrikaanse konteks, gehalteversekering in Suid-Afrikaanse universiteite en personeelontwikkelingsprogramme by Histories Swart Universiteite. Daarna volg 'n diepgaande bespreking van die verband tussen onderrig en leer, waartydens daar na onderrig en leer-teorieë in die hoër onderwys verwys word. Vervolgens word die totale spektrum van personeelontwikkelingsaktiwiteite ondersoek. Hierdie bespreking begin met 'n beskrywing van die verskillende bevoegdhede waaraan dosente moet voldoen, en word gevolg deur 'n voorlegging van twee personeelontwikkelingsmodelle. Die volgende personeelontwikkelingspraktyke word dan in besonderhede bespreek: oriëntingsprogramme, seminare en werkswinkels, reflektiewe onderwys en selfgerigte praktyk, mentorskap, konsultasie, persoonlike ontwikkelingskontrakte, die "cascades method" en mikro-onderrig. Hierdie bespreking word dan saamgevat deur die saak van die Universiteit van Durban-Westville te stel. Die behoefte aan personeelontwikkeling vir akademici in die Fakulteit Geesteswetenskappe, word gemotiveer.

In Hoofstuk drie word die navorsingsontwerp en -metodologie uiteengesit. Dit verduidelik die prosedure wat gevolg is in die navorsing. Beide kwalitatiewe en kwantitatiewe ondersoekmetodes is gebruik. Die primere metode om data in te samel, was die meningsopname wat die uitstuur van vraelyste vir beide derdejaarstudente en dosente in die Fakulteit Geesteswetenskappe ingesluit het. Studente is gekies uit die derdejaarstudente in die Fakulteit Geesteswetenskappe. 'n Proporsioneel gestratifiseerde ewekansige monsternemingsprosedure is toegepas op beide die personeel en die studente.

Hoofstuk Vier bied 'n sistematiese ontleding van die response op die vraelyste. Die studente se response op die vraelyste is ontleed en daarna is 'n ontleding van die personeel se vraelyste gedoen. Die uitslae hiervan word in tabelvorm voorgelê en word daarna bespreek.

Hoofstuk vyf is die slothoofstuk wat die gevolgtrekkings wat uit hierdie navorsing gemaak word, uiteensit, en voorstelle maak vir die daarstel van 'n personeelontwikkelingsprogram.

**DEDICATED TO ALL MY STUDENTS, PAST,  
PRESENT AND FUTURE**

## **TABLE OF CONTENTS**

	<b>Page</b>
<b>CHAPTER ONE.....</b>	<b>1-23</b>
 <b>INTRODUCTION</b>	
<b>1.1 INTRODUCTORY ORIENTATION</b>	<b>1</b>
<b>1.2 SUB-PROBLEMS</b>	<b>8</b>
<b>1.3 THE HYPOTHESIS</b>	<b>10</b>
<b>1.4 AIMS OF THE STUDY</b>	<b>10</b>
<b>1.5 TOWARDS A COMPREHENSIVE WORKING DEFINITION OF ACADEMIC STAFF DEVELOPMENT</b>	<b>11</b>
<b>1.6 MOTIVATION AND RATIONALE OF THE STUDY</b>	<b>15</b>
<b>1.7 SOME INSIGHTS ON ACADEMIC STAFF DEVELOPMENT</b>	<b>18</b>
<b>1.8 THE SCOPE OF THE STUDY</b>	<b>20</b>
<b>1.9 STRENGTHS AND LIMITATIONS</b>	<b>20</b>
<b>1.10 SOME PRELIMINARY CONSIDERATIONS</b>	<b>21</b>
<b>1.11 DEFINITIONS OF CONCEPTS USED IN THE STUDY</b>	<b>21</b>
<b>1.12 GENERAL STRUCTURE OF THE STUDY</b>	<b>23</b>
 <b>CHAPTER TWO.....</b>	 <b>24 - 105</b>
 <b>A CRITICAL ASSESSMENT OF STAFF DEVELOPMENT PRACTICES IN HIGHER EDUCATION AND THE CASE OF THE UNIVERSITY OF DURBAN- WESTVILLE (UDW)</b>	
 <b>2.1 INTRODUCTION</b>	 <b>24</b>

	<b>Page</b>
<b>2.2 ACADEMIC STAFF DEVELOPMENT - ITS UNDERLYING PHILOSOPHY</b>	<b>26</b>
2.2.1 Positivism and its influence on staff development	27
2.2.2 Hermeneutics and its influence on staff development	28
2.2.3 The political nature of academic staff development	31
<b>2.3 THE GOALS OF HIGHER EDUCATION</b>	<b>32</b>
<b>2.4 HIGHER EDUCATION IN SOUTH AFRICA AND THE PROCESS OF TRANSFORMATION</b>	<b>35</b>
<b>2.5 QUALITY ASSURANCE AND ACADEMIC STAFF DEVELOPMENT</b>	<b>39</b>
<b>2.6 QUALITY ASSURANCE IN SOUTH AFRICAN UNIVERSITIES</b>	<b>41</b>
<b>2.7 THE INTERRELATEDNESS BETWEEN STAFF DEVELOPMENT AND CURRICULUM DEVELOPMENT</b>	<b>43</b>
2.7.1 The relationship between teaching and learning	46
2.7.1.a <i>Principles of classroom learning</i>	46
2.7.1.b <i>Learning in relation to the disadvantaged and under-prepared student</i>	50
2.7.1.c <i>Learning to teach in higher education</i>	50
<b>2.8 THE RELATIONSHIP BETWEEN THEORIES OF LEARNING AND ACADEMIC STAFF DEVELOPMENT</b>	<b>55</b>
2.8.1 Behaviourist theories	56
2.8.2 Cognitive theories	57
2.8.3 Holistic theories	59

	<b>Page</b>
<b>2.9 THEORIES OF TEACHING IN HIGHER EDUCATION</b>	<b>66</b>
<b>2.10 THE NATURE OF ACADEMIC STAFF DEVELOPMENT</b>	<b>74</b>
<b>2.11 FUNCTIONS PERFORMED BY THE LECTURER</b>	<b>76</b>
2.11.1 The lecturer as researcher	76
2.11.2 Other areas of development - specific competencies	79
<b>2.12 MODELS OF STAFF DEVELOPMENT</b>	<b>80</b>
<b>2.13 STAFF DEVELOPMENT PRACTICES</b>	<b>81</b>
2.13.1 Induction programmes	85
2.13.2 Seminars and workshops	86
2.13.3 Reflective practice and self-directed teaching	87
2.13.4 Mentoring	89
2.13.5 Consultation	92
2.13.6 Personal growth contracts	94
2.13.7 The cascades method	94
2.13.8 Micro-teaching	96
2.13.9 Sabbaticals	96
2.13.10 Portfolios	97
2.13.11 Twinning	98
2.13.12 Distinguishing features between staff development practices	99
<b>2.14 THE CASE OF UDW</b>	<b>99</b>
<b>2.15 SELECTION OF STAFF DEVELOPERS</b>	<b>102</b>
<b>2.16 FACTORS THAT CONTRIBUTE TO THE SUCCESS/ FAILURE OF A STAFF DEVELOPMENT PROGRAM</b>	<b>103</b>

	<b>Page</b>
2.16.1 Evaluating staff development programmes	104
<b>2.17 SUMMARY</b>	<b>104</b>
<b>CHAPTER THREE.....</b>	<b>106-135</b>
<b>RESEARCH DESIGN AND METHODOLOGY</b>	
<b>3.1 INTRODUCTION</b>	<b>106</b>
<b>3.2 STAGES IN THE RESEARCH PROCESS</b>	<b>107</b>
3.2.1 Formulating the research problem - cases, variables and relationships	108
3.2.2 Formulating the research problem (research objectives)	108
3.2.3 Research design	110
3.2.3.a <i>Conceptualization - Formulating key concepts</i>	111
3.2.3.b <i>Conceptualization - Formulating the research hypothesis</i>	111
3.2.3.c <i>Operationalization</i>	113
3.2.3.d <i>Sampling</i>	128
3.2.3.e <i>Data collection - data sources, reactivity and control</i>	132
3.2.3.f <i>Data collection - sources of error</i>	133
3.2.3.g <i>Data collection - ensuring reliability</i>	134
3.2.3.h <i>Data analysis and interpretation</i>	135
<b>3.3.4 WRITING THE RESEARCH REPORT</b>	<b>135</b>

	<b>Page</b>
<b>3.4 SUMMARY</b>	<b>135</b>
<b>CHAPTER FOUR.....</b>	<b>136-195</b>
<b>ANALYSIS OF DATA</b>	
<b>4.1 INTRODUCTION</b>	<b>136</b>
<b>4.2 ANALYSIS OF THE STUDENT QUESTIONNAIRE</b>	<b>137</b>
<i>4.2.1 Analysis of Section A - Independent Variables</i>	<b>137</b>
<i>4.2.2 Analysis of Section B - Students' views on academic staff             development</i>	<b>144</b>
<b>4.3 ANALYSIS OF THE STAFF QUESTIONNAIRE</b>	<b>150</b>
<i>4.3.1 Analysis of Section A - Independent variables</i>	<b>151</b>
<i>4.3.2 Analysis of Section B - Staff development</i>	<b>157</b>
<i>4.3.3 Analysis of Section C - Student academic development</i>	<b>174</b>
<i>4.3.4 Analysis of Section D - Quality assurance</i>	<b>176</b>
<b>4.4 SUMMARY</b>	<b>194</b>
<b>CHAPTER FIVE.....</b>	<b>196-210</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
<b>5.1 INTRODUCTION</b>	<b>196</b>
<b>5.2 AN OVERVIEW OF BACKGROUND CHAPTERS</b>	<b>196</b>

	<b>Page</b>
<b>5.3 CONCLUSIONS</b>	<b>198</b>
5.3.1 <i>Staff development in terms of student response</i>	<b>198</b>
5.3.2 <i>Staff development in terms of staff response</i>	<b>200</b>
<b>5.4 RECOMMENDATIONS</b>	<b>201</b>
5.4.1 <i>The macro-level - A university policy on staff development</i>	<b>201</b>
5.4.2 <i>The micro-level - induction programmes</i>	<b>202</b>
5.4.3 <i>Continuing staff development programmes</i>	<b>203</b>
5.4.4 <i>Forms of staff development programmes</i>	<b>205</b>
5.4.5 <i>Modes of delivery</i>	<b>206</b>
5.4.6 <i>Evaluation of teaching</i>	<b>207</b>
5.4.7 <i>Vice-Chancellor's award for quality teaching</i>	<b>208</b>
5.4.8 <i>Staff developers</i>	<b>208</b>
<b>5.5 SUMMARY</b>	<b>209</b>
<b>BIBLIOGRAPHY</b>	<b>211</b>
<b>ACRONYMS AND ABBREVIATIONS USED IN THE STUDY</b>	<b>vii</b>
<b>LIST OF TABLES</b>	<b>viii</b>
<b>LIST OF FIGURES</b>	<b>xi</b>
<b>APPENDIX I</b>	<b>221</b>
<b>APPENDIX II</b>	<b>227</b>

## **ACRONYMS AND ABBREVIATIONS USED IN THE STUDY**

<b>AD</b>	<b>Academic Development</b>
<b>AS</b>	<b>Academic Support</b>
<b>CTL</b>	<b>Center for Teaching and Learning</b>
<b>HBU</b>	<b>Historically Black Universities</b>
<b>HDU</b>	<b>Historically Disadvantage Universities</b>
<b>HWU</b>	<b>Historically White Universities</b>
<b>HEQC</b>	<b>Higher Education Quality Committee</b>
<b>MESAB</b>	<b>Medical Education for South African Blacks</b>
<b>NCHE</b>	<b>National Commission on Higher Education</b>
<b>NQF</b>	<b>National Qualifications Framework</b>
<b>SA</b>	<b>South Africa</b>
<b>SAQA</b>	<b>South African Qualifications Authority</b>
<b>UDW</b>	<b>University of Durban-Westville</b>
<b>UNESCO</b>	<b>United Nations Education and Science Committee</b>
<b>UNISA</b>	<b>University of South Africa</b>
<b>USA</b>	<b>United States of America</b>

## LIST OF TABLES

	<b>Page</b>
<b>TABLE 1.1 ENROLMENT NUMBERS AT SA UNIVERSITIES 1997/1998</b>	<b>4</b>
<b>TABLE 1.2 HOME LANGUAGE OF 1996 UNDER-GRADUATE STUDENTS</b>	<b>7</b>
<b>TABLE 2.1 THE VIEW OF HUMANKIND IN THE TRADITIONAL AND DIALECTIC EPISTEMOLOGY</b>	<b>30</b>
<b>TABLE 2.2 BREAKDOWN ON STAFF DEVELOPMENT PROGRAMMES AT HBUs</b>	<b>42</b>
<b>TABLE 2.3 THE RELATIONSHIP BETWEEN STUDENTS' CONCEPTIONS OF LEARNING AND THEIR CONCEPTION OF TEACHING</b>	<b>72</b>
<b>TABLE 2.4 APPROACHES TO LEARNING</b>	<b>73</b>
<b>TABLE 3.1 BREAKDOWN OF THIRD YEAR STUDENTS IN THE FACULTY OF ARTS</b>	<b>129</b>
<b>TABLE 3.2 NUMBER OF STUDENTS SELECTED PER DISCIPLINE</b>	<b>130</b>
<b>TABLE 3.3 BREAKDOWN OF ACADEMICS IN THE FACULTY OF ARTS AT UDW AND THE SAMPLE SELECTED FOR THE STUDY</b>	<b>131</b>
<b>TABLE 4.1 AGE-GENDER DISTRIBUTION</b>	<b>138</b>
<b>TABLE 4.2 STUDENTS' SECONDARY SCHOOLING EXPERIENCE AS PREPARATION FOR HIGHER LEARNING</b>	<b>139</b>
<b>TABLE 4.3 LINGUISTIC BACKGROUND</b>	<b>141</b>
<b>TABLE 4.4 DISCIPLINE</b>	<b>143</b>
<b>TABLE 4.5 EXPERIENCE OF LECTURING IN THE FACULTY</b>	<b>144</b>
<b>TABLE 4.6 STUDENT DESCRIPTION OF THE QUALITY OF TEACHING IN THE FACULTY</b>	<b>146</b>

	<b>Page</b>
<b>TABLE 4.7 THE IMPORTANCE OF VARIOUS COMPONENTS OF LECTURE</b>	<b>147</b>
<b>TABLE 4.8 THE EXTENT OF THE NEED FOR ACADEMIC STAFF DEVELOPMENT</b>	<b>148</b>
<b>TABLE 4.9 AGE</b>	<b>151</b>
<b>TABLE 4.10 GENDER</b>	<b>152</b>
<b>TABLE 4.11 DISCIPLINE</b>	<b>153</b>
<b>TABLE 4.12 RANK/POSITION</b>	<b>154</b>
<b>TABLE 4.13 QUALIFICATION</b>	<b>155</b>
<b>TABLE 4.14 EXPERIENCE</b>	<b>156</b>
<b>TABLE 4.15 EMPLOYMENT</b>	<b>157</b>
<b>TABLE 4.16 THE NEED FOR STAFF DEVELOPMENT AT UDW</b>	<b>158</b>
<b>TABLE 4.17 NUMBER OF STAFF DEVELOPMENT WORKSHOPS ATTENDED</b>	<b>160</b>
<b>TABLE 4.18 PREPAREDNESS TO TEACH IN THE FACULTY</b>	<b>161</b>
<b>TABLE 4.19 FURTHER STUDIES</b>	<b>164</b>
<b>TABLE 4.20 INSTITUTION AND QUALIFICATION</b>	<b>165</b>
<b>TABLE 4.21 INVOLVEMENT IN THE DESIGN OF NEW PROGRAMMES</b>	<b>172</b>
<b>TABLE 4.22 ACADEMIC PREPAREDNESS FOR DESIGNING A NEW PROGRAMME</b>	<b>172</b>
<b>TABLE 4.23 ACADEMIC PREPAREDNESS OF STUDENTS</b>	<b>174</b>
<b>TABLE 4.24 QUALITY TEACHING</b>	<b>176</b>
<b>TABLE 4.25 FREQUENCY OF EVALUATION</b>	<b>177</b>
<b>TABLE 4.26 COURSE EVALUATION BY STUDENTS</b>	<b>178</b>
<b>TABLE 4.27 NEED FOR PERFORMANCE EVALUATION OF STAFF</b>	<b>179</b>
<b>TABLE 4.28 FREQUENCY OF PERFORMANCE EVALUATION</b>	<b>180</b>
<b>TABLE 4.29 EFFECTIVENESS OF TEACHING</b>	<b>182</b>

	<b>Page</b>
<b>TABLE 4.30 PASS RATES OF STUDENTS</b>	<b>184</b>
<b>TABLE 4.31 INDUCTION</b>	<b>185</b>
<b>TABLE 4.32 CONTINUING STAFF DEVELOPMENT</b>	<b>186</b>
<b>TABLE 4.33 COMPONENTS OF A STAFF DEVELOPMENT PROGRAMME</b>	<b>187</b>
<b>TABLE 4.34 MODES OF DELIVERY</b>	<b>189</b>
<b>TABLE 4.35 REWARDING GOOD TEACHING</b>	<b>190</b>
<b>TABLE 4.36 HOW TO REWARD GOOD TEACHING</b>	<b>191</b>
<b>TABLE 4.37 CHALLENGES THAT UNDERPINNED THE PROCESS OF PROGRAM DEVELOPMENT</b>	<b>192</b>
<b>TABLE 4.38 MAJOR CHALLENGES FOR PROGRAM DEVELOPMENT IN THE NEXT FIVE YEARS</b>	<b>193</b>

## LIST OF FIGURES

		<b>Page</b>
<b>FIGURE 1.1</b>	<b>DIFFERENCES IN STAFF DEVELOPMENT AND PROFESSIONAL DEVELOPMENT</b>	<b>13</b>
<b>FIGURE 2.1</b>	<b>STUDENT LEARNING IN CONTEXT</b>	<b>47</b>
<b>FIGURE 2.2</b>	<b>A FLOWCHART OF THINKING/LEARNING AND ITS EFFECT ON STAFF DEVELOPMENT</b>	<b>65</b>
<b>FIGURE 2.3</b>	<b>A MODEL OF TEACHING IN HIGHER EDUCATION</b>	<b>71</b>
<b>FIGURE 2.4</b>	<b>MODEL NUMBER ONE ON ACADEMIC STAFF DEVELOPMENT</b>	<b>81</b>
<b>FIGURE 2.5</b>	<b>MODEL NUMBER TWO ON ACADEMIC STAFF DEVELOPMENT</b>	<b>83</b>
<b>FIGURE 2.6</b>	<b>DESCRIPTION OF A MENTOR</b>	<b>90</b>

# CHAPTER ONE

## INTRODUCTION

### 1.1 INTRODUCTORY ORIENTATION

The rationale for an investigation into the extent of the need for academic staff development emerges out of a concern for quality teaching in higher education. The current study aims to provide an in-depth analysis on the need for such an initiative in the Faculty of Arts at the University of Durban-Westville. As such, it has a great deal to offer the academic community of both the faculty and the university. The concern for academic staff development within the context of higher education needs to be linked to other trends within the higher education system, both nationally and globally. The reason being that academic staff development is an important component of the broader influences shaping the changing nature of the higher education system - a system that is currently focused on responding to issues of accountability, relevance and quality assurance. Furthermore, the issue of staff development has begun to occupy an important role within the context of a rapidly transforming higher education system in South Africa (S.A.). The concept of the learning society, as explained and described in the report on Transformation by the National Commission on Higher Education (NCHE), philosophically justifies, drives and anchors the need for a study of this nature. The learning society is one that is knowledge driven and knowledge dependent. The pursuit of knowledge becomes the key factor in shaping the dynamics of everyday life (Reddy, 1996 : 66). One of the implications of this for academic staff development is that in a learning society "...more and more organizations in the public and private sectors are taking on the continuing education of their staff as a major responsibility" (Reddy, 1996 : 66).

Among the current trends in higher education, the following are the most salient ones that have profound implications for the need to train and develop academic staff. These include:-

- i) The fact that university courses face a number of demands. (Yule, Steyn, Soobiah & Keri Davies, 1991 : 35)

These include the following:-

- ◆ The provision of a coherent and cohesive programme of study that satisfies the academic requirements of the university and the professional requirements of a profession (Yule, 1991 : 35), the economic requirements of a changing market, the social requirements of civil society and the academic requirements of various disciplines.
- ◆ Over the past 30 years, higher education has witnessed a "...movement in the character of the curriculum from one that is theory based to one that is centered on the world of practice and action" (Barnett, 1992 : 170). This evolutionary process has seen some disciplines making easy adjustments while in other cases "...a fairly fierce contest has taken place, with the curriculum being the territory on which the battle has been fought out" (Barnett, 1992 : 171).
- ◆ The current state determined process on academic transformation of the curriculum calls for relearning and retooling among academics affected by the changes in their disciplines and departments.
- ◆ There are changes in the provision of courses in the context of an expanding and new university semester system. The semester structure for a degree course was a major innovation in the British higher education system with the University of Stirling being the innovator (Yule, 1991 : 37). The University of Durban-Westville (UDW) is in the process of shifting from its year long degree structure to a modularized and semesterised degree structure. (Swan, 1995 : 1-9) This is the third year of its implementation. Needless to say, the process of modularization has placed great demands on academics regarding the restructuring of the curriculum and other related issues. Furthermore, the need to rationalize and streamline courses has led to a process of debate and engagement regarding multi-disciplinary and inter-disciplinary articulation and combination of courses. This terrain is relatively new to the average

academic. The need for training, development and work-shopping of ideas becomes incumbent.

ii) In particular, UDW has recently (1988) implemented a programme-based approach to learning. A programme is defined as: “A coherent set of courses and/or modules which advance knowledge and collectively skill individuals with particular competencies thereby making them more marketable” (Parekh, 1998 : 3). Given the newness of this concept and the kind of confusion it elicits among many academics and the lack of educational training among academic staff, there is a need for formalized and regular meetings across faculties and departments to ensure a high level of cross-pollination of ideas (Effendi & Rynners, 1995 : 9). These are strong indications for the need for academic staff development. Furthermore, Scott (1994 : 19) in his recommendations regarding the reconstruction and development of higher education in South Africa argues strongly for the provision of opportunities and incentives for academic staff to enhance their skills as professional educators.

iii) The movement of the higher education system from elitism to egalitarianism is a world -wide trend (Kapp & Cilliers, 1996 : 2). This has led to massification. One of the challenges lecturers face is how to handle large classes (Ramsden, 1992 : 2). In countries where under-graduate classes are generally very large, failure rates, attrition and drop-out rates are very high (Ashcroft, 1995 : 35). This has obvious implications for quality teaching and quality learning and is of grave concern regarding the maintenance of standards.

While an increase in student numbers at universities has been a common pattern of enrolment in recent years, the 1988 academic year has seen a decrease in student enrolment, especially at HBUs. This is an interesting development as shown in Table 1.1 (p.4). With the exception of Medunsa and Vista (which shows a marginal increase) all HBUs have shown a decline in student enrolment for 1998. This drop in numbers at HBUs is seen “..to be caused partly by location and concern by the value of their

degrees.” (MacGregor, 1999 : 1) However, technikons have not suffered a similar decline.

**TABLE 1.1**

**ENROLMENT NUMBERS AT SA UNIVERSITIES : 1997/1998**

<b>INSTITUTION</b>	<b>1997</b>	<b>1998</b>	<b>±</b>
University of Cape Town (UCT)	15 422	15 758	+
University of Stellenbosch	15 712	15822	+
University of the Witwatersrand (WITS)	17 013	16 916	-
University of Pretoria	49 000	50 910	+
University of Natal - Pietermaritzburg and Durban	15 837	16 288	+
University of the Orange Free State	10 459	9 787	-
Rhodes University	4 948	5 047	+
University of Potchefstroom	11 062	14 342	+
University of Port Elizabeth	7 568	11 273	+
Rands Afrikaans University (RAU)	22 008	22 011	+
University of Fort Hare	4 376	3 490	-
University of Zululand (UNIZUL)	7 555	5 537	-
University of the North	14 872	10 607	-
University of Durban-Westville (UDW)	9 828	8 859	-
University of the Western Cape (UWC)	13 469	10 382	-
Medical University of South Africa (MEDUNSA)	3 455	3 689	+
University of Transkei (UNITRA)	7 434	5 656	-
University of the North West	6 731	6 731	=
University of Venda	6 450	5 737	-
Vista University	28 652	28 858	+
University of South Africa (UNISA)	124 212	113 501	-

(MacGregor, 1999 : 9)

The question begs: “What implications does this have for academic staff development?”

The implications are profound and highlighted in the following analysis by (MacGregor, 1999 : 9) on the declining numbers of students in HBUs. MacGregor (1999 : 9) argues that while student entry into higher education, in the apartheid days, was ethnically controlled, entry is presently influenced by factors such as greater freedom of choice, price, service, quality and product. Furthermore, formidable market forces, skill orientation, job prospects and perceptions of safety and security all combine in favour of the HWUs. This is strongly supported by the figures provided by the Human Sciences Research Council (HSRC) and cited in MacGregor as opposed to only 25% from HBUs. Among all the influential factors determining student enrolment, quality education stands out as the most prominent feature of the current discrepancies in higher education and in particular between the HBUs and the HWUs. This is significant for the current study since UDW is an HBU and has suffered a decline in student numbers as evident in Table 1.1. Clearly, some attempt to examine the influences of quality teaching in attracting students and sustaining quality programmes needs to be incorporated into a study of this nature. The links between quality teaching (a component of staff development), quality programmes and student enrolment appear to be strong.

iv) Standards in higher education are linked to quality learning (Gibbs, 1992 : 1).

The latter is described as the all-round development of the students' abilities. (For a more detailed description of quality learning see 1.11, p. 22) the current concern among stakeholders in higher education with quality assurance point to the need for maintaining standards and ensuring relevance. In fact, the assessment of the quality of the processes and products within higher education has been an important focus of attention for some time (Van Vught, 1993 : 3). Because of the massification of higher education, decreased government funding and increased diversification there is growing fear that standards in higher education are being threatened (Kapp & Cilliers, 1996 : 3). The training of academics with the intention of delivering quality teaching and learning amid a diverse student population is seen to contribute towards maintaining standards.

v) Government cutbacks in funding and the subsequent funding of approved higher educational programmes suggest the need for intense training and development of human resources. To this end, funds will be provided to support academic staff development initiatives. This will be achieved through the mechanism of earmarked funds for institutional redress (Bengu, 1996 : 55). Redress applies mainly to historically black universities (HBUs) and UDW is an HBU. This initiative then bodes well for future efforts at academic staff development at UDW. While there are state cutbacks in certain areas there will be investment in others. It would appear that the state is giving staff development the attention it deserves - by virtue of their new policies on social redress, employment equity and the performance appraisal system for workers in all organizations. This has yet to be realized at UDW.

vi) Closely allied to the issue of funding is the need for accountability of the use of resources. The pressure to do so is gathering momentum in several countries where government is insisting on staff appraisal to demonstrate that the higher education system is being fully efficient in their use of resources (Newble & Cannon, 1995:ix). This has meant an increase in staff development initiatives within the academic life of a university (Kapp & Cilliers, 1996 : 3).

vii) Cultural diversity and multiculturalism, according to Bitzer & Venter (1996 : 15) "...is becoming an increasingly important factor that many South African universities have to deal with." The impact of diverse cultures on campus life has been one of complexity, challenges and incompatibility between the worlds of the student and the university. Bitzer & Venter (1996 : 17) suggest that getting both students and universities to adapt to changing circumstances can bridge this gap. Staff development programmes ought to facilitate the process of adaptation among academic staff.

The context of diversity and multiculturalism in the context of UDW is reflected in Table 1.2 on student demographics. The high number of students from the traditionally black cultures is reflected in the demographic changes in the student population from Indian to African. Besides cultural background, language plays a fundamental role in the way in

which cultural dynamics play themselves out within the classroom and within the context of the social life of the university. While reading Table 1.2 cognizance should be given to the fact that English is the medium of instruction of the university. Zulu appears to be the dominant first language among African students with only 168 African students from a total of 5449 having English as a first language.

**TABLE 1.2**  
**HOME LANGUAGE OF 1996 UNDER-GRADUATE STUDENTS**

LANGUAGE	WHITES	COLOUREDS	INDIANS	BLACKS
Afrikaans	12	4	3	2
Afrik/English	3	7	17	8
Dutch	1	-	-	-
English	192	108	3833	165
French	1	-	-	-
German	3	-	-	-
Other European Language	4	-	-	-
Gujerati	-	-	33	-
Hindi	-	-	28	-
Memon	-	-	6	-
Other Indian Language	-	-	39	-
Tamil	-	-	16	-
Urdu	-	-	16	-
Other Black Language	-	-	-	53
Sotho (North)	-	-	-	195
Sotho (South)	-	-	-	241
Swati	-	-	-	150
Tsongo	-	-	-	95
Tswana	-	-	-	293
Venda	-	-	-	49
Xhosa	-	-	-	531
Zulu	-	-	-	3656
Unknown	1	-	2	8

(Adapted from Year Book on Student Profile at UDW, 1997 : 12)

## 1.2 SUB-PROBLEMS

The essence of this study is captured in the following **problem statement** which states that **poor teaching acts as a barrier to promoting quality learning in institutions of higher learning - in this case the university.**

The following sub-problems posed in the form of questions serve to highlight some of the central issues that inform a study of this nature. These sub problems should be treated as strategic pointers in the development and evolution of the current study. They emerge from a number of years of experience in teaching combined with a quest for “reaching out to students.”

- ◆ Can academic qualifications, a high research profile, and specialized subject-knowledge promote quality learning? This would be clarified by a literature study. In the traditional view a university is an institution of higher learning for a select group of intellectuals who engage in higher forms of learning, individually, independently and without much guidance from lecturers; these individuals service the intellectual needs of a highly developed, cultured and literate society. So deep is the thirst for knowledge that these students proceed with their studies independently without much guidance and prompting from lecturers. And, in this traditional scenario it is assumed that quality learning is taking place without much concern for quality teaching. This view will be thoroughly interrogated by canvassing the views of both academics and students.
- ◆ Is there a university policy on staff development? What are the views of management and the human resource department on academic staff development? This can be ascertained by interviewing members of the faculty and students and those currently involved in the academic transformation of the university and members of the human resource department. Information can also be obtained by inspection and observation of the following: - the teaching-learning process within and outside the lecture room, the design of the course, the content of the course, forms of assessment utilized and other aspects of the academic programme that impact on quality of learning and teaching.

- ◆ What is the general status of academic staff development at UDW? Information can be obtained by the use of questionnaires. These questionnaires will be given to both staff and students to complete.
- ◆ Should academics at university, who themselves are subject-specialists, be forced to attend staff development programmes? The questionnaire should serve to gather this kind of information.
- ◆ What are the views of students and staff regarding the need for academic staff development? Academics from the Faculty of Arts will be involved in completing the questionnaires. Only senior students will participate in the study since they have already been through the system and are in a better position to provide feedback. This retrospective element in their views will serve to give a broad, objective and balanced view of the performance of academics and the subsequent need for academic staff development.
- ◆ What should the specific focus of a staff development initiative be? In other words, what nature and form would this assume? What sanctions should there be to ensure that such an initiative would fulfill its objectives? The questionnaire would be the means to gain this kind of information.
- ◆ What are the specific areas of weakness, within the teaching-learning programme experienced by staff? What are the priority areas of development? Can this be contained in a university staff development initiative. If so, how?
- ◆ Should there be some kind of certification or diploma that targets the training of academics in teaching within higher education? Should academics be formally trained to teach at a university? The questionnaire would generate opinions on this issue.
- ◆ Could the presence of staff training activities have a positive influence on the quality of teaching and hence the pass rate? This information can be obtained by the use of the questionnaire and the interview.
- ◆ Where should a staff development programme be located in the broader infra-structural context of the university and the faculty? This information will be obtained by a literature study and by disseminating questionnaires to both staff and students.

### 1.3 THE HYPOTHESIS

The above discussion clearly indicates the need for some form of staff development programme in higher education. The current study is based on the hypothesis that there is: **“...a need for academic staff development in the faculty of Arts at the University of Durban-Westville.”**

### 1.4 AIMS OF THE STUDY

The aims of the study include:-

- ◆ providing a working definition of academic staff development;
- ◆ providing an extensive literature study of the issues pertaining to academic staff development;
- ◆ establishing the specific learning needs of students that make a plea for the development of academic staff;
- ◆ assessing the views of students with regard to their experience of the teaching and learning process at university;
- ◆ establishing the extent of the need for academic staff development in the Faculty of Arts at UDW;
- ◆ identifying a framework for guiding and directing academic staff development activities;
- ◆ presenting the specific aspects and dimensions of a training and development initiative; and
- ◆ contributing to the body of knowledge on academic staff development.

## 1.5 TOWARDS A COMPREHENSIVE WORKING DEFINITION OF ACADEMIC STAFF DEVELOPMENT

The definitions to staff development are many (Webb, 1996 : 1) and varied. The following definitions would serve to highlight the multiple meanings and dimensions of the concept.

Van Dyk, Nel, Van Z Loedloff & Haasbroek (1997 : 15) clearly state that: “Central to growth and development is human resource development. The country’s human resources hold the key to many of its economic and social problems. It is the country’s human resources, and not so much its material resources, that will eventually make the difference.” This statement captures the essence of the current study by highlighting the importance of building the capacity of workers (in this case lecturers). It suggests that academic staff development would serve to address some of the problems and challenges present in the higher education system. Nadler & Nadler (1989 : 6) define human resource development as “...a learning experience organized mainly by an employer, usually within a specific period of time, to bring about the possibility of performance improvement and/or personal growth.” Therefore, the responsibility for any academic staff development programme would ideally rest with the university management.

Wexley & Latham (1991 : 3) use the term training and development to refer to “...a planned effort by an organization to facilitate the learning of job-related behaviour on the part of its employees. The term *behaviour* is used in the broad sense to include any knowledge and skill acquired by an employee through practice.” They further claim that almost all private and public organizations have formal training and development programmes. A university should be no different.

Erasmus & Van Dyk (1996 : 2) regard training as “...a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that organizational objectives are achieved. Training is task oriented in that it focuses on the ‘work’ performed in an enterprise.” However, the concept of development is referred to

as "...employee development rather than the development of the individual in general. Employee development is directed mainly at creating learning opportunities and making learning possible within an enterprise" (Erasmus & Van Dyk, 1996 : 3). Clearly, these two definitions highlight the importance of the organization in enhancing the potential, capabilities and job performance of its employees. While it would appear that these definitions have their roots in an industrial setting, they nonetheless apply to organizations in higher education as well. These definitions distinguish three broad areas of training and development; knowledge, skills and behaviour. However, Goldstein (1993 : 3) adds another dimension to training – that of attitude. He is of the opinion that throughout one's life learning experiences are a potent source of stimulation. He defines training as "...the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment" (Goldstein, 1993 : 3). A positive attitude is seen as an important determinant of quality.

Webb (1996 : 1) argues that there is a reasonable degree of convergence among the various definitions to training and development. According to Webb (1996 : 1) : "Staff development is normally considered to include the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution's needs." Each of these concepts will be examined in more detail in Chapter Two. This all-encompassing definition points to the holistic integration of the teaching learning process within the broader context of the goals of education. This definition places the responsibility of staff development at the higher levels of the institution and the development of one area is seen to lead to the development of another. As a result of this, the concept 'development' is used to refer to different areas of training. This does create confusion between concepts such as staff development, human resource development and professional development. These concepts mean different things to different people. In particular, a distinction can be drawn between staff development and professional development.

Professional development, sometimes used as a synonym for staff development, is defined as "...the development, self-development and institutional management of

faculty (academic) staff at all levels (i.e. from tutor or teaching fellow to heads of departments and institutions) with reference to their activities and responsibilities as teachers and managers in higher education: for example, course design, implementation and review at the undergraduate level as well as post-graduate supervision and programme management. Thus professional development is understood in its wider meaning of academic development. In some countries (e.g. Australia and Britain) it is also called educational development, staff development or academic staff development” (Zuber-Skeritt, 1992 : 145). This definition best captures the focus of this study by providing a contextualized definition of academic staff development.

Duke (1990 : 71) provides a useful distinction between professional development and staff development. This distinction is summarized in Naidoo (1991 : 29) in the following figure.

**FIGURE 1.1**  
**DIFFERENCES IN STAFF DEVELOPMENT AND PROFESSIONAL DEVELOPMENT**

Professional Development	Staff Development
<ul style="list-style-type: none"> <li>◆ is designed for individuals</li> <li>◆ fosters the cultivation of uniqueness and virtuosity</li> <li>◆ is guided by the individual’s judgement</li> <li>◆ leads to increased personal understanding and awareness</li> </ul>	<ul style="list-style-type: none"> <li>◆ is designed for groups</li> <li>◆ encourages common growth in a common direction</li> <li>◆ focuses on similarities</li> <li>◆ is guided by school and district goals</li> <li>◆ leads to enhanced repertoire of skills/concepts</li> </ul>

Duke (1990:71) as cited in Naidoo (1991:29)

This concept of staff development is similar to Van Dyk & Erasmus’s (1996) concept of employee development. Unlike staff development which has a strong organizational and collective focus, professional development has an individualistic focus and one that is subsumed under the broader concept of staff development. The former (staff

development) is for the benefit of the institution whereas the latter is for the benefit of the individual, which, invariably, would benefit the institution. According to Nelson and Siegel (1980 : 7) professional development "...refers to a faculty member's continual growth as researcher and scholar to the intellectual community both on campus and in his or her profession." This is particularly linked to the development of professional skills such as for lawyers, doctors and other professionals.

Against the above definitions of staff development, the following distinctions can be made. 'Educational development' is a subset of staff development alongside other areas such as research, administration, management, community service and policy formation (Webb, 1996 : 2). Instructional development, an important component of staff development, refers to the use of various strategies aimed at improving and enhancing staff members instructional methods (Aleamoni, 1982). Implicit in the above definitions is the organizational role of the university in furthering and enhancing the goal of staff development. To this end, the following definition by Harding (1982 : 3) provides an organizational context to staff development activities. "All activities, actions, processes and procedures that an organization develops or uses to enhance the performance and the potential of its human resources." Therefore, a comprehensive definition of academic staff development would contain the following features/components.

- ◆ a central organizational policy on staff development that emanates from the mission statement of the university and is compatible with the broader educational goals of society;
- ◆ a process that unfolds gradually in both a formal and informal way;
- ◆ a programme that targets specific training needs of academics within the context of the academic goals of the university. In this context needs would include enhancing teaching ability (skills), curriculum development that incorporates course design from defining objectives to selecting content to choosing appropriate assessment forms, developing research capacity (knowledge), promoting professionalism (behaviour) and instilling positive values towards teaching (attitude). Furthermore, life skills such as time-management, crises management and coping with stress (that emanates from the rapid changes in the current higher education system) should be included.

- ◆ a well developed infrastructure to support such initiatives;
- ◆ a clear indication of the goals of such a programme;
- ◆ a recognition of individual abilities, talents and expertise where staff are appropriated to their own endeavours;
- ◆ university wide consensus and agreement on the need for such an initiative;
- ◆ goals that revolve around quality teaching, quality learning and curriculum development;
- ◆ a focus on the lecturer as a person, a professional and as a member of the academic community (Crow, Melton, Mommau & O'Connell, 1976 : 3); and
- ◆ a recognition and status given to it by the university management together with a reward for quality teaching and the concomitant negative sanction for poor performance.

## **1.6 MOTIVATION AND RATIONALE OF THE STUDY**

Changes in higher education have been rapid and unprecedented. Demands have been made on various aspects of the higher education system to respond appropriately, at both the national and the international level. An area of concern is that of the curriculum which broadly encompasses the notion of teaching and learning. Of interest to stakeholders are the ideologically driven ideas of WHO, WHAT, WHOM, HOW and WHY have strong links with the quality of teaching and learning taking place. There is growing acceptance that teaching does not equate learning, that "good" teaching does not equate "good" learning. The issue that then emerges is one of how to best ensure that quality teaching and learning is taking place. And central to this is the process of building capacity among academics and exposing them to new ways of improved teaching and learning (Ashcroft, 1995 : 83; Brew, 1995 : 179; Kapp, 1994 : 463; Gravett, 1996 : 207; Gibbs, 1992 : 1; Ramsden, 1992 : 4).

The general preoccupation among concerned academics and researchers to maintain so-called First World standards in higher education can be located within the recent

endeavours on quality assurance in higher education. Quality assurance can be defined as a process that seeks to assess, review and evaluate the curriculum in response to the calls for accountability (happening both nationally and internationally) and for social redress (happening nationally). Of particular concern in the curriculum is the area of instruction, teaching and content formulation. There is the perception that quality teaching would promote quality learning, thereby maintaining “standards”. But, the other side of the coin is the need for accountability to the student as “consumer” and “client” whose success in the market place is largely seen to depend on the quality of work produced. Whether the issue is one of standards or a call for accountability, both point to the need for quality programmes in higher education (McKeachie, 1994; Aleamoni, 1987; Ashcroft, 1995; Craft, 1993; Green, 1994; Seymour, 1993; Brink, 1997).

Accompanying the above concerns are the current changes and demands placed on the higher education system in relation to mass higher education, dealing with a diverse student population in terms of age, race, gender, ethnicity, language and under-preparedness. Of significance in the South African (S.A.) context are the effects of apartheid schooling on the black undergraduate who is seen as educationally, linguistically and economically “disadvantaged”. These students enter the higher education system without the system providing the necessary infra-structural support to cater effectively for their educational needs. Often, academic staff find themselves ill-equipped to deal with the many and varying challenges of language differences, educational deprivation, culture differences, large classes, multicultural classes and a range of other challenges. Academic staff may (in this context) perceive themselves as lacking experience, lacking expertise, having poor interpersonal skills in a multicultural setting, lacking appropriate qualifications and lacking maturity and wisdom. The nett effects of the above have been a high failure rate, low-morale, over-use of dwindling resources, less time for research and general apathy.

Clark & Neave (1992 : 1522) argue: “...that the evaluation of teaching and the press for accountability have led to the establishment of faculty [the American term for staff] development programmes for the improvement of teaching. For many faculty members

who participate in this programme, it is their first exposure to pedagogy, as the preparation for university teaching is far from commonplace.” According to Ramsden (1992 : 219), the United Kingdom (U.K.) and the Australian White papers on higher education demand that development of systematic procedures for evaluating the quality of higher education, including arrangements for appraising academic staff, obtaining feedback from students and monitoring student achievements. This brings into sharp focus the relationship between teaching and learning. It challenges the traditional academic philosophy of the separate existence of teaching and learning (Ramsden, 1992 : 220).

Scott (1994 ; 19-20) provides a general overview of why staff development programmes have failed in the South African context. He claims that staff development has been subsumed under the broader context of academic development (AD) initiatives. And AD at both HWUs and HBUs is generally a marginalised activity. Yet the AD view on staff development is to provide opportunities and incentives for academic staff to enhance their skills as professional educators. Scott (1994 : 19) sees capacity building as a key factor in educational development across the higher education sector. But there are major problems with the infra-structural location of staff development activities within AD units. Firstly, many experienced academics regard staff development as “...signifying unwelcome, simplistic and insulting intrusion into their academic expertise” (Scott, 1994 : 19). This situation is aggravated if staff developers are not sufficiently qualified and/or experienced to gain the credibility of academics and colleagues and if they cannot apply general principles to the teaching of specific disciplines. Webb (1996 : 48) also highlights this problem. Secondly, sporadic workshops on staff development are not sufficient to address the needs of training and development of academics. Insufficient incentives limit participation in these programmes. But more significantly, rigid curriculum structures and unrealistic assumptions about student preparedness militate against attempts at good teaching (Scott, 1994 : 19). An important component of any staff development programme should therefore be the training of academics within specific disciplines around course content. Furthermore, the rationale for a staff development programme should be to “...improve the quality of teaching and to ensure a culture of continuous

and sustained teaching, learning and research. A common problem across all institutions is the low level of qualifications and expertise amongst staff” (Scott, 1994 : 25). Another factor that would facilitate and enhance a staff development programme is its structural location within the university. For staff development to enjoy any credibility, it should, at least be given academic status and recognition.

It would also appear that there is a low regard for quality teaching, lack of interest in quality teaching and a lack of instructional support for excellence in teaching. This is just a perception, but Scott (1994 : 20) affirms this perception by arguing for the provision of incentives such as improving the status of teaching, giving teaching substantial weighting in appointment and promotion criteria, and/or by introducing accountability for teaching quality as a central element of a general quality assurance system.

A study of this nature is therefore driven by many factors. It has not been carried out before at UDW, there is a need to convince administrators and academics for a staff development programme, and a need to identify and expose the level and intensity of this need. Furthermore, it would greatly contribute to the current debates on the transformation of the university curriculum.

But most importantly, the rationale for a study of this nature lies in its potential to define, direct and guide the way in which lecturers should execute their duties as lecturers. The results of this study would serve to set clear guidelines on the various roles of the lecturer, how it should be fulfilled and the rewards and sanctions attached to the successful implementation thereof. This study would also reduce ambiguity by providing a clear, agreed upon job description for the lecturer.

## **1.7 SOME INSIGHTS ON ACADEMIC STAFF DEVELOPMENT**

The following are some of the most recent studies on academic staff development specifically and staff development in general.

In a study of Self-Evaluation Programmes in Academic Staff Development at the M.L.Sultan Technikon, Naidoo (1991 : 191) asserts that: “The quality of institutions largely depend on the quality of staff.” She presents the following conclusions – conclusions significant in the light of the above discussions. Higher education’s most valuable, vital and renewable resource are its academics. Therefore, critical to promoting staff development efforts are the provision of staff development resources and institutional management support. Indications are that there are increasing pressures on higher education institutions to move toward greater accountability. Staff development activities should ideally lead to development, increased job satisfaction, improved morale, enhance student performance and contribute to overall institutional effectiveness (Naidoo, 1991 : 191).

Joyce & Showers (1995 : 143-159) propose that increase in student learning is the goal of an effective staff development system. They go on to argue, that in addition to creating a staff development system, this system should be evaluated to address two issues.

- ◆ “The first is, are students experiencing the planned change?” ; and
- ◆ The second is, is the change resulting in increased learning?”

These issues expose the reality behind a staff development programme – that of improving student learning. In evaluating staff development programmes in schools they draw the following conclusions. While an evaluation of staff development programmes serve to highlight the links between teaching and learning (among teachers and students) the benefits of these activities go far beyond than just the advantages to students. A major benefit to both teachers and administrators is the resultant increase in efficiency which is a direct product of a careful planning of changes in what is taught and how it is taught. To this end, the training and development of staff begin to occupy a central role in the broader context of the educational goals of the university.

Naicker (1995 : 202) stresses the need to link theory and work experiences on any staff development programme. While this study focuses on the training needs of workers in the Durban City Council the results are germane to the current study. Naicker (1995 :

202) warns that the world of theory should not be insulated from the world of practical work experiences in any staff development programme. The lesson, then for the current study is to ensure that theoretical approaches are tightly integrated into the practical aspects of teaching, learning and research.

## **1.8 THE SCOPE OF THE STUDY**

The current study focuses on staff development within a particular faculty in a particular university. Nonetheless, with some caution and care results may be generalized to other faculties and universities as well.

## **1.9 STRENGTHS AND LIMITATIONS**

The strengths of the current study lies in its ability to:-

- ◆ provide a comprehensive picture and focussed study of the need for academic staff development;
- ◆ generate a holistic framework for academic staff development at the university;
- ◆ provide a systematic account of events, as they occur;
- ◆ contribute to the body of knowledge about academic staff development; and
- ◆ assist the university on a way forward for staff development.

The limitations are:-

- ◆ focus on academic staff development in a specific faculty; and
- ◆ focus on one higher education institution only.

## **1.10 SOME PRELIMINARY CONSIDERATIONS**

Due considerations should be given to the sensitive nature of the study. Firstly, the impetus for a study of this nature stems from the researcher's perception of poor teaching and learning. Emphasis is continuously placed on quality teaching. This indirectly implies that teaching (or the academic programme or the curriculum) is of a poor quality. Secondly, lecturers are not compelled to participate in this study. They could be resistant for reasons related to their professionalism, expertise and seniority. A great deal of diplomacy and tact is required, on the part of the researcher, in order to reach out to academics and gain their confidence and trust. Thirdly, there is a perception that lecturers do not need staff development. This perception is especially common among senior academics. This means that caution should be exercised in not offending academics in the faculty. Lastly, questions should be constructed in a way that does not offend anyone and that yields productive responses.

Other areas of consideration are:-

- ◆ In South Africa, the higher education sector includes both technikons and universities but in this study emphasis is placed on the university as a sub-sector of higher education.
- ◆ In the context of the current study, second-language learners refer to those learners who speak English as a second-language in that English is not their mother tongue.

## **1.11 DEFINITIONS OF CONCEPTS USED IN THE STUDY**

The following definitions have been used in the study. They serve to facilitate an understanding of the various discussions. Concepts that not have been defined here will be defined as they appear in the study.

***Historically Black Universities (HBUs)*** : There are strong political connotations to the concept HBU. HBUs refer to those universities created for Indian, African and Coloured students in the apartheid era. They include the following:-

University of Durban-Westville (UDW)

University of the North

University of Fort Hare

University of Zululand (UNIZUL)

University of the Western Cape (UWC)

University of Transkei

University of the North West

University of Venda

Medical University of South Africa

Vista University

***Historically White Universities (HWUs)*** : HWUs are those universities created for the use of the white minority in the apartheid era. They include:-

University of Cape Town (UCT)

University of Stellenbosch

University of the Witwatersrand (WITS)

University of Pretoria

University of Natal (Pietermaritzburg and Durban)

University of the Orange Free State

Rhodes University

University of Potchefstroom

University of Port Elizabeth

Rand Afrikaans University (RAU)

University of South Africa (UNISA)

***Quality Learning*** : Quality learning can be defined as "...the development of students' intellectual and imaginative powers; their understanding and judgement; their

problem-solving skills, their ability to communicate; their ability to see relationships within what they have learned and to perceive their field of study in a broader perspective. The programme must aim to stimulate an inquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness” (Gibbs, 1992 : 1).

## **1.12 GENERAL STRUCTURE OF THE STUDY**

Chapter One provides a detailed study of the problem formulation, the hypothesis and the aims of the study, a motivation and rationale and a comprehensive definition of academic staff development. It also highlights the strengths, weaknesses and aspects of the research that need to be accommodated for.

The literature study is presented Chapter Two. This includes aspects of a staff development programme. This chapter highlights specific aspects of the study that have a bearing on the need for such a programme in the Faculty of Arts at the University of Durban-Westville.

The method of inquiry or the various steps undertaken in testing the hypothesis are outlined in Chapter Three. Both qualitative and quantitative techniques are used. They take the form of questionnaires (open and closed ended questions).

Chapter Four provides an analysis and interpretation of the data.

In Chapter Five conclusions and recommendations are provided as a way forward for implementing a staff development programme in the Faculty of Arts at the University of Durban-Westville.

## **CHAPTER TWO**

# **A CRITICAL ASSESSMENT OF STAFF DEVELOPMENT PRACTICES IN HIGHER EDUCATION AND THE CASE OF THE UNIVERSITY OF DURBAN-WESTVILLE (UDW)**

### **2.1 INTRODUCTION**

Before any attempts at either explaining or describing academic staff development are made, two issues will need to be clarified. One is the philosophy of the practice of staff development and the other is the political nature of staff development. These two issues are the bedrock upon which the success of any staff development initiative depends and therefore need to be explained clearly and early on in the discussion. They are complex issues that are often overlooked in attempts to set up staff development units. Furthermore, they provide an educational rationale and anchorage for the process of training academics to “develop” and enhance their skills.

Academic staff development implies curriculum development (Kapp, 1994:463) and vice versa (Starfield, 1996:155-163). It is almost impossible to separate the two issues. If one talks about enhancing the potential and performance of academic staff, one is invariably encroaching upon well-defined areas of curriculum development. These areas, among others, include course design, instructional methods, forms of assessment and theories of learning. One point of departure of this literature review would, therefore, be an exploration of what a curriculum is, its link to staff development and its subsequent impact on the quality of learning for the learner, the personal development of the academic and the organizational development of the institution. In addition to curriculum

development academics are expected to excel in both research and demonstrate scholarship in their respective disciplines. Professional development of the academic, a subset of staff development, will be contextualized within the broader goals of higher education. Implicit in this is the notion of improving the quality of teaching and learning at a micro (lecturer and learner), meso (organizational/institutional) and macro (societal) level. The principles of quality assurance are therefore reflected at almost every level of any staff development initiative. The positive and supposedly linear relationship between staff development and assuring quality in higher education will be explored in some detail.

The literature study will also explore the goals of higher education and its link to academic staff development. There will be a particular focus on the process of transformation of higher education in South Africa with special reference to HBUs and the extent of staff development programmes at these institutions. Since the focus of the current study is to investigate the need for academic staff development in the Faculty of Arts at UDW, current practices of academic staff development at UDW and the Faculty of Arts will be highlighted. This should, ideally, set the basis for establishing the extent of the need for such a practice in the Faculty.

The researcher will explain the theories of teaching and learning as they pertain to higher education and academic staff development. Thereafter, two models on staff development will be presented with a view to paving the way towards the design of a staff development programme. The following staff development practices will then be discussed in detail:- induction programmes, seminars and workshops, reflective practice and self-directed teaching, mentoring, consultation, personal growth contracts, the cascades method, micro-teaching and twinning.

The setting up of a staff development unit will be discussed in terms of the selection of staff, factors that contribute to the success/failure of a staff development programme and the evaluation of a staff development programme.

## **2.2 ACADEMIC STAFF DEVELOPMENT – ITS UNDERLYING PHILOSOPHY**

At the heart of any training and development programme is the need to improve the quality of the product. Within higher education, the ultimate goal would be to enhance the quality of learning among the learners and thereby uphold the integrity of the education system. More than that, education is meant to serve the broader goals of civil society – including all of its institutions. Hence, the need to maintain quality and relevance. There is thus a compatibility between the goals of higher education and the goals of civil society. Yet, there are indications that not all lecturers are adequately trained to teach. This is aptly affirmed by Zuber-Skerritt (1992:3) that, “...most teachers in higher education – especially in universities – have not had any professional preparation or training for teaching.” Despite this claim, many lecturers would not readily acknowledge the need to be trained to teach. Literature on teaching appear to be “...unfamiliar, alien, pretentious and irrelevant to their concern” (Zuber-Skerritt, 1992:3). Moreover, most academic’s first priority is research and developing expertise in their own disciplines (Zuber-Skerritt, 1992:4; Seldin, 1985; Lucas, 1990:67). Many academics would argue that a university is an institution of higher learning where “independent” research and scholarship are the hallmarks of a center for higher learning. A tension (sometimes a healthy one) thus exists between the varying and emerging roles of the academic and some balance needs to be created between the lecturer as researcher/scholar and the lecturer as teacher. Amid all of this discussion, conflict and tension, what clearly emerges is the need to anchor academic staff development and educational development within the various philosophical schools of thought – starting from positivism to current day thinking. This will give academic staff development the political clout necessary for it to be taken seriously by the relevant stakeholders in higher education.

### 2.2.1 POSITIVISM AND ITS INFLUENCE ON STAFF DEVELOPMENT

Webb (1996:9-33) begins with the assertion that the concern for finding solutions to problems regarding teaching and learning was initially based on a positive/scientific epistemology that: “Somewhere, there must be “positive’ knowledge: objective, proven, verified and accepted” (Webb, 1996:9). This was and still is in keeping with the scientific and modern school of thought. Its implication for questions regarding staff development is that these questions can best be answered by pursuing a scientific method of inquiry – one that is based on a philosophy of positivism. But, the problems with the scientific/positivist school of thought is that no law is absolute and that no so-called objective observation is value-neutral (Popper as cited in Webb, 1996:22). The role of positivist methods of inquiry in educational research are not only limited but also inappropriate – when applied to the realms of human interaction (where not all behaviour/learning is observable). This criticism against positivism becomes clearer when the alternative paradigm of hermeneutics is presented in 2.2.2.

The implication of the positivist school of thought for both educational and staff development are profound and enduring. The so-called biological metaphor, as applied in education, has negative connotations of remediation for learners, teachers and staff developers. Scientific theories of learning and educational practice based on positivism do not necessarily provide an adequate foundation for human learning (Webb, 1996:30). Yet, a great deal of the university curriculum takes scientific methods as a point of departure in the design of their curriculum. This is manifest in the manner in which educators “...concentrate on observable behaviours and changing such behaviours according to empirical research evidence and accepted prescriptions” (Webb, 1996:31). Therefore, Matheson (1981:157) as cited in Webb (1996:32) is of the opinion that the term development be eliminated in the context of university teaching. According to Webb (1996:32) the term development is a site for contestation and its link with a unitary notion of progress should be broken completely. Instead, it should be removed from the scientific constraints of naturalness and replaced with humanity and constructiveness. Thus, the humanist school of thought has a great deal to contribute to educational

practice. It offers a paradigm of thought that frees and releases one from the constraints of positivism and offers opportunities for creative and dialectic understanding of knowledge.

### **2.2.2 HERMENEUTICS AND ITS INFLUENCE ON STAFF DEVELOPMENT**

The humanist school of thought and its influence on educational research is offered as an alternative to positivism. Its central premise is that humanity and the understanding of human behaviour (both objective and subjective) should be the basis upon which staff developers should base their training methods. Central concepts to this school of thought and its influence on educational and staff development, according to Webb (1996:56-77) are that it:-

- ◆ places humanity and understanding in the foreground;
- ◆ unlike positivism it focuses on empathy and understanding of others;
- ◆ focuses primarily on human relationships;
- ◆ the individual becomes the focal point of consciousness;
- ◆ whereas positivism views individual development as a linear, closed process, hermeneutics sees development as an open-ended process which can effect both the lecturer and the student/ the teacher and the taught;
- ◆ truth is relative, relational and subjective and therefore prescriptive ethics in staff development have a limited place. Both staff developer and lecturer are subject to the interpretative structures of each other; and
- ◆ this school of thought and its subsequent impact on the nature of the relationship between staff developer and the lecturer is not necessarily equal since: “With a view of staff development as dialogue, discussion or conversation, the unequal distribution of power between the conversationalists is obviously of concern” (Webb, 1996:57). This inequality also stems from societal norms of power relations based on class, race and gender (Webb, 1996:57).

This view of higher education as a human science is supported by Zuber-Skerritt (1992:34) where a case is made for an alternative approach to research in higher education. Some of the key arguments for establishing this alternate paradigm are:

- ◆ “a critique of positivism itself;
- ◆ the actors’ interpretive categories of their practice and underlying assumptions as a basis for change; and
- ◆ culture, tradition and distorted perceptions.”

The implications of this world view for staff development are profound. First, the debate over objectivity and empiricism comes to the fore. This requires an interrogation and examination of methods employed in the training of academics and the assessment of their performance. Second, following directly from the last point, is the tension between value-ladenness of observation and the construction of knowledge. In other words, to what extent are staff developers really “objective” and “value-free” in their observations of those they are training? The issue revolves around subjectivity and the personal construction of knowledge. It also hinges on the nature of power between the developer and the developed. Third, human action as conscious, controlled action cannot be understood from the outside. This means that a cold, clinical observation of a lecturer’s performance is a limited measure of ability. Fourth, the whole process of training and development is in itself fluid and changing. Besides, it is open to a wide range of interpretations based on culture diversity, ideological orientations and perceptions (Zuber-Skerritt; 1992:34).

These implications are not only profound for staff development but for education, higher education and the curriculum as well. And the curriculum, is basically the WHAT, WHY and HOW of the transmission of knowledge. Staff development, by its very nature is premised on the need for a positive, cumulative change in a person’s behaviour. This can be demonstrated (and is normally measured) at the level of knowledge, skills and attitude. The manner in which this is pursued is dependent on the kind of world view one endorses. It is precisely this world view that would determine how one teaches and how one is trained to teach. Esland (1971) as cited in Zuber-Skerritt (1992:35) highlights the

differences (Table 2.1) in the underlying epistemologies and world views prevalent in education. These differences are significant in that they highlight the manner in which “a” world view influences the way teaching and learning is carried out. In particular, they highlight that the traditional forms of teaching and learning are limited in their ability to promote meaningful learning.

Given the centrality of notions of teaching and learning to staff development and the limitations posed by the scientific/traditional epistemologies upon which most of the university curriculum is based, it becomes imperative to seek alternative views to teaching and learning. Doing so would allow one to locate the issue of staff development into an appropriate paradigm that appears to provide solutions to educational problems.

**TABLE 2.1**  
**THE VIEW OF HUMANKIND IN THE TRADITIONAL AND DIALECTIC**  
**EPISTEMOLOGY**

<b>TRADITIONAL EPISTEMOLOGY</b>	<b>DIALECTIC EPISTEMOLOGY</b>
Humankind as	
Passive receiver of knowledge	Active seeker and negotiator of meaning
World-produced	World producer and social product
Having a static, analytic conception of knowledge	Being involved in an active construction of knowledge and experience
Believing in truth and validity of knowledge	Believing in changing forms and content of knowledge, open to sociological revitalization
Regarding teaching as the acquisition of skills and techniques to transfer knowledge from teacher to student	Regarding teaching as active knowledge and reflective understanding of curriculum pedagogy and evaluation

(Zuber-Skerritt, 1992:35)

It is the researcher's belief that Table 2.1 sets the tone for further discussions on academic staff development. This paradigm shift from the traditional to the dialectic allows for the contextualization of teaching, learning and staff development within and against different schools of thought. These differences indicate that staff development activities should be contextualized within the above paradigm of a dialectic epistemology – a paradigm that is compatible with the current world view on the study of human behaviour. Even though positivism has its role to play in attempts to understand human behaviour, there are compelling reasons to seek an alternate, critical and humanist paradigm in approaching the study of human behaviour in general and academic staff development specifically.

### **2.2.3 THE POLITICAL NATURE OF ACADEMIC STAFF DEVELOPMENT**

The positivist school of thought on educational development clearly stresses a definite, inevitable and ultimate destination for any form of staff development. Implicit in this is the notion that the one being developed must emulate the developer. The staff developer, by all accounts, then becomes the ideal or role model for the novice lecturer. To this end, the complex dynamics of power play, between the led and the leader, begin to rear its ugly head. Webb (1996:33) highlights this by presenting probing questions to staff developers. These questions revolve around the nature of the relationship between the staff developer and the developed – how equal is the relationship? Is the goal of staff development one of creating lecturers just like oneself and whose interests would this serve? These are just some of the political issues that need to be considered when dealing with staff development. These issues are important and integral to an understanding of academic staff development because they touch on very sensitive areas of human, professional and organizational development. And it would be wise to be familiar with these concerns since they create a kind of humility and vigilance among those advocating the need for academic staff development.

The above concerns will be revisited in the course of the discussions that follow. An understanding of the “why” of academic staff development in all its complexities allows one to appreciate the importance of the need for staff development among lecturers at a university. At the same time, it cautions one on the dangers inherent in the nature of the relationship between the institution and the individual and the staff developer and the individual. Given the goals of academic staff development, management would invariably have a vested interest in the programme and its impact on the institution’s human resource. The power relations thus created influence not only the academic’s acceptance of the programme but also their perception of the value and role of the programme in their academic careers. Clearly, a top down approach would work against the goals of staff development. At the same time, management may have their own perceptions of the relationship between the staff developer and academic staff and the power relations thus created. For staff development to have any legitimacy, it seems, that management, staff developers and academic staff need to collaborate and arrive at a consensual agreement on the nature, goals and status of the programme. The rationale behind academic staff development needs to be viewed against the general and specific goals of higher education.

### **2.3 THE GOALS OF HIGHER EDUCATION**

The above discussion clearly indicates that the goals of higher education and the goals of academic staff development are intricately bound together. Higher education is one of the most valuable resources in society. Its role is one of producing knowledge of the finest and highest quality. This factor, singularly, determines the goals of higher education as a system on its own and as a subsystem within the general education system. An understanding of the goals of higher education sets the tone for appreciating/contextualizing the place of staff development activities. This understanding proceeds from a philosophical to a practical one.

Barnett (1992:24) argues that higher education is a contested concept and begins to explore this concept by asking: “what is higher about higher education?” (Barnett, 1992:24). This is a provocative starting point in attempting to unpack the assumptions about higher education. He provides three responses to this question. Firstly, it is the highest part of the education system, in terms of student progression, the acquisition of educational qualifications, its status and its influence over the rest of the educational system. Secondly, it is “...thought to advance students to the ‘frontiers of knowledge’ through their being taught by those who are working in that difficult territory.” Thirdly, it is said to impart the deepest understanding in the minds of the students instead of the superficial understanding acceptable elsewhere in the system. But, Barnett (1992:26) goes on to argue that the first response is an administrative concern and therefore irrelevant. The second point is refuted on the basis that knowledge does not have a clearly marked boundary and therefore cannot be used to define higher education. The third point highlights the contradictions in the question (regarding height) and the response (that is depth). In other words, what is *higher* about higher education when one is promoting the *deepest* understanding among students. This contradiction should be understood at an abstract and philosophical level and Barnett does use it to illustrate the process of an unending hierarchy of levels of understanding.

For Barnett (1992:26) higher education is about higher order concepts and perspectives rather than the acquisition of low level facts and information. The first point is dealt with in the following way. Since knowledge is developed over a period of time it tends to form conceptual clusters where some concepts are logically superior to others and therefore have greater explanatory power. Secondly, the postmodernist view abandons the absolute foundations of knowledge and posits a powerful unifying idea of critical reflection. Therefore, our claims to know are always open to criticism and there is always a need to prepare oneself to entertain criticism of what one claims to know. Implicit in this is the notion of the self-reflective practitioner – a notion that ties in with some of the underlying principles and processes of staff development and adult learning. Thirdly, in adopting a reflective attitude, one is in effect taking a view of knowledge from a higher level. What inevitably emerges is a hierarchy of levels of thought. This

hierarchy supports the notion of *higher* education. Barnett (1992:27) further states that: “We do not have to enter into those higher levels; the key point is simply that we should be prepared to recognize that our claims to knowledge are always susceptible to further and ever-higher forms of evaluation.” Therefore, knowledge could never have a fixed and absolute boundary. And what ever one knows is never absolute since it is always subject to continuous change and evaluation. The above discussion provides a philosophical understanding of the goals of higher education. It also implies, that academic staff development, is an unending and eternal process. While this is a useful and insightful explanation of the process and goals of higher education it does not provide specific details regarding the purpose of higher education.

The practical and utilitarian value of higher education is explained by Atkins in Knight (1995:25) where he explains the purpose of higher education as:-

- ◆ “to provide a general educational experience of intrinsic worth in its own right;
- ◆ to prepare students for knowledge creation, application and dissemination;
- ◆ to prepare students for a specific profession or occupation; and
- ◆ to prepare students for general employment.”

While Barnett (1992) offers a philosophical understanding of higher education, Knight (1995) highlights the occupational purpose of higher education. At this stage, it is worth exploring the nature of the relationship between higher education, the creation of knowledge and its implication for staff development.

At the heart of the higher education system is the need to learn, to pursue knowledge, to aspire to higher forms of thinking, to achieve the best that society values and to uphold all the above to the best of one’s ability. Given this purposive nature of higher education, the curriculum is bound to reflect this multi-faceted phenomena surrounding knowledge and its production. And knowledge, as we know has increased its capacity to produce and reproduce itself in a manner unparalleled in history. The rate at which knowledge is changing and increasing is having all kinds of repercussions on the higher education system worldwide to become more responsive to economic needs, technological changes,

an increasingly complex environment, the need for accountability and relevance and a host of other pertinent issues.

The National Commission on Higher Education (NCHE, 1996:55) clearly supports this view and claims that the social organization of knowledge and learning is changing dramatically and this is bound to have implications for WHAT is taught, HOW it is taught, WHY it is taught and to WHOM it is taught in higher education. The impact of the above on academic staff to adapt and upgrade their skills is tremendous. The responsibility on the institution to ensure its human resource development is crucial. To this end, most universities are in the process of discharging this responsibility by either acknowledging the need for academic staff development or beginning to implement staff development programmes. While this is a global trend, the issues in South Africa are largely linked to its historical past of disadvantage and advantage.

While a theoretical explanation of the goals in higher education have been presented, it is essential to highlight these goals within the context of a transforming higher education system in South Africa. There is a need to determine the description of the goals of higher education in S.A., the extent to which they have been achieved, the reasons as to why some goals have not been achieved and the impact of this on staff/curriculum development.

#### **2.4 HIGHER EDUCATION IN SOUTH AFRICA AND THE PROCESS OF TRANSFORMATION**

It is becoming increasingly clear, that issues of knowledge creation, curriculum development and maintaining standards are largely determined by the quality of an organization's human resources. The critical areas of concern for academics are teaching and research. Teaching goes hand in hand with learning and is embodied in the broader concept of curriculum. The concern, then, with the content and relevance of the university curriculum is a universal issue. In addition to increased graduate

unemployment, Saunders (1992:4) raised similar concerns and warned that: "...some countries, especially in Sub-Saharan Africa and Latin America, have lost quality in both teaching and research and have lost the capacity to play a crucial developmental role which universities and other institutions should play." He ascribes this situation to a decline in the quality of higher education which is seen as a direct result of:

- ◆ inability of universities to cope with large numbers of students;
- ◆ rapidly diminishing resources together with increasing student numbers leading to a decline in standards and loss of morale;
- ◆ short to medium term overproduction of graduates in the public sector;
- ◆ graduate unemployment and underemployment;
- ◆ inappropriate government involvement in university matters; and
- ◆ the great reduction in research in most Sub-Saharan African universities causing damage to postgraduate education, particularly, in the fields of science and education.

Clearly, the above changes have strong implications for the way in which academics go about their daily tasks of teaching and research. These changes also pose challenges to lecturers in terms of content and canon (Scott, 1994:10), in deciding what to teach, relevance of the curriculum to local socio-economic needs, appropriate methods of teaching and research and a host of other concerns that influence the quality of teaching and learning.

Saunders (1992) further cautions that there is a lesson in the above experience for the future of higher education in S.A. He emphasizes the importance of having adequate entry requirements for university admission if quality is to be achieved. Many western countries have managed to maintain standards (defined within their context) through a selective admissions policy. This, however prejudices disadvantaged students. In S.A. a pressing issue is the need for social redress. Accompanying an increase in student numbers is the number of students coming from educationally, culturally, economically, linguistically different/disadvantaged backgrounds. Hence, the pressure to accommodate for these differences in the curriculum is great. In accommodating for these differences

the focus should be on striking a compromise between the needs of the learners and the academic demands of the discipline.

In addition to the above challenges, there is a need to redistribute resources to historically black universities and the debate pertaining to the maintenance of standards and the widening of the admissions policy is one that is largely influencing the calls for accountability, relevance and quality assurance. The issue of relevance is paramount in the S.A. context given its developing nature and its mix of both First World and Third World standards. Mamdani (1993) stresses the need for relevance – that the university should strongly echo the needs of the society it finds itself in. For all its glory and intellectual status, Mamdani (1993:6-12) claims that: “...the new post-independent African universities...stood as custodians of standards in outputs of civilization”, resulting in “...the creation of an intelligentsia with little stamina for the process of development whose vanguard we claimed to be.” Clearly, in this, there is a lesson for South African universities. One of the challenges is to restructure the curriculum and make it more relevant to both the developed and the developing components of South African society.

Universities are also expected to produce graduates who would be able to make a meaningful contribution to society and these graduates need to see some kind of relevance of what they are learning to the needs of the community they are serving. The university curriculum would therefore need to incorporate, at all levels, changes that would respond to the need for relevance. The demands on lecturers to become more responsive to the needs of students and society alike are enormous. The increasing pressure to improve areas of teaching and research are inevitable. To this end, an awareness is beginning to emerge among the relevant stakeholders in higher education of the importance of fulfilling the training demands of its human resource needs. This can be located within global concerns regarding the employability of graduates not only internationally but also locally.

The World Bank itself gives recognition to the “remarkable progress” made in Africa after independence but while figures are impressive “...the only disappointing aspect was that there were 100 000 African students studying abroad.” (Turok, 1993:4) Many students preferred to study in the First World developed countries rather than their own. The World Bank believes that this rapid expansion has brought about the following problems:-

- ◆ an abundance of institutions;
- ◆ graduates of low quality; and
- ◆ dubious relevance and escalation costs.

While the above figures are dated and there have been numerous positive and negative developments in higher education in S.A., these figures nonetheless point to the need to be cautious in the future planning of higher education in this country. Some of the negative developments have been an increase in the failure and attrition rates of university students plus increasing graduate under and unemployment. Some of the positive developments have been the restructuring of academic programmes that respond to academic and economic needs. In terms of the UNESCO Medium-Term Plan two themes emerge and demand immediate attention.

- ◆ *Relevance* - including the role of higher education within societies, democratization, the need for diversification, links with the world of work, and the responsibility of higher education in relation to the whole system of education.
- ◆ *Quality* - including reforms and innovations, distance education, interdisciplinary and continuing education, planning and management of resources, organization of programmes, and *qualification of lecturers* (the researcher’s emphasis) (Cabal, 1993: 3).

The current events in higher education, across the country, are focused on issues of right-sizing, rationalizing, restructuring academic departments, developing new and viable programmes and implementing a more regionalized approach to the distribution of resources. But this may be happening for some regions only. It appears that others will soon have to follow suit. The concern with pass rates, standards and quality is important for all universities – both HBUs and HWUs. It is within this context that the need for

academic staff development has to be understood. The disparity between HBUs and HWUs needs to be noted since they have largely determined the difference in so-called quality between the two. The legacy of apartheid and its subsequent unequal distribution of resources are playing themselves out in the current crisis experienced at HBUs. In fact, HBUs face the danger of closure unless they can indicate that they are cost-effective. HWUs, on the other hand, have always been well resourced and are therefore in a position to maintain a better standard of work. The standard of work produced is directly linked to the quality of an organization and its personnel. The maintenance of standards and the improvement of quality is crucial in maintaining productive organizations.

## **2.5 QUALITY ASSURANCE AND ACADEMIC STAFF DEVELOPMENT**

At a forum of Vice-Chancellors of Historically Disadvantage Universities (HDUs) held in Mid-Rand on the 9-10 March 1996, it was stated that: "The promotion of staff development to improve quality of teachers and to ensure a culture of sustained teaching, learning and research was identified as a priority. All institutions have some form of staff development programme in operation with varying degrees of successes and failures. A common problem across all the institutions is the low level of qualification and expertise amongst staff" (Report on the Deliberations of the Forum of Vice-Chancellors of Historically Disadvantaged Universities, 1996:25). The University of Durban-Westville is an HBU/HDU. UDW has no policy on academic staff development (L.N.Govender – Human Resources Manager/UDW). Efforts at academic staff development have been minimal.

Brew (1995:175) is of the view that: "The newness of quality assessment means that much work has still to be done in many areas of staff development arising from, and associated with, the process. To a considerable extent this is likely to involve supporting immediate needs, sharing experiences, aiding reflections, promoting good practice, contributing to the refinement of policies, the development of staff and the enhancement

of the education experience. It may also require staff developers to revise their modus operandi and revisit models of staff development and adjust the range of provision to integrate the needs arising from a quality audit and assessment.” Just as staff development is a current development (this is also reflected in the following table), so too is quality assurance. Both are intricately linked. One informs the other.

The assessment of the quality of the processes and products within higher education is now an important focus of attention. (Van Vught, 1993:3) But what exactly does quality assurance mean? Quality assurance is the concept coined to describe attempts made at judging the worth of university activities. While the application of quality assurance to aspects of the higher education system appears to be a recent phenomenon, its roots can be traced back to medieval higher education. During this period, two extreme models of quality assurance could be identified. One is the French model which vested control in an external authority and the other is the English model of a self-governing community of fellows. While they may not have used the term quality assurance, implicit in both was:

- ◆ An authority ( the chancellor in the French model and the sovereign, self-governing community of fellows in the English model) that had the right to determine the content of what was taught, who taught it and the quality of work produced; and
- ◆ Accountability, where in the French model it was in the hands of an external authority and in the English model it was achieved through peer review (Van Vught as cited in Craft, 1993:4).

Both dimensions of accountability and authority occupy a central role in higher education and in the present recognition for quality assurance. Van Vught (1993:4) argues that higher education has both intrinsic (ideals of the search for truth and the disinterested pursuit of knowledge) and extrinsic (services provided by higher education to the society) qualities. The process of reviewing and assessing the worth of organizations and in particular the university has developed and evolved into a neat category labeled quality assurance. It has strong links with industry and has direct implications for the development of an organization’s human resources. Academics and lecturers are part of a university’s human resources. Therefore, quality assurance would invariably have

implications for academic staff development. This discussion will now be contextualised in the South African context.

## 2.6 QUALITY ASSURANCE IN SOUTH AFRICAN UNIVERSITIES

The National Commission on Higher Education (NCHE) recommends that a quality assurance system is central to a single higher education system in S.A. (Reddy, 1996). It further recommends the need to develop the National Qualifications Framework (NQF) which will fall under the South African Qualifications Authority (SAQA) set up under the South African Qualifications Act of 1995. The significance of the NQF for academic staff development is that it is expected to guide and structure the quality of teaching, learning and accreditation at universities. The objectives of the NQF as cited in Singh (1997:3) are to:

- ◆ ...create an integrated national framework for learning achievements;
- ◆ facilitate access to, and mobility and progression within education, training and career paths;
- ◆ enhance the quality of education and training;
- ◆ accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- ◆ contribute to the full personal development of each learner and the social and economic development of the nation at large.”

It is within the context of the NQF that quality assurance of academic programmes becomes essential. The Draft White Paper goes on to state that this assessment is provided for by the Higher Education Bill by informing and coordinating quality assurance in higher education through a Higher Education Quality Committee (HEQC). The HEQC would have functions of programme accreditation and institutional auditing. Since staff development implies curriculum development it becomes imperative that such efforts begin to occupy a central role within institutions of higher learning. The

researcher would go further to state that these efforts should be more vigorous at HBUs. The reasons for this are presented in the Table 2.2.

**TABLE 2.2**  
**BREAKDOWN ON STAFF DEVELOPMENT PROGRAMMES AT HBUs**

INSTITUTION	POLICY	STAFFING	FUTURE PLANS/QUALIFICATIONS
Institution 1	No strategic plan. Programme is ad-hoc	No full time staff development officer	Developing linkages with other institutions Managed to train 5 members of staff to Masters degree level using donor funds
Institution 2	Developed out of strategic planning exercise. University policy stipulates that all permanent staff have a minimum of a Masters degree by the year 2000.	No full time staff development office. Driven from the office of the Vice-Chancellor.	International relations officer is establishing linkages and resourcing for staff development placements.
Institution 3	No policy	Bottom heavy staff compliment in terms of qualifications and experience	
Institution 4	No policy	Junior staff on most campuses	Intends to set up a fund for staff development Plans to institute a policy of minimum qualifications
Institution 5	In the process of redefining policy on staff development for both academic and non-academic personnel	Problems of co-ordinating the programme	
Institution 6	Informed by university strategic plan	Co-ordinated by Dean of Research Selection of recipients not well co-ordinated	Staff studying for PhDs locally and abroad. Difficult to provide extended leave. Assisted by agencies
Institution 7	Policy stipulates that minimum qualification for permanent appointment should be a Masters degree	Ad-hoc and uneven across departments. Confusion between staff development, affirmative action and redress.	Staff with a minimum qualification of an Honours degree should be appointed as associate lecturer on a three year contract.
Institution 8	No policy	Has an active but uncoordinated staff development programme driven by the Dean of Research	Suggested that any future permanent appointment should have a PhD. Looking to regional facilities as well as donor assistance.
Institution 9	No policy	No built-in arrangement for report back	

(Report on the Deliberations of the Forum of Vice-Chancellors of Historically Disadvantaged Universities, 1996:26)

An analysis of Table 2.2 indicates that a lack of a structured policy on academic staff development inhibits any attempts to motivate and commit staff to these programmes. The information suggests that the lack of seniority among those driving the process also reduces the importance of these programmes. While one may argue that a lack of funds does act as an impediment to staff development, it is a researcher's view that a well defined university policy on staff development would serve to direct and guide the process of staff development. Out of the nine institutions, only one has a policy on staff development. Even then there are problems of co-ordinating the programme. It is possible, that, among other reasons, there is a lack of clarity of the nature of academic staff development and its link with curriculum development. Therefore, senior people struggle with the idea of setting up a staff development programme.

While there is an emphasis on qualifications in Table 2.2 it should be noted that qualifications are not the only determinant or measures of competence. Qualifications is, but one, important feature of the entire staff development process. It would also appear that there is a lack of direction in leading the process of staff development at various institutions. It is the researcher's view that role-players cannot envisage or appreciate the impact of academic staff development on student development. This would entail examining the various facets of the curriculum in relation to staff and student development.

## **2.7 THE INTERRELATEDNESS BETWEEN STAFF DEVELOPMENT AND CURRICULUM DEVELOPMENT**

If one talks about academic staff development one is invariably talking about curriculum development. Du Toit and De Boer (1994:39) explain this view by claiming that lecturers need to take cognizance of the universal shift taking place in education – a shift from a lecturer-centered teaching approach to a learner-centered approach. The rationale for a shift of this nature is motivated by a shift in the organization of knowledge "...from that of the autonomous individual teaching from a specialist knowledge base to more

publicly controlled sequences administered through modular and other systems intended to produce flexibility and student choice” (Kogan; Moses; and El-Khawas, 1994:38).

It would appear that perhaps one needs a great deal of vision and foresight in order to successfully deal with these changes. Vision and foresight is required because it is envisaged that these changes in the curriculum are to the benefit of the student based on sound educational principles. It is also meant to advantage the state’s plans for relevance, accountability and rationalization. It is also meant to be relevant to socio-economic needs. The current confusion among some academics and resistance among others relating to proposed changes in the curriculum clearly indicate that issues pertaining to curriculum design, programme development and curriculum assessment need to be work-shopped in open, democratic and multi-disciplinary forums. There is definitely a need for far greater engagement with such issues. This need is the greatest among academics – hence the need for staff development.

The process of staff development would inevitably develop academics themselves and lecturers within a context of professional development – one that is necessary for effecting any meaningful change in individuals (student and staff) and organizations. Du Toit and De Boer (1994:39) state that: “The professional development of academic staff has become a desired activity and serves as a pre-requisite for student development. Teaching is the professional responsibility of every lecturer. Curriculum development forms the starting point for effective teaching by providing lecturers with the necessary knowledge and skills on actions such as:

- ◆ curriculum development;
- ◆ the formulation of learning objectives;
- ◆ the planning of learning opportunities; and
- ◆ the evaluation of student performance.”

The researcher supports this view since it assists in motivating for the need for staff development. But a more detailed explanation is required of the concept of a curriculum and the process of curriculum development as this would position it within the broader context of education and staff development in particular.

Curriculum is defined by Hartmann and Warren (1995:6) as "...what is taught, how it is taught, and to whom. The "what" may be understood as encompassing not only content, but also the skills, procedures and concepts required for mastery in a particular field of knowledge: the "how" implies the educational philosophy, the methods of teaching and assessment and the way that a programme is organized; and the "whom" suggests that cognizance is taken of the backgrounds, learning needs and interests, and study orientations of the students." This is a useful definition in that it highlights the salient components of what happens inside and outside the lecture room. It also highlights aspects of the teaching-learning situation that is often overlooked and taken for granted. It further indicates the importance of weighing every aspect of course design and paying equal attention to each component.

This process of curriculum development "...is the ongoing process of reviewing and modifying the curriculum. It is the kind of activity in which most educational institutions periodically engage, but its nature and scope depend quite substantially on the role, ethos and resources of the particular institution, and its responsiveness to societal change. A central challenge facing tertiary institutions in S.A., and internationally, is whether to continue with traditional approaches to curriculum development or to recognize that current societal and educational realities may require alternative approaches to the what and how of higher education" (Hartman and Warren, 1994:6). For the first time in the history of the University of Durban-Westville, has there been such vigorous and intense activity around transforming the disciplines and the curriculum. These activities are driven by economic concerns, the need to right-size and be more streamlined, public accountability in terms of graduate employability, spending of funds and the relevance of the curriculum. The latest development is the above move toward implementing the programme based degree in the year 2000. Again this has grave implications for staff in terms of content, teaching methods and forms of assessment.

In summary, it would appear that staff development impacts on curriculum development and hence student development. At the heart of the relationship between curriculum

development and staff development is quality teaching and learning. That this has gained prominence in recent years in higher education is indicated by the works of various authors. (Aleamoni, 1987; Ashcroft, 1995; Gibbs, 1992; McKeachie, 1994 and Ramsden, 1992)

## **2.7.1 THE RELATIONSHIP BETWEEN TEACHING AND LEARNING**

Before embarking on a discussion of good teaching and good learning the profile of a learner will be presented. This is significant in light of the fact that many lecturers (unlike qualified and trained school teachers) are not schooled in the theories of learning. The traditional-classical model of lecturing promotes the idea of a lecturer being a subject specialist with greater leanings towards research rather than on teaching. In addition to this, the curriculum is lecture centered because the focus is more on the lecturer as teacher rather than the learner taking responsibility for his/her learning. This lack of awareness of theories of learning has obvious implications for what transpires inside and outside the lecture room. And many a novice lecturer finds himself/herself in difficult situations that could have been avoided in the first place by a well developed staff development initiative. It makes sense to present a profile of the learner at this stage since this exposes the kinds of assumptions lecturers have about teaching and learning and thus forces one to unpack these assumptions and expose them to rigorous intellectual interrogation and examination.

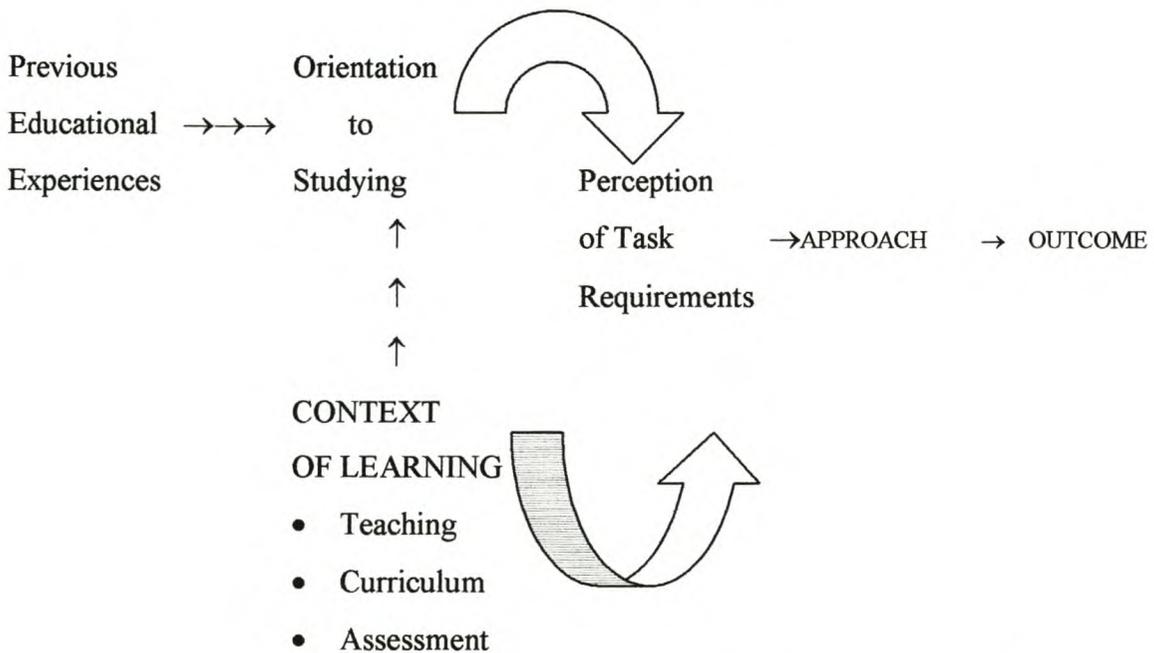
### **2.7.1.(a) PRINCIPLES OF CLASSROOM LEARNING**

Theories of learning play a vital role in the South African context of large numbers of under-prepared students, second language speakers and cultural diversity in institutions of higher learning. For those involved in academic support and academic development programmes aimed at providing student academic support and hence improving the pass rate, the need for understanding the psychology of the adequately prepared and under-

prepared student is enormous. In fact, this has encouraged and sometimes forced a review of the mainstream curriculum. And in the process, lecturers have found themselves stumbling on areas of curriculum development, theories of learning, course design, applied linguistics and a host of other related areas. It would seem that most lecturers, at the present moment, are on a learning curve. Having embarked on and completing the journey on this somewhat alien territory of educational development, academics find themselves empowered to deal with the many challenges facing them in the lecture room. What seemed so daunting in the beginning becomes surmountable obstacles and hurdles – possible only through (among other things) awareness of the principles of student learning.

The context of student learning influences the events in a classroom. This context is holistic and well-integrated where each step informs the other and is a necessary pre-requisite for the fulfillment of the other. Figure 2.1 lays out the context of student learning. It is useful because it identifies and focuses on those aspects that have a bearing on the teaching-learning experience.

**FIGURE 2.1**  
**STUDENT LEARNING IN CONTEXT**



(Ramsden, 1992:83)

Figure 2.1 clearly indicates that previous educational background and prior learning shape a learner's orientation to studying. The kind of learning approaches learners adopt are largely determined by their perceptions of assessment requirements (tests, essays, paragraph type questions and multiple choice questions), the workload, effectiveness and commitment of teachers and the amount of control learners exert on their own learning. This figure is not deterministic but heuristic in that it seeks to present a chain of interactions at different levels of generality. It is useful in the current study since it highlights the fact that learning approaches are influenced by learner's perceptions of their educational environment. Hence, a change in the educational environment whether it is a change in the constructed curriculum, teaching methods or assessment forms has the potential to effect positive changes in learning.

Clearly previous educational experiences influences learner performance. This is further influenced by the student's approach to studying and the student's style of learning. The importance of teaching in this context is therefore to ensure compatibility between the requirements of the task, the teaching methods employed (in other words, how will the lecturer approach the process by which the outcome will be achieved), the materials used and the forms of assessing student learning. The central feature of this model is understanding the way in which students learn and matching the curriculum to that. This can be accomplished by having a sound knowledge of student learning.

Some of the principles of learning that meet the language criteria of the subject specialists according to Heywood (1978:177) are:

- ◆ "Learning is the process by which new experience develops and reorganizes old responses.
- ◆ Without appropriate readiness a learning experience will be inefficient. Learning will not occur.
- ◆ Learning proceeds much more rapidly and is retained much longer when that which has to be learned possesses meaning, organization and structure.
- ◆ The learners learn only what they themselves do.
- ◆ Only those responses which are learned are confirmed.

- ◆ Transfer can only occur when there is a recognized similarity between the learning situation and the transfer situation.
- ◆ Transfer will occur to the extent that students expect it to occur.
- ◆ Knowledge of a model(s) of problem finding and solving or aspects of critical thinking can contribute to its improvement.” This view is also supported by Ramsden (1992:4) who maintains that teaching can be improved by understanding how student’s learn. In his argument for a more professional approach to university teaching Ramsden (1992:I) argues that “...becoming a good teacher in higher education involves listening to one’s students and changing one’s understanding of teaching.” These theories of learning apply to both the student and the lecturer in relation to their learning.

The above discussion highlights the positive relationship between teaching and learning. But how does one really define teaching? Svinicki (1994:239) as cited in McKeachie (1994:239) provides an all-inclusive explanation of teaching. She states that:

“The skills involved in teaching are generalizable to just about every other position of responsibility you may aspire. Teaching requires that you be able to communicate technical material to specialists and non-specialists alike in both oral and written form, an important component of both business and research. Teaching requires that you be able to guide the learning of others and to establish and maintain good interpersonal relationships with those “below” and “above you in the hierarchy, which is what essentially management positions require. Teaching requires you to evaluate the performance of others, one of the most difficult and critical skills for anyone in a management position. Teaching requires you to be able to listen to someone else struggling with a problem and help them solve it, the basis of consultation in most fields.”

And if teaching requires all of this, how important, then, is the learner (the recipient of knowledge) in this process of teaching and learning? And how important is it to assess and evaluate the learner’s experience of this teaching?

The principles of learning (whether of students or staff) have the following implications for academic staff development. Staff development:-

- ◆ guides the content of the curriculum and directs the kind of learning opportunities conducive to promoting learning;
  - ◆ compels lecturers to account for learner preparedness in the context of what they teach and how they teach it;
  - ◆ created an awareness among lecturers of the need to select appropriate materials, ensure focus and coherence of different units and ensure the development of a well-structured and organized course; and
  - ◆ encourages a learner centered approach where learners are interactive in the teaching-learning process;
  - ◆ is an approach based on these principles learning is easily observed and measured; and
  - ◆ takes care of the issue of transfer since lecturers will continuously measure transfer.
- While an understanding of these principles are useful in guiding curriculum development, it would appear that those currently involved in teaching in higher education in S.A. would need to familiarize themselves with the principles of learning among the disadvantaged students who make up a large proportion of the current student population.

### **2.7.1(b) LEARNING IN RELATION TO THE DISADVANTAGED AND UNDERPREPARED STUDENT**

There is now increasing consensus that among some of the greatest barriers to learning in higher education in S.A. is the level of educational under-preparedness among students. This is a direct result of the policies of Bantu Education. The legacy of apartheid still lives on in the present education system in the black community. Students coming from disadvantaged schools (mainly Black) still carry a great deal of the educational baggage of the past. The success of learning at a tertiary level is largely dependent on the quality of schooling at both primary and secondary levels. Deficiencies experienced at the first

two stages will manifest as educational problems in subsequent stages of learning. Educationists such as Osborne (1988) and Smith (1986) are of the opinion that if these learning problems are not resolved during the primary socialization stage then a form of maturational lag develops which then impedes further successful socialization and learning of the student into higher levels of learning. And even where students demonstrate evidence of learning, these maturational lags invariably manifest themselves at different stages. The challenges for lecturers, then, in addressing the needs of disadvantaged/under-prepared students is indeed great.

Main (1993:2) has done extensive research on academic staff development and concludes that "...lecturers and other levels of academic staff are not expected to have undertaken formal training in areas such as:

- ◆ the determination of students' learning needs;
- ◆ curriculum and course design;
- ◆ developing of teaching/learning situations;
- ◆ choice of teaching/learning methods;
- ◆ resources for teaching and learning;
- ◆ assessment of student performance; and
- ◆ evaluation of courses and of teaching."

He further concludes that "...only about one percent of tenured academic staff at British, Canadian and Australian Universities would have substantial training in pedagogy or andragogy prior to recruitment to the academic profession" (Main, 1993:2). The South African situation is very similar. Scott (1994:11) provides an incisive analysis of the state of academic staff development in S.A. universities. The first concern is the ability and preparedness of academic staff across the sector to meet the challenges of redress and development in their capacity as educators. The rapidly transforming higher education sector throws enormous challenges to academic staff, who, "...while fully competent in traditional lecturing and tutoring, do not claim any specialized knowledge or expertise in key forms of educational development that will be needed to improve the effectiveness, efficiency and flexibility of higher education in future" (Scott, 1994:12).

The second concern relates to the uneven distribution of well qualified and experienced staff across the higher education sector and a short supply in some key disciplines. In particular, many black academics have had inadequate opportunities to gain higher degrees or international research and teaching experience. Further, many black academics are likely to be called into government service or the private sector under the new government (Scott, 1994:12).

The above have major and profound implications for academic staff development in S.A. universities. Scott (1994:11-12) makes some pertinent recommendations such as:-

- ◆ intense staff development programmes to enable local academic staff to upgrade their qualifications and gain the necessary academic experience to take an increasing proportion of senior positions;
- ◆ employing more education specialists with expertise in higher education; and
- ◆ reconciling efforts of educational development with research and technical expertise.

These recommendations are clearly compelling reasons for implementing academic staff development programmes.

Moyo, Donn and Hounsell (1997:97) in their report on a Needs Assessment and Audit of Academic Development in South Africa make the following recommendations.

- ◆ greater attention be given to induction programmes for new teaching staff with a particular focus on andragogy, quality teaching, learning and assessment, use of computers and information technology on teaching and learning, course development, approaches to small group teaching and teaching large diverse classes;
- ◆ induction programmes should be compulsory and lead to the award of an accredited professional qualification;
- ◆ a national agreement by heads of institutions on minimum training standards that are clearly articulated "...where participation is a contractual requirement for all new appointees without substantial prior experience of university teaching, developing award bearing programmes, and ensuring that probationary staff can demonstrate the award of the tenure" (Moyo et al, 1997 : 98).
- ◆ continuing professional development of all teaching staff;

- ◆ the provision of incentives and rewards for teaching staff in their own continuing professional development;
- ◆ providing opportunities for staff to review and enhance their activities in a sustained manner;
- ◆ teaching staff should see student development as a responsibility they share with academic development staff;
- ◆ identifying various strategies for reshaping future staff development programmes;
- ◆ staff development for support staff and teaching assistants;
- ◆ taking into account the needs of all staff who directly or indirectly contribute to the quality of teaching and learning; and
- ◆ creating a condition where staff contribute to the professional development of their colleagues.

The scene has thus been set for justifying the need for staff development at S.A. universities.

### **2.7.1.(c) LEARNING TO TEACH IN HIGHER EDUCATION**

At the core of any staff development initiative is the need to train lecturers to teach. This is by far the most important role (among others) that the lecturer assumes. Therefore, a great deal of the discussion will be centered around this issue. The above discussions highlight the growing importance given to quality teaching in higher education. The need for accountability and relevance is beginning to shape the manner in which lecturers conduct themselves in the lecture room. Of significance, is the attention paid to the curriculum. The demand on academics to adapt the curriculum is great and inescapable. Yet, Ramsden (1992:2) argues that this in itself is not sufficient for improving teaching.

Ramsden (1992:2) goes on to argue that : “We deceive ourselves if we think that responses to new demands like these constitute our real problem, as surely as institutions and governments deceive themselves if they think that the forces of accountability will

automatically improve the standard of teaching and research, and as surely as students deceive themselves if they think that passing tomorrow's examination is what learning is all about. The truth is that the stresses placed on us form an entirely inadequate basis for enhancing the quality of teaching. Something else is needed to make teaching better. If you really want to improve your own teaching, you must understand what this something is" (Ramsden, 1992:3). The merit of this argument lies in its ability to expose the myths, half-truths, over-simplifications and fallacies regarding the general conception of good teaching.

Teaching and learning are tied closely together. The first myth regarding teaching and learning is that good teaching does not necessarily lead to good learning. Brew (1995) is explicit in claiming that not only do lecturers need to know the latest technologies in teaching but that these technologies be applied in the context of appropriate teaching and learning theories. The second myth relates to the process of learning being assessment driven. A grade in a test and/or examination is not necessarily a measure of learning or success. That in order for lecturers to improve their teaching they need to understand it in the context of theories of good teaching and learning. Ramsden (1992:86-89) highlights the following myths about teaching in higher education.

- ◆ good teaching is an elusive, many-sided and undefinable quality;
- ◆ there is no one best way of teaching;
- ◆ teaching is not very important since the greater part of learning takes place outside of lectures and formal classes;
- ◆ learning is what learners do thereby de-emphasizing the importance of teaching and shifting the responsibility of learning to students;
- ◆ that if students do not learn it is as a result of their abilities rather than deficient teaching;
- ◆ the inevitable separation of learning from teaching
- ◆ teaching under-graduates is easier than teaching post-graduates;
- ◆ that subject-matter knowledge is sufficient; and
- ◆ that the quality of teaching cannot be evaluated.

These myths serve the interests of the dominant cultures of academic departments. They are administratively convenient. They provide good excuses for not doing anything to improve teaching (Ramsden, 1992:88). These myths and fallacies are deeply entrenched in the psyche of academics in higher education and by serving the specific interest of dominant groups they perpetuate a culture of under-development in teaching and thereby have negative consequences for academic staff development. It is the researcher's observation that older academics are the most difficult to influence. So set are they in their ways that any attempt at introducing new technologies make them anxious and nervous.

In a study carried out by Imenda (1995, 178-182) at the University of Transkei, a striking difference was found between the expectations of students and staff regarding their respective roles in the teaching process. Some students feel a good teacher is someone who feeds them with lots of notes while lecturers prefer to encourage students to take notes independently. Such conflicting role expectations are destructive to clear communication. Imenda (1995:181) thus sees staff and student development as two sides of one coin. The conclusion made in the study is that interactions between academic support personnel and lecturers from academic departments served to influence staff development by re-orienting mainstream teaching in terms of course design and implementation.

## **2.8 THE RELATIONSHIP BETWEEN THEORIES OF LEARNING AND ACADEMIC STAFF DEVELOPMENT**

It is clear that implicit in the notion of teaching and development is the process of training and learning. This process of learning, whether it is academics trained to teach or learners being taught by teachers is basically the same. The following theories provide additional insight into learning and its implications for staff development.

## 2.8.1 BEHAVIOURIST THEORIES

The development of these theories coincide with the development of the scientific school of thought – similar to positivism as discussed in 2.1.1. They apply scientific methods of enquiry to human behaviour. The methods are observation and experiment. They lead to “laws” and derivative principles of learning and teaching. Behaviourists do not look within the individual for explanations of human behaviour. On the basis of observing external behaviour objectively, they “...find variables of which behaviour is a function and establish laws” (Zuber-Skerritt, 1992:38). These laws allow them to predict student responses to stimuli from the outside (from the teacher or the teaching material) for a particular goal, aim or objective.

Learners are presented with ready-made systems and taught as many research findings as possible in a compressed way (optimum knowledge taught and learnt in minimum time) (Zuber-Skerritt, 1992:38). The concept associationsm coined by Gagne’(1977) considers learning as connecting separate elements in our experience to form ‘associations’. Linked to this concept is “controlled experimentation”, “determination” and prediction of learning behaviour. These are central aims in the behaviourist school of thought and Gagne’ (1977) as cited in Zuber-Skerritt (1992;39) distinguishes five learning domains or skills. They are motor skills, verbal information, intellectual skills, cognitive strategies and attitudes. These categories of human skills are similar to Bloom’s (1974) taxonomy of motor, cognitive and affective domains. Gagne’ (1977) believes that learning is hierarchical as demonstrated by his categories and Bloom’s taxonomy. These categories have also formed the basis for setting objectives in many higher education institutions throughout the world.

The two criticisms against behaviourism are:

- ◆ A new experience cannot be understood through the summation of reflexes or other individual elements but that it can (from the outset) be seen as a whole or pattern.
- ◆ They are mechanistic and inappropriate to developing critical and creative thinking.

The implications of behaviourism for staff development practices is that it provides a limited and narrow view of development and when applied to the full and complex spectrum of staff development activities, it yields mechanistic and deterministic observations. In keeping with the scientific and positivist school of thought, it has very little regard for the intrinsic potential of individuals (lecturers) and thereby hinders creativity and critical thought – necessary for the success of staff development efforts.

## **2.8.2 COGNITIVE THEORIES**

Cognitive theories have emerged as a response to behaviourism. As its name suggests, cognitive psychology focuses on the human mind: its memory, cognitive structures and processes of information storage and retrieval (Zuber-Skerritt, 1992:41).

### **(a) The Human Memory**

The Human Memory is differentiated into:-

- sensory information storage system represents the experiences received by the sensory system;
- short-term memory retains the immediate interpretations of events;
- billions of items are stored in the memory in such complex ways that it makes retrieval difficult; and
- retrieval strategies are similar to those of problem solving processes (Zuber-Skerritt, 1992:42).

### **(b) Cognitive Structures**

Cognitive Structures are generally defined as knowledge stored in organized ways. In problem solving tasks one draws on a hierarchical organization of concepts. Cognitive

structures are partly inherited and partly developed or learnt. Behaviourists believe that cognitive structures develop as a result of the accumulation of knowledge and cognitive psychologists believe that some knowledge is inherited and that existing knowledge is continuously changed (Zuber-Skerritt, 1992:42). Bruner (1960) as cited in Zuber-Skerritt (1992:42) "...believes that learning is effective if the memory stores general structures or overarching concepts which can be applied to many similar problems than if it adds another stimulus to a previous situation." Human Memory adds a new dimension to the process of learning and staff development. It highlights the role of short-term memory in staff development (although a limited one). Cognitive Structures highlight that existing knowledge can be changed to adapt to changing circumstances. This implies a wider application of knowledge and hence contributes to the process of staff development.

### **(c) Information Storage and Retrieval**

Cognitive theorists focus on the Process of Information Storage and Retrieval. While behaviourists focus on the outcome or end product of learning, cognitive theorists focus on the process of knowing and learning (Zuber-Skerritt, 1992:42). This is a significant departure from behaviourism and sheds light on the nature of learning in higher education. The focus is on the process of learning and not on the product. Bruner (1960) as cited in Zuber-Skerritt (1992:43) is of the view that the acquisition of knowledge is an active process within the framework of cognitive structures as a system of representation. He believes that knowledge is acquired by three simultaneous processes:

- ◆ acquisition of new information or the replacement of old knowledge;
- ◆ transformation of information in a new situation; and
- ◆ evaluation or appraisal of the manner in which the information has been used.

This theory provides insight into learning that is not addressed in behaviourist theories.

Its implications for staff development are that it focuses on the process by which lecturers come to understand the world of teaching, it focuses on the acquisition of new

information by lecturers, it links new information to what the lecturer has already learnt, it has the potential to transform information in a new situation (essential for the self-reflective practitioner) and it provides for evaluation of the manner in which information has been used by lecturers in their own development.

### **2.8.3 HOLISTIC THEORIES**

The following holistic theories do not isolate individual parts of the learner's system but consider the phenomena of learning in the person as a whole. They describe the phenomena of learning as they appear in the person's consciousness. The emphasis of this research is on the phenomenological differences which different learners bring to their approaches to learning. Phenomenology and phenomenography are the terms used to describe this research (Zuber-Skerritt, 1992:44).

These theories add new and comprehensive dimensions to learning and build on the previous behaviourist and cognitive theories. A whole range of concepts are used to develop and explain this theory in the context of holistic staff development. These concepts provide a conceptual lens from which to understand academic staff development.

#### **(a) Context**

This concept is of special significance in the context of academic staff development. It refers to the difficulty experienced by staff and students in higher education to see the context of their daily work. There are three reasons for this:

- ◆ The division of labour and the increasing specialization in manual activities, scientific research, the emergence of new disciplines make it difficult to connect the different disciplines. Lecturers are unable to see the connection between their own and other disciplines.

- ◆ Each discipline has its own professional, esoteric language and experts communicate fast with colleagues in their own fields. The problem emerges when communication between different scientists (psychologists, philosophers, engineers, lawyers) become difficult.
- ◆ Most researchers confine themselves to one method of understanding only and that is analysis. This is done at the expense of synthesizing. In other words, analysis and synthesis belong together and give a coherent view of the world (Zuber-Skerritt, 1992:52).

The value of this concept for staff development lies in its ability to connect the different disciplines, ensure communication among academics from diverse disciplines and expose lecturers to view the world from more than one perspective thereby providing a holistic perspective.

#### **(b) Approaches to learning**

On the basis of in-depth interviews with students, the following main approaches to learning have been identified and classified:

- ◆ The ‘surface’ approach versus the ‘deep-meaning’ approach or the ‘verbal’ and ‘non-verbal’ learning (Marton, 1975 as cited in Zuber-Skerritt, 1992);
- ◆ ‘serialist’ versus ‘holistic’ approaches and accompanying styles of ‘operation’ versus ‘comprehension’ learning (Pask, 1976 as cited in Zuber-Skerritt);
- ◆ ‘reproducing’ versus ‘personal meaning’ versus the ‘achieving’ approach. (Entwistle, 1981; Entwistle and Ramsden, 1983).

The above forms of learning apply to lecturers (and learners) in varying degrees and at different times. They are also related to the goals of staff development. For example, learning to use an overhead projector requires the mastery of motor skills, requires a surface/serialist approach with a view to reproducing an act as opposed to learning to teach various concepts in calculus and algebra. The latter requires a deep-meaning,

holistic and comprehensive approach with a view to acquiring meaning and producing results.

Ashcroft (1995: 47) is of the view that teaching should be such that that it encourages a deep approach to learning. She goes on to state that successful learners are able to utilize a range of learning approaches. In terms of staff development, lecturers need to be aware of this.

### **(c) Andragogy**

Knowles (1985) as cited in Zuber-Skerritt (1992:44) coined the term andragogy for the science of adult education as opposed to pedagogy for the science of child learning. The differences between the two is that:

- ◆ adults are self-directed learners which is conducive to life-long learning;
- ◆ adults have a rich life experience and therefore a rich resource of learning from each other in groups;
- ◆ they usually learn for a purpose (to perform a task, problem-solving or to live in a more satisfying way); and
- ◆ quantitative differences in that adults have a greater intellectual independence achieved through certain processes (reflection, meta-cognition, collaboration, groups processes) and methods (collaborative action research) (Zuber-Skerritt, 1992:46). Therefore, while learning from experience is powerful "... it is also inefficient unless it is followed up by formal and systematic opportunities to conceptualize the effect of this experience" (Zuber-Skerritt, 1992:47).

This theory is especially useful for staff development since it acknowledges the lecturer as an adult learner and its associated benefits of self-directed, life-long, purposive and intellectually independent learning. It also acknowledges the richness of the life experience of the adult lecturer and its positive influence on staff development.

**(d) Action learning**

Revans (1992:48) as cited in Zuber-Skerritt (1992:48) defines action learning "... as a process by which groups of people (whether managers, academics, teachers, students or learners generally) work on real issues or problems, carrying real responsibilities in real conditions. The solutions they come up with may require changes to be made in the organization, and they often pose challenges to senior management, but the benefits are great because people actually own their own problems and their own solutions." This is especially applicable to adult lecturers learning to improve and enhance their teaching and research skills.

**(e) Learning styles**

A learning style is defined as: "The way in which anyone goes about learning is a relation between the person and the material being learned" (Ramsden , 1992:40).

Knowing a person's learning style is important in determining:

- ◆ how to improve one's learning style;
- ◆ how to make the most of one's learning;
- ◆ task preferences, managerial preferences and underlying values;
- ◆ adapting a task to suit the person;
- ◆ the design of a team; and
- ◆ increased personal satisfaction and job performance.

The benefit of identifying learning styles is that it creates opportunities for treating individuals as individuals and respecting their differences. The learner is also in a position to benefit from the quality of learning by selecting the appropriate learning strategies in terms of his/her personal goals and talents with the nature and demands of the learning tasks (Zuber-Skerritt, 1992:49).

In the context of academic staff development, the benefit of knowing the learning styles of students and the teaching methods of lecturers is that they lead to different approaches such as:

- ◆ changing the teaching method (lectures, group work, practicals) of the lecturer to match the learning style of the student;
- ◆ helping students to adapt, gradually, to the teaching methods of the institution; and
- ◆ developing a variety of teaching styles to match the different forms of learning styles of the student. (Kapp, 1993:243) This is really significant in that it makes a radical departure from what is currently happening at universities in terms of academic support activities. Academic support activities locate the source of the learning problem in students with no attention paid to the deficiencies in teaching. But, by acknowledging that teaching styles can be matched to learning styles, the path to improving instruction is already paved. This conscious recognition and acceptance is pivotal to the way in which staff development activities unfold.

#### **(f) Meta-learning**

There is a growing awareness that a student learns better if s/he is aware of the process of how s/he learns. This is called 'meta-learning'. Adults have a greater predisposition to make use of this kind of learning because they can engage in reflection and self-criticism much more easily than children. Baird (1988:145-6) states: "Meta-cognition refers to the knowledge, awareness and control of one's own learning. It subsumes various aspects of intellectual competence and performance, such as conceptions of the nature of teaching and learning (meta-cognitive knowledge), perceptions of the nature, purpose, and progress of current learning (awareness), and the decisions made and the behaviours exhibited during learning (control). Adequate meta-cognition means that 'self-direction' or 'responsibility and control' of learning is considered, informed, and purposeful. Improving learning is a process of intellectual development towards enhanced meta-cognition." (Zuber-Skerritt, 1992:50) This process of meta-cognition fits in well with the concept of adult, self-directed learning. It allows one to engage with oneself on the

process of how one learns, provide a constructive critique of one's abilities and limitations and thereby chart the way forward toward fulfilling one's many intellectual and other goals. This theory is bound to be useful when applied to academic staff development programmes.

### **(g) Holistic dialectical thinking**

The concept of holistic thinking is based on the principle of the dialect and can be applied to all walks of life. It is drawn from Hegelian literature and described as the opposition of a 'thesis' against its 'antithesis' with a reconciliation of both in a new synthesis. This is an abstract concept. Dialectical thinking involves the following and has the potential to play a useful role in academic staff development programmes. These include:

- ◆ open form of thinking;
- ◆ questioning and answering in sequential steps;
- ◆ reflecting back and forth between elements like part and whole, knowledge and action, process and product, and subject and object;
- ◆ contradictions lead to new resolutions; and
- ◆ paradox is dealt with appropriately. Zuber-Skerritt (1992:51) is of the view that, "...holistic dialectical thinking is one of the most important educational principles leading to understanding and social responsibility." The importance of this will emerge as the models and practices on academic staff development are presented.

### **(h) Contradictions**

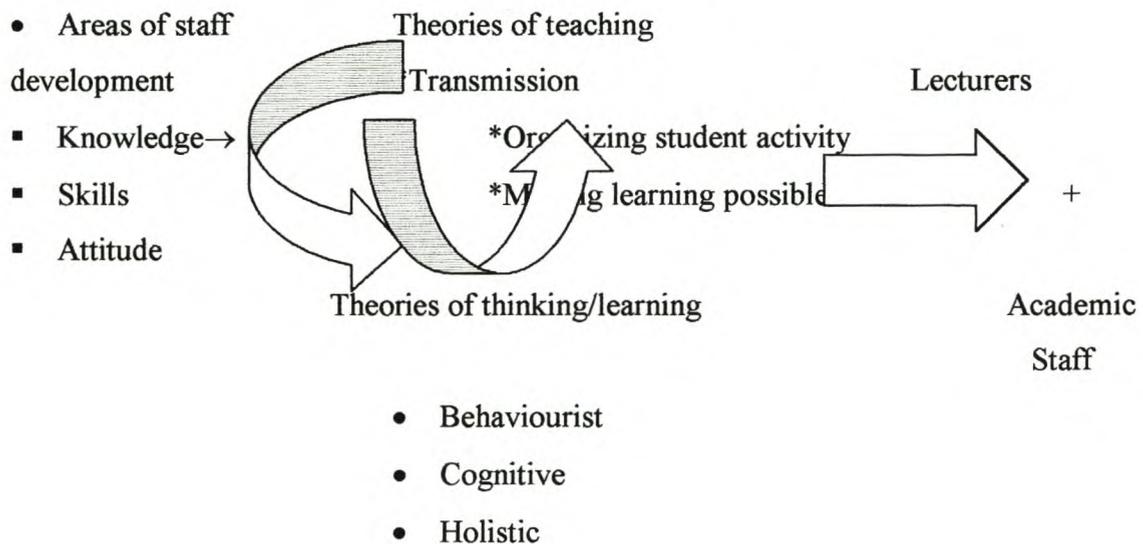
Students need to know that everything has two sides which belong together, are mutually constitutive and separate or exclusive of each other. This in itself is a dialectical contradiction. Its implications for staff development are that it engages the mind and forces the lecturer to acknowledge the many facets of a phenomena and its educational significance.

### (i) Change

Behaviourist theories are rooted in determinism. It stifles any thought about creative thinking, critical thinking and dialectical thinking. This concept of change which says that everything changes negates all static and negative thinking. Thinking is seen as a process, one that changes and is based on action. This change in thinking occurs in a dialectical process of thesis, antithesis and action (Zuber-Skerritt, 1992:53). This process is especially useful in the current context of staff development since it leads to a progression of ideas.

**FIGURE 2.2**

### **A FLOWCHART OF THINKING/LEARNING AND ITS EFFECT ON STAFF DEVELOPMENT**



In summary, 1.5 provided definitions of academic staff development. Among some of the definitions, the following areas stood out as important areas of staff development in general and academic staff development in particular. These areas of training and development as adapted to academic staff development, in broad categories, are knowledge, skills and attitude. The specific competencies that academics would need to develop would be compatible with different theories of thinking – depending on the

competency to be achieved. For example, motor skills and verbal skills (both required at some point in lecturing) are rooted in behaviouristic thought. At the same time, if the aim is to build a positive attitude and foster commitment then a combination of methods based on behaviourism, cognitive structures and holistic theories would be used. But, more importantly, academic staff development is aimed at a group of adult, highly educated and critical (supposedly) group of people. Therefore, there should be little difficulty applying the notion of the self-reflective, self-critical and self-directed learner to a group of academics. But this is just the researcher's view and one that should be tested. Webb (1996) does caution on the manner in which staff development is approached. Therefore, the most significant lesson that these theories of thinking have for academic staff development is the kind of teaching and training methods employed in trying to realize the goals of academic staff development. In addition to this, there should be a compatibility between the conceptions of teaching and the conceptions of learning – be it between lecturer and student or staff developer and lecturer.

In essence, there has to be a compatibility between the goals, the content, the method of delivery and the forms of assessment. This will be facilitated by looking at different models of academic staff development in 2.9.1.

## **2.9 THEORIES OF TEACHING IN HIGHER EDUCATION**

Theories of teaching in higher education are generally ignored or overlooked. They do not appear to occupy any significant place in the academic context of teaching and learning. Yet they play a vital role in creating a consciousness about the way in which lecturers and adult students engage with the academic demands of the university. Brew (1995:29) argues that : “Without a more sophisticated conception of teaching and learning, lecturers will often be in no position to make appropriate decisions about what directions to innovate in or how to implement innovations effectively.” Hence, the importance of understanding theories of teaching.

Yet, Brookfield (1990:1) questions whether it is possible to capture the reality of teaching in a single word or phrase. He presents a range of adjectives to describe teaching. These include teaching as passion, hope, doubt, fear, exhilaration, weariness, collegueship, loneliness, glorious defeats, hollow victories, and, above all, the certainties of surprise and ambiguity. And ironically, there is a widely held perception and confession made by Laila Mattson in Terenzini, (1992:5) that she "...had always thought that university education was quality education." This taken for grantedness of one of the most valuable resources in society indicates that the need to review and justify what is done has arrived. Clearly then, the time has come for educationists to unpack the assumptions underlying quality teaching in higher education. For in becoming complacent, we place at risk the future of higher education. So, regardless of the teaching package implemented, it would fail if it is implemented outside of an understanding of theories of teaching and learning.

Ramsden (1992:109) provides the following three theories of teaching in higher education based on his knowledge of how students learn. He claims that instructional strategies and isolated skills have little meaning and few chances of success if they are not managed by a sophisticated theory of teaching. He identifies "...three generic ways of understanding the role of the teacher in higher education, each of which has corresponding implications for how students are expected to learn" (Ramsden, 1992:109). Cole (1982:15-17) identifies four models on teaching in terms of structure, content and objectives. These models coincide with Ramsden's theories.

#### **(a) Teaching as telling or transmission**

This theory revolves around the traditional didactic lecture and the teacher is seen as the supreme source of undistorted information. The task is seen as the supreme source of undistorted information. The task of teaching undergraduates is seen as the transmission of authoritative content or the demonstration of procedures. Knowledge is supposed to be handed to students, subject content is *sui generis* and instilled in students. The problems with this approach to teaching are the following:-

- ◆ students are seen as passive recipients of knowledge;
- ◆ the wisdom of the lecturer is seen as the ultimate and only wisdom;
- ◆ it traps itself into the notion that more is better. Therefore, there is emphasis that the volume of information and the pace by which it should be transmitted can be fixed technically;
- ◆ the focus is on the teacher as expert arbiter of knowledge;
- ◆ it assumes that learning will take place as long as a quantity of information gets across to students;
- ◆ consistent with this view, failure to learn is attributed to faults in the student. In fact, all problems in teaching and learning reside outside the lecturer;
- ◆ this view does not allow for seeking alternate reasons as to why students fail; and
- ◆ it does not accommodate the view that learning can be influenced by good teaching (Ramsden, 1992:112).

Cole's (1982:15) first and third model of teaching in higher education coincides closely with the theory of teaching as telling or transmission. In the first model Cole (1985:15) divided instructors into the following categories.

- ◆ The content-centered lecturer is concerned about covering subject-matter systematically, is discipline oriented, and poses as an authority figure.
- ◆ The instructor centered lecturer stands as a model for the student to emulate.
- ◆ The intellect-centered lecturer emphasizes the training of the mind and the development of problem-solving skills.
- ◆ The person-centered lecturer is primarily interested in all aspects of the student's development – emotional, personal and intellectual. The last two correspond with the theory of teaching as organizing student activity.

In the third model Cole (1982:15) divides teaching styles into:-

- ◆ the directive style where the lecturer dispenses knowledge through telling, asserting and modeling – students are passive and the lecturer dominates the situation;
- ◆ the participative style where both lecturer and student express creative thoughts and the lecturer is not an authority on learning;

- ◆ the nondirective style where the lecturer is a facilitator and knowledge comes from the students.

While the directive style supports Ramsden's first theory of teaching as transmission and telling, the participative style supports the theory of teaching as organizing activity and the nondirective style supports the third theory on teaching as facilitating learning.

### **(b) Teaching as Organizing Student Activity**

This theory focuses on the student. The teacher occupies a supervisory role and articulates techniques designed to ensure that students learn. The key features of this theory are:-

- ◆ authoritative subject knowledge recedes into the background;
- ◆ it looks for opportunities for translating ideals such as critical thinking, creative thinking and developing independence;
- ◆ teaching is based around activity;
- ◆ instructional methods incorporates components of motivation, class discussions, reward and punishment incentives and experiential learning.
- ◆ it creates possibilities that learning problems reside inside and outside the student;
- ◆ improved teaching is as a result of extending rather than changing a lecturer's repertoire of techniques;
- ◆ it views learning and teaching techniques as a sufficient basis from which to improve teaching; and
- ◆ that certain conditions will guarantee learning.

This theory of teaching as organizing student activity represents a transitional stage from theory one to three. It represents the level at which attempts are made to introduce innovative methods in teaching and hence much staff development takes place at this level (Ramsden, 1992:113). Coles's (1982:150) second model of teaching is divided into that which is goal-oriented, activity oriented and learning oriented. However, it fails to clarify the role of the teacher in teaching and learning (Cole, 1982:16).

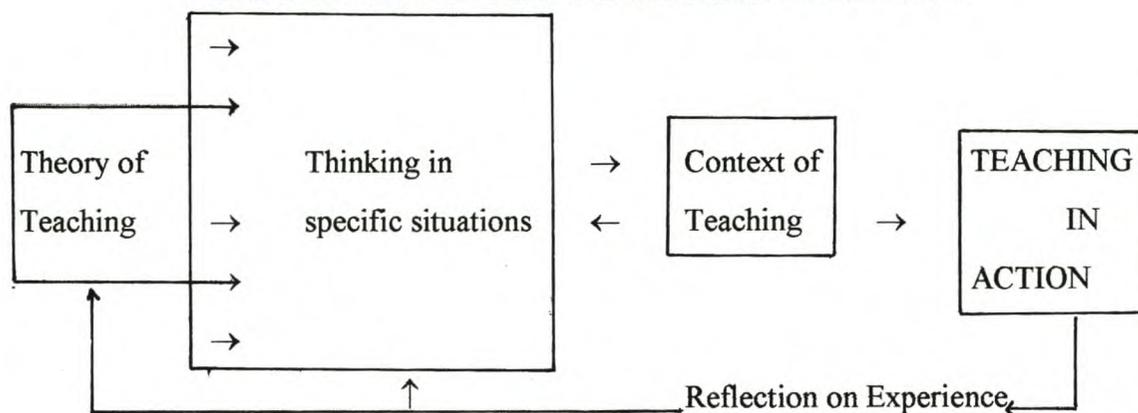
### (c) Teaching as Facilitating Learning

While the above theories focus on the teacher and the student respectively, this theory views teaching and learning as the same side of one coin. Teaching, students and subject content to be learned are linked together by an overarching framework. This theory expresses a view of teaching as:-

- ◆ a process of working co-operatively with learners to help them change their understanding;
- ◆ focuses on content of what students need to learn in relation to how it should be taught;
- ◆ teaching methods are guided by content and student problems with learning it;
- ◆ making student learning possible, "... by finding out about students' misunderstandings, intervening to change them and creating a context of learning which encourages students actively to engage with the subject matter" (Ramsden, 1992:114).

The role of the teacher differs radically in that s/he does not impose learning onto the student but rather learning is something the student does. Learning is about applying and modifying one's ideas. The implications of this approach for student learning are that a multiplicity of solutions will ensure student learning, that there are certain favorable conditions for learning, teaching is related to the context and is subject to continuous improvement (Ramsden, 1992:116). It is envisaged that these theories of teaching and the nature of learning in the classroom should inform each other equally.

The following model of teaching in higher education illustrates the importance of theory three by showing the relationship between theory, context and teaching in action. It stresses the importance of reflecting on experience as a means of improved teaching. This notion of reflection is expressed in the practice of the self-reflective practitioner. It is a useful model in that it forces an examination of the process of understanding how teaching makes learning possible and its influence on teaching activities in higher education. (Ramsden, 1992:119)

**FIGURE 2.3****A MODEL OF TEACHING IN HIGHER EDUCATION**

(Ramsden, 1992:119)

Gibbs (1995:22) has done extensive research on teaching and learning among university students. Saljo (1979) as cited in Gibbs (1995:22) claims that students used the word learning to mean different things. But, essentially, learning can either be a surface approach or a deep approach. The former is driven by a concern to complete a course or by a fear of failure. It is assessment driven and promotes rote learning. The outcome is knowledge of factual information and a superficial level of understanding. The deep approach to learning is motivated by an interest in the subject matter and its vocational relevance. The student tries to reach an understanding of the material (Newble and Cannon, 1995:152-153).

On the basis of research carried out among students, Saljo (1979) distinguished the following broad categories of learning.

- ◆ learning as increase in knowledge;
- ◆ learning as memorizing;
- ◆ learning as acquiring facts or procedures which are to be used; and
- ◆ learning as making sense.

These conceptions of learning have profound implications for the way in which students learn. For students who hold the first three conceptions, the likelihood for adopting a

surface approach to learning is great. For students who adopt the last two conceptions the likelihood to foster a deep approach is stronger. In fact, the connections between the underlying conceptions of learning and approach students take is so strong that it is illustrated in Table 2.3.

**TABLE 2.3**  
**THE RELATIONSHIP BETWEEN STUDENTS' CONCEPTIONS OF**  
**LEARNING AND THEIR CONCEPTION OF TEACHING**

<b>CONCEPTION OF LEARNING</b> <b>(Saljo)</b>	<b>CONCEPTION OF TEACHING</b> <b>(Van Rossum and Taylor)</b>
<i>Reproducing</i> (Levels 1,2 and 3)	<i>Closed</i> Teacher selects content, presents it and tests whether it has 'stuck'
<i>Meaning</i> (Levels 4 and 5)	<i>Open</i> Learner functions independently with the facilitation of the teacher

(Gibbs, 1995:25)

Table 2.3 illustrates that surface approach to learning is largely related to a closed system of teaching and that an open conception of teaching does encourage a deep approach to learning. The question that needs to be posed is: How do students arrive at this conception of teaching and learning? And to what extent are teachers responsible for this? There is the subtle implication, that the conception of learning among students could be largely determined by the teacher's perception of teaching. Gibbs (1995:25) captures the gist of this argument by stating: "The key issue is whether students see good teaching as closed teaching because they have a reproductive conception of learning because they have been experiencing closed teaching." Trigwell, Prosser and Taylor (1993) as cited in Gibbs (1995:26) examined the views of lecturer's teaching a first-year science course as to what they do and why they do it. They describe five categories.

◆ Level 1 - a teacher-focused strategy with the intention of transmitting information;

- ◆ Level 2 - a teacher-focused strategy with the intention that students acquire the concepts of the discipline;
- ◆ Level 3 - a teacher/student interaction strategy with the intention that students acquire the concepts of the discipline;
- ◆ Level 4 - a student-focused strategy aimed at students developing their conceptions; and
- ◆ Level 5 - a student-focused strategy aimed at students changing their conceptions.

The teacher's conception of teaching, therefore, resonates in the students' conception of learning. These are truths that need to be exposed and challenged in the classroom, in the design of courses, its delivery and in the assessment strategies adopted. Often, lecturers are unaware of the relationship between teaching and learning and in the process create mistakes that could otherwise be avoided. Hence the need for staff development. Table 2.4 provides a summary of the various approaches to teaching and its impact on student learning.

**TABLE 2.4**  
**APPROACHES TO LEARNING**

INTENTION	STRATEGY		
	Teacher-focused	Student-Teacher Interaction	Student-focused
Information transmission	A		
Concept acquisition	B	C	
Concept development			D
Conceptual change			E

(Gibbs, 1995:27)

Table 2.4 illustrates that the intention and world view (as explained by Zuber-Skerritt in Table 2.1) on teaching will determine the strategy adopted in teaching and hence the

relationship between the student and lecturer. For example, A and B indicate a focus on transmitting information and the acquisition of concepts will be teacher focused. In other words, the teacher/lecturer will singularly determine the kind of learning experience in the classroom. C occupies a central position and holds a balance between the teacher and the student with the intention being the acquisition of concepts. D and E indicate that the goals of concept development and conceptual change is student-focused.

Yet, the process by which academics can be encouraged to adopt student-centered strategies in teaching faces resistance from the lecturers themselves. So even though they may, initially, be receptive to the idea of innovative teaching methods they very quickly point out the reasons as to why they are difficult to implement. These reasons are:

- ◆ the notion that a fixed corpus of knowledge has to be covered;
- ◆ the belief that students require a mastery of a body of knowledge before anything else can be tackled;
- ◆ the belief that students are not subject specialists and therefore not able to make appropriate decisions about how or what to study: and
- ◆ limited time (Gibbs, 1995:2).

The above discussion presents an impetus for exploring and substantiating issues on academic staff development. A discussion on the nature of staff development will be presented.

## **2.10 THE NATURE OF ACADEMIC STAFF DEVELOPMENT**

The nature of staff development covers a wide spectrum of activities. While some are more applicable to lecturers, others are more applicable to academics who assume other roles as well. Ideally staff development should be aimed at lecturers, tutors, heads of departments, graduate assistants, researchers, institutional managers and others involved in teaching, lecturing and research (Brew, 1995; Zuber-Skerritt, 1992). The process of training should also be ongoing and continuous. The notion of retraining should be

viewed as developmental and not remedial. This perception of training then removes any barriers to efforts aimed at growth. Furthermore, academics resistant to staff development would be more amenable to such efforts. The focus, rationale and aims of academic staff development should, therefore, not be based on the principles of the medical model but rather on a world view that seeks to effect changes in a non-deterministic fashion. And one that condones the intrinsic worth of growth attached to staff development.

Brew (1995:204-205) identifies two practical conceptions to the role of staff development. The first conception is the conscience of teaching and learning. Against this conception, staff developers are very highly qualified, academically, and have a diverse academic background. They prefer to use vocabulary such as educational development, teaching and learning. They steer away from personnel and instrumental function and view their work as aiming to change the conceptions of teaching staff towards teaching and learning – a view consistent with quality learning. They prefer to work with individuals rather than workshops. While they recognize that allied staff need training they prefer to work with academics only and view the role of management as one of providing the conditions for teaching, learning and research practices to flourish. They jealously guard their academic status.

The second conception sees staff development as a key institutional and personnel function that is intimately linked with personnel and performance management. Staff are also not conscious about using current management language. They see the development of policy as a top priority and place emphasis on the development needs of managers. Their background is quite diverse and they are not necessarily bothered that they do not have an academic background. They have generally engaged in a formal study of management, personnel or a related area. They are more aware than their educational development colleagues of the wide field and application of staff development (Brew, 1995:205).

The above conceptions serve to guide staff development activities. The first conception places importance on the needs of academics only while the latter places importance on the needs of allied staff and “other” roles and functions of the lecturer that are not necessarily academic in nature.

## **2.11 FUNCTIONS PERFORMED BY THE LECTURER**

There is a widely held view that the dominant functions of the lecturer or academic is teaching and research. Within the context of higher education, there is a greater emphasis on research than on teaching. This is so because research and publications influence promotions. Somehow, teaching recedes into the background when defining the concept of scholarship in higher education. Hence, most academic staff development programmes place a much higher premium on teaching since it is a largely neglected area. Besides aspiring to becoming seasoned researchers in their respective fields, lecturers are increasingly called upon to assume other roles as well. A lot of this has to do with the lecturer’s ability to manage his/her different functions of being a lecturer, a researcher and an administrator.

### **2.11.1 THE LECTURER AS RESEARCHER**

The researcher is of the opinion that there is a need to create a balance in the attachments lecturers have towards teaching and research. But, in order to achieve this, the institution will have to make the necessary policy changes as well. Even though lecturers tend to focus more on research, there is still a great deal of developmental work required in this area. It is an academic’s research profile that allows him/her to enter into the global arena of intellectual debate and discussion and thereby gain affirmation, credibility and recognition by peers and colleagues. This is an essential part of the intellectual growth of the academic. But what is it that needs to be developed if one intends incorporating research skills of lecturers into an academic staff development programme.

In a study carried out by Fram and Lau (1996:27-33) on public preferences for either teaching or research universities, they found that the research university more than the teaching university was viewed as academically superior by students. It was viewed superior on the basis of a higher tuition cost, highly selective student body, small number of students, diversity of academic programmes, prestige, range of clubs and societies, proportion of staff to students, doctoral degrees and high academic standards. Yet, the respondents also did not view it as conveying better knowledge and to be as student oriented as the teaching university. The conclusions that can be drawn are that research and teaching play an integral role in the development of the lecturer. Both should be equally weighted.

However, McKeachie (1994:7) claims that at university research is more equal than teaching. This is driven by those serving on promotion committees that one cannot be an effective teacher if one is not doing research. There are some academics who are excellent teachers and researchers, others are excellent researchers but poor teachers yet others are excellent teachers but do not publish. This suggests that there is definitely a place for developing the research skills of academics and lecturers within an academic staff development programme.

Setidisho (1991:279) reiterates that a major function of the university is the training and production of person power for the country. In this there is an implicit acceptance of the importance of teaching. But, "By the same token, teaching and training can only be relevant if there is an ongoing programme of research within the country which seeks to provide the university with relevant teaching materials. Also, if the university is to be of direct assistance to the government, the parastatal and the private sector, it must have an interest in research" (Setidisho, 1991:279). What Setidisho (1991:79) highlights are the contradictions and conflict facing academics in carrying out research. One is the difference between academic research and applied research. Academic research (pure theory) appears to have very little practical value and therefore of little use to government and civil society in informing decisions. Applied research (application to a social

problem), on the other hand, has greater utility value and attracts more funding. Given this scenario, it appears that there is a strong need to develop the applied research skills of academics.

Research output at HBUs is generally very low (Bunting, 1991). There are fewer post-graduate degrees and the focus is much more on undergraduate courses. The need to include training for enhancing the research skills among new graduates is indeed great. In fact: "Many universities of the developing world and more particularly in Africa do not receive adequate funds which would enable them to carry out research. Such universities usually depend on their national governments for their recurrent budget operations and these include university research programme activities. There is a general lack of confidence in university research. All too often research is carried out by individual university teachers and is rarely ever directed at the practical problems of society" (Setidisho, 1991:282). While this may be largely true, efforts at setting up externally funded research centers at universities that focus on applied research are increasing. One example is the Macro-Education Policy Unit at UDW.

Setidisho (1991:279) recommends the formulation of clear research priorities and a statement of their functions. Such research priorities should include the following:-

- ◆ contain a substantial training component of graduates and students;
- ◆ be related to the education and training activities of the faculties and departments of the university;
- ◆ be part of the broad approach to development problems in the country;
- ◆ have a multi-disciplinary approach to development problems; and
- ◆ aim at improving the living conditions of the less privileged population groups and areas of the country.

This importance of research in higher education can never be under emphasized. And the challenge for staff development is to build capacity among academics to successfully execute this task.

The following research skills need to be developed:-

- ◆ identifying appropriate research problems;
- ◆ writing research proposals;
- ◆ writing reports;
- ◆ developing both qualitative and quantitative methods of research;
- ◆ improving both reading and writing;
- ◆ being able to reference many sources simultaneously;
- ◆ developing a sense of critique and debate;
- ◆ developing a language of argument;
- ◆ skills of interpretation; and
- ◆ skills in community outreach programmes.

### **2.11.2 OTHER AREAS OF DEVELOPMENT – SPECIFIC COMPETENCIES**

While teaching and research occupy a central role in the lives of lecturers, often, they have to assume other roles as well. Whether it is of necessity or out of free choice many lecturers and academics are called upon to assume roles they are not equipped to fulfill. One is that of managing the department. Given the rapid changes in the higher education system, not only lecturers but workers, generally, are called upon to execute tasks they find difficulty doing. This creates a great deal of stress and anxiety. A great number of factors together influence the manner in which lecturers survive in these complex times. Organizations are beginning to invest resources in the training and re-training of their staff. According to Brew (1995:3) the need to train and re-train is essential in today's climate of rapidly changing work demands. It is unlikely that a graduate will do the same job for the rest of his/her life. This training is not specifically geared towards a particular job but to other areas as well. Staff development programmes also address the following issues: promotion, performance appraisal, information explosion, new technologies and professionalism (Barnett, 1992; Brew, 1995; Lynton and Elman, 1997). Areas of development that should form part of any academic staff development programme include:-

- ◆ managing time (Ashcroft, 1995:98);
- ◆ communication (Thornhill, Lewis and Saunders, 1996:12-20)
- ◆ coping with stress (Ashcroft, 1998:98);
- ◆ coping with conflict;
- ◆ goal setting;
- ◆ motivation (Rowley, 1996:11-16);
- ◆ leadership and management development (Van De Wal and Nolte, 1997:80-88; Lynton and Elman, 1987);
- ◆ developing inter-personal skills;
- ◆ dealing with rapid changes (Mullineux, 1996:17-25);
- ◆ dealing with crises;
- ◆ dealing with changes in career;
- ◆ chairing meetings (Tucker, 1984);
- ◆ writing minutes;
- ◆ entrepreneurship (Kogan et al, 1994:47)
- ◆ problem-solving skills;
- ◆ scholarly development; and
- ◆ team building exercises (Austin and Baldwin, 1991:35-45)

It is envisaged that training in all of the above areas of development would lead to the eventual professional development of the academic/lecturer. The above discussion will now be contextualized within the various models of staff development.

## **2.12 MODELS OF STAFF DEVELOPMENT**

Berquist and Phillips (1975:46) present three models of staff development of which two will be discussed. Each model will be presented followed by an analysis. These models provide a comprehensive outline of the possible areas of academic staff development (knowledge, skills and attitude), levels of development, it highlights the focus and

process of staff development and the institutional context within which this is done. These models also show the link between training and learning, in other words, the effects of training on student learning.

**FIGURE 2.4****MODEL NUMBER ONE ON ACADEMIC STAFF DEVELOPMENT**

	<b>ATTITUDES</b>	<b>PROCESS</b>	<b>STRUCTURE</b>
	<b>Personal Development</b>	<b>Instructional Development</b>	<b>Organizational Development</b>
<b>F</b>	Individual Faculty	Individual Faculty Individual Courses Curricula	Academic and administrative programs, departments and divisions
<b>O</b>			
<b>C</b>			
<b>U</b>	Clarify values, attitudes and philosophies Improve intrapersonal and interpersonal functioning	Improve instructional effectiveness	Improve organizational effectiveness
<b>S</b>			
<b>E</b>			
<b>A</b>	Life planning Faculty interviews Interpersonal skills training Personal growth workshops Supportive and therapeutic counseling	Classroom observation and diagnosis Micro-teaching Instructional evaluation Instructional methodology and technology Course design Curriculum development	Team building Conflict-management Decision-making Management training
<b>C</b>			
<b>T</b>			
<b>I</b>			
<b>V</b>			
<b>I</b>			
<b>T</b>			
<b>I</b>			
<b>E</b>			
<b>S</b>			

(Berquist and Phillips, 1975:46)

This model sets out in detail the steps and stages in academic staff development. It starts off with the personal development of the individual academic within the faculty and this is closely tied in with the right attitude that should be instilled. This is necessary for clarifying values of the system, adopting an appropriate philosophy and improving interpersonal and intra-personal functioning. In order to achieve this the following activities can be applied. They are life planning, staff interviews, inter-personal skills training, personal growth workshops and supportive and therapeutic counseling.

The purpose of instructional development is to improve instructional effectiveness of individual academics, individual courses and the curriculum. This can be improved by classroom observation and diagnosis, micro-teaching, instructional evaluation, instructional methodology and technology, course design and curriculum development. The core of an academic staff development programme should be one of improving instructional effectiveness. But this can only be successful if the right attitude is adopted. Therefore, the initial stages of academic staff development programmes, should address the issue of the need for training, the reasons for development and its impact on student learning. The manner in which this is addressed (in other words, the instructional methods) would determine the success of this.

The above can only be successful if there is complete institutional and structural support. This means that the imperative must come from management for such activities to happen and for such activities to be supported both financially and in policy. Two issues emerge here. The need to improve organizational capacity to support such efforts and the need to improve individual effectiveness which will invariably improve organizational effectiveness. Organizational development is at the level of academic departments, administrative programmes, departments and divisions. This can be achieved through exercises on team-building, conflict-management, decision-making and management training. Theories of teaching, learning and thinking should ideally inform the nature of these training programmes. Model 2.4 focuses much more on the link between student and staff development.

**FIGURE 2.5****MODEL NUMBER TWO ON ACADEMIC STAFF DEVELOPMENT**

	<b>ATTITUDE</b>	<b>PROCESS</b>	<b>STRUCTURE</b>
	<b>Faculty Development</b>	<b>Instructional Development</b>	<b>Organizational Development</b>
<b>F</b>	Faculty Members	Individual Courses Curricula	Organizations
<b>O</b>			
<b>C</b>			
<b>U</b>	Promote faculty growth Help faculty acquire needed knowledge, skills, sensitivities and techniques	Improve student learning	Create an environment which promotes effective teaching
<b>S</b>			
<b>P</b>			
<b>U</b>	Seminars Workshops Evaluations	New learning materials Redesign courses and or curricular Workshops on setting objectives Evaluating students	Workshops for group leaders or team members Action research Revise organizational policies
<b>R</b>			
<b>P</b>			
<b>O</b>			
<b>S</b>			
<b>E</b>			
<b>A</b>			
<b>C</b>			
<b>T</b>			
<b>I</b>			
<b>V</b>			
<b>I</b>			
<b>T</b>			
<b>I</b>			
<b>E</b>			
<b>S</b>			

(Gaff, 1975:9)

This model departs from the previous one in the following ways:-

- ◆ it highlights the evaluation of student learning as a measure of staff development;
- ◆ it focuses on new learning materials, the redesign of courses and assessment strategies of student learning;
- ◆ it presents the role of small groups in arriving at common goals and objectives;
- ◆ it focuses on the organization as a whole system;
- ◆ it looks at environmental factors that are conducive to learning; and
- ◆ at the organizational level it highlights the need for leadership development, action research and revision of organizational policies.

This model also builds on the previous one in the following ways. It is useful in that it incorporates elements of review and quality assurance. It also links up staff development with student learning. It stresses the importance of showing the relationship between staff development and student learning since students are the ultimate indicators of quality teaching. The focus on workshops stresses the need for collective growth which is beneficial for both individuals and the university. Developing one will invariably develop the other. The idea of action research draws heavily from holistic theories of thinking (Zuber-Skerritt, 1992). About the most important element in this model is the focus on leadership development. It is widely accepted that effective leadership is an important determinant of organizational success. Therefore, the development of leadership skills should be one of the competencies in an academic staff development programme.

Both models signify that learning is a life-long process. Hence, academic staff development is an ongoing process of growth and expertise. It is infinite. The lesson, then, for lecturers and others is to guard against complacency and open oneself up to a host of stimulating experiences on quality teaching, learning and professional growth. These models also serve to contextualize the process of academic staff development within an organization. The current study focuses on academic staff development in the Faculty of Arts at the University of Durban-Westville. The models are easily applicable to the current context of events occurring at the university. In fact, the impetus for

transformation and change has forced a review and audit of the curriculum. Closely allied to this are issues of academic staff development. This study therefore coincides with the restructuring of the curriculum, academic audits and the subsequent setting up of a Center for Teaching and Learning (CTL) whose primary purpose is to train academics to better their skills – be it academic, practical and/or personal. One of the challenges facing this center is the manner in which the aim of academic staff development can be realized. This means identifying appropriate staff development strategies and/or practices.

## **2.13 STAFF DEVELOPMENT PRACTICES**

The following staff development practices can be adopted and applied in a number of ways. They can be applied to all academics ranging from junior lecturers to heads of departments.

### **2.13.1 INDUCTION PROGRAMMES**

These courses are offered to new lecturers at the beginning of the year. As its name suggests, it is meant to explain the following to novice lecturers.

- ◆ acquaint them with the institutional culture;
- ◆ conventions and expectations refer to the expected conduct of behaviour of lecturers in that institutions;
- ◆ teach lecturers how to teach and updating teaching skills;
- ◆ acquainting new lecturers with facilities and key people;
- ◆ writing research grant applications; and
- ◆ teaching research skills, if needed. (Moses, 1988:213)

The researcher supports the above as forming the core of staff development. However, the following skills should also be included since it impacts on staff performance:- time-management, coping with pressure and rapid changes, organizational/administrative

skills and planning. Other competencies should be accommodated for as they manifest themselves.

Ashcroft (1995:89) is of the view that these programmes should be carefully designed with clear goals and objectives that inform content and timing. Teaching methods should be explored rigorously and the programme should be evaluated in the end. Induction programmes appear to serve the interests of all at the institution. In South Africa, the induction programmes appear to be more established at HWUs than at HBUs (Moyo et al, 1997:83).

### **2.13.2 SEMINARS AND WORKSHOPS**

This is an effective way of learning, developing or coming to know through the use of problem solving and discussions. The advantage of discussions is that there is a shift away from a “technical” teaching of teaching skills to one of explanation and debate where lecturers can confront a number of solutions to a single problem. It also allows them to deal with uncertainty and negotiate a way around it. Staff developers should therefore facilitate discussion around pertinent issues. The two most common forms of discussions are seminars and workshops (Zuber-Skerritt, 1992:178).

Seminars are based on a presentation of a paper by the developer, the trainee or both. This paper is meant to generate critical discourse around important issues which then sets the tone for constructive, developmental work. The advantages of the seminar are:

- ◆ it provides constructive criticism;
- ◆ it presents new information; and
- ◆ it forms the basis of informed discussion.

The disadvantage is that criticism could be destructive. The success of these groups also depend on the size of the group and the length of the session. A group of six could function without a leader but a bigger group would require a leader who is democratic (Zuber-Skerritt, 1992:178).

Workshops are ideal for small groups. The advantage of this is that everyone is actively and creatively involved in the process of generating solutions to a problem. The success of workshops depends on a skilled leader. Workshops could be one-off sessions or organized as a series of sessions. Videos could also be used to reflect and assess teaching. This can be done in a group. Zuber-Skerritt (1992:18) goes on to state that: “The process of ‘unfreezing’ old behaviour, trying out alternative behaviours and arriving at new, improved, deliberate and controlled action must be at the core of all professional development workshops if they are to effect real change.”

Experiential workshops are the opposite of traditional teaching. It is led by a group leader who guides the process of observing, generalizing and testing so that participants accomplish the goals of the workshop. Role-play is an important activity in transmitting a particular message. The advantages of experiential workshops are that participants are actively involved in their own learning and largely determine the final form that their learning takes. Learning is about making discoveries. Therefore participants are more likely to feel a sense of pride and ownership over what they have learnt. This in itself would promote the internalization and application of knowledge. This method also assumes that content is learnt best from the process of the experiential learning style. The disadvantages are the length of time, greater personal risks of self-disclosure and some subjects do not lend themselves very well to experiential instruction (Jones, 1997:66).

### **2.13.3 REFLECTIVE PRACTICE AND SELF-DIRECTED TEACHING**

The phrase reflective practitioner was developed by Schon (1982, 1987) in the field of professional education. It “...arises out of a set of curricular problems oriented around the task of producing effective practitioners in professional domain” (Barnett, 1992:183). This notion of reflective practice is supposed to work well with adults and therefore lends itself well to academic staff development. It incorporates ideas of critical thinking, self-

criticism, maturity, wisdom and even a sense of humour. Barnett (1992:186) goes on to say that, "...the effective professional is a reflective practitioner in the sense of conducting a continuing conversation with herself {himself}. The conversation has, too, a critical edge to it, for the professional is always asking the question : what if...?" The professional is thus faced with fresh problems to which there is no one single or right answer. The professional then has a right to appraise the situation and formulate an effective strategy. (Birch, 1988) as cited in Barnett (1992:186) In doing so some possible courses of action will be discarded and the process of self-criticism becomes continuous. The principles of reflective practice have strong overlaps with action research.

Herrick (1977:181) argues that as research is necessary to the development of the curriculum, reflection is necessary to improve practice. The idea of knowing why they do things the way they do in the classroom comes from lecturer's own reflected practice. Keeping journals, writing about one's experiences, discussing with colleagues and students, analysing one's experiences, watching oneself teach, evaluating one's teaching and being perceptive to student needs all contribute towards reflecting on one's practice. Farrugia (1996:28) states that there is greater awareness, at the present moment, of the need to engage in critical self-reflection, quality assurance and the enhancement of educational services.

Coles (1982:12) is certain that an adult is likely to be more resistant and adamant in a learning situation where s/he is not allowed to be self-directing. He bases this on the four assumptions of andragogical theory:

- ◆ "as a person matures, his or her concept of self changes from dependency to increasing self-directedness;
- ◆ as a person matures, he or she accumulates a reservoir of experience that provides a broadening base to which he or she can relate new learning;
- ◆ as a person matures, his or her readiness to learn is decreasingly the product of biological development and increasingly the product of tasks required for his or her social roles; and

◆ an adult tends to have a problem-centered orientation to learning” (Coles, 1982:12). This view holds that men and women are in a position to shape their teaching and learning experiences. Given the strong component of ownership, self-reflective and self-directed teaching lends itself well to staff development practices.

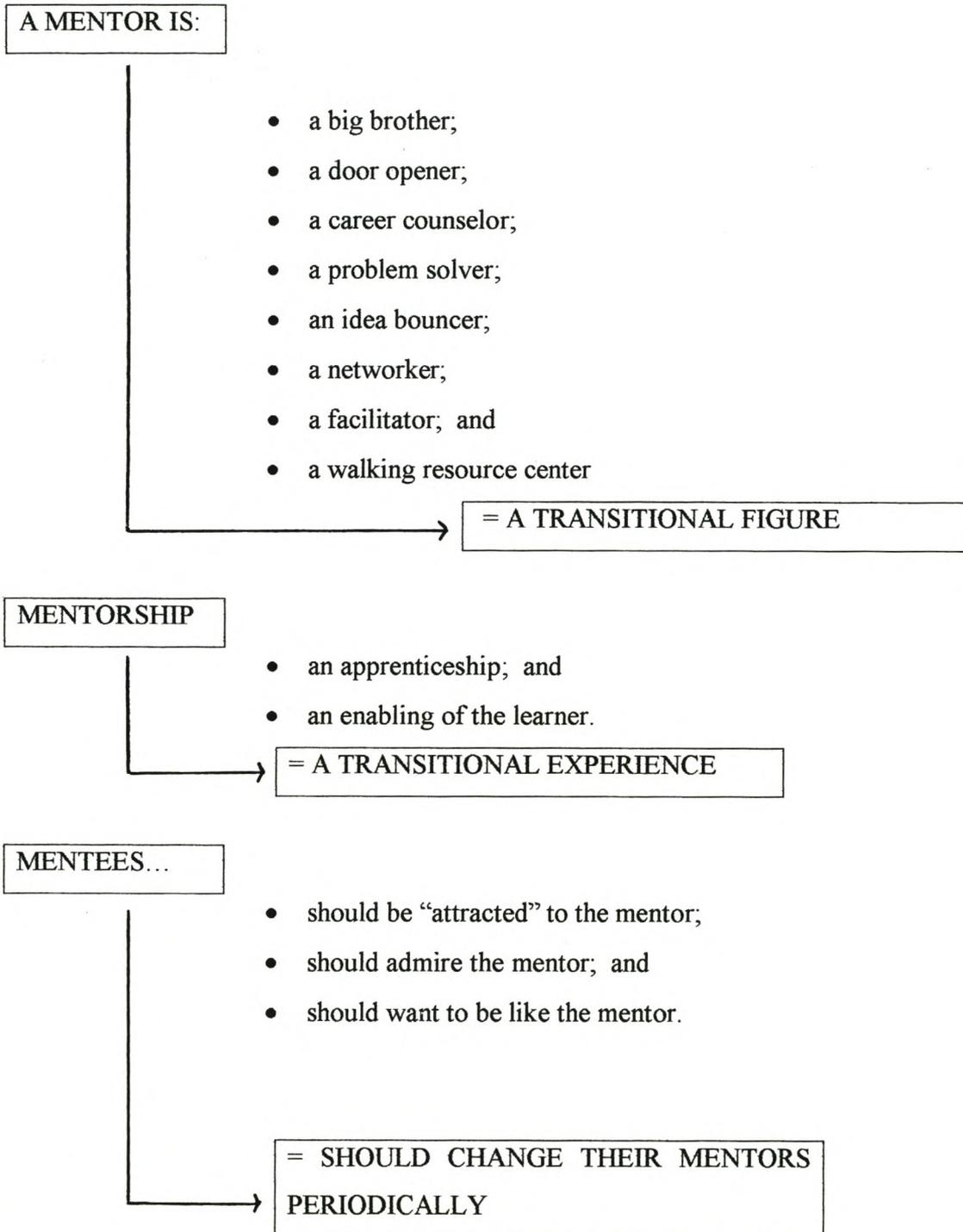
#### **2.13.4 MENTORING**

The term mentorship is derived from a Greek myth. Odysseus, a famous Greek, was going to war. He asked his friend mentor to stay in his house and look after his family while he was away. As things started going wrong, one of the Greek gods, Athena, decided to intervene. She assumed the shape of mentor and whispered advice into the ear of Odysseus’ family, especially to Telemachus. Mentor was both male and female and served as a guide to Telemachus to go in search of his father Odysseus. (La Rose, 1998:1) Although mentor/mentee relationships have been around for a long time, it seems that only recently educators have used this as a medium for strengthening teaching-learning relationships (Naidoo, 1999).

In South Africa a formal mentorship programme was started by the Medical Education for South African Black (MESAB) in an attempt to assist doctors in their training so that they could improve their skills. This was taken very seriously by black South African Medical schools. This was based on the discovery that problems experienced by black American students in the United States of America (USA) were quite similar to those experienced by black students here. Although this example is based on student learning it can be applied to the training of lecturers in their teaching.

**FIGURE 2.6**  
**DESCRIPTION OF A MENTOR**

La Rose (1998) describes a mentor as:



Some of the recognizable stages of mentoring are:

◆ INITIATION

- ◆ An assessment of the mentee – strengths/weaknesses/etc.

◆ CULTIVATION

- ◆ Cultivate a relationship so that there is a shared experience between mentor and mentee.

◆ SEPARATION

The mentee must be encouraged to cultivate independence.

◆ REDEFINITION

The relationship starts to change between mentor and mentee with the mentee's growth/maturation. (La Rose, 1998: 3)

It would appear that mentoring is a powerful medium through which to develop someone. It has great potential for promoting psychological growth and maturation necessary for creating the conditions conducive to learning. It is similar to a consultation but offers much more in terms of personal growth. It could be utilized effectively in the beginning of a staff development programme within the induction programme. In an environment as complex and changing as the present one, mentoring should be seen as an alternative avenue to other forms of academic staff development. It is cost-effective and promotes deep learning. An observation that can be made is that this relationship of mentoring does exist between peers and between new and old even though it is not formally organized or formally recognized.

Even though mentoring plays a positive role, Boice (1992:107) presents some of the reservations he has. These include:

- ◆ they are neither well-developed or widely used;
- ◆ few campuses conduct mentoring in any systematic or demonstrably effective way (Lavery, Boice, Thompson and Turner as cited in Boice (1992:107))
- ◆ a minority find mentoring of any significance;

- ◆ demand too much time;
- ◆ some newcomers neither want nor need it;
- ◆ pairing relationships are open to exploitation and dependency;
- ◆ most mentor-protégé pairs would quit meeting; and
- ◆ it was faddish (Showunmi, 1995:172).

### 2.13.5 CONSULTATION

Lewis (1988 : 20-21) sees the role of a one-to-one consultation as serving the following purpose "...help the client (faculty member) think about what is happening in his or her teaching and develop some alternate strategies for dealing with the problems." This is accomplished by collecting data, managing the data, acting as a facilitator, acting as a support system, providing counseling and acting as an information source.

Collecting data includes conducting a pre-observation interview to establish why the staff member is seeking assistance and the best course of action to follow. Data collection involves a range of sources from which to gather information – as much as possible should be gathered since this will facilitate in-depth analysis. Once the information is gathered the consultant acts as a data manager by arranging the information in such a way that the staff member "... can relate what he or she is currently doing to what he or she would like to do" (Lewis, 1988: 22).

Once data is collected, the consultant acts as a facilitator by discussing with the staff member what was observed. The staff member is then encouraged and guided to adopt appropriate interventions. Once these changes have been identified, the consultant acts as a support system. If, however, the staff member encounters problems of a personal nature that impedes performance in class, then the consultant is obliged to act as a counselor or refer the person to a professional for assistance. The consultant also acts as a source of information by providing the lecturer with as much information as possible. (Lewis, 1988 : 24-26) The consultant could be one or more of the following people; a

member from the academic staff development unit, a peer consultant, a mentor, a line manager or some other experienced person.

The following principles for one-to-one consultation are relevant (McKeachie, 1994:173).

- ◆ The learner (student or lecturer) is helped by a model of the desired performance. This can be done by the instructor's demonstration of the technique, by a videotape or by observation by a skilled performer. Generally, positive examples are helpful.
- ◆ Verbal cues or labels that identify key features of the skill are more useful than showing irrelevant detail.
- ◆ Simplified simulations are more useful as starting points than complex life-situations.
- ◆ The structure of the learning experience should proceed from simple to complex, provide enough time for the successful completion of a task and provide enough guidance.
- ◆ Learners need feedback with practice.
- ◆ Feedback from the consultant and peers could be much more than the lecturer can assimilate. Therefore, not everything should be corrected on the first trial.
- ◆ Feedback should be balanced – positive as well as negative identification.
- ◆ Feedback should include discussions on how to avoid errors and what to try next.
- ◆ High level skills are developed through much practice.
- ◆ Practice with varied examples is likely to be both more motivating and ensures out-of-class performance.
- ◆ Coaching is about one-way telling, criticizing and teaching the learner the art and importance of self-evaluation.
- ◆ New lecturers can help one another. They do not necessarily have to be monitored all the time.

Zuber-Skerritt (1992:190) claims that: "The prime objective of peer consultancy is the bringing about of improvement in the practice of teaching through a collaborative process of consultation, observation, analysis and consultation." This consultancy is a mutually

agreed upon relationship on the goals and focus of development. It is confidential and above all the consultant abides by a strict principle of relevance as defined by the focus.

### **2.13.6 PERSONAL GROWTH CONTRACTS**

A growth contract is a plan drawn up by a staff member. In such a case, the lecturer would outline the following:-

- ◆ his/her time-table for self improvement;
- ◆ the specific goals for the year;
- ◆ the intended means for accomplishing goals and evaluating performance;
- ◆ a profile containing an assessment of strengths and weaknesses; and
- ◆ a description of long-range personal and professional goals. (Coles, 1982:23)

The Personal Growth Contract: \_

- ◆ forms the basis of a yearly individual development plan;
- ◆ are exceptionally powerful and overlap closely with critical self-reflective practice and self-directed teaching;
- ◆ create the space for critical self-engagement and provides opportunities for engaging in debate with self and other; and
- ◆ has a focused and self-paced approach to growth and development.

According to Kapp and Cilliers (1996 : 10) the personal and professional portfolio is "... also a useful tool to implement and document change and should also be used for performance management."

### **2.13.7 THE CASCADES METHOD**

A staff member from each department or cluster of departments is trained to plan, design and manage a departmental staff development programme. These members are called

change agents Ferguson (1993) as cited in Kapp (1993:244). The advantages of this method are that there is shared responsibility, it is cost-effective, groups are manageable, it builds capacity, it is more productive and devolves power. The disadvantage is that it lacks continuity (Ferguson, 1993).

Ferguson (1993 : 63) describes the cascades method as follows. Change agents attend a programme that is spread over a number of days. The days are split into an introduction, study time, workshops a few weeks later, preparation time (followed by a one or two day event with their own department or faculty), a half day follow-up at the end of the term for all change agents to feed back to each other and a half day feedback early in the following term to report needs, outcomes and feelings.

Before attending the workshop, each change agent identifies a focus area s/he is interested in. Each focus group then goes through the following process. The first step in the process is the introduction phase where change agents share their views, study materials and discuss objectives and procedures for the workshop. Thereafter, is a study period during which time change agents study the details of their assignment. Next is the workshop which includes a variety of inputs from external experts, colleagues from their own institutions and relevant others. This is followed by a preparation time where change agents plan on a workshop with their colleagues with a view to providing the following types of information to their colleagues:-

- ◆ major points they had picked up from their workshops;
- ◆ share concerns and fears;
- ◆ share ideas and effective practice;
- ◆ identify problem areas to be tackled;
- ◆ identify follow up activities; and
- ◆ get feed back from students and support staff to clarify the effects of changed circumstances on students (Ferguson 1993 : 63-65).

Once change agents meet with their own departments and share their expertise, they then meet with each other (preferably at the end of each term) to feed back to each other. This

is further followed by a meeting in the following term to report outcomes, needs and feelings (Ferguson, 1993 : 65).

### **2.13.8 MICRO-TEACHING**

As is already evidenced learning is a process of growth, development and self-actualizing. For the lecturer involved in enhancing his/her skills learning can become a stimulating and enriching experience. The use of micro-teaching can become an effective and all-embracing way of teaching oneself to improve on one's skills. Du Toit (1992:97) views micro-teaching as a component of learning. This notion of micro-teaching ties in closely with meta-learning. Micro-teaching allows a lecturer to familiarize himself/herself "...explicitly with strategies to improve learner involvement, student self-activity and the practicing of meta-learning strategies." Engelman (1969:5) as cited in Du Toit (1992:97) claims that micro-teaching changes the behaviour of the person receiving instruction in very specific ways.

Micro-teaching is designed to develop new skills and refine old ones. McKnight (1971) as cited in Brown (1975:14) The original micro-teaching cycle of PLAN-TEACH-OBSERVE (CRITIQUE) – REPLAN – RETEACH – REOBSERVE was developed in Stanford in the early 1960s. Though there many variations to this original cycle, the goal is to apply this cycle to a specific skill. It is useful in that it provides a personalized and detailed programme of training lecturers in a non-threatening way. It has the potential to identify areas of weakness that would otherwise be overlooked.

### **2.13.9 SABBATICALS**

This is a traditional practice in relation to staff development (Centra, 1976:53). It involves either paid or unpaid study leave by staff members where they are given time to pursue educational activities that would contribute towards upgrading their skills. It is a

commonly used practice in most universities and generally used as an opportunity to do research. Lecturers qualify for sabbatical leave after serving a period of time in the institution.

### **2.13.10 PORTFOLIOS**

The importance of the portfolio as a development tool is explained by Seldin (1991:2) as contributing to sound personal decisions and the professional development of individual staff members. A teaching portfolio is described as “... a factual description of a professor’s strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of a professor’s teaching performance” (Seldin, 1991:2). These teaching portfolios could be useful for providing evidence on teaching effectiveness and/or for self-reflection. It is also a step toward a more professional view of teaching.

The teaching portfolio should, ideally, be developed in collaboration with others. It should involve interaction and mentoring by a staff development specialist or a senior person in the department who is knowledgeable about teaching portfolios and can thereby provide constructive feedback. The collaborative effort can be tricky since institutional contexts differ widely. Edgerton, Hutchings and Quinlan (1991) as cited in Seldin (1991:9) offer the following approaches to safeguard the process. These include the buddy system (to be discussed in detail in 2.10.12), a mentoring system and a departmentally-based portfolio project.

There are six steps to creating a teaching portfolio. The first step clarifies teaching responsibilities by stating all that the lecturer has to accomplish in terms of courses taught, courses taught in the past and all other teaching related activities. Step Two entails the selection of items for inclusion in the portfolio. In the third step the lecturer prepares statements on each item and further stating accomplishments on each item. Step Four entails arranging the items in order by determining their intended use. Step Five is a

compilation of the support data where evidence supporting all items mentioned in the portfolio is retained and presented for review upon request (Seldin, 1991:5-7).

The use of the portfolio lies in its ability to urge lecturers to think about their teaching, review current practices and develop new strategies that promote effective teaching. It allows for critical analysis of teaching. The collaborative nature of this practice is useful in providing guidance on the way forward.

### **2.13.11 TWINNING**

Twinning is also referred to as the buddy system where two staff members can "... pair up for a semester to visit each other's classes, talk to their students, confer on syllabi, exercises, and exams and then assist each other in documenting their teaching in their respective portfolios" (Seldin, 1984 : 21). Twinning is referred to as the buddy system by Austin and Baldwin (1991 : 40-41). The philosophy that underpins this process is that staff members can collaborate to better understand how students learn and the influence of their teaching on students learning.

One member of the pair acts as a regular observer in a colleague's course paying particular attention to aspects of teaching, student response and other issues that the two find important. The second part of this is that both would interview students to discuss their thoughts about the course, the learning process and other concerns that may arise. The third part of this model of collaboration is that both would discuss their findings with each other on a regular basis. Once a month all teams would convene to discuss their experiences and ideas. An evaluation of this programme indicates that it has a strong impact on participants (Katz and Henry, 1988; Rice and Cheldelin, 1989) as cited in (Austin and Baldwin, 1991:40).

### **2.13.12 DISTINGUISHING FEATURES BETWEEN STAFF DEVELOPMENT PRACTICES**

Clearly, an induction programme is critical in the early academic career of a lecturer. Induction is meant to set the basis for further training and development. Seminars and workshops allow for the engagement and discussion of ideas among peers within a group setting (led by an experienced staff developer) while self-reflective practice encourages lecturers to engage in critical thinking and self appraisal. Unlike mentoring or even consultation, self reflective practice allows the adult lecturer to “independently” arrive at an understanding of his/her own abilities and chart a way forward. The distinct advantage of mentoring over the other forms of practices is that it is a personal, close and informal way of empowering the protégé. The one to one mentoring has a great impact on promoting psychological growth. Consultation also occurs on a one to one basis but its added advantage is that there is a process of observation, data collection, analysis and consultation. Both forms of mentoring and consultation are confidential and non-threatening. Like self reflective practice, the personal growth contract is exceptionally useful in adult learners and has the added advantage of documenting change and managing performance. The greatest advantage of the cascades method is that it can reach out to a number of different people in a short space of time – it is cost-effective. Micro-teaching is useful in that it is focused and non-threatening. Sabbaticals allow for lecturers to work in their own time. Twinning allows for development in an informal and collaborative manner among peers. While a portfolio is a factual description of a lecturer’s strengths and accomplishments, it also incorporates a range of the above practices making it a comprehensive developmental tool.

### **2.14 THE CASE OF UDW**

The University of Durban-Westville has set up a Center for Teaching and Learning (CTL) to address the teaching needs of lecturers. This center was set up in January 1999. It is therefore a relatively new development and one that is much needed. It is needed

given the new and complex demands generated as a result of implementing the social redress policy. One aspect of this policy was the widening of the admissions of the university. The implications of this is that the university has admitted an increasing number of educationally under-prepared students with little infra-structural support for them. At best, support for so-called disadvantaged students has been termed 'academic support' and 'academic development' (AD) activities. These activities focus on teaching students generic skills and discipline-specific concepts. This teaching was carried out by tutors. Mainstream academic staff did not see this as their domain.

Some of the problems with this approach to dealing with student problems is that it locates the cause of the learning problems in students. This then means that lecturers do not make an effort to adapt their style of teaching, course design and method of delivery. There is also the dangerous belief that tutorials and supplemental instruction could remedy the problem. Quick fix solutions with little accountability on the part of the lecturers is seen as acceptable practice. This system perpetuates the self-defeating notion that nothing is wrong with the system but rather that the student is problematic.

But as academic development (AD) evolved and the university began experiencing pressure from the state to rationalize and make relevant its curriculum, the need for curriculum development emerged. This invariably meant a need for staff development. At best, the need for curriculum development was taken care of by the modular degree system. But even this development demands a need for staff development.

The need for academic staff development at the University of Durban-Westville is based on the following factors.

- ◆ the need to maintain quality education;
- ◆ the difficulties experienced in dealing with student diversity and second language speakers;
- ◆ the frustrations experienced in using traditional methods of teaching and lecturing;
- ◆ demands presented as a result of applying the employment equity bill;
- ◆ dealing with constant crises and stress;

- ◆ dealing with interpersonal conflict;
- ◆ the need to be accomplished researchers – younger academics require lots of guidance and support in this regard;
- ◆ the need to be a specialist in one's discipline;
- ◆ the value of the work ethic in terms of being punctual, productive and professional;
- ◆ the need for direction and guidance within the context of the mission statement of the university; and
- ◆ the need to boost morale among academics.

While the above are some of the reasons for establishing an academic staff development programme, other needs do exist but would manifest themselves as the programme develops.

The present practice regarding academic staff and their training has occurred in an ad-hoc, informal fashion and it is sometimes sanctioned by the university management. It enjoys very little status among academics. It is sometimes run by people who are less qualified than academics themselves. They carry no incentive and do not even influence promotion and tenure. To date, the university management has no policy in place to guide academic staff development ( Govender, 1999), neither is there any indication that one is on its way.

The activities surrounding staff development have generally taken the form of seminars, workshops and mentoring. These are informal and generally run for a day. Some heads of department make it their responsibility to ensure that their lecturers are well trained while others are just simply satisfied with the way things are. Some show an enormous interest but do not know what to do. The learning problems are enormous and academic staff development is seen as one solution to dealing with them. But in the absence of an imperative from management any attempts at academic staff development will remain futile. This is supported by Models One and Two on pages 81 and 83.

## 2.15 SELECTION OF STAFF DEVELOPERS

Fundamental to the success of the staff development center/unit is the quality and expertise of those running the center. As Webb (1996) so clearly outlines the political nature of the relationship between the staff developer and the developed, it is clear that close attention be paid to the design and staffing of such a unit. Lindquist, Bergquist, Mathis, Case, Clark and Buhl (1982:257) make the following recommendations for the staffing of such a unit.

- ◆ Staff developers should include a small nucleus of professionals, a network of other institutional staff members on temporary reassignment, student assistants, paraprofessionals and consultants.
- ◆ The criteria for the selection of the above should be based on the following:-
  - knowledge of teaching/learning theory and practice related to diverse student needs;
  - knowledge of teaching improvement and professional/organization development theory and practice;
  - skill in interpersonal relations, group dynamics and communication;
  - ability to serve in expert, facilitating, brokering, leading and counseling roles toward professors and administrators;
  - respect and empathy for diverse student and staff as well as interest in aiding their growth;
  - administrative, research and teaching technology skills;
  - openness to various disciplines and various approaches to teaching and learning;
  - understanding of collegiate organization and the process of academic change; and
  - a sense of humour, unquenchable optimism and tolerance for uncertainty;
- ◆ Staff developers should devote part of their time to their own self-study, planning and development, and appropriate training and renewal opportunities should be established for professionals in this field.
- ◆ Personal attributes such as enthusiasm, respect for individuality, modesty and openness, an open mind, empathy, stability and organization and conducting research

are determining factors in successful staff development (Kapp, Healy, Nellisen, Mihevc, de Winter Hebron and Watt, 1996:231-233).

## **2.16 FACTORS THAT CONTRIBUTE TO THE SUCCESS/FAILURE OF A STAFF DEVELOPMENT PROGRAMME**

Moyo et al (1997:87) attribute the success of staff development programmes to the following factors:-

- ◆ programme being informed by staff needs;
- ◆ relevant to the day-to-day work and professional concerns of teaching staff;
- ◆ certification;
- ◆ if it encouraged active participation and collaboration; and
- ◆ if it encouraged staff to feel a sense of ownership and involvement in their own development.

Kapp (1996:214-243) provides the following reasons for the success of a staff development unit:-

- ◆ direct access to top management and preferably located in the office of the Vice-Chancellor;
- ◆ staff development should be part of the institutions corporate and strategic plan;
- ◆ commitment through an accepted and shared teaching policy;
- ◆ a clear vision of the staff development unit, reflected in the mission statement that lead to clear aims and objectives;
- ◆ independent and separate unit from faculty;
- ◆ academic status, qualifications, experience and credibility of staff developers;
- ◆ a well developed infrastructure; and
- ◆ good public relations.

### **2.16.1 EVALUATING STAFF DEVELOPMENT PROGRAMMES**

This evaluation is crucial to identifying the impact of the programme on the productivity of the institution. It should, preferably, be done every five years. It can be done in a number of ways and numerous aspects can be assessed. (Kapp et al, 1996:238-239) outline the following means of evaluation:-

- ◆ self-appraisal;
- ◆ performance appraisal;
- ◆ peer assessment; and
- ◆ workshop evaluation.

### **2.17 SUMMARY**

The above discussions have profound implications for both academic and non-academic staff development. It serves to highlight the inherent weakness in the organizational structure of the university and within the university mission statement of delivering quality. Currently, this is located within the rapid changes in society and within the higher education system itself. The pressure on universities to adapt is enormous and part of the adaptation takes the form of staff development. The issue cannot be ignored any longer. If universities want to survive in a ruthlessly competitive global society that values “quality” in everything”. Then they are compelled to implement measures that would deal with such issues appropriately and timeously. The onus is on all stakeholders to contribute to this process, but, it would appear that without the help of management and direction and support from them, all attempts at staff development would be futile. It would be useful if there was some kind of national policy driving this process forward. In the end, it comes to a matter of survival, and if survival means greatly investing in human resources then universities would be moving in the direction of enhancing and building the capacity of its human resources at all levels. This is a global phenomenon and S.A. universities are no different.

The starting point would be for universities to commit themselves, both verbally and by way of a policy, to delivering quality education. And this subsumes academic staff development. The entire gamut of academic development activities should ideally be informed by principles of teaching and learning, staffed by highly qualified, experienced and senior personnel. Its links to top management should be strong. This is necessary in order to send a strong and clear message to the university community and others of the value placed on this initiative. The content of these programmes should include building capacity around the following areas: knowledge of subject-matter and discipline (scholarship), curriculum development, teaching skills, research skills and life skills. In keeping not only with student diversity but also with staff diversity, a number of approaches should be adopted. These approaches should suit the needs of academics and be conducive to promoting learning. At all times, the notion of accountability should be built into these programmes. It is expected that investing in the human resource component of an organization would greatly enhance its potential to perform and fulfill its duties to civil society.

Having completed the literature study on staff development in higher education, the next step is to test the hypothesis that states: "There is a need for academic staff development in the Faculty of Arts at the University of Durban-Westville." The steps for testing this hypothesis will be presented in Chapter Three together with a discussion on the data gathering and data analysis process.

## **CHAPTER THREE**

# **RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

The aim of most research is to discover the truth. The aim of this study is to arrive at an understanding of the unknown – in this case the unknown is an examination of the need for academic staff development at UDW. It is an unknown for reasons that it was never investigated before in the faculty. McMillan and Schumacher (1993 : 1) state: “All research begins with a problem statement and usually involves a literature review.” The current study aims to investigate the need for academic staff development in the Faculty of Arts at UDW. Against this aim the problem statement has been conceptualized as a definite need for academic staff development in the Faculty of Arts at the University of Durban-Westville. This problem statement guided and directed the literature review (Chapter Two) which was extensive and in-depth. The fieldwork (Chapter Four) was based on the key issues identified in the literature review. The collection of data was based on the administering of questionnaires to both lecturing staff and students in the Faculty of Arts. The results were analyzed with the use of the SPSS package..

While the formal study took about two years to complete, the ideas had begun to form in the mind of the researcher in the early 1990s. It coincides closely with the advent of academic support and academic development activities at both the HWUs and HBUs. It is the researcher’s view that the pass/failure rate of students at the University of Durban-Westville enjoys some relationship with the quality of teaching. Hence, the need to investigate the need for academic staff development. This research is therefore a culmination of years of teaching and engaging with the real issues of teaching and learning in higher education. This research also has strong overlaps with the goals of educational research and has been an exciting, rewarding and fulfilling experience. McMillan and Schumacher (1993 : 14) capture the essence of research by stating that :

“The research process is one of reflective enquiry. Each decision made by the researcher is reported explicitly, often with a rationale for the choice. It is an exciting intellectual process with different skills used in the various phases.” The current study also has a great deal to offer to the body of knowledge in educational research.

The current study has great potential to influence policy at an institutional level. Academic staff development is an attempt to understand the educational process – something educators are constantly trying to do in order to make professional decisions that have immediate and long term effects on others. This information comes from several sources: personal experience, expert opinion, tradition, intuition, common sense, and beliefs about what is right or wrong. Yet, each of the above sources has problems of validity and reliability. In response to these weaknesses, empirical research as disciplined and scientific inquiry, presents the answer to the way in which answers are sought to the questions posed in academia (McMillan and Schumacher, 1993 : 3- 13).

### **3.2 STAGES IN THE RESEARCH PROCESS**

Mouton (1996: 91-178) identifies the following stages in the research process:

- ◆ Formulating the research problem (cases, variables, and relationships);
- ◆ Formulating the research problem (research objectives);
- ◆ Research design;
- ◆ Conceptualization (defining key concepts);
- ◆ Conceptualization (formulating research hypothesis);
- ◆ Operationalisation;
- ◆ Sampling;
- ◆ Data collection (data sources, reactivity and control);
- ◆ Data collection (sources of error);
- ◆ Data collection (ensuring reliability);
- ◆ Data analysis and interpretation; and
- ◆ Writing the research report.

Each of the above stages, as it pertains to the current study will be discussed.

### **3.2.1 FORMULATING THE RESEARCH PROBLEM – CASES, VARIABLES AND RELATIONSHIPS**

Essentially, formulating the research problem consists of two key tasks. The first is specifying the unit of analysis in terms of what will be studied. The second includes clarifying the research objective or purpose in terms of the why of the study (Mouton, 1996:91). The unit of analysis in the current study is the individual student and the individual lecturer. The purpose of the study is to investigate their views on the need for academic staff development in the Faculty of Arts.

The primary means of collecting data will be the questionnaire – administered to both students and staff alike. Section A in both staff and student questionnaires consist of independent variables which are quantitative and qualitative. In the student questionnaire the quantitative variables include age and the qualitative variables include:- gender, previous educational experience and linguistic background. In the staff questionnaire, the independent/quantitative variables include age and experience and the independent/qualitative variables include:- gender, discipline, rank/position, qualifications, experience and employment. Independent variables are explanatory variables (Mouton, 1996:98). Sections B, C, D, E and F of both the questionnaires consist of both quantitative and qualitative variables. At this stage, it is not possible to state the relationship between the independent and dependent variables.

### **3.2.2 FORMUALTING THE RESEARCH PROBLEM (RESEARCH OBJECTIVES)**

The hypothesis determines the goals of the study. The hypothesis of the current study is, **“There is a need for academic staff development in the Faculty of Arts at the**

**University of Durban-Westville.”** Mouton (1996:103) identifies four generic kinds of studies. These studies are also referred to as ideal types and include exploratory studies, replication studies, hypothesis-generating studies and theory-testing studies. The current study is both an exploratory study and a hypothesis-generating and hypothesis-testing study. It is exploratory since it aims to establish the facts, gather new data and determine whether there are new issues to be dealt with. It is hypothesis-generating since the empirical part of the study would allow for the generation of a number of hypotheses. It is hypothesis-testing since it aims to test a hypothesis.

On the basis of the hypothesis the following goals have been formulated:-

- ◆ providing a working definition of academic staff development;
- ◆ providing an extensive literature study of the issues pertaining to academic staff development;
- ◆ establishing the specific learning needs of students that make a plea for the training of academic staff;
- ◆ assessing the views of students with regard to their experience of the teaching and learning process at the university;
- ◆ establishing the extent of the need for academic staff development in the Faculty of Arts at UDW;
- ◆ identifying a framework for guiding and directing academic staff development activities;
- ◆ presenting the specific aspects and dimensions of a training and development initiative; and
- ◆ contributing to the body of knowledge on academic staff development.

Mouton (1996:104) states that research is also motivated by other factors other than those mentioned above. These factors are called cognitive interests and relates to the sociological dimension. Other factors that have motivated this study include:-

- ◆ institutional concerns; and
- ◆ completing a post-graduate degree.

### 3.2.3 RESEARCH DESIGN

The above definitions of the research problem are crucial to the design of the research. According to Mouton (1996:107): “The development of a research design thus follows logically from the research problem. A ‘research design’ is defined as ‘a set of guidelines and instructions to be followed in addressing the research problem’. The main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be so as to maximize the validity of the eventual results.” The issue of validity and reliability is central to any empirical study. This is best achieved by planning and structuring a research project in such a way that the final validity of the research findings is maximized through minimizing and/or eliminating potential error.

The notion of validity needs to be explored in terms of its links with approximating truths and the process by which one recognizes valid research. Mouton (1996:109) claims that without having a clear idea of what the criteria of validity are one cannot define the function of research design as ‘maximizing validity’. Validity applies to the whole research process. Therefore, in each stage of the research process the following will have to be explained.

- ◆ the major sources of error – threats to validity;
- ◆ the particular ‘outcomes’ or ‘products’ of that stage in the research process; and
- ◆ the appropriate criterion of validity as it applies to that outcome.

The following stages in the research process will be discussed, the sources of error will be identified, the outcomes and the appropriate criterion of validity as it applies to that outcome will be presented.

### **3.2.3.(a) CONCEPTUALIZATION – FORMULATING KEY CONCEPTS**

Conceptualization is the process by which key concepts are defined in the problem statement (Mouton, 1996:114). In this regard, a comprehensive working definition of academic staff development is provided in Chapter One. The need for conceptualizing is to provide clarification, aid in conceptual analysis and allow for the measurement of the variables one wishes to study. Chapter Two provides further clarification on the nature of academic staff development, its political and philosophical nature, its link with theories of teaching and learning in higher education and the various forms of staff development practices.

### **3.2.3(b) CONCEPTUALIZATION – FORMULATING THE RESEARCH HYPOTHESIS**

Conceptualization involves embedding or incorporating one's study into the body of knowledge that is relevant to the research problem being addressed (Mouton, 1996:119). This is the **outcome** of this stage. To do this, a thorough literature search of previous theoretical and empirical work was carried out. Relevant information was identified and incorporated into the study. According to Mouton (1996:119), literature reviews are important because they:-

- ◆ serve to map the terrain;
- ◆ provide guidelines and suggestions on the design of the research;
- ◆ provide various kinds of resources like conceptual resources, methodological resources and examples of qualitative and quantitative techniques;
- ◆ assist in the replication of previous research; and
- ◆ allow one to learn by studying related fields and from the designs and methods used.

The literature review played a significant role in allowing the researcher to identify the parameters within which academic staff development in the Faculty of Arts should be

studied. It provided many conceptual resources necessary for building a coherent argument for staff development and it gave invaluable insight into the kind of research design to be adopted to best meet the needs of the study.

Creswell (1994:20-21) identifies other purposes of a literature review. These include:-

- ◆ providing results of other studies that are closely related to the study;
- ◆ relating a study to the larger, ongoing dialogue in the literature and field of study;
- ◆ filling in gaps and extending prior studies;
- ◆ providing a framework for establishing the importance of the study; and
- ◆ providing a benchmark for comparing the results of a study with other studies.

On the basis of other studies on academic staff development in higher education, it was possible to formulate a hypothesis within the context of current debates in higher education. The literature review was especially useful in clarifying conceptual issues as they relate to academic staff development. In particular, the various definitions on academic staff development had to be located within the broader context of human resource development, training and capacity building. The literature review indicates that the concept of staff development has a wider application, even in higher education. For the researcher, the various philosophies on staff development was especially useful in filling in the conceptual gaps on staff development by linking the process of academic staff development to a rationale that goes beyond the classroom. The current study, by its very nature is an extension of other studies and serves as a basis from which other research can be developed. It has the potential to generate relevant hypothesis.

The literature review indicates that its importance lies in its ability to provide very useful suggestions on building an academic staff development programme. Neuman (1997:91) believes that a literature review is important since it demonstrates a familiarity with a body of knowledge and establishes credibility. It also integrates and summarizes what is known in an area and allows one to learn from others and acting as a catalyst in stimulating new ideas.

The current study accessed the following kinds of sources for its literature review.

- ◆ primary texts like books, dictionaries, encyclopaedias;
- ◆ secondary texts like journals, reviews, university calendars and conference papers;  
and
- ◆ newspaper articles.

In terms of counteracting **sources of error**, attempts were made to consult as many primary and secondary sources as possible. Attempts were also made to consult books and journals published in the last five to ten years. A variety of both local and international literature was reviewed. Therefore, the appropriate **criterion of validity** as it applies to this stage is based on the level of the source (primary and secondary), year of publication and a balance between locally and internationally produced texts.

### **3.2.3( c ) OPERATIONALIZATION**

Operationalization entails linking the key concepts in the problem statement to the actual phenomena to be studied. This linkage is achieved by constructing a measuring instrument. (Mouton, 1996:125) In this study, a questionnaire, fixed response questions and a five point scale are used as measuring instruments.

An important aspect of operationalization is that it needs to comply with the requirements of measurement validity. There are two types of measurement validity:- criterion validity and construct validity. Criterion validity has both predictive value and concurrent value. Construct validity "...refers to the extent to which a scale, index or list of items measures the relevant item and not something else" (Mouton, 1996:128). The aims of the current study is not to predict something but to investigate the extent or the strength of the need for an academic staff development programme. To this end, constructs that measure

specific variables/concepts have been identified. These will be discussed in detail in 3.3.3.5

According to Mouton (1996:130) the theoretical validity and measurement validity of concepts enjoy a very close relationship. And that valid measurement presupposes adequate conceptual explanation. The literature review has thus set the basis for a sound empirical research.

The questionnaire was seen as the most appropriate means to collect data. The questionnaire is an instrument of survey research (Neuman, 1997:231). And a survey research means sampling many respondents who answer the same questions, they measure many variables, test multiple hypotheses, and draw inferences about past behaviour, experiences and characteristics. A deductive approach is applied by beginning with a theoretical or applied research problem and ending with empirical measurement and data analysis.

The advantages of self-administered questionnaires according to Neuman (1997: 251) are:-

- ◆ questionnaires given directly to respondents;
- ◆ respondents can fill in the questionnaire in their own time and their own convenience;
- ◆ it is cheap and can be conducted by a single researcher;
- ◆ a larger number of people can be tested;
- ◆ the degree of anonymity is increased; and
- ◆ the response could be high.

The disadvantages of the self-administered questionnaire are:-

- ◆ the response rate could be low;
- ◆ the researcher cannot control the conditions under which the questionnaire is completed;
- ◆ the researcher is not present to clarify information or to probe for more information when respondents give the wrong answers; and

◆ it is not possible to observe the respondents physical reactions (Neuman, 1997:251). These disadvantages were reduced by ensuring that the researcher personally gave out every questionnaire, that the researcher personally collected these questionnaires and by explaining the importance of the study to both lecturers and students. Furthermore, the researcher spent time explaining the importance of the study and provided phone numbers to students in the event of queries.

The literature review guided the selection and nature of questions. The questionnaires were designed by the researcher. Each questionnaire has instructions on how to complete it. The questionnaires were then edited by the supervisor. Both the student and staff questionnaire was administered by the researcher. Respondents completed the questionnaires in their own time and on their own. The researcher collected the questionnaires.

The form of questions ranged from fixed response questions, nominal measures (age, gender, ranking), ordinal measures, open-ended qualitative questions and the Likert scale. The Likert scale measures the relative intensity of different items on a scale from one to five. It then calculates the average index score for each item. The Likert scale is one of the most commonly used in contemporary questionnaire design (Babbie, 1998:184). It has been used in the current study since it is seen to serve the needs of the study.

#### **(a) THE STUDENT QUESTIONNAIRE**

The student questionnaire is divided into two sections. Section A identifies the following independent variables; age, gender, previous educational experience and linguistic background. Given the significant demographic changes in higher education it is essential to identify the predominant age group that students fall into. The same would apply to gender, especially in the current context of transformation at the University of Durban-Westville where attempts are made to attract more female students. The variable of previous educational experience as preparation for higher education ties in closely with

performance at university. Performance at university is further influenced by a range of factors – one of which is the nature of teaching. Hence, the need to compare previous educational experience, the demands of higher education and the importance of academic staff development are crucial to the current study. The significance of students' linguistic background to the present study is that it would throw light on issues like the effectiveness of English as a medium of instruction. Attention should be given to the fact that most students at UDW are English second, third and even fourth language speakers. Language plays a pivotal role in the curriculum. It is the primary means of academic communication. It determines the process of conceptualization. Many academics perceive the high failure rate and the dropping of standards in terms of language and educational under preparedness. The need, therefore, to incorporate the language issue in academic staff development is essential.

The questions in Section B are designed in order to investigate student experience of lecturing in the Faculty from Levels One to Levels Three. Question Five investigates student experience of lecturing in the Faculty of Arts on a five-point scale ranging from Very Good to Very Poor. This question is essential because it has a direct bearing on teaching and learning. Question Six investigates the student's description of quality teaching. Eight descriptions of quality teaching as outlined by Ramsden (1996 : 107) were presented and students had to indicate a YES or NO. These descriptions include:

- ◆ Teaching staff giving helpful feedback on how you are progressing.
- ◆ The staff make a real effort to understand the difficulties students may be having with their work.
- ◆ Lecturers are extremely good at explaining things to us.
- ◆ Teaching staff work hard to make their subjects interesting to students.
- ◆ The course tries to get the best out of all students.
- ◆ Staff spend a lot of time in commenting on student's work.
- ◆ Teaching staff motivate their students to work to the best of their ability.
- ◆ Staff show real interest in what students have to say.

Question Seven is a crucial question in that it rates the importance of various aspects of a lecture. These aspects are termed items and include legible transparencies, clear objectives, a systematic and well-presented lecture, an approachable and understanding lecturer, a clear summary of the main points of a lecture, a well-defined topic for the lecture, an assessment of an understanding of the lecture, the use of audio cassettes, the use of videos and appropriateness of the level of the lecture. The importance of highlighting this in the current study is that little things make up a lecture. The sum total of a lecture is thus a total of the above items and more. Essentially, then, if a lecture contains the above components in a well-structured and coherent manner, then it can be said to promote effective teaching and effective learning.

Question Eight defines staff development as "...including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution's needs...In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning" (Webb, 1996:1). On the basis of the above definition, students had to indicate their opinion on the need for a staff development programme for academics on a five-point scale from Strongly Agree to Strongly Disagree. This question basically summed up the questionnaire and the research design.

Question Nine allowed respondents an opportunity for other comments.

## **(b) THE STAFF QUESTIONNAIRE**

The staff questionnaire has 7 sections - Section A to Section F. Section A includes the independent variables such as age, gender, discipline, rank/position, qualification, teaching experience and employment history. Question One looks at the age of each academic. Age would indicate the average age of academics in the Faculty and the most concentrated age group. It would also indicate the age profile of academics.

Gender would indicate the ratio of females to males (Question Two). It is significant in this questionnaire given the historical moment – the need to employ more female academics in keeping with the government policy for employment equity.

There are 15 disciplines in the Faculty. Question Three identifies which of the following disciplines lecturers fall into; Afrikaans, Anthropology, Criminology, English, Geography, History, World Music, Philosophy, Political Science, Psychology, Sports Science, Social Work, Sociology and Zulu. The representation per discipline is significant since it provides a balanced account of the need for academic staff development across the Faculty of Arts. Furthermore, different disciplines may have different disciplinary requirements in terms of staff development. Question Four identifies the rank/position of each respondent in terms of Professor, Associate Professor, Senior Lecturer, Lecturer and Associate Lecturer.

Question Five identifies lecturers academic qualification from the highest to the lowest. This ranges from a PhD, Masters, Honours, First Degree and a Diploma. The motivation behind this question is that it attempts to identify levels of qualification and the number of highly qualified academics. This is an important indicator of how qualified lecturers are in terms of their disciplines.

The number of years of teaching experience has obvious and positive implications for teaching since experience does influence the quality of teaching. Question Six identifies the number of years of teaching experience against the following categories; over 20 years, between 15 and 19 years, between 10 and 14 years, between 5 and 9 years and less than 5 years. In light of the objectives of the current study, this is an important question. It is important because teaching is a central component of academic staff development and a lecturer's years of teaching experience is bound to influence his/her views on the need for academic staff development in the Faculty of Arts.

Question Seven looks at the nature of employment – whether it is part-time temporary, full-time temporary, part-time permanent or full-time permanent. The employment status should shed some light on the manner in which lecturers are employed.

Section B looks at the specific issues on staff development. Question Eight defines staff development as a process “...including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution’s needs. In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning” (Webb, 1996 : 1). Respondents were expected to rate the extent of the need for academic staff development against a five-point scale from Strongly Agree to Strongly Disagree. This is a significant first question. It establishes, early in the study, the extent of the need for academic staff development. This then sets the tone for the rest of the study.

Question Nine aims to establish the number of staff development workshops attended in the past year. The types of workshops include training workshops, planning workshops, problem-solving workshops, course design workshops, leadership workshops, conflict management workshops, assessment workshops and other types of workshops not presented here. A category for not attending any workshop was included. This question also examined the duration (from ½ a day or less, 1 day, 2 days or more than 2 days) and whether respondents participated or not. This question ties in very closely with the hypothesis that there is a need for staff development in the faculty. There should thus be some correlation with the number of workshops attended and the extent of the need for academic staff development. The number of workshops attended highlights two issues. The interest shown by respondents in attending staff development workshops. The number of workshops being held by the institution reflects the importance placed on these workshops by the institution.

Question Ten examines whether respondents are adequately prepared to teach in the Faculty. This is accomplished by first defining adequately prepared to teach as being

able to deal with the demands of the programme, the demands presented by students and other demands presented by the university as a whole. There are three response categories; Yes, No and Unsure. Respondents could further motivate their answer. This question is meant to highlight the preparedness of lecturers to teach in the Faculty and it therefore bears strongly on the need for academic staff development.

While teaching is a central issue of staff development, other challenges such as academic, social and personal impact on the lecturers ability to perform his/her academic duties. Question Eleven aims to seek some of the greatest academic, personal and social challenges facing lecturers during this period in the Faculty.

The University of Durban-Westville has just completed its academic restructuring exercise. It will be offering programme-based degree from the year 2000. A programme is defined as "A coherent set of courses and/or modules which advance knowledge and collectively skill individuals, with particular competencies thereby making them more marketable" (Parekh, 1998:3). Question Twelve investigates whether respondents were involved in the design of any new programmes. If this is the case, then it means that they have some expertise in the area of curriculum design which invariably implies staff development. The results (either a Yes or No) would indicate the number of people involved in such an exercise.

Given the difficulty of the task of academic restructuring, it is necessary to determine whether lecturers were academically prepared for such a task. Question 13 aims to do this. Respondents could either answer Yes, No or Unsure and motivate their response.

Section C looks at Student Academic Development and its relationship to staff development. Academic preparedness influences student performance at university and if students are not adequately prepared then it means that aspects of the curriculum have to be modified in order to cater for academic under preparedness. This means that lecturers may need to adapt their teaching. Question 14 aims to identify lecturers opinion of their students academic preparedness on a five-point scale from More than adequately

to Grossly inadequately. The responses to this question would immediately indicate the need for academic staff development.

Section D links staff development to quality assurance. Question 15 aims to gather lecturers views of quality teaching by presenting them with a range of options and expecting them to respond with a Yes or a No. The options are:-

- ◆ Teaching staff giving students helpful feedback on how they are progressing.
- ◆ Teaching staff making a real effort to understand the difficulties students may be having with their work.
- ◆ Teaching staff being extremely good at explaining things to students.
- ◆ Teaching staff working hard to make things interesting to students.
- ◆ Teaching staff trying to get the best out of all students.
- ◆ Spending a lot of time commenting on students' work.
- ◆ Motivating students to work to the best of their ability.
- ◆ Showing a real interest in what students have to say.

The responses are bound to indicate lecturers' opinions on what constitutes quality teaching and is therefore significant.

Question 16 investigates if lecturers are registered for a further qualification in either their disciplines or in teaching in higher education. While qualifications are an important indicator of lecturers' academic worth they are not entirely sufficient in indicating worth as higher education practitioners. Respondents are given a simple Yes and No option.

Question 17 leads on from Question 16. If the answer to Question 16 is Yes, then Question 17 investigates the institution registered at and the qualification registered for. This question is significant in light of some of the objectives of the study. For example, objective three seeks to establish the specific learning needs of students that make a plea for the training of academic staff. The type of qualification would indicate if it is a teaching qualification or not. It would also indicate the area in which staff development is sought.

The current study acknowledges the importance of evaluating teaching through the evaluation of one's course by the lecturer and/or others. The frequency with which this evaluation occurs is also important. The frequency categories in this question are; never, within the last 12 months and more than a year ago. The form of evaluation include:-

- ◆ Evaluation of one's teaching through the evaluation of one's course by either oneself or others.
- ◆ Evaluation of one's teaching through the evaluation of one's department by either oneself or others.
- ◆ Evaluation of one's teaching by oneself.

Evaluation indicates the value one places on assuring the effectiveness of one's teaching and one's course. The frequency with which this happens and the form it takes indicate the value placed on quality teaching and hence staff development.

The formal evaluation of courses by students and programme evaluators also indicate the value placed on quality teaching by the Faculty and by lecturers themselves. If it has never occurred then it means that the time has come (for the reasons cited in Chapter Two) to implement such evaluation. Question 19 identifies how often a course has been formally evaluated by students and programme evaluators. The categories of frequency range from never, every six months, once a year, every two years and/or other.

Question 20 investigates the need for performance appraisal in the Faculty. Performance appraisal is described as "...monitoring and improving the effectiveness of the curriculum, how it is taught, and how students are assessed" (Ramsden, 1996:124). Given the strong links between staff development and performance appraisal, this would seem an appropriate question. It would indicate lecturers' views on the evaluation of their teaching. This can also be a contentious area among senior academics. In the absence of a university policy on performance appraisal, it could be difficult to convince lecturers of the importance of a performance appraisal of teaching. The response categories are Yes, No and Unsure.

Question 21 identifies the frequency with which a performance appraisal should occur. The frequencies are every 3 months, every 6 months, once a year, once every two years and never.

Question 22 expects lecturers to rate the effectiveness of their own teaching. Effective teaching is defined as "...the degree to which one has facilitated student achievement of educational goals" (McKeachie, 1994:315). This rating on a five-point scale ranges from excellent to grossly inadequate. Respondents could also motivate their response. Personality variables such as self-esteem has been accounted for in the space given for motivation.

Lecturers are also expected to rate the pass rate of the students they teach in Question 23. This rating ranges from excellent to grossly inadequate. The implications of this question is that a high pass rate means that effective teaching and effective learning has taken place.

Section E looks at future developments on academic staff development in the Faculty of Arts at UDW. Question 24.i focuses on the content of an induction programme for new staff at the university. Respondents had to decide on the following forms of content by either a Yes or No response.

- ◆ The mission statement of the university.
- ◆ Governance in the university and the decision-making structures.
- ◆ Library orientation.
- ◆ Computer facilities.
- ◆ The university's human resource division.
- ◆ The finance department.
- ◆ Printing and other support services.
- ◆ Introducing academic staff to their role as teachers.
- ◆ Orientating academic staff to the administrative demands of their jobs.
- ◆ Course design and programme development.
- ◆ Publishing.

- ◆ Serving on committees.
- ◆ Managing a course.
- ◆ Coping with pressure/stress/crisis etc.
- ◆ History, structure and organization of the university.
- ◆ Theories of teaching in higher education.
- ◆ Theories of learning in higher education
- ◆ Organizational development.
- ◆ Chairing a meeting.
- ◆ Other

The value of this question lies in the fact that lecturers are able to draw on their past experiences in the Faculty and feed in to issues of academic staff development. Clearly, a number of skills have been outlined and it would be interesting to note which are the most important ones.

Question 24.ii examines the content of a continuing staff development programme for teaching staff. These components include:-

- ◆ Regular opportunities to review, update and enhance teaching expertise.
- ◆ Regular opportunities to review, update and enhance assessment practices.
- ◆ Assisting staff to monitor and evaluate the quality of their teaching through feedback mechanisms.
- ◆ Teaching in large and diverse classes.
- ◆ Teaching under prepared students.
- ◆ Teaching second-language learners.
- ◆ Small group teaching (seminars, tutorials and workshops).
- ◆ Laboratory and practical teaching.
- ◆ Theories of teaching and learning in higher education.
- ◆ Use of computers and information technology in teaching and learning.
- ◆ Academic guidance and academic support to students.
- ◆ Course design and programme development.

- ◆ Feedback and evaluation of courses and teaching.
- ◆ Research and scholarship.
- ◆ Managing and leading a programme.
- ◆ Administrative and organizational skills.
- ◆ Consultancy and community outreach programmes.
- ◆ Life-skills – time-management, coping with pressure/stress, etc.
- ◆ Post-graduate supervision.

This question targets the lecturer at the stage in his/her career where s/he has some experience in teaching. This question is thus interesting in that it would highlight which areas of development require attention. It would also indicate the priority areas at this stage in the lecturers' academic career.

Question 25 examines which method should be utilized in a staff development programme. These methods are:-

- ◆ Occasional conferences and symposia.
- ◆ Regular series of seminars and workshops.
- ◆ An accredited (award-bearing) programme of study.
- ◆ Self-instructional packages/learning materials.
- ◆ Resource materials (e.g. locally produced handbooks and guidance materials).
- ◆ Opportunities for individuals to participate in external, teaching-related courses and conferences.
- ◆ Release-time from some or all teaching duties to enable staff to undertake courses, development work or to study for an external qualification relevant to their teaching
- ◆ Education management programmes (e.g. for Heads of Department, Deans, etc.)

Preferences for methods would depend on personal predisposition, practicality, availability of resources and the intensity of the need for academic staff development.

Question 26 investigates the extent to which the following modes of delivery should be used.

- ◆ Lectures.
- ◆ Small group discussions.
- ◆ Workshops.
- ◆ Skills-based practice in the form of role-play.
- ◆ Case studies.
- ◆ Mentoring.
- ◆ Peer support groups.
- ◆ Self-instructional materials.
- ◆ Resource-based learning.
- ◆ Individual consultation.
- ◆ Personal growth contracts.
- ◆ Exchanges
- ◆ The cascades method
- ◆ Twinning
- ◆ Sabbaticals
- ◆ Portfolios
- ◆ Micro-teaching

A range of modes of delivery have been presented. Lecturers have a wide range to choose from. Each mode has significant benefits and most are realisable.

Question 27 highlights the need for good teaching in the form of reward. Good teaching is defined as "...the degree to which one has facilitated student achievement of educational goals" (McKeachie, 1994:315). The question aims to investigate respondents opinion on the need for rewarding good teaching. The response categories are Yes, No and Unsure.

Question 28 looks at how good teaching can be rewarded. This question follows from Question 27. The reward categories are a merit award (Vice-Chancellors Award for Quality Teaching), promotion, remuneration and other forms of awards.

Section F focuses on programme development. Question investigates lecturers opinion on the challenges that underpinned the process of programme development. The challenges are presented in six categories.

- ◆ A need to respond to a changing student profile.
- ◆ A need to respond to issues of quality.
- ◆ A need to respond to issues of the market and hence economic relevance.
- ◆ A need to respond to high attrition rates.
- ◆ A need to develop courses which are contextually relevant.

The response categories are a simple Yes and No.

Question 30 looks at future (next five years) challenges for programme development and the extent thereof. The extent is measured in terms of Great, Average and Small. The challenges are:-

- ◆ A changing student population.
- ◆ Mass higher education.
- ◆ Global changes in disciplines.
- ◆ High failure rates.
- ◆ Economic relevance.
- ◆ Contextual relevance.
- ◆ Quality of teaching and learning.

### **3.2.3(d) SAMPLING**

The aim of sampling in research is to obtain a representative selection of the population. Its significance lies in its ability to be representative of the population so that generalizations made from the analysis is true. (Mouton, 1996:132-136) A sample is generally taken from a population when it is impossible or practically difficult to study every single individual from the population. There are two sets of populations in the current study. One is the student population of 278 third year students in the Faculty of Arts at the University of Durban-Westville. The other is the academic staff population of 156 in the Faculty of Arts at the University of Durban-Westville.

Since it was not possible to administer questionnaires to the population of third year students and to the population of academic staff, a proportional stratified randomized sampling procedure had to be applied to both population groups. Table 3.1, Table 3.2 and Table 3.3 explains the procedure by which this type of sampling was applied.

**TABLE 3.1**  
**BREAKDOWN OF THIRD YEAR STUDENTS IN THE FACULTY OF ARTS**

DISCIPLINE	NO. OF STUDENTS	GENDER		RACE			
		MALE	FEMALE	WHITE	INDIAN	COLOURED	BLACK
AFRIKAANS	11( <b>10</b> )	5	6	-	-	-	11
ANTHROPOLOGY	38( <b>40</b> )	5	33	-	2	-	36
CRIMINOLOGY	78( <b>80</b> )	24	56	-	13	1	66
GEOGRAPHY	16( <b>20</b> )	7	9	-	11	-	5
ENGLISH	116( <b>120</b> )	43	73	1	47	2	66
HISTORY	76( <b>80</b> )	35	45	-	1	-	79
WORLD MUSIC	9( <b>10</b> )	4	3	-	1	1	5
PHILOSOPHY	9( <b>10</b> )	7	2	-	1	-	8
POLITICAL SCIENCE	135( <b>140</b> )	67	68	-	4	-	131
PSYCHOLOGY	207( <b>210</b> )	52	155	9	68	2	128
SPORTS SCIENCE	18( <b>20</b> )	10	8	4	9	1	4
SOCIAL WORK	42( <b>40</b> )	5	37	-	6	-	36
SOCIOLOGY	453( <b>450</b> )	119	334	-	11	1	441
ZULU	294( <b>290</b> )	80	214	-	2	-	292

(SOURCE : STATISTICS FROM CENTRAL ADMISSIONS OFFICE AT UDW 1999)

Table 3.1 indicates the population of third year students, within different disciplines, in the Faculty of Arts. A sample was drawn from this population. A proportional stratified randomized sampling method was used to isolate students from the entire population (Leedy, 1989:162). Essentially this meant rounding up the total number of students per strata (discipline) to the nearest 10 (See rounded figure in bold print and in brackets in Table 3.1). Then the smallest ratio was established in order to work out the proportional

ratio in the mixture of disciplines (Leedy, 1989:162). This ratio is 10:450 which is equal to 1:45. The final number of students to be interviewed per discipline is shown in Table 3.2.

**TABLE 3.2**  
**NUMBER OF STUDENTS SELECTED PER DISCIPLINE**

<b>DISCIPLINE</b>	<b>NUMBER OF STUDENTS TO BE INTERVIEWED</b>
AFRIKAANS	1
ANTHROPOLOGY	4
CRIMINOLOGY	8
ENGLISH	12
GEOGRAPHY	2
HISTORY	8
WORLD MUSIC	1
PHILOSOPHY	1
POLITICAL SCIENCE	14
PSYCHOLOGY	21
SPORTS SCIENCE	2
SOCIAL WORK	4
SOCIOLOGY	45
ZULU	29
<b>TOTAL NUMBER OF STUDENTS</b>	<b>152</b>

A proportionate stratified randomized sampling procedure had to be applied to academics as well. This was carried out by identifying the number of academics per strata within each discipline. The strata had been identified by the ranks of professor, associate professor, senior lecturer, lecturer and associate lecturer. Fifty percent of academics, per

strata, were selected for the study. This number is shown in bold and in brackets in Table 3.3.

**TABLE 3.3**  
**BREAKDOWN OF ACADEMICS IN THE FACULTY OF ARTS AT UDW AND**  
**THE SAMPLE SELECTED FOR THE STUDY**

DEPARTMENT/DI SCIPLINE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER	LECTURER	ASSOCIATE LECTURER	GENDER		TOTAL
						MALE	FEMALE	
ANTHROPOLOGY	-	-	<b>2(1)</b>	<b>2(1)</b>	<b>1(1)</b>	4	1	<b>5(3)</b>
ARTS	<b>1(1)</b>	-	-	-	-	1	-	<b>1(1)</b>
CENTRE FOR LANGUAGES	<b>1(1)</b>	<b>3(2)</b>	<b>4(2)</b>	<b>8(4)</b>	<b>2(1)</b>	7	11	<b>18(10)</b>
CRIMINOLOGY	-	-	-	<b>3(2)</b>	<b>3(2)</b>	1	5	<b>6(4)</b>
DRAMA	<b>1(1)</b>	-	<b>2(1)</b>	<b>2(1)</b>	-	4	1	<b>5(3)</b>
ENGLISH	-	<b>3(2)</b>	-	<b>13(6)</b>	<b>1(1)</b>	8	9	<b>17(9)</b>
GEOGRAPHY	<b>1(1)</b>	-	<b>2(1)</b>	<b>2(1)</b>	<b>2(1)</b>	5	2	<b>7(3)</b>
FINE ART AND HISTORY OF ART	<b>1(1)</b>	-	<b>1(1)</b>	<b>6(3)</b>	<b>2(1)</b>	6	4	<b>10(6)</b>
HISTORY	<b>2(1)</b>	<b>2(1)</b>	<b>1(1)</b>	<b>2(1)</b>	<b>1(1)</b>	3	5	<b>8(5)</b>
MUSIC	-	-	<b>2(1)</b>	<b>5(2)</b>	<b>2(1)</b>	4	5	<b>9(4)</b>
PHILOSOPHY	-	<b>1(1)</b>	-	<b>1(1)</b>	<b>3(1)</b>	-	5	<b>5(3)</b>
POLITICAL SCIENCE	<b>1(1)</b>	-	<b>3(2)</b>	<b>2(1)</b>	<b>5(2)</b>	8	3	<b>11(6)</b>
PSYCHOLOGY	<b>1(1)</b>	<b>1(1)</b>	<b>1(1)</b>	<b>9(4)</b>	<b>6(3)</b>	9	9	<b>18(10)</b>
SOCIAL POLICY PROGRAMME	-	-	<b>1(1)</b>	-	<b>1(1)</b>	2	-	<b>2(2)</b>
SOCIAL WORK	<b>1(1)</b>	<b>2(1)</b>	<b>4(2)</b>	-	-	-	5	<b>5(4)</b>
SOCIOLOGY	-	-	<b>3(2)</b>	<b>1(1)</b>	<b>4(2)</b>	5	3	<b>8(5)</b>
SPORTS SCIENCE	<b>1(1)</b>	-	<b>1(1)</b>	<b>3(2)</b>	<b>5(2)</b>	5	5	<b>10(5)</b>
ZULU	-	<b>1(1)</b>	<b>1(1)</b>	<b>3(2)</b>	<b>5(2)</b>	5	5	<b>10(6)</b>
TOTAL	<b>11(5)</b>	<b>13(6)</b>	<b>28(14)</b>	<b>62(31)</b>	<b>43(21)</b>	77	78	<b>155(77)</b>

(SOURCE: HUMAN RESOURCES DIVISION – UNIVERSITY OF DURBAN-  
WESTVILLE)

The above is a stratified proportionate random sampling method where 50% of respondents from each strata ( number shown in brackets in bold) will form part of the study.

### **3.2.3(e) DATA COLLECTION – DATA SOURCES, REACTIVITY AND CONTROL**

The term reactivity refers to the "...phenomenon that human beings react to the fact that they are participants in research" (Mouton, 1996:141). In the current study, this reaction could manifest itself in one or more of the following ways:-

- ◆ resistance to completing the questionnaire;
- ◆ supplying inaccurate information as a result of apathy;
- ◆ modifying behaviour and/or information to create a better impression; and
- ◆ deliberate misinformation.

Attempts to control for the above forms of reactivity in the current study include:-

- ◆ a random selection of the sample;
- ◆ the use of appropriate statistical techniques;
- ◆ explaining the importance of the study to the respondents;
- ◆ winning over the trust and confidence of the respondents by displaying professionalism, courtesy and respect; and
- ◆ allowing for anonymity of respondents.

Controlling reactivity influences the reliability of the results. According to Mouton (1996:144) reliability "...refers to the fact that different research participants being tested by the same instrument at different times should respond identically to the instrument."

In the current study reliability can be influenced in the following way:-

- ◆ the researcher;
- ◆ the respondents;

- ◆ the questionnaire; and
- ◆ the circumstances under which the research is conducted. The issue of academic staff development is a highly contentious issue and resistance from academics could be expected.

Since reliability is a precondition for measurement, every effort has been made to ensure that the various sources of error have been reduced.

### **3.2.3(f) DATA COLLECTION – SOURCES OF ERROR**

Mouton (1996:148) identifies the following sources of error in data collection. These elements pose as a threat to the reliability of the data collected.

- ◆ The affiliation, image and distance between the researcher and participant influence the collection of data. A researcher affiliated to a highly reputable organization is likely to command more respect. The positive or negative perception that respondents have of the researcher will influence the researcher's image which in turn will influence the respondent's attitude toward the questionnaire and the research. Therefore, the distance between the researcher and the respondent is bound to influence the quality of the responses.
- ◆ Among participant effects, the following play a crucial role in influencing responses. These include inability to remember, an attitude of knowing it all, the level of motivation of the participant and response patterns where respondents are more likely to provide acceptable and desirable answers.
- ◆ The context of the research is especially significant and include a broader spatio-temporal context determined by historical, socio-political and economic factors and the narrower research setting within which the research is conducted. In the current study, cultural factors such as habits, traditions and customs of academia and lecturers' perceptions of their role within the context of academic staff development will influence their responses. Factors such as performance appraisal included in the questionnaire are contentious and can create resistance among the respondents.

### 3.2.3(g) DATA COLLECTION – ENSURING RELIABILITY

Data was collected by a process of reviewing literature on issues pertaining to staff development, teaching and learning in higher education and the current status of staff development at UDW.

The questionnaire is the primary means of collecting data. Two sets of questionnaires were administered – one to students and the other to lecturers. The researcher administered the questionnaires to each student and to each lecturer included in the sample and collected them personally. The fieldwork started on the 31 November 1999. Respondents remained anonymous and every attempt was made to maintain professionalism and establish rapport with both students and staff alike.

One hundred and fifty two questionnaires were administered to students and 152 were received. Seventy seven questionnaires were administered to lecturers and all sixty seven were received. The retrieval rate for students was 100%. In the researcher's view this was largely possible for the following reasons.

- ◆ The researcher's role in the university is such that it has direct bearing on student development. This close and deep association with students allowed the researcher to reach out to students and gain their confidence.
- ◆ For some disciplines, lecturers allowed the researcher to come into the class, explain the research and select students. Many questionnaires were filled in the presence of the researcher.
- ◆ All those questionnaires that were taken home to be completed were followed through very closely. The researcher ensured that she had all the contact numbers and addresses since some students went home for the vacation. The researcher personally collected these questionnaires from students.
- ◆ Many of these students were taught by the researcher in their first year of study in the context of academic support. The researcher was thus able to draw on this background in encouraging students to participate in the study. All the researcher had to do was remind students of the concerns they came to her with in their first year of

study and the subsequent importance of the current study.

### **3.2.3(h) DATA ANALYSIS AND INTERPRETATION**

Data analysis involves two steps "...reducing to manageable proportions the wealth of data that one has collected or has available; and second, identifying patterns and themes in the data" (Mouton, 1996:161). The current study has a large quantitative component including fixed-set responses and a 5-point scale. The statistics are therefore descriptive and inferential. Responses were fed into the computer with the use of the Social Sciences Statistical Package.

### **3.3.4 WRITING THE RESEARCH REPORT**

This is the final stage of the research process and "... represents the reconstruction of the research process" (Mouton, 1996:170). This is presented in Chapter Four. Chapter Five is the concluding chapter that draws conclusions, interpretations and recommendations.

## **3.4 SUMMARY**

This chapter explains the research design and outlines the various steps undertaken in the current study. The hypothesis aims to test the need for academic staff development in the Faculty of Arts at UDW. In order to test this hypothesis, the researcher proceeded with a literature review and supported this by canvassing the views of both third year students and academics on academic staff development. The steps in the research process were meticulously carried out. These steps include formulating the research problem, designing the research, conceptualizing key concepts and the hypothesis, operationalising, sampling, collecting data, analyzing data and the final writing of the research report.

## CHAPTER FOUR

# ANALYSIS OF DATA

### 4.1 INTRODUCTION

The literature review clearly indicates that the area of academic staff development in higher education is beginning to occupy an increasingly important place in teaching and learning. An assumption has been made that there is a need for academic staff development in the Faculty of Arts at the University of Durban-Westville. In order to test this assumption data was gathered by administering an interview schedule to both third year students (152) and academic staff from the Faculty of Arts (77). The process of data analysis and interpretation begins with data collection. One hundred and fifty two student questionnaires and 67 staff questionnaires were received. This chapter, therefore, provides an analysis, interpretation and synthesis of the responses that were obtained during the data gathering process. The method of data processing "...involves at least two kinds of operations, namely data reduction, during which the quantitative and qualitative data are summarized, and data analysis. Data analysis would include both qualitative analysis, which includes processes such as thematical and content analysis, and quantitative or statistical analysis. Data processing is followed by synthesis, which involves 'interpretation' or 'explanation' of the data (Mouton, 1996 : 67). Both statistical analysis and thematic/content analysis are used in the analysis.

Data was entered on the Microsoft Excel programme and the figures were computed. Measures of statistical analysis include a chi-square test which revealed that there was no significant difference between the independent variables and the need for academic staff development for both the student and staff questionnaire at the 95% level of significance. The findings are presented in the form of tables combined with interpretations and comments. The data in the student and staff questionnaire is presented in the form of frequency distributions and percentages.

## **4.2 ANALYSIS OF THE STUDENT QUESTIONNAIRE**

The student questionnaire consists of Section A and Section B. Section A identifies the respondents age, gender, previous educational experience and linguistic background. Section B investigates student experience of lecturing in the Faculty of Arts. Question Five assesses student experience of lecturing in the Faculty while Question Six identifies the quality of teaching in the Faculty against various categories. Question Seven rates the importance of at least ten items in a lecture. Question Eight sums up the investigation by asking students if there is a need for academic staff development in the Faculty of Arts. Question Nine is provided for other comments that students may want to present.

### **4.2.1 ANALYSIS OF SECTION A – INDEPENDENT VARIABLES**

These questions include the student's academic and personal background such as age, gender, previous educational experience and linguistic background.

#### **AGE/GENDER**

##### **1. How old are you?**

In the context of the current study, it is important to identify the age distribution of students since this information would assist in interpreting the results of the survey by indicating the age composition of students and the subsequent level of maturity and preparedness for higher education.

##### **2. Indicate your gender.**

This question is relevant in light of the need to develop a perspective on the profile of the students in the faculty.

**TABLE 4.1**  
**AGE-GENDER DISTRIBUTION**

AGE	GENDER		PERCENTAGE
	MALE %	FEMALE%	%
Less than 20 years	-	-	-
20 –24 years	13(22%)	25(28%)	38(25%)
25 – 30 years	33(57%)	52(58%)	85(58%)
Over 30 years	12(21%)	17(13%)	29(16%)
<b>TOTAL</b>	<b>58(39%)</b>	<b>94(61%)</b>	<b>152(100%)</b>

Overall there appear to be more females than males in the Faculty of Arts at third year level. Furthermore, the greatest concentration of students is in the age range of 25-30 years, while a telling number (25) of students fall between the ages of 20-24 and 17 fall in the 30+ bracket. The figures indicate that the majority of third year students are older than 25 years old and are therefore in a position to make a mature and informed judgement of the questions posed. However, it should be acknowledged that there is more to maturity than age alone.

### **PREVIOUS EDUCATIONAL EXPERIENCE**

#### **3. How would you describe your secondary schooling experience as preparation for higher education?**

The significance of this question lies in its ability to highlight the secondary schooling conditions of students and its tenuous relation to academic staff development. The responses would assist in establishing the extent of the need for student academic support and academic staff development in the context of the learning needs of students.

**TABLE 4.2**  
**STUDENTS' SECONDARY SCHOOLING EXPERIENCE AS PREPARATION**  
**FOR HIGHER EDUCATION**

OPTIONS	FREQUENCY	PERCENTAGE
5 – Very Good	25	17%
4 – Good	37	24%
3 – Average	20	13%
2 – Poor	30	20%
1 – Very Poor	40	26%
<b>TOTAL</b>	<b>152</b>	<b>100</b>

A telling number (46%) have indicated that their secondary schooling experience was either poor (20%) or very poor (26%) in preparation for higher education. At the same time only 13% described their secondary schooling experience as average and 41% as being positive. These figures clearly suggest that a large number of students do enter the university system with a high level of academic under-preparedness and this is especially significant in the context of UDW since it admits a greater percentage of students from educationally under-prepared backgrounds. This has all kinds of implications for teaching and learning. It means that student development and staff development are inextricably linked to the extent that : “Lecturers traditional postures and expectations regarding the nature and academic characteristics of the tertiary education student need to be reviewed. South African realities dictate that more teaching and guidance be given to tertiary education students than may be traditionally the case in other countries” (Imenda, 1995 : 180). This reality needs to be taken seriously by both academics and the university management. In taking this reality seriously, the following issues need to be addressed:-

- ◆ academic under-preparedness and its associated manifestations like many conceptual gaps, pace of learning;
- ◆ second-language learning;
- ◆ socio-economic deprivation;

- ◆ “cultural” deprivation in terms of a diversity of cultures;
- ◆ maturational lags (as explained in Chapter Two);
- ◆ reviewing the curriculum and adapting it to meet the needs of both students and the discipline; and
- ◆ providing the necessary institutional infra-structure to realize the goals of both student and staff development.

The University of Durban-Westville has been admitting more educationally under-prepared students since the early eighties and in response to some of the above challenges academic support activities appeared to be a solution to the challenges presented by these under-prepare students. While this may be the case, there was undue focus on academic support and student development with very little or no emphasis on improving the content of the curriculum, adapting instructional methods, reviewing forms of assessment, creating opportunities for academic staff development and introducing innovative methods in teaching and learning. The university does not have a central staff development unit and many academics appear to focus on developing their disciplines instead of working simultaneously on both their discipline and their teaching methods.

## LINGUISTICS

### 3. Indicate your first and second language.

The medium of instruction at UDW is English. “Language proficiency determines conceptual development and abstract thinking - aspects of learning that are demanded by the university curriculum. Language, and the English language specifically, is the only means by which students are expected to communicate (the academic language of the university) and it is the only language upon which assessment is based” (Essack, 1992 : 76). This question aims to identify the number of English second-language speakers. This would enable one to gain a broader perspective of the teaching-learning situation, its influence on student performance and the subsequent demands made on staff development.

**TABLE 4.3**  
**LINGUISTIC BACKGROUND**

LANGUAGE	FIRST LANGUAGE		SECOND LANGUAGE	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
English	15	11%	92	61%
Afrikaans	-	-	18	12%
Zulu (Isizulu)	98	64%	6	4%
Xhosa (Isixhosa)	29	19%	5	3%
Swazi (Isiswazi)	4	2%	4	2%
Southern Sotho (Sesotho)	-	-	1	1%
Northern Sotho (Sipedi)	2	1%	-	-
Tswana (Setswana)	-	-	2	1%
Tsonga (Shitsonga)	-	-	-	-
Ndebele	1	1%	-	-
Venda (Tshivenda)	1	1%	-	-
Other	2	1%	24	16%
<b>TOTAL</b>	<b>152</b>	<b>100</b>	<b>152</b>	<b>100</b>

Only 64% are Zulu first language speakers, 19% are Xhosa first language speakers and 11% are English first language speakers. On the other hand 61% are English second language speakers. This difference in the language of instruction and the learner's first language is bound to create conflict in the teaching-learning situation since the medium of instruction is English and it is acknowledged that "language" is one of the major challenges facing both lecturers and students. The language issue plays itself out in the poor academic performance of students in the manner in which they communicate their ideas and thoughts in writing. Luckett (1995 : 35) argues that educationally under-prepared students who speak English as a second language are increasingly becoming the norm in the university's classrooms. She goes on to argue that : "In our present context, the need to redress past imbalances and the "mainstreaming " of academic development

into everyday learning and teaching activities, means that it is the academic teaching staff who will increasingly shoulder responsibility for “modifying” (rather than “maintaining”) the appropriation of discourses at the university. The university’s teaching and learning practices will need to enable students from a diversity of educational and social backgrounds to appropriate, control and modify the academic discourses and the knowledges and powers which they carry. If this is not achieved, the university is likely to stand accused of continuing to further socially irresponsible elitism” (Luckett, 1995 : 35). Implicit in this changed scenario are the following issues:-

- ◆ The central and crucial role that academics will have to assume in future developments surrounding the language issue. This, in itself, will call upon academics to review his/her staff development practices with a focus on modifying, adapting and changing the curriculum to meet the diverse needs of students.
- ◆ The need for institutions to recognize and support the above initiatives by not only paying lip service to it but making it an institutional policy as well.
- ◆ In adapting the curriculum, the issue of language, as a barrier to successful learning will have to be acknowledged. A university-wide language policy should create mutual understanding among both academics and students on the nature of learning since this engages around issues of access to knowledge and its association to power.

It is clear that any staff development initiative will have to incorporate the language issue in a manner that will benefit both the student and the institution. The importance of language, the medium of instruction, the language of texts, the language of the teacher and its impact on learning cannot be under-estimated. To do so, will be a grave violation of the rights of the learner. Yet, a great deal of the literature on staff development appears to overlook the language issue. Perhaps, language experts should be part of any staff development programme.

**DISCIPLINE****4. Indicate your discipline.**

To be able to understand the academic background of students it is essential to know the distribution of students across disciplines. This question indicates the highest and lowest number of students across the disciplines.

**TABLE 4.4**  
**DISCIPLINE**

<b>DISCIPLINE</b>	<b>NUMBER OF STUDENTS INTERVIEWED</b>	<b>PERCENTAGE</b>
Afrikaans	1	0.5%
Anthropology	4	3%
Criminology	8	5.5%
English	12	8%
Geography	2	1%
History	8	5%
World Music	1	0.5%
Philosophy	1	0.5%
Political Science	14	9%
Psychology	21	14%
Sports Science	2	1%
Social Work	4	3%
Sociology	45	30%
Zulu	29	19%
<b>TOTAL NUMBER OF STUDENTS</b>	<b>152</b>	<b>100</b>

There are 14 disciplines in the Faculty of Arts. Sociology has the highest number (30%) of students, followed by Zulu (19%) then Psychology (14%) and then English (8%) at third-year level.

#### **4.2.2 ANALYSIS OF SECTION B – STUDENTS’ VIEWS ON ACADEMIC STAFF DEVELOPMENT**

These questions include student experience of lecturing in the faculty, important components of a lecture and the extent of the need for academic staff development.

#### **6. How would you describe your experience of lecturing in this Faculty?**

This question is central to the hypothesis of the current which implicitly states that there is a need for academic staff development in the Faculty of Arts. The responses would indicate the extent of this need.

**TABLE 4.5  
EXPERIENCE OF LECTURING IN THE FACULTY**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 – Very Good	36	24%
4 – Good	98	64%
3 – Average	16	11%
2 – Weak	2	1%
1 – Very Weak	-	-
<b>TOTAL</b>	<b>152</b>	<b>100</b>

#### **Motivate your response**

It seems as if student experience of lecturing has been positive but the following points as mentioned by students need to be highlighted:-

- ◆ Lecturers teaching first-year students will have to be experienced enough to deal with the needs of first-entry students. Furthermore, lecturers teaching for the first time will require a great deal of staff development before they can even start lecturing.

- ◆ A motivation for staff development based on the following:-
  - poor inter-personal skills among lecturers;
  - inability to use OHP and other technical areas;
  - unawareness of the academic needs of disadvantaged students;
  - unawareness of the importance of varied assessment practices;
  - unawareness of life-skills development (motivation, communication, self-esteem, depression, loneliness, etc.) among students;
  - unprofessionalism among lecturers;
  - a need for training in teaching and lecturing techniques;
  - a need for departmental professionalism; and
  - the use of technology in teaching.

The above is a sufficient motivation for a staff development programme. This motivation coincides closely with Eble and McKeachie's (1985 : 17-18) research on staff development in the United States of America. In particular, they stress, the importance of training new academics in and outside their area of specialization with a strong focus on undergraduate teaching. In addition, they stress the importance of teaching them to balance the many activities (both personal and academic) in their lives. Coles (1982 : 27-30) highlights the attitude of lecturers towards teaching – professors view teaching as less related to their personal, professional and intellectual interests. Hence, the resistance towards staff development programmes. Yet, Gibbs as cited in Brew (1995 : 21) claims that staff development should operate outside a context of a staff developer imposing his/her knowledge and expertise on the lecturer and instead focus on lecturer's researching their own teaching. He calls this action research and motivates the need to challenge "... underlying assumptions about how learning takes place and hence the purpose of teaching" (Gibbs, 1995 : 21). This approach to staff development seems constructive since it involves lecturers' participation in the development process and should be considered in any staff development programme.

### 7. How would you describe the quality of teaching in this faculty?

This question allows the researcher to establish the quality of teaching in the Faculty and the subsequent need for upgrading the skills of lecturing staff.

**TABLE 4.6**  
**STUDENT DESCRIPTION OF THE QUALITY OF TEACHING IN THE FACULTY**

ITEM	YES	NO	UNSURE	TOTAL
1. Teaching staff give helpful feedback on how you are progressing.	42%	26%	32%	100%
2. The staff make a real effort to understand the difficulties students may be having with their work.	54%	14%	32%	100%
3. Lecturers are extremely good at explaining things to us.	68%	4%	28%	100%
4. Teaching staff work hard to make their subjects interesting to us.	58%	22%	20%	100%
5. The course tries to get the best out of all students.	68%	4%	28%	100%
6. Staff spend a lot of time commenting on student's work.	20%	72%	8%	100%
7. Teaching staff motivate their students to work to the best of their ability.	68%	16%	16%	100%
8. Staff show real interest in what students have to say.	62%	28%	10%	100%

Less than 50% feel that teaching staff give helpful feedback on their progress. This together with 20% who claim that staff spend a lot of time commenting on student's work indicate that teaching staff do not spend a great deal of time on individual feedback and individual assessment. This could be due to insufficient time and large numbers of students. However, it is promising to note (student perceptions) that staff show a real interest in what students have to say, that they make an effort to understand the difficulties students may have with their work and that they motivate their students to work. Nevertheless, the substantial number that feel unsure point toward the need to be vigilant in these areas of teaching and learning.

It is also worth noting that lecturers are good at explaining things to students, that they make an effort to make things interesting to students and that they try to get the best out of all students. Ramsden (1992 : 88-89) is of the view that effective university teaching

is a complicated matter since there is no one best way of teaching but understanding its essential nature is important. And the above categories are some of the properties of effective teaching.

#### 8. How would you rate the importance of the following in a lecture?

- 5 - Very Important
- 4 - Important
- 3 - Moderately Important
- 2 - Unimportant
- 1 - Totally Unimportant

To be able to gain a full perspective on teaching in higher education, it is imperative to identify those components of a lecture that has the greatest bearing in facilitating learning.

**TABLE 4.7**  
**THE IMPORTANCE OF VARIOUS COMPONENTS OF A LECTURE**

ITEM	5	4	3	2	1
1. Legible transparencies.	78%	18%	4%	-	-
2. Clear objectives.	76%	20%	4%	-	-
3. A systematic and well-prepared lecture.	80%	20%	-	-	-
4. An approachable and understanding lecturer.	94%	6%	-	-	-
5. A clear summary of the main points of a lecture.	90%	8%	2%	-	-
6. A well-defined topic of the lecture.	78%	18%	4%	-	-
7. Assessment of your understanding of the lecture.	76%	20%	4%	-	-
8. The use of audio (cassettes) material.	50%	26%	18%	6%	-
9. The use of videos.	52%	24%	14%	10%	-
10. Appropriateness of the level of the lecture.	70%	22%	8%	-	-

There is overwhelming agreement that legible transparencies, clear objectives, a systematic and well-prepared lecture, an approachable and understanding lecturer, a clear summary of the main points of a lecture, a well-defined topic of the lecture and assessment play an important role in the lecture. However, the use of audio-visual material does not appear to be as highly rated as the other categories. The low response

on audio-visual materials could be attributed to the fact they are not used often so students do not really know its use. Ramsden (1992 : 89) states that a facility to engage with students at their level of understanding and a capacity to explain material plainly are some of the properties of good teaching. To this end, lecturers should use teaching methods and academic tasks that require students to learn actively, responsibly and cooperatively. Furthermore, lecturers should make a commitment to making it absolutely clear what has to be understood, at what level and why.

**9. STAFF DEVELOPMENT is defined as “...including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution’s needs...In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning.” (Webb, 1996 : 1) Do you feel that there is a need for a staff development programme for academics?**

This question is directly linked to the hypothesis. It tests the student’s perception of the extent of the need for academic staff development in the Faculty of Arts.

**TABLE 4.8  
THE EXTENT OF THE NEED FOR ACADEMIC STAFF DEVELOPMENT**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 - Strongly Agree	102	67%
4 - Agree	40	26%
3 - Moderately Agree	10	7%
2 - Disagree	-	-
1 - Strongly Disagree	-	-
<b>TOTAL</b>	<b>152</b>	<b>100</b>

There is almost complete agreement that there is a need for an academic staff development programme in the Faculty of Arts at UDW. This response indicates that students are quite perceptive when it comes to teaching and learning. This, coupled with their responses in the previous questions, indicate that while their overall experience in the Faculty has been positive, they still acknowledge the need for academic staff development. Their reasons are cited in the next question.

## 10. Other comments

This question gives students the opportunity to present responses and ideas that were not presented in the previous questions. In this way, the full spectrum of the need for staff development is covered.

Students cited the following reasons for the need for academic staff development:-

- ◆ 82% felt the need for development in regard to the new university policies being developed;
- ◆ 80% felt a need to develop new approaches to teaching especially for first-entry students;
- ◆ 80% said that there was a need to train new and inexperienced lecturers to deal with students;
- ◆ 74% claimed there was a need to closely supervise and train the lecturer;
- ◆ 72% felt there was a need to ensure the relevance of teaching;
- ◆ 70% stated a need to enhance staff capabilities so that they are understood by students;
- ◆ 70% felt that staff development workshops should be an ongoing process;
- ◆ 68% argued that lecturers need to upgrade their expertise;
- ◆ 68% argued that lecturers need to keep in touch with the latest developments in teaching and learning;
- ◆ 60% felt that a staff development programme will invariably enhance student performance;
- ◆ 60% felt that lecturers need to be taught on how to use the OHP; and
- ◆ 60% felt that lecturers need to learn to deal with second-language and under-prepared students;

Student response indicates that they are in touch with what is happening at the university in terms of the current restructuring and transformation taking place. They expressed concern that lecturers need to be kept in touch with the new university policies being

developed. Furthermore, a need for innovative teaching approaches for first-entry students and a need for training of new lecturers. These are two significant issues raised by students and this should indicate their importance. Issues of quality assurance as they pertain to staff development also come to the fore. Students mention the need to closely supervise and train the lecturer, ensure the relevance of teaching and enhance staff capabilities and upgrading of skills by keeping in touch with the latest developments in teaching and learning. The issue of second language learners has been highlighted and should become a key area of any staff development programme.

The responses of students point to the need for an academic staff development programme. The next section deals with an analysis of staff response to the need for academic staff development in the Faculty of Arts at UDW.

### **4.3 ANALYSIS OF THE STAFF QUESTIONNAIRE**

The staff questionnaire is divided into six sections. Section A identifies independent variables such as age, gender, discipline, rank/position, qualification, experience and employment. Section B looks at staff development issues in terms of need, attendance and challenges facing academics. Section C looks at student academic development while Section d links staff development with quality assurance. Section E investigates the content of an academic staff development programme in relation to induction programmes, continuing staff development programmes and components of a staff development programme. Section F explores the future developments in programme development.

### 4.3.1 ANALYSIS OF SECTION A – INDEPENDENT VARIABLES

#### 1. AGE

The age distribution of lecturers is an important indicator of experience and maturity. At the same time one has to acknowledge that experience and the length of stay in academia does not make one an effective teacher. The researcher also acknowledges her ‘perception’ that older staff members are resistant to change and development. But this is just a perception and will be tested at the completion of this study. This question would allow one to establish the extent of the need for academic staff development against the background of age and experience.

**TABLE 4.9**  
**AGE**

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
20 – 30 years	8	12%
31 – 40 years	16	24%
41 – 50 years	24	36%
51 – 60 years	14	21%
60+ years	5	7%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

The highest number of academics fall within the age range of 41 – 50 years. The lowest number of academics fall within the age range of 60+ years. Twenty four percent fall in the age range of 31 – 40 years. The figures suggest that lecturers are much older and ‘should’ have more experience in their disciplines as well as in teaching. There are at least 8 lecturers who fall in the age group of 20 – 30 years. This indicates possible lack of teaching experience. Hence, the need for academic staff development.

## 2. GENDER

The gender distribution of lecturing staff indicates the composition of staff and provides some perspective on the profile of lecturing staff and their circumstances.

**TABLE 4.10**  
**GENDER**

<b>GENDER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Male	37	55%
Female	30	45%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

There are more male lecturers than female lecturers. This indicates the need for employment equity in terms of gender in the Faculty of Arts.

## 3. DISCIPLINE

In the same way that student distribution across disciplines indicates the concentration and need for development in particular areas, so does the distribution of lecturers in various disciplines. The value of this question lies in its ability to indicate specific competencies within disciplines that should be incorporated in staff development initiative.

**TABLE 4.11**  
**DISCIPLINE**

<b>DISCIPLINE/PROGRAMME</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Anthropology	2	3%
Center for Languages	8	12%
Criminology	4	6%
Drama	2	3%
English	6	9%
Fine Art and History of Art	3	4%
Geography	3	4%
History	3	4%
World Music	2	3%
Philosophy	3	4%
Political Science	5	8%
Psychology	7	11%
Social Policy Programme	1	1%
Sports Science	3	4%
Social Work	4	6%
Sociology	5	8%
Zulu	6	10%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

The highest representation is from the Centre for Languages, followed by Psychology (11%) and then Zulu (10%). From a sample of 77, 67 responses were received. This is a fairly representative sample of the population of academics in the Faculty of Arts. Every single discipline is represented in this sample. Greater staff development needs can be seen to be located in the more popular disciplines like Psychology, Sociology, Zulu, English and Social Work.

#### 4. RANK/POSITION

To be able to appreciate the need for staff development, it is essential to identify the rank and position of the lecturers. This distribution indicates a compatibility between the need for staff development and the seniority of lecturers.

**TABLE 4.12**  
**RANK/POSITION**

<b>RANK/POSITION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Professor	5	7%
Associate Professor	6	9%
Senior Lecturer	12	18%
Lecturer	28	42%
Associate Lecturer	16	24%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

The greatest concentration of academics fall in the rank of lecturer (42%). At least 24% are at the level of associate lecturer. This means that the need for developmental work is great. Out of a population of 155 lecturers, 43 are at associate lecturer level as compared to 62 at lecturer level (the highest number). Given the responses by students in Question Ten - Other Comments, it is clear that there are compelling reasons for an induction programme for new academic staff. Yet, Main (1993 : 2) claims that only one percent of tenured academic staff at Britain, Canadian and Australian universities, "... would have had substantial training in pedagogy and andragogy prior to recruitment to the academic profession." There certainly is no formal staff development programme in the Faculty of Arts at UDW. Main (1993 : 2) expresses concern on the lack of formal training for academics in areas such as:-

- ◆ the determination of students' learning needs;
- ◆ curriculum and course design;
- ◆ development of teaching/learning situations;

- ◆ choice of teaching/learning methods;
- ◆ resources for teaching and learning;
- ◆ assessment of student performance; and
- ◆ evaluation of courses and teaching.

This can be compared to the responses given by both students and staff. The responses given in Questions Eight, Nine and Ten by students clearly overlap with the concerns expressed by Main (1993) and combined with the high number of new academics, a strong case for academic staff development can be made.

### 5. What is your highest qualification?

This question provides some insight into the relationship between staff development and the qualification of lecturers. This question is essential since it would allow one to establish whether academic qualification has any bearing on teaching.

**TABLE 4.13**  
**QUALIFICATION**

<b>QUALIFICATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
PhD	12	18%
Masters	52	78%
Honours	2	3%
First Degree	1	1%
Diploma	-	-
<b>TOTAL</b>	<b>67</b>	<b>100</b>

At least 96% of lecturers are at post-masters level. However, academic qualification is not necessarily an indicator of teaching ability and these response will have to be read together with the responses in the Question Six. This question looks at the number of years of teaching experience at university. A significant number (63%) have teaching

experience of well over ten years. This indicates that the collective teaching experience is large with an accumulation (supposedly) of wisdom and maturity. Yet, there is a need for academic staff development in terms of upgrading teaching skills and introducing the use of technology in current teaching practice. In fact, there has been very little or no emphasis on learning to teach in higher education.

#### 6. How many years of teaching experience do you have at a university?

This question is significant since it has a direct bearing on the hypothesis and indicates the collective teaching experience of lecturers. It indicates the level of teaching experience and the subsequent need for academic staff development.

**TABLE 4.14**  
**EXPERIENCE**

<b>NO. OF YEARS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Over 20 years	8	12%
Between 15 and 19 years	12	18%
Between 10 and 14 years	22	33%
Between 5 and 9 years	9	13%
Less than 5 years	16	24%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

For those respondents claiming to have teaching experience of less than five years, staff development programmes become even more important. It is also easier to influence new academics into accepting the role of staff development programmes as opposed to older academics who seem set in their ways.

## 7. How are you employed?

This question shows the nature of employment of lecturers. The information provides greater perspective on the conditions under which lecturers function.

**TABLE 4.15**  
**EMPLOYMENT**

<b>TYPE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Part-time temporary	-	-
Full-time temporary	25	37%
Part-time permanent	-	-
Full-time permanent	42	63%
<b>TOTAL</b>	<b>67</b>	<b>100</b>

Tenure plays an important role in morale and performance. There are no part-time staff. Sixty three percent are employed on a full-time permanent basis and this augurs well for staff motivation and commitment. It also means that it is in the institution's interest to invest in its human resources since lecturers are more likely to stay.

### 4.3.2 ANALYSIS OF SECTION SECTION B - STAFF DEVELOPMENT

#### STAFF DEVELOPMENT

8. **Staff development is defined as a process “...including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution's needs. In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning.” (Webb, 1996:1)**

**Do you believe that there is a need for an academic staff development programme in the Faculty of Arts at UDW?**

This question is directly linked to the hypothesis and provides information on the views of lecturers with regard to the need for academic staff development.

**TABLE 4.16**  
**THE NEED FOR STAFF DEVELOPMENT AT UDW**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 – Strongly Agree	34	51%
4 – Agree	32	48%
3 – Uncertain	1	1%
2 – Disagree	-	-
1 – Strongly Disagree	-	-
<b>TOTAL</b>	<b>67</b>	<b>100</b>

There is overwhelming agreement of the need for academic staff development in the Faculty of Arts at UDW. This view is supported by students as well. Despite 63% of lecturers having teaching experience of well over ten years (Question 5) they, nevertheless, unanimously support the need for a staff development programme. It is a positive indicator to note that academics and students feel so strongly about this issue. These figures will have to be read in conjunction with the following motivations.

**Motivate your response.**

- ◆ 76% felt that junior associate lecturers need more development skills and teaching so as to assist them to cope with the lecturing environment and be able to teach large classes - essential especially at junior level.
- ◆ 74% felt that in light of the changes in educational trends in terms of teaching, supervision, etc. staff need to be updated on current trends and still develop teaching strategies.

- ◆ 74% were of the view that there is a need to develop skills to deal with under-prepared students entering tertiary institutions.
- ◆ 70% felt a need that to keep abreast professionally, staff need to be aware of recent trends concerning the approaches, methods and techniques in teaching and learning. It is an ongoing process, therefore staff need to be updated and trained constantly.
- ◆ 70% said that the changing dynamics at UDW in terms of student intake and constant re-definition of what our goals are requires skills development so that we can effectively service students.
- ◆ 66% stated that the programme should cater for the academic to study at other institutions – locally or abroad.
- ◆ 66% said that the nature of students that are entering university require that academic staff are strategically skilled and equipped to teach and aid in the development of these students. Also to maintain a level of quality assurance.
- ◆ 64% felt that the need is great because the university is now implementing the programme based system of study.
- ◆ 60% felt that coping with changes in institutional methods and practices is demanding and confusing; academics are spending more time administrating than researching – credentials are compromised.
- ◆ 60 % claimed that it is important that staff fully serve their own and institutional needs.
- ◆ 60% claimed that most lecturers do not have a teaching background and are therefore not well equipped to deal with certain challenges.
- ◆ 54% felt that staff need to be part of the whole university development programme but there is no time for any staff development programme otherwise staff can keep abreast with all the changes.
- ◆ 50% stated that it is a natural aspect of university teaching.
- ◆ 52% felt that such a programme is long overdue. As the world changes, so are the expectations of higher learning expected to produce graduates that will adapt in changed circumstances. The programme should be compulsory for all academic staff.
- ◆ 4% felt that staff should be encouraged to achieve their full potential.
- ◆ 2% felt that there is a need to hear more on the subject without trendy jargon.

### 9. How many staff development workshops did you attend in the past year?

In the context of the current study, it is essential to establish the extent to which lecturers have attended staff development workshops and the type of workshops attended. The type and frequency of workshops attended would indicate the areas or competencies requiring greater development.

**TABLE 4.17**  
**NUMBER OF STAFF DEVELOPMENT WORKSHOPS**  
**ATTENDED**

Type of workshop	Duration					Participation	
	½ day or less	1 day	2 days	More than two days	None	YES	NO
1. Training	10%	8%	6%	2%	74%	50%	50%
2. Planning	26%	2%	-	36%	36%	10%	90%
3. Problem solving	2%	-	-	10%	88%	26%	74%
4. Course Design	26%	38%	16%	20%	-	60%	40%
5. Leadership Development	20%	20%	10%	30%	20%	70%	30%
6. Conflict Management	68%	-	-	10%	22%	50%	50%
7. Assessment practices	62%	-	12%	10%	16%	10%	90%
8. Other	10%	-	36%	-	54%	50%	50%

Course design is the only workshop that was attended by everyone (100%). The next most well attended workshop is assessment practices (84%) followed by leadership development (80%) and then conflict management (78%). Sixty four percent attended workshops on planning and this is a large figure. However, training (26%) and problem solving (12%) was poorly attended. It also appears that the ½ day and more than 2 days workshops are very popular. For the exception of leadership development and course design, participation by members in these workshops have been minimal.

Given the current restructuring taking place in higher education, it is not surprising that workshops on course design, leadership development, conflict management and assessment practices are popular. In addition to the above workshops, the following have also been attended:-

- ◆ 4% attended a workshop on labour legislation.
- ◆ 4% attended a workshop on performance leadership.
- ◆ 2% attended a workshop on selection skills.

Workshops on curriculum development, learning and teaching and quality assurance are conspicuously absent. This supports the researcher's earlier insights that academics/lecturers are not very involved staff development.

**10. Adequately prepared to teach in the Faculty can be described as *being able to deal with the demands of the programme, the demands presented by students and other demands presented by the university as a whole.* Do you feel that you are adequately prepared to teach in the Faculty?**

The responses to this question would allow one to affirm the need for academic staff development. The answers would either corroborate or refute those given in previous questions.

**TABLE 4.18**  
**PREPAREDNESS TO TEACH IN THE FACULTY**

OPTION	FREQUENCY	PERCENTAGE
Yes	48	72%
No	-	-
Unsure	19	28%
<b>TOTAL</b>	67	100%

**Motivate your response.**

- ◆ 10% felt that they have had exposure to teaching and research skills at both UDW and at overseas institutions. They believe they have acquired adequate skills and experience to deal with students with learning difficulties and cope with the demands

experience to deal with students with learning difficulties and cope with the demands of their course. They were also familiar with critical thinking and AD strategies because of their involvement in these two areas since 1994.

- ◆ 72% felt that lecturers must avail themselves to students so as to develop students to cope with academic excellence. The Faculty of Arts is also very big and more students need their lecturers at any time.
- ◆ 70% felt that to some extent a new staff member feels intimidated with the demands hence it became imperative to draw on one's personal resources to meet the extensive demands, especially with the new programmes.
- ◆ 50% felt that they were adequately prepared to teach since there was continual research and up to date with latest developments in their discipline. Moreover, it is reinforced by attendance at staff development workshops.
- ◆ 50% felt that they were fairly developed in their field of study - pass rates, papers and seminars serve as indicators. Evaluation of students also serve as indicators.
- ◆ 50% feel confident in their abilities to tackle their responsibilities both academically and in their field of research. In the latter, their key problems are time and financial constrains.
- ◆ 50% claimed that weekly staff meetings, consultation and feedback from students through questionnaires helped them to be adequately prepared.
- ◆ 48% felt that academic qualification does not mean that one reaches students in terms of language and background. Greater staff development is necessary so that staff can reach students in a holistic manner.
- ◆ 46% believed that they were prepared to a certain degree and believed that things could be much better than they are right now if they had some sort of training/staff development.
- ◆ One staff member said that he has more that 20 years of teaching experience. His students perform well in their examinations as well as in their work (employment) environment.
- ◆ Another staff member claimed that years of tolerance has given him a survival mode of operating – but is this good?

- ◆ Another response stated that it depends on what one means by teaching – which according to his/her understanding means more that “teaching” people to know what they don’t know. Nobody knows everybody. Besides there are so many issues/things lecturers take for granted which when they confront, they wish they handled them differently.
- ◆ 2% felt that they were natural teachers and lecturers with long experience.
- ◆ 2% claimed that they have the appropriate qualifications and experience.
- ◆ One staff member felt that he meets the demands of the programme. He meets the demands of the student. He meets the demands of the university to the best of his abilities. This comes through commitment. Staff development will make process better and enhance commitment.

While many academics feel that they are adequately prepared to teach in the faculty and attribute it to the following:-

- ◆ experience;
- ◆ dedication;
- ◆ commitment;
- ◆ technical skills;
- ◆ updated with discipline and current research;
- ◆ attendance at staff development workshops; and
- ◆ feedback from students, 46% believed that things could be much better if there was some sort of training and/or staff development. This is clearly a cry for help and strongly supports the hypothesis that there is a need for a staff development programme in the Faculty of Arts.

## **11. Are you registered for a further qualification?**

This question identifies the type of qualifications lecturers are pursuing and its bearing on particular forms of staff development.

**TABLE 4.19**  
**FURTHER STUDIES**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	30%
No	47	70%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

Only 30% registered for a further qualification indicates a small percentage of lecturers involved in upgrading their skills through another qualification. In terms of staff development, it would be interesting to note the qualification registered for and its bearing on university teaching – hence staff development.

**12. If yes, which institution and what qualification are you registered for?**

To be able to link efforts at staff development to specific qualifications, it is necessary the particular degrees and diplomas pursued and the institutions at which this is done.

**TABLE 4.20**  
**INSTITUTION AND QUALIFICATION**

<b>INSTITUTION</b>	<b>QUALIFICATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
UDW	PhD	5	8%
UDW	Dlitt	1	1%
UDW	MA	8	12%
UNISA	Diploma in Tertiary Education	4	7%
UNIVERSITY OF SELLENBOSCH	MA – Linguistics	1	1%
UNIVERSITY OF NATAL	PhD	1	1%
NONE		47	70%
<b>TOTAL</b>		<b>67</b>	<b>100%</b>

Seven percent are involved in upgrading their skills in teaching in higher education. It seems as if the focus is more on developing disciplinary and research skills rather than teaching skills. This suggests that a great deal has yet to be done to convince lecturers of the need to develop their teaching ability.

**13. How would you describe some of the greatest challenges facing lecturers at this period in time in the Faculty of Arts at UDW?**

In order to establish the specific competencies that a staff development unit would address, it is essential to identify those areas of need among the following categories:- academic, personal and social.

**ACADEMIC**

- ◆ 90% felt that excellence should be achieved through an understanding of the needs of students and for staff to keep abreast of developments in their field.

- ◆ 90% claimed that the inability of students to deal with academic demands required constant adjustment. This includes a great number of under-prepared students from diverse cultural backgrounds. Therefore, lecturers have to first work out the level of preparedness to be able to continue.
- ◆ 86% claimed that they have to make a paradigm change to become more relevant and focus on Africa.
- ◆ One staff member made the following comment. There is a need to develop the curriculum that will change our focus and meaning. If one looks at our curriculum and the way we channel our energies one would be inclined to think that we are a university somewhere in Europe. Most of the students who leave this institution will serve the continent and its people. May I therefore suggest that our programmes be rooted in cultural images of African people (this is used in a broader sense) and in human interest of our people in order to consciously contribute a valuable insight to multi-pronged strategies to our development (also used in a broader sense). This will enable us to shape our continent and world in general to reflect human development and self-realization – as compared to abuse of human potential. Strategies applied to turn this around have to be conceived/established as a quality of thought or practice but not thought and practice per se – for then to focus on cultural and human quality of African thought and practice – as compared to thoughts and practices as an ideological conception.
- ◆ 80% felt that meeting the demands of the programme and the demands of transformation as a major challenge.
- ◆ 76% stressed the need to shift vocational training and the development of intellectually stimulating and career orientated programmes.
- ◆ 76% said that there were no internet facilities in lecturers offices and limited resources to develop learning materials.
- ◆ 74% stated that educationally under-prepared students who speak English, the medium of instruction, as a second language is a matter of concern. Most students are not competent in the language. Oral and written communication is therefore a major problem.

- ◆ 72% complained about dealing with large classes and student diversity (language, gender, culture, etc.)
- ◆ 72% felt stressed at dealing with uncertainty involving the transformation process at the university and that academic transformation is occurring in a haphazard manner. There were inadequate resources available for the benefit of staff, e.g. computers, library, etc.
- ◆ 60% complained about working with their colleagues. They felt lots of confusion about coping and managing the change from a modular system to a programme based education.
- ◆ 60% felt that poor support structures - inadequate library, inadequate computer services, the business style of human resource managers, lack of research support and the lack of resources for young academics posed as major challenges.
- ◆ 60% said that there was a need to foster/integrate greater learning/reading culture among students.
- ◆ 60% claimed that the entire exercise of programme development was indeed exciting although it required a tremendous amount of time. This exercise, nevertheless, provided an incentive and innovation in teaching that was much needed.
- ◆ 60% claimed that making students adjust to a new system of programmes, schools and facilities will be a major challenge,
- ◆ 58% felt that outdated, uninteresting teaching methods will be challenged.
- ◆ 56% felt that there was a certain degree of lack of a work ethic.
- ◆ 50% saw the research output as being low.
- ◆ 50% experienced difficulty managing time.

### ***SOCIAL***

- ◆ 68% felt that there was no critical and challenging environment to debate social and economic issues - not enough participation in civil society.
- ◆ 64% felt that there was a need to socialize and be more friendly to students, so as to allow room for problems encountered by students and give advice - dealing with students from diverse backgrounds. There was also a need for understanding of and

empathy with student background and possible future beyond UDW through teaching social development.

- ◆ 50% felt that there has never been a culture of sociability at this university - total absence of community ethos. There is also little social interaction between staff in departments. Lots of conflict, e.g. religious, social class etc.
- ◆ 50% felt that the heavy teaching and research load makes it difficult to socialize. Yet there is a need for social interaction across the racial divide.
- ◆ 20% experienced feelings of isolation and loneliness.
- ◆ 20 % experienced feelings of victimization.

### ***PERSONAL***

- ◆ 48% experienced low morale, lack of commitment, disillusionment. They experienced insufficient encouragement and reward from management structures. There is poor/lack of clarity in administration and level of bureaucracy. The management has an undemocratic style of leadership.
- ◆ 48% experienced problems of job security – insecurity in terms of contract employment.
- ◆ 48% were uncertain as to whether their department will close down. There was uncertainty on how to plan for the future. Uncertainty of the new programme system has impacted on low staff morale and motivation. There were also too many changes that happened too quickly.
- ◆ 40% felt there was a need to improving their academic qualifications.
- ◆ 40% felt de-motivated, under-stimulated and experienced volatility of mood.
- ◆ 22% felt that cultural barriers need to be broken.
- ◆ One lecturer suggested empathizing with students with lack of adequate facilities, financial support etc. whilst attempting to maintain reasonable standards and justice. Students should also respect lecturer's privacy.
- ◆ One lecturer suggested that one should not to become demoralized and lose focus.

**OTHER**

- ◆ 40% indicated a general state of de-motivation and apathy in terms of attitudes and vision for the future.
- ◆ 40% said that there were financial constraints.
- ◆ 40% complained about staff shortages.
- ◆ 40% expressed concern about the preparation of relevant and meaningful course material catering for needs of students and the new democracy.
- ◆ 38% complained about the physical condition of the campus – littered, graffitied, poor sign posting, ill-equipped lecture rooms, broken furniture, frequent phone problems, electricity cuts, state of toilets, broken equipment, absenteeism, dysfunctional lifts, etc.
- ◆ 36% complained about the administrative/management - little or no training given and very little support from them.
- ◆ One lecturer suggested that the role of lecturers would be to make a contribution to student academic and social life and to assist students to develop.

The above responses indicate that academic challenges are indeed great and challenging. Among the greatest academic challenges facing academics, the following are the most salient:

- ◆ the need to keep in touch with current developments in higher education and their disciplines;
- ◆ dealing with student diversity and student academic under-preparedness;
- ◆ dealing with second language learners;
- ◆ making the curriculum relevant to local and market needs;
- ◆ dealing with the rapid changes presented by the transformation of the higher education system;
- ◆ poor support structures; and
- ◆ lack of resources.

The first three concerns are also expressed by Imenda (1991, 1995), Lockett (1995), Scott (1994 : 10-21) , Starfield (1996) and Reddy (1996). It would appear as if these

challenges are foremost in the minds of most lecturers. It would also appear that there is a compelling need for the university management to pay more attention to the needs of under-prepared students. It is also envisaged that the current shift to a programme based system of degrees will fulfill the needs of vocational and market relevance. Integrated in the new programmes are academic support modules in terms of language development, skills development and personal development.

The most significant social challenges were the absence of a vibrant civil society where all academics could participate. There is also very little social interaction and this leads to isolation and loneliness within the organization of the university. The researcher would like to interpret these results in conjunction with the following responses on personal challenges.

The personal challenges facing academics appear to be a very low morale and this can be attributed to the inadequate superstructure of the university and the process of transformation which, at times, causes uncertainty and even threatens job security. Collegial relationships also appear to be problematic. This could be attributed to (among other things) a great deal of competition and the closure of departments. The current streamlining, rationalizing and restructuring of the university has placed enormous pressure on academics at UDW. The negative impact of this process cannot be understated. To assist in understanding the complexities of this process, the researcher draws on the ideas of Senge (1990 : 69) who focuses on systems thinking for dealing with complexity in organizations and posits that staff development is required for the same reasons. He provides a very incisive observation on organizational complexity and emphasizes: "...we are being overwhelmed by complexity. Perhaps for the first time in history, humankind has the capacity to create far more information than anyone can absorb, to foster far greater interdependency than anyone can manage, and to accelerate change far faster than anyone's ability to keep pace. Certainly the scale of complexity is without precedent" (Senge, 1990 : 69). It is on reading Senge's analysis of the learning organization that one can appreciate the trauma that people undergo in a complex

organization. In gaining this insight one is able to appreciate the current condition of despair, the importance of inter-personal relationships and hence chart the way forward.

Another conclusion drawn by Senge (1990: 119) is that 80% of people who fail at work do so because they do not relate well to other people. Zuber-Skerritt (1990 :215) sees the democratization of business organizations and a changing value system in which ethics and integrity play an important part. Louis Antoine Deroi as cited in Zuber-Skerritt (1990 : 215-216) "...predicts a blending of jobs requiring the skills of the scientist, artist and craftsmen: With personnel selected on the basis of education, social skills and ability to work independently and creatively, large organizations will have the ability of creating cultures that support and reinforce individuals who can succeed at blended jobs." The current literature on staff development makes it clear that success at work depends not only on academic expertise but also on personal and social ability and that this should be greatly incorporated into a staff development programme. The responses by academics also make a case for the personal and social development of an organization's human resources. This evidence cannot be ignored or understated any longer. It is upon healthy human relationships that the future of organizations depends.

**14. A programme can be defined as "*A coherent set of courses and/or modules which advance knowledge and collectively skill individuals with particular competencies thereby making them more marketable.*" (Parekh, 1998:3) Have you been involved in the design of any new programmes in the past twelve months?**

Programme design is part of the greater process of staff development. This question indicates the level of involvement of lecturers in this process and their role in the broader development of the university's academic programme.

**TABLE 4.21**  
**INVOLVEMENT IN THE DESIGN OF NEW**  
**PROGRAMMES**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	35	52%
No	32	48%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

**15. If yes, were you academically prepared for such a task?**

The preparedness of lecturers in this process indicates their level of competence in programme development.

**TABLE 4.22**  
**ACADEMIC PREPAREDNESS FOR DESIGNING A PROGRAMME**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	27	40%
No	25	38%
Unsure	15	22%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**Motivate your response.**

- ◆ 54% felt that though not skilled in programme development, the development of programmes did not pose insurmountable obstacles in view of the fact that it was a collective effort.
- ◆ 40% had to take a new initiative in preparing for the task by being specialists in the field. Again a staff development programme should enhance the process.
- ◆ 66% felt that staff need clear guidelines and a positive structure to be able to make meaningful changes.

- ◆ 54% felt that they were thrown into the deep end but survived to the best of their ability.
- ◆ Four academics claimed that the modules they took for their Diploma in Tertiary Education prepared them for the task.
- ◆ 40% owed their preparedness to long experience.
- ◆ One lecturer claimed that s/he is a very flexible thinker. S/he was able to shape her/his knowledge to meet new priorities. One finds oneself in a situation where one has to learn the ropes as one goes on – think of an analogy of playing a guitar.
- ◆ 56% claimed that it was time-consuming and they learned everything about the programme as they went along.
- ◆ 50% felt that the process lacked careful and considered planning. A proper needs assessment with data was not undertaken. This was mainly undertaken without proper work-shopping.
- ◆ 50% were grateful for a chance to really develop post-graduate offerings.
- ◆ 10% stated that junior staff members are usually left out of this task.
- ◆ 48% claimed that initially they were unaware of the entire process. Workshops assisted though the entire process was time-consuming. They also claimed that the entire process seemed reactionary in nature. Even if one didn't understand or support something, one just had to do it. There was no time allocated for this very demanding and frustrating task.
- ◆ 40% felt that attending several workshops enabled them to participate in programme design. SAQA documents were especially useful in providing better understanding.
- ◆ 68% were of the view that the new system was more viable for students since it makes them more employable. They also drew on their experience as a student and by talking to other individuals from other universities. They also felt that it was more viable to provide a degree with value so as to acquire more government subsidies. A combination of an understanding of new niche markets/areas also assisted in course design. For example, gender and skills orientated courses allowed them to cope and learn in the process of designing new courses.

The above responses clearly indicate that even if lecturers were not fully prepared for the task of course design, workshops, a search for deeper understanding around issues of transformation and a general receptiveness towards change assisted in the preparation of new courses. The process was no doubt time-consuming and emotionally, psychologically and intellectually draining. Again, the changes and demands were complex and rapid. It seems as if there is unanimous agreement that the new courses on offer bear a stronger match to specific vocations and this makes it worth the exercise. Nevertheless, the responses speak for a need for staff development.

### **4.3.3 ANALYSIS OF SECTION C - STUDENT ACADEMIC DEVELOPMENT**

#### **STUDENT ACADEMIC DEVELOPMENT**

#### **16. How would you describe the academic preparedness of students for your course?**

While this question is related to student development, it has a bearing on staff development in as far as the demands made on lecturing staff by students to adapt the programme to fit in with their learning needs.

**TABLE 4.23**  
**ACADEMIC PREPAREDNESS OF STUDENTS**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 - More than adequately	10	15%
4 - Adequately	18	27%
3 - Unsure	14	21%
2 - Inadequately	18	27%
1 - Grossly inadequately	7	10%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

**Motivate your response.**

- ◆ One lecturer felt that in his course some students are fairly well-prepared and no prior learning is required. There are no complex formulas or theories in the course and an ability to communicate in English makes the course intelligible and comprehensible.
- ◆ One lecturer felt that Sociology is not a course offered at school, students are not prepared. This is exacerbated by poor standards/quality of education at school level and socio-historical reasons.
- ◆ 80% were of the view that students' written and oral command of the English language is very poor. They are not ready to participate in conversation and even if they do, they do not challenge others.
- ◆ 68% felt that most students do not know what they want to do.
- ◆ One lecturer mentioned that he has been in this position for a year but a larger percentage of students he has interacted with in class and outside the class have tremendous potential and varied experiences. It is therefore awkward for him to sum this up in a word or two. It is also difficult for him to generalize.
- ◆ One lecturer felt that there was a very wide range of levels of preparation – perhaps another generation.
- ◆ 56% claimed that students do not have a culture of reading and being informed of current issues necessary for the discipline – which mainly deals with current issues. Students lack critical awareness because of poor/weak reading and writing skills. Conceptual problems create barriers to learning. Levels of competence is very low.

The response to this question supports and corroborates the response in Questions 8, 11 and 12. The link between student development and staff development is very clear and strong and needs to be treated as such.

#### 4.3.4 ANALYSIS OF SECTION D - QUALITY ASSURANCE

### QUALITY ASSURANCE

#### 17. How would you describe quality teaching?

This question aims to establish the views of lecturers on their understanding of quality teaching.

**TABLE 4.24**  
**QUALITY TEACHING**

ITEM	YES	NO	UNSURE	TOTAL
1. Teaching staff giving students helpful feedback on how they are progressing.	66%	2%	32%	100%
2. Teaching staff making a real effort to understand the difficulties students may be having with their work.	78%	2%	20%	100%
3. Teaching staff being extremely good at explaining things to students.	100%	-	-	100%
4. Teaching staff working hard to make things interesting to students.	62%	2%	36%	100%
5. Teaching staff trying to get the best out of all students.	98%	-	2%	100%
6. Spending a lot of time commenting on students' work.	52%	40%	8%	100%
7. Motivating students to work to the best of their ability.	90%	2%	8%	100%
8. Showing a real interest in what students have to say.	92%	2%	6%	100%

For the exception of 15.6 it seems that quality teaching is defined by being extremely good at explaining things to students, providing feedback to students on their progress and making an effort to understand their difficulties. Motivating students and showing an interest in what they have to say is also a hallmark of quality teaching. Yet spending time on commenting on students' work rates quite low. This could be attributed to a shortage of time. Even then, this forms an important component of quality teaching and assessment.

**18. How often have the following forms of evaluation taken place?**

An important component of staff development is the process of evaluation of the course, teaching and other parts of the programme by the lecturer and by others. This question provides greater insight into the frequency of programme and teaching evaluation and indicates the way forward for programme evaluation in the context of individual and organizational development.

**TABLE 4.25**  
**FREQUENCY OF EVALUATION**

FORM OF EVALUATION	NEVER	WITHIN THE LAST 12 MONTHS	MORE THAN A YEAR AGO	TOTAL
1. Evaluation of your teaching through the evaluation of your course by either yourself or others.	25%	50%	25%	100%
2. Evaluation of your teaching through the evaluation of your department by either yourself or others.	54%	36%	10%	100%
3. Evaluation of your teaching by yourself.	28%	68%	4%	100%
4. Evaluation of your teaching by others.	28%	62%	10%	100%
<b>TOTAL</b>				

While it seems that some form of evaluation of a lecturer's teaching, a lecturer's course and a department by either oneself or others has occurred in the last twelve months, a comparatively significant number have indicated that such an evaluation has never occurred. What is more disturbing is that 54% have indicated that their department has never been evaluated in terms of its teaching. However, it is a positive indication that at least 68% evaluated their own teaching and another 62% had their teaching evaluated by others within the last twelve months. One way of dealing with the issue of evaluation is to make it an institutional policy since this would form part of the all-embracing efforts at assuring the quality of the various processes at the university.

In essence, evaluation of teaching should be carried out by a range of people – students, peers, staff developers, senior members in the faculty, significant others and the wider international scholarly community (Moses, 1988 : 28). This evaluation should include both teaching and research and should cover the following periods in a lecturers' stay at the university – probationary period, promotion period and for personnel decisions. (Moses, 1988 : 279 – 281) Before embarking on any evaluation, one needs to be clear on the purposes of evaluation which are many and varied.

**19. How often has the course you teach been evaluated by students and programme evaluators?**

This question is meant to identify the frequency with which programmes have been evaluated and thereby illustrate the value placed by lecturers on evaluation.

**TABLE 4.26**  
**COURSE EVALUATION BY STUDENTS**

OPTION	STUDENTS		PROGRAMME EVALUATORS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Never	29	44%	47	70%
Every six months	17	26%	6	9%
Once a year	15	22%	6	9%
Every two years	-	-	-	-
Other	6	8%	8	12%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>	<b>67</b>	<b>100%</b>

A substantial number have never had their course evaluated by either students (44%) of programme evaluators (70%). It seems as if six months to a year is the preferred method of evaluation by students.

**20. A performance evaluation of academic staff is described as “...monitoring and improving the effectiveness of the curriculum, how it is taught, and how students are assessed.” (Ramsden, 1996:124) Do you think that there is a need for a performance evaluation for academic staff in the Faculty?**

In order to appreciate the value placed on evaluation and its influence on academic staff development it is necessary to establish the views of lecturers on the evaluation of their own performance.

**TABLE 4.27  
NEED FOR PERFORMANCE EVALUATION OF STAFF**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	66	99%
No	-	-
Unsure	1	1%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

Questions 18, 19, 20 and 21 focus on evaluation. The response in Question 19 clearly indicate that there is an absence of a system of formal evaluation of teaching at the university. Yet the response in Question 20 indicate that there is overwhelming agreement of the need for a staff appraisal system for academics. In retrospect, the researcher could have investigated the reasons for such an evaluation and perhaps use this information as a point of departure for evaluating performance in the Faculty. Nevertheless, the motivation in Question 21 should shed further light on this.

## 21. How often should a performance evaluation occur ?

In order to appreciate the importance of evaluation, it is necessary to identify the views of staff and its frequency.

**TABLE 4.28**  
**FREQUENCY OF PERFORMANCE EVALUATION**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 - Every 3 months	8	12%
4 - Every 6 months	25	37%
3 - Once a year	22	33%
2 - Once every two years	12	18%
1 - Never	-	-
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

The preferred interval for a performance evaluation is six months to a year. The reasoning is provided in the next section.

### **Motivate your response.**

- ◆ 60% claimed that this is another natural aspect of university teaching. The curriculum needs to be evaluated on a regular basis - this involves evaluating lecturers as well.
- ◆ 40% felt that occasional peer evaluation is acceptable.
- ◆ 44% claimed that it takes two years to get new programmes fine tuned hence a yearly evaluation is fine. One should be allowed to develop the course – lay the foundations and make the improvements for the next two years. Besides, more than once a year may cause tension. On the other hand every staff member must be accountable and ought to view performance evaluation in a positive manner.

- ◆ 36% felt that six months makes sense because it takes this long to complete the module. In addition, for practical purposes and to get quick and immediate feedback, an evaluation every six months is essential.
- ◆ 56% felt that in view of new modules and programmes – academics should be allowed the opportunity to critique themselves at the end of each year. This ensures that the level and content within a particular standard is maintained and educators can consistently improve on their weaknesses.
- ◆ 42 % were of the view that six months is a sufficient period in which a module can be completed and the evaluation of the curriculum (teaching materials and preparations) and student's performance.
- ◆ 40% felt that it cannot occur too often – time should be allowed for educators to “settle” in – especially for beginners.
- ◆ 40% claimed that evaluation should inform promotion and tenure.

The rationale for a performance evaluation ranges from ensuring quality to promotion. It seems as if this should be carried out every six months to a year and should be both formative and summative. It should also be carried out by a range of people – including the Head of Department staff developer, peers and students. It would seem appropriate for lecturers to evaluate themselves first with a formative view of evaluation and then to extend this to a more summative evaluation. Clear guidelines should be formulated before the evaluation to ensure mutual consent and fulfillment of objectives.

**22. Effective teaching can be defined as “...the degree to which one has facilitated students' achievement of educational goals” (McKeachie, 1994:315). How would you rate the effectiveness of your teaching?**

Effective teaching is a central concept of staff development. This significant question seeks to establish the views of lecturers on the effectiveness of their teaching. It further indicates the level of this effectiveness. It is also important to know how lecturers perceive themselves and the effectiveness of their teaching.

**TABLE 4.29**  
**EFFECTIVENESS OF TEACHING**

OPTION	FREQUENCY	PERCENTAGE
5 - Excellent	14	21%
4 - Good	36	54%
3 - Adequate	17	25%
2 - Inadequate	-	-
1 - Grossly inadequate	-	-
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

All lecturers rate their teaching as above average with 25% rating their teaching as adequate. A significant number (54%) rate themselves as good and at least 21% rate themselves as excellent. While this indicates that lecturers view their teaching favorably, there is a need to have other evaluation mechanisms in place. This would give objectivity and balance to the evaluation of teaching.

**Motivate your response.**

- ◆ One lecturer mentioned that she has been evaluated by students in the past and has received a very good evaluation. Students of Political Science whom he taught and work-shopped a topic with, performed very well in the test in 1999. Students who majored in Islamic Studies in 1999 also achieved very good results.
- ◆ 10% based their views on results and feedback from both under-graduate and post-graduate students.
- ◆ Two lecturers mentioned that when students actually participate in class and attend regularly of their own free will without being told they have to might be an indication that they are actually absorbing the information in class and engaging with discussions.
- ◆ For one lecturer this was already noted by internal and external examiner's report. Peer evaluation is also a good evaluation of one's own academic excellence.

Moreover this is aptly shown by students performance in exams and other forms of assessment.

- ◆ 2% said that the course has helped in workplace situations where students have commented on the relevance and enjoyment of the course.
- ◆ 20% indicated excellent pass rates in the first three years.
- ◆ One lecturer was too modest to say excellent. However, many of her students have graduated and achieved greatly.
- ◆ 20% based their positive judgement on student evaluation.
- ◆ One lecturer claimed that her teaching/lecturing to students is normally confirmed by students and sometimes their performance. “In many cases they come to my Head of Department and express their feelings about my teaching which they think is good.”
- ◆ One lecturer mentioned that while large undergraduate numbers helps fund the institution it compromises excellence in this particular regard.
- ◆ Another lecturer chose to rate it as adequate because she did not expect students to reproduce what she discussed with them but to use it as a springboard to acquire further knowledge and understand situations where such knowledge will assist them in the solution of problems they are faced with.

While most lecturers feel positively about their teaching, their judgement is largely based on their subjective feedback received from students. While it is encouraging to note that students react positively and enthusiastically to one’s teaching, it would be more effective if such feedback was documented in a formal way so as to give credibility to one’s teaching. Furthermore, formal and structured feedback is especially useful in formative and developmental work. It is far more focused and points out hidden discrepancies in the entire teaching-learning process. This formal system of evaluation is missing and in its absence, it becomes difficult to make any kind of judgement on teaching.

### **23. How would you rate the pass rate of the students you teach?**

Pass rates are an important indicator of quality teaching. However, the results need to be dealt with caution.

**TABLE 4.30**  
**PASS RATE OF STUDENTS**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
5 - Excellent (80%)	23	34%
4 - Good (60%-80%)	36	54%
3 - Adequate(40%-60%)	8	12%
2 - Inadequate(20%-40%)	-	-
1 - Grossly Inadequate	-	-
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

Lecturers are of the view that the pass rates of the students they teach is fairly positive. Fifty four percent (54%) felt that it was good and 34% felt that it was excellent. None rated their student's pass rate as negatively.

## **SECTION E**

### **FUTURE DEVELOPMENTS**

**24. What should the content of an academic staff development programme be?**

**Please indicate with a tick (√)**

#### **(i) INDUCTION PROGRAMMES**

The crucial first step to an academic staff development is an induction programme. Given that lecturers have gone through the university system without the benefit of such a programme and the challenges they faced in their initial years, it is imperative to establish the extent of the need for an induction programme and its various components.

**TABLE 4.31**  
**INDUCTION**

<b>An orientation programme for new staff to the university that includes the following aspects:-</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
1. The mission statement of the university.	100%	-	100%
2. Governance in the university and decision-making structures.	100%	-	100%
3. Library orientation.	100%	-	100%
4. Computer facilities.	100%	-	100%
5. The university's human resource division.	100%	-	100%
6. The finance department.	100%	-	100%
7. Printing and other support services.	100%	-	100%
8. Introducing academic staff to their role as teachers.	100%	-	100%
9. Introducing academic staff to their role as researchers.	100%	-	100%
10. Orientating academic staff to the administrative demands of the job.	100%	-	100%
11. Course design and programme development.	100%	-	100%
12. Publishing.	100%	-	100%
13. Serving on committees	96%	4%	100%
14. Managing a course.	98%	2%	100%
15. Coping with pressure/stress/crisis etc.;	90%	10%	100%
16. History, structure and organization of the university.	86%	14%	100%
17. Theories of teaching in higher education.	100%	-	100%
18. Theories of learning in higher education.	100%	-	100%
19. Organizational development.	62%	38%	100%
20. Chairing a meeting.	62%	38%	100%
21. Other	2%	-	-

With the exception of organizational development and chairing a meeting, every other category appears to be of importance to the training and development of lecturers. Building capacity in all of the above areas appear to be important to staff development.

Among others, lecturers cited the following:-

- ◆ survival skills;
- ◆ understanding race and gender relationships;
- ◆ research methodology; and
- ◆ critical thinking courses.

There was also one suggestion that the university should change its mission statement.

**(i) CONTINUING STAFF DEVELOPMENT PROGRAMMES**

In addition to providing staff with induction programmes, it becomes essential to provide staff with on-going support and development that focus on other areas not covered in the induction programme, that emerge at different times in the middle of lecturing and that may arise suddenly and unexpectedly.

**TABLE 4.32**  
**CONTINUING STAFF DEVELOPMENT**

<b>A continuing staff development programme should provide staff with the following assistance.</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
1. Regular opportunities to review, update and enhance their teaching expertise.	100%	-	100%
2. Regular opportunities to review, update and enhance assessment practice.	100%	-	100%
3. Assist staff to monitor and evaluate the quality of their teaching (e.g. through help in designing and processing questionnaires or other methods of feedback).	100%	-	100%
4. Teaching in large and diverse classes.	100%	-	100%
5. Teaching under-prepared students.	100%	-	100%
6. Teaching second-language learners.	100%	-	100%
7. Small group teaching (seminars, tutorials and workshops).	98%	2%	100%
8. Laboratory and practical teaching.	66%	34%	100%
9. Theories of teaching and learning in higher education.	98%	2%	100%
10. Use of computers and information technology in teaching and learning.	98%	2%	100%
11. Academic guidance and academic support to students.	98%	2%	100%
12. Course design and programme development.	100%	-	100%
13. Feedback and evaluation of courses and teaching.	100%	-	100%
14. Research and scholarship.	100%	-	100%
15. Managing and leading a programme.	100%	-	100%
16. Administrative and organizational skills.	100%	-	100%
17. Consultancy and community outreach programmes.	66%	34%	100%
18. Life-skills – time-management, coping with pressure/stress, etc.	78%	22%	100%
19. Post-graduate supervision.	96%	4%	100%
20. Other	-	-	-

Given that this is the Faculty of Arts, it is not surprising that 34% do not feel the need for skills development in the teaching of practicals and laboratory work. It is surprising that

34% feel negatively about consultancy and community outreach programmes. There is unanimous agreement that the remainder of the categories should form part of a continuing staff development programme. Others mentioned are leadership development and conflict resolution workshops.

## 25. Which of the following should be utilized in a staff development programme?

This question identifies the favored forms of delivery of staff development in relation to the perceived needs of lecturers.

**TABLE 4.33**  
**COMPONENTS OF A STAFF DEVELOPMENT PROGRAMME**

<b>COMPONENTS OF A STAFF DEVELOPMENT PROGRAMME</b>	<b>YES</b>	<b>NO</b>	<b>UNSURE</b>
1. Occasional conferences and symposia.	90%	6%	4%
2. Regular series of seminars and workshops.	96%	-	4%
3. An accredited (award-bearing) programme of study.	96%	-	4%
4. Self-instructional packages/learning materials.	88%	4%	8%
5. Resource materials (e.g. locally produced handbooks and guidance Materials).	100%	-	-
6. Opportunities for individuals to participate in external, teaching-Related courses and conferences.	92%	2%	6%
7. Release-time from some or all teaching duties to enable staff to Undertake courses, development work or to study for an external Qualification relevant to their teaching.	98%	2%	-
8. Education management programmes (e.g. for Heads Of Department, Deans, etc.)	92%	4%	4%
9. Other	-	-	-

Other components of a staff development programme include release time for staff development paid for by the university and staff management guidance.

Occasional conferences and symposia, regular seminars and workshops, award-bearing programmes, self-instructional programmes, resource materials, opportunities for individuals to participate in external, teaching related courses and conferences, release-

time and education management programmes all seem popular with lecturers. The manner in which they are utilized should be determined by the following factors:-

- ◆ availability of resources;
- ◆ cost-effectiveness;
- ◆ the goals of training;
- ◆ the level of seniority and experience;
- ◆ availability of time;
- ◆ the degree and intensity of need; and
- ◆ the needs of students. (Berquist & Phillips, 1975 : 46; Gaff, 1975 : 9)

**26. To what extent should the following modes of delivery be used?**

In order to contextualize the processes involved in fulfilling the objectives of staff development, one needs to establish the effective and desired modes of delivery suited to the needs of both lecturers and the programme.

**TABLE 4.34**  
**MODES OF DELIVERY**

METHOD OF DELIVERY	NEVER	TO SOME EXTENT	TO A GREAT EXTENT	TOTAL
1. <b>Lectures</b> – Presentation of information by an expert.	24%	26%	50%	100%
2. <b>Small group discussions</b> – of about 6 people and led by an experienced facilitator.	2%	38%	60%	100%
3. <b>Workshops</b> – that focus on specific skills.	-	22%	76%	100%
4. <b>Skills-based practice</b> - in the form of role-play and feedback on that.	2%	66%	32%	100%
5. <b>Case studies</b> – used as a basis from which to highlight effective and ineffective teaching. Can take the form of videos, written cases or even classroom observation as a point of departure for analysis.	4%	68%	32%	100%
6. <b>Mentoring</b> – senior academics and/or staff developers serving as guides, counselors, advisors, role-models and facilitators.	2%	42%	56%	100%
7. <b>Peer support groups</b> – a number of colleagues working together on specific areas of development.	2%	28%	70%	100%
8. <b>Self-instructional materials</b> – packages including manuals, videos and other material to allow for self-paced development.	6%	58%	36%	100%
9. <b>Resource-based learning</b> – the use of a number of resources like books, journals, newsletters, videos, audio packages, networking with professional development organizations and working with consultants.	-	50%	50%	100%
10. <b>Individual consultation</b> – an individualized and systematic approach to development that allows for flexibility in addressing a number of issues.	-	50%	50%	100%
11. <b>Personal Growth Contracts</b> – a plan drawn up by a lecturer describing a time-table for self-improvement, specific goals for the year, intended means for accomplishing goals and evaluating performance, a profile containing an assessment of strengths and weaknesses and a description of long-range personal and professional goals. (Coles, 1982:23) This enables performance management.	4%	48%	48%	100%
12. <b>The Cascades Method</b> – the use of lecturers and large departments as change agents where a staff member from each department or cluster of departments is trained to plan, design and manage a departmental staff programme.	2%	56%	32%	100%
13. <b>Twining</b> – sometimes referred to as the buddy system where two colleagues collaborate together around issues regarding their teaching and their students' learning.	2%	40%	58%	100%
14. <b>Sabbaticals</b> – paid study leave for lecturers so that they can further develop their teaching, research and/or other skills.	2%	48%	50%	100%
15. <b>Portfolios</b> – a factual description of a lecturer's teaching strengths and accomplishments that includes documents and materials which suggest the quality of a lecturers teaching performance.	4%	68%	28%	100%
16. <b>Micro-teaching</b> – the practicing of a particular skill in a classroom where the number of students, the length of the period and the content of subject-matter is reduced.	10%	40%	50%	100%
17. <b>Other (Specify)</b>	-	-	-	-

Other comments made include the following:-

- ◆ There should be preparation for distance learning.
- ◆ Case studies depends on the level of study.
- ◆ Modes of delivery are dependent on context.

Lectures seem to be the least favored mode of delivery. It is clear that lectures are not conducive to developmental work. The most favorable mode appear to be small group discussions, workshops and peer support groups. The next favorable mode appear to be mentoring, resource based learning, individual consultation, personal growth contracts, exchanges, twinning, sabbaticals and micro-teaching. Portfolios, self-instructional materials and case studies also favor positively but the response looks cautious – suggesting that respondents may not be all too familiar with what a portfolio, a self-instructional package and a case study entails. The last three require a high level of maturity, discipline and independence in its execution – hence the high response that it be utilized to some extent.

27. ***“Good teaching” is defined as “... the degree to which one has facilitated student achievement of educational goals” (McKeachie, 1994:315). Should good teaching be rewarded?***

Good teaching should be highly valued in any institution. This places quality teaching in the forefront of learning. However, this process needs to be supported by lecturers themselves. The purpose of this question is to establish this.

**TABLE 4.35**  
**REWARDING GOOD TEACHING**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	62	93%
No	-	-
Unsure	5	7%
<b>TOTAL</b>	<b>67</b>	<b>100%</b>

In keeping with the positive response towards staff development, 93% feel that good teaching should be rewarded. Rewarding good teaching is bound to boost morale and staff confidence which will invariably manifest itself in student performance.

**28. How should “good teaching” be rewarded?**

Following from the above question, it is essential to establish how good teaching should be rewarded.

**TABLE 4.36.**  
**HOW TO REWARD GOOD TEACHING**

<b>OPTION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1. Merit Award (Vice-Chancellor’s Award for Quality Teaching)	42	66%
2. Promotion	40	60%
3. Remuneration	10	15%
4. Other (Specify)	-	-

Other comments state that good teaching is a key concept and should be treated as such especially for promotion.

It is surprising that only 15% feel that remuneration should be part of the reward for good teaching. However, it is pleasing to note that 66% and 60% respectively are of the opinion that a Vice-Chancellor’s Award and promotion are good incentives for rewarding good teaching. It also seems logical that rewarding good teaching should be a logical outcome of a staff development initiative.

**SECTION F****PROGRAMME DEVELOPMENT**

- 29. At the moment the Faculty has completed the design of the various programmes of study to be offered in the year 2000. What, in your opinion, are the challenges that underpinned this process of programme development?**

This question aims to gain insight into the understanding of lecturers regarding the challenges that underpinned the process of programme development.

**TABLE 4.37**  
**CHALLENGES THAT UNDERPINNED THE PROCESS OF**  
**PROGRAMME DEVELOPMENT**

<b>CHALLENGES</b>	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>
1. A need to respond to a changing student profile.	72%	28%	100%
2. A need to respond to issues of quality.	76%	24%	100%
3. A need to respond to the needs of the market and hence economic relevance.	88%	12%	100%
4. A need to respond to high attrition rates.	90%	10%	100%
5. A need to develop courses that are contextually relevant.	98%	2%	100%
6. Other (Specify)	-	-	-

Other comments include:-

- ◆ employability of graduates; and
- ◆ need to achieve employment equity.

Lecturers seem to agree that a changing student profile and a need to respond to high attrition rates underpinned the process of programme development. Combined with this were issues of contextual and market relevance and the subsequent impact on quality education.

**30. Which of the following do you see as major challenges for programme development in the next five years?**

Against the goals of staff development, it is essential to identify what lecturers perceive as major challenges to staff development in the next five years. This would assist in the formulation of some of the objectives of staff development programmes.

**TABLE 4.38**  
**MAJOR CHALLENGES FOR PROGRAMME DEVELOPMENT IN THE**  
**NEXT FIVE YEARS**

<b>CHALLENGE</b>	<b>GREAT</b>	<b>AVERAGE</b>	<b>SMALL</b>	<b>TOTAL</b>
1. A changing student population.	78%	12%	10%	100%
2. Mass higher education.	68%	22%	10%	100%
3. Global changes in disciplines.	54%	34%	12%	100%
4. High failure rates.	64%	18%	18%	100%
5. Economic relevance.	78%	12%	10%	100%
6. Contextual relevance.	66%	28%	6%	100%
7. Quality of teaching and learning.	78%	20%	2%	100%
4. Other.	-	-	-	-

Lecturers perceive a changing student population, economic relevance and quality of teaching and learning as major challenges for programme development in the next five years. This is followed by an expanding higher education system, high failure rates and contextual relevance. While these factors underpinned the current process of restructuring and programme development, they will continue to have a major influence on the future size and shape of higher education.

#### 4.4 SUMMARY

The aims of the current study as outlined in Chapter One include the following:-

- ◆ providing a working definition of staff development;
- ◆ providing an extensive literature study of the issues pertaining to academic staff development;
- ◆ establishing the specific learning needs of students that make a plea for the training of academic staff;
- ◆ assessing the views of students with regard to their experiences of the teaching and learning process at university;
- ◆ establishing the extent of the need for academic staff development in the Faculty of Arts at UDW;
- ◆ identifying a framework for guiding and directing staff development activities;
- ◆ presenting the specific aspects and dimensions of a training and development initiative; and
- ◆ contributing to the body of knowledge on academic staff development.

While some of the information was gained through a literature study, the remainder was obtained by assessing the views of both students and staff. This was achieved by administering questionnaires to students and staff alike. The researcher administered these questionnaires and collected them personally. Third year students in the Faculty of Arts and all academic lecturers were included in the current study. A total of 152 students and 67 lecturers responded to the questionnaires. Their views were sought in various areas with the ultimate goal of establishing the extent of the need for an academic staff development programme. There is unanimous agreement among both students and staff members that there is a strong need for an academic staff development programme in the Faculty of Arts at UDW. The results therefore support the hypothesis as presented in 1.2 that **“There is a need for an academic staff development programme in the Faculty of Arts at UDW.”** It is important to note the staff response corroborates and supports student response to the need for staff development. This is positive since it

supports the hypothesis. The conclusions and recommendations based on this analysis will be presented in Chapter Five.

## **CHAPTER FIVE**

# **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This is the final and concluding chapter that provides an overview of the current study, presents the conclusions that were drawn and thereby suggests recommendations with the regard to the future role of academic staff development in the Faculty of Arts at UDW.

The results indicate that the area of staff development is a relatively new one in the Faculty of Arts at UDW. Clearly, further research and exploratory studies in this field need to be carried out. Particular areas of focus and research should highlight the role that staff development plays in its contribution to student development and organizational development. Greater attention should be paid to the specific competencies requiring development. Furthermore, research should focus on the support given to such initiatives by the university management. In addition to this, the evaluation of such development programmes should occupy a central place in the overall functioning of staff development.

### **5.2 AN OVERVIEW OF BACKGROUND CHAPTERS**

This study was driven by the need to establish the extent of the need for academic staff development in the Faculty of Arts at UDW. It has close links with educational development and is rooted in the context of the relationship between student development on the one hand and staff development on the other. One of the assumptions of the current study is that staff development influences student development. In particular, emphasis is on the relationship between teaching and learning.

Chapter One outlines the problem statement in relation to the broader changes in higher education. The hypothesis states that there is a definite need for academic staff development in the Faculty of Arts at UDW. This is followed by the aims of the study and sub-problems that accompany this study. In order to develop the focus of the study, a comprehensive working definition of academic staff development is provided. This is achieved by presenting various definitions of staff development and then synthesizing these definitions into a comprehensive working definition that allowed for further analysis of the numerous complex issues surrounding staff development. The significance of the study cannot be under-estimated and a strong motivation and rationale was provided in this chapter.

Chapter Two presents an extensive discussion on academic staff development. It begins with an exploration of the philosophies underlying academic staff development. These philosophies include positivism, hermeneutics and the political nature of this process. The goals of higher education are then linked to staff development. This discussion is then contextualized in the South African context with reference to quality assurance in South African universities, staff development programmes at HBUs, curriculum development, the relationship between teaching and learning, principles of classroom learning, learning among under-prepared students and theories of teaching and learning in higher education.

The various roles of the lecturer are then presented. These roles include teaching, research and other roles such as administrative, leadership and time-management. Two models of staff development were discussed. These models incorporated all aspects of staff development. This was then followed by a list of staff development practices which include induction programmes, seminars and workshops, reflective practice and self-directed teaching, mentoring, consultation, personal growth contracts. The cascades method and micro-teaching. The chapter ends with a review of a staff development unit in terms of staffing, factors that contribute to its success and failure and an evaluation of the programme.

Chapter Three provides an in-depth presentation of the research design and methodology. The steps undertaken in the study and the sampling procedure are outlined in detail.

Chapter Four presents an analysis of the data collected. The first part of the analysis presents information given by students and the second part presents information given by lecturers. This analysis generated a whole range of conclusions which will be discussed in 5.3.

### **5.3 CONCLUSIONS**

The following conclusions have been drawn with regard to staff development. These discussions will be discussed separately for students and staff.

#### **5.3.1 STAFF DEVELOPMENT IN TERMS OF STUDENT RESPONSE**

Important features of the student questionnaire indicate that student experience of teaching in the Faculty is largely positive, that many students come from educationally under-prepared backgrounds and they thus experience tremendous difficulty in their first year of study. Students also indicate a strong need for staff development for first time lecturers. Even though their experience of teaching in the Faculty of Arts was positive, they are of the view that there is a strong need for a staff development programme.

The importance of academic staff development, the content of what academic staff development entails and its role in higher education is illustrated clearly in the literature by Seldin (1985), Lucas (1990 : 67), Ramsden (1992), McKeachie (1994), Newble and Cannon (1995) and others. The literature study indicates that one of the key concerns in contemporary higher education policies is the need to ensure quality education. Closely

allied to this is the need to enhance the performance of lecturers. Hence, the need for some form of staff development.

The results of the current investigation indicate that a substantial number of both students (93%) and staff (46%) are of the view that there is a need for a staff development programme. These results are also supported by staff development research carried out at South African institutions of higher education in which the following issues are highlighted as a basis for staff development initiatives.

- ◆ Lecturer in-service training serves to enhance career development, maximize potential and assist in adapting to an ever-changing environment (Mullineux, 1996 : 17).
- ◆ The need for local academic staff to upgrade qualifications that would assist in building academic experience and in the context of black lecturers assume senior positions (Scott, 1994 : 11).
- ◆ An integrated approach in the planning of student and staff development programmes (Imenda, 1991, 1995) with the acknowledgement that staff development will influence staff development.
- ◆ The enhancement of teaching practice is seen as an important component of professional development (du Toit, 1992).
- ◆ The particular shift from a year long degree structure to a modularized and semesterised one which has placed a great demand on lecturers regarding the restructuring of the curriculum and other related areas (Swan, 1995).

#### **(a) LINGUISTIC BACKGROUND**

The majority of students are English second language speakers and Zulu first language speakers. These figures reflect those presented in Table 1.2 and taken from the Year Book on Student profile at UDW. The medium of instruction and its association to the first language of the learner influences student performance. Staff development also

influences student performance. Therefore, the issue that needs to be addressed in staff development is not necessarily the language of instruction (be it English, Afrikaans or Zulu), but rather its influence on student development. This should form the starting point in addressing the language issue.

### **5.3.2 STAFF DEVELOPMENT IN TERMS OF STAFF RESPONSE**

Salient features of the staff development questionnaire indicate that there is a strong need for a formal staff development programme for academics. In cases where performance appraisal and evaluation does occur, it is largely peripheral to the mainstream activity of teaching and learning. It seems that all efforts at academic staff development need to be centralized, formalized and made relevant to the needs of both novice and experienced academics. Induction programmes and continuing development programmes should feature in the academic lives of lecturers and ideally affect student performance, promotion and reward. In particular, lecturers stressed the academic under-preparedness of their students and the difficulty experienced in teaching English second-language learners. Their views are reinforced by Luckett (1995) who has carried out extensive research on language proficiency and academic performance on students at the University of Natal - Pietermaritzburg. Luckett (1995 : 35) claims that such (English second-language) students are becoming the norm in the university's classrooms. This area of concern should then become a focus point for staff development.

Lecturers stressed the need to build the following competencies among new lecturers (those teaching for the first time):-

- induction programmes that focus on providing information to new lecturers on the demands of the profession;
- introducing them to their role as teachers, researchers and leaders;
- introducing them to an understanding of teaching and learning in higher education;
- and
- course design and programme development.

In addition to induction programmes, lecturers stressed the need for continuing development programmes in assisting them with the following: -

- regular opportunities to review, enhance and update their capabilities;
- introducing them to innovative teaching methods;
- keeping them in touch with the latest developments in higher education;
- dealing with student diversity and educational under-preparedness; and
- programme development and its evaluation.

It is important to note that staff response corroborates and supports student response to staff development. This is positive since it supports the hypothesis that there is a need for academic staff development in the Faculty of Arts. Furthermore, these results support and are supported by the current literature on staff development as discussed in Chapter Two.

## **5.4 RECOMMENDATIONS**

Given the above conclusions, the following recommendations as they pertain to staff development in the Faculty of Arts are made.

### **5.4.1 THE MACRO LEVEL - A UNIVERSITY POLICY ON STAFF DEVELOPMENT**

The starting point for a staff development programme would be a university policy on staff development which incorporates the following elements: -

- the structure and functioning of a staff development unit;
- the location of this unit within the broader university community - preferably in the Vice-Chancellors's office;
- the need for a programme of this nature and the likely recipients (all lecturers);

- mechanisms through which different constituencies will interact with each other in order to realize the goals of both student and staff development;
- lines of accountability starting from individual units to faculties and leading up to the university management; and
- evaluation of the staff development programme.

#### **5.4.2 THE MICRO LEVEL - INDUCTION PROGRAMMES**

Induction programmes should be compulsory for all lecturers coming to this university for the first time and for those lecturers who will be lecturing for the first time. This programme should be attended before these lecturers start teaching and should include the following components.

- The mission statement of the university.
- Governance in the university and decision-making structures.
- Library services offered.
- Computer facilities provided at the university.
- The university's human resource division and the finance department.
- The location and access to printing and other support services.
- Introducing academic staff to their role as teachers.
- Introducing academic staff to their role as researchers in the university community.
- Orientating academic staff to the administrative demands of the job.
- Showing lecturers how to design a course design and develop programme in the context of higher education. This should include the full spectrum of activities from the design of courses to the forms of assessment.
- Introducing lecturers on how to publish articles for journals and how to write books. These skills are part of the academic demands made on the lecturer in relation to his/her professional development.
- Introducing lecturers to the various committees that exist at the university and how they should serve on them.

- Since lecturers will be teaching they will need to know the importance of managing a course effectively. This should be done before any teaching begins and should include the administrative aspects of teaching such as preparing the materials well in advance of the start of the lectures. Lecturers should also be made aware of the administrative concerns such as preparing a test, marking the scripts and preparing the mark sheet with the departmental requirements in mind. Other administrative concerns that affect the preparation of the course should be noted.
- The current restructuring in higher education has made exceptional demands on lecturing staff. The demands range from personal to academic matters. In addition to this, the task of balancing personal and career needs can be daunting. There is, therefore, the need to expose lecturers to the demands of the profession and the opportunities provided for coping with pressure, stress, crisis , etc.
- The central concern for the lecturer is the student. This means that the lecturer should be well-versed in theories of teaching and learning in higher education. While lecturers are subject specialists, very few have a background in education. It is strongly recommended that theories of teaching and learning occupy a central role in staff development programmes.

These programmes should be led by experienced and competent lecturers with a great deal of experience and seniority especially with regard to course design, programme development, theories of teaching and learning, publishing, managing a course and coping with stress.

### **5.4.3 CONTINUING STAFF DEVELOPMENT PROGRAMMES**

Academic staff development does not begin and end with an induction programme. A further continuing development programme should include the following components (some already mentioned in 5.4.2 may be repeated here).

- Providing regular opportunities for lecturers to review, update and enhance teaching practice.

- Assist staff to monitor and evaluate the quality of their teaching (e.g. through help in designing and processing questionnaires or other methods of feedback).
- Highlighting to staff, the challenges presented by larger, diverse and under-prepared students and the subsequent need to adapt teaching methods and the design of courses.
- Ensuring that lecturers identify the linguistic profile of their students and understanding the learning needs of second-language learners. This should be accomplished by ensuring that a language specialist addresses this issue. This issue should be dealt with on an ongoing basis.
- Given that the focus is now on a learner-centered approach to learning, lecturers should be exposed to the different ways in which this can be accomplished. These ways include small group teaching such as seminars, tutorials and workshops . This should incorporate theories of teaching and learning in higher education - the basis of all staff development workshops.
- The increasingly technological nature of our society demands that lecturers keep abreast of technological development and their role as tools for teaching and disseminating information. In this regard, lecturers should be taught the use of computers and information technology in teaching and learning.
- In addition to utilizing technology as tools for teaching, lecturers need to be made aware of the presence of other units that provide academic guidance and academic support to students. This knowledge is essential for lecturers since it would allow for effective referral and support of high-risk students.
- It is imperative that lecturers know the academic requirements for designing a course and developing a programme. While this is included in the induction programme, it should be reinforced repeatedly and new methods introduced.
- In addition to developing teaching competence, lecturers require continuing workshops on how to strengthen their research skills. Building research capacity is central to the professional development of the lecturer/academic.
- Managing an leading an academic programme require academic, administrative and organizational skills. This means that staff development should focus on areas such as developing discipline-specific competencies, the administrative requirements of

leading the programme and the organizational know-how in fulfilling the goals of the programme.

- At some stage in their lives, some lecturers are called to supervise post-graduate students. Many lack the skills of post-graduate supervision. This area of development should ideally be located in a continuing development programme.

The above components are not the only components that should be a part of the staff development programme. These competencies are key competencies and an overlap between ones in the induction programme and ones in the continuing development programmes should be expected. As new competencies emerge, they should be incorporated into the programme.

Whilst these sessions should be led by people who have great experience in staff development, it would be useful to draw in other lecturers from the different faculties who are using innovative methods in their teaching. They can share their experience and thus enrich the process of staff development.

#### **5.4.4 FORMS OF STAFF DEVELOPMENT PROGRAMMES**

The following forms of staff development programmes should be utilized in allowing lecturers to develop skills, capacity and expertise.

- The design and development of resource materials ( e.g. locally produced handbooks and guidance materials).
- Release-time from some or all teaching duties to enable staff to undertake courses, development work or to study for an external qualification relevant to their teaching.
- Regular series of seminars and workshops.
- An accredited (award-bearing) programme on teaching in higher education.
- Opportunities for individuals to participate in external, teaching-related courses and conferences.

- Education management programmes (e.g. for Heads of Departments, Deans, Directors etc.).
- Occasional conferences and symposia on staff development to be attended by lecturers.
- The design and development of self-instructional packages/learning materials.

#### 5.4.5 MODES OF DELIVERY

The modes of delivery in conveying the message on staff development should be the following.

- ◆ Workshops that focus on specific skills including:
  - **Small group discussions** of about 6 people and led by an experienced facilitator..
  - **Skills-based practice** in the form of role-play and feedback on it.
  - **Case studies** used as a basis from which to highlight effective and ineffective teaching. This can take the form of video recording of teaching, written cases or even classroom observation as a point of departure for analysis.
- **Mentoring** by senior academics and/or staff developers serving as guides, counselors, advisors, role-models and facilitators.
- **Peer support groups** where a number of colleagues work together on specific areas of development.
- **Self-instructional packages** including manuals, videos and other material to allow for self-paced development.
- **Resource-based learning** that uses a number of resources like books, journals, newsletters, videos, audio packages, networking with professional development organizations and working with consultants.
- **Individual consultation** that focuses on an individualized and systematic approach to development that allows for flexibility in addressing a number of issues.
- **Personal Growth Contracts** that includes a plan drawn up by a lecturer describing a time-table for self-improvement, specific goals set for the year, intended means for accomplishing these goals and evaluating performance, a profile containing an

assessment of strengths and weaknesses and a description of long-range personal and professional goals.

- **The Cascades Method** which uses lecturers and large departments as change agents where a staff member from each department or a cluster of departments is trained to plan, design and manage a departmental staff programme.
- **Twinning** or the buddy system where two colleagues collaborate together around issues regarding their teaching and their students' learning.
- **Sabbaticals** or paid study leave for lecturers so that they can further develop their teaching, research and/or other skills.
- **Portfolios** that present a factual description of a lecturer's teaching strengths and accomplishments that includes documents and materials which suggest the quality of a lecturers teaching performance.
- **Micro-teaching** which entails the practicing of a particular skill in a classroom where the number of students, the length of the period and the content of subject-matter is reduced.

#### 5.4.6 EVALUATION OF TEACHING

The key focus of staff development is teaching - the facilitation of learning. To this end, teaching should be evaluated. This should be compulsory for all lecturers. It should be frequent, formative, developmental and linked to promotion and remuneration. It should be carried out by a range of role-players, namely, staff developers, lecturers (self-assessment), students, Deans, Peers, Heads of Departments, teaching specialists, subject specialists and others who could come to bear in such an effort.

Criteria for evaluation should include the following:-

- student experience of course;
- student experience of teaching;

- evaluation of teaching by a number of significant others such as staff developers, subject specialists, peers, senior members of staff, language specialists and others deemed appropriate for teaching;
- monitoring student achievements;
- evaluating against course aims;
- evaluating teaching strategies;
- assessing the depth of rapport with students;
- approachability of lecturers;
- the use of innovative methods of teaching; and
- the degree of dedication and commitment expressed in teaching.

#### **5.4.7 VICE-CHANCELLOR'S AWARD FOR QUALITY TEACHING**

In keeping with the increased focus on staff development and its perceived importance, it makes sense to offer a Vice-Chancellor's Award for quality teaching (to the best lecturer) on an annual basis. This should be decided by a panel of experts ranging from educational experts, subject specialists, staff developers combined with feedback from students. The criteria for selecting the best candidate would include those mentioned in 5.4.6. Additional criteria could be added. Good teaching could also be rewarded by remuneration, additional sabbatical leave and promotion.

#### **5.4.8 STAFF DEVELOPERS**

Staff developers play a crucial, leading role in the lives of lecturers. They should be selected on the basis of their expertise in teaching in higher education plus subject knowledge. They should ideally have extensive knowledge of the academic demands of the various and numerous disciplines across the university from the humanities to commerce and the sciences. They should be well schooled in programme development and course design. They should know the full spectrum of the activities involved in

teaching and learning. They should have researched and written on staff development extensively. They should be individuals who are well respected in the university community. They must demonstrate a keen understanding of the complex issues involved in staff development. Their inter-personal skills should be excellent so that they can reach out to lecturers. The sum total of the above will serve to ensure that staff developers are recognized, acknowledged and accepted by lecturers as senior members. This recognition will ensure the success of the programme.

## 5.5 SUMMARY

Against the aims of the study, the following has been achieved.

- ◆ A working definition of academic staff development has been provided in 1.5.
- ◆ An extensive literature study of the issues pertaining to academic staff development has been presented in Chapter Two.
- ◆ The specific learning needs of students has been provided in 2.7.1
- ◆ The views of students regarding their experience of teaching in the Faculty has been established in the analysis in Chapter Four.
- ◆ The extent of the need for academic staff development with the Faculty of Arts at UDW in terms of both student and staff needs has been presented in the analysis in Chapter Four.
- ◆ A framework for guiding and directing academic staff development activities has been provided in Chapter Five.
- ◆ The specific aspects and dimensions of a staff development and training initiative has been presented in Chapter Five.
- ◆ This thesis has made a valuable contribution to the body of knowledge on academic staff development in higher education.

The results of the study support the hypothesis that there is a need for an academic staff development programme in the Faculty of Arts at UDW.

This research on academic staff development has broadened the researcher's vision of what higher education entails. It demonstrated the significance of the most important constituency at university – the students. It further demonstrates the importance of quality as it pertains to all aspects of university life but more especially to teaching. There is no doubt in the researcher's mind that the process of staff development is central to the positive development of the organization. The University of Durban-Westville (let alone the Faculty of Arts) cannot waste any more time in establishing. The myriad ways in which this can be achieved has been discussed in detail. It is the researcher's sincerest wish that this study be taken seriously and that it ultimately impacts on student learning in more ways than on.

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## APPENDIX I

15 November 1999

# STUDENT QUESTIONNAIRE

## Dear Student

### INTRODUCTION

The purpose of this questionnaire is to examine your experience of teaching and lecturing in the Faculty of Arts from your first year up to your third year. The responses are meant to feed into recommendations on an academic staff development programme in the Faculty of Arts. Since this is an important element of the entire academic programme your participation is important. This study is also part of a Masters Degree in Higher Education with the University of Stellenbosch. *Permission has been granted by the Acting Dean of the Faculty – Professor S.S.Nadvi to undertake this study.*

### AIMS OF THE RESEARCH

- To collect information related to your experience of teaching and lecturing in the Faculty of Arts.
- To establish the extent of the need for academic staff development in the Faculty of Arts.
- To identify a framework for guiding and directing future academic staff development activities.

## HOW TO FILL IN THE QUESTIONNAIRE

1. You are expected to answer each question to the best of your ability.
2. There are 6 pages in the questionnaire. Altogether there are 9 questions.
3. You will need at least 30 minutes to answer the questions.
4. Complete each question by marking with a tick (✓).
5. Please ensure that you respond to all appropriate questions.
6. Section A requires your biographical details and Section B requires your responses to various aspects of the academic programme.
7. The questionnaire has to be completed by the **31 January 2000**. Arrangements will be made to collect them personally from you.

## THIS IS ALSO AN ANONYMOUS QUESTIONNAIRE

8. Your responses will be used for research purposes only.
9. For further clarification, you can contact me at 031 – 2044054/55 or 0827869538.
10. The responses will be treated confidentially and will in no way be used to compromise yourself or the Faculty.

**YOUR HONEST RESPONSES WILL BE APPRECIATED**

**THANK YOU!**

*S. Essack*

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**Shaheeda Essack**

**(RESEARCHER)**

**SECTION A**

**ANSWER THE FOLLOWING QUESTIONS BY PLACING A TICK (✓) IN THE APPROPRIATE BLOCK**

**AGE**

1. How old are you?

Less than 20 years	1
20 – 24 years	2
25 – 30 years	3
Over 30 years	4

**GENDER**

2. Indicate your gender.

Male	1
Female	2

**PREVIOUS EDUCATIONAL EXPERIENCE**

3. How would you describe your secondary schooling experience as preparation for higher education?

5 – Very Good	1
4 – Good	2
3 – Average	3
2 – Poor	4
1 - Very Poor	5

**LINGUISTIC BACKGROUND**

4. Indicate your first and second language.

<b>LANGUAGE</b>	<b>FIRST LANGUAGE</b>	<b>SECOND LANGUAGE</b>
English	1	13
Afrikaans	2	14
Zulu (Isizulu)	3	15
Xhosa (Isixhosa)	4	16
Swazi (Isiswazi)	5	17
Southern Sotho (Sesotho)	6	18
Northern Sotho (Sipedi)	7	19
Tswana (Setswana)	8	20
Tsonga (Shitsonga)	9	21
Ndebele	10	22
Venda (Tshivenda)	11	23
Other	12	24

**DISCIPLINE**

5. Indicate the discipline you are majoring in.

<b>DISCIPLINE</b>	<b>√</b>
Afrikaans	1
Anthropology	2
Criminology	3
English	4
Geography	5
History	6
World Music	7
Philosophy	8
Political Science	9
Psychology	10
Sports Science	11
Social Work	12
Sociology	13
Zulu	14

**SECTION B**

5. How would you describe your experience of lecturing in this faculty?

5 – Very Good	1
4 – Good	2
3 – Average	3
2 – Weak	4
1 – Very Weak	5

Motivate your response. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How would you describe the quality of teaching in this Faculty?

ITEM	YES	NO	SOMETIMES
1. Teaching staff give helpful feedback on how you are Progressing.	1	2	3
2. The staff make a real effort to understand the difficulties students may be having with their work.	1	2	3
3. Lecturers are extremely good at explaining things to us.	1	2	3
4. Teaching staff work hard to make their subjects interesting to students.	1	2	3
5. The course tries to get the best out of all students.	1	2	3
6. Staff spend a lot of time in commenting on student's work.	1	2	3
7. Teaching staff motivate their students to work to the best of their ability.	1	2	3
8. Staff show real interest in what students have to say.	1	2	3

(Ramsden ,1996:107)

7. How would you rate the importance of the following in a lecture?

- 5 – Very Important
- 4 – Important
- 3 – Moderately Important
- 2 – Unimportant
- 1 – Totally Unimportant

ITEM	5	4	3	2	1
1. Legible transparencies.					
2. Clear objectives.					
3. A systematic and well-presented lecture.					
4. An approachable and understanding lecturer.					
5. A clear summary of the main points of the lecture.					
6. A well-defined topic of the lecture.					
7. Assessment of your understanding of the lecture.					
8. The use of audio (cassettes) material.					
9. The use of videos.					
10. Appropriateness of the level of the lecture.					

8. **STAFF DEVELOPMENT** is defined as “... *including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution’s needs...In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning.*” (Webb, 1996:1)

Do you feel that there is a need for a staff development programme for academics?

5 – Strongly Agree	1
4 – Agree	2
3 – Moderately Agree	3
2 – Disagree	4
1 – Strongly Disagree	5

9. Other comments \_\_\_\_\_

**THANK YOU FOR YOUR CO-OPERATION and REMEMBER I  
WILL BE COLLECTING ON-----!**



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Durban-Westville

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## APPENDIX II

18 November 1999

### ACADEMIC STAFF QUESTIONNAIRE

Dear Sir/Madam

#### INSTRUCTIONS

This interview is part of a study to establish the extent of the need for academic staff development in the Faculty of Arts at the University of Durban-Westville. Your response is crucial to the manner in which inputs can be made to inform staff development initiatives in the Faculty. Since this is an important element of the entire academic programme your participation is important. This study is also part of a Masters Degree in Higher Education with the University of Stellenbosch. You are kindly requested to complete the questionnaire. *Permission has been granted by the Acting Dean, Prof. S.S.Nadvi, to undertake this study. You are expected to sign the attached letter indicating your willingness to participate.*

#### AIMS OF THE RESEARCH

- To collect information relating to academic staff development in the Faculty of Arts.
- To establish the extent of the need for academic staff development in the Faculty of Arts;
- To identify a framework for guiding and directing future academic staff development activities.

## THE QUESTIONNAIRE

1. The questionnaire contains 16 pages and 30 questions.
2. You are expected to respond to the questions as honestly as possible.
3. You need at least one hour to complete this questionnaire.
4. Complete each question by marking with a tick (✓).
5. Please ensure that you respond to all appropriate questions.

### THIS IS AN ANONYMOUS QUESTIONNAIRE.

6. Your responses will be used for research purposes only.
7. You are requested to complete this questionnaire by the \_\_\_\_\_  
and I will make arrangements to collect it personally.
8. For further clarification, you can contact me at 031 – 2044054/5 or 0827869538.
9. Your response will be treated confidentially and will in no way be used to compromise yourself or the Faculty.

### YOUR CO-OPERATION IS APPRECIATED.

THANK YOU!!



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Shaheeda Essack

(RESEARCHER)

**PLACE A TICK (✓) IN THE APPROPRIATE BLOCK.**

**SECTION A**

**1. AGE**

20 – 30 years	1
31 – 40 years	2
41 – 50 years	3
51 – 60 years	4
60+ years	5

**2. GENDER**

MALE	1
FEMALE	2

**3. DISCIPLINE**

ANTHROPOLOGY	1
CENTER FOR LANGUAGES	2
CRIMINOLOGY	3
DRAMA	4
ENGLISH	5
FINE ART AND HISTORY OF ART	6
GEOGRAPHY	7
HISTORY	8
WORLD MUSIC	9
PHILOSOPHY	10
POLITICAL SCIENCE	11
PSYCHOLOGY	12
SPORTS SCIENCE	13
SOCIAL WORK	14
SOCIOLOGY	15
ZULU	17

**4. RANK/POSITION**

PROFESSOR	1
ASSOCIATE PROFESSOR	2
SENIOR LECTURER	3
LECTURER	4
ASSOCIATE LECTURER	5

**5. QUALIFICATION**

What is your highest qualification?

PhD	1
Masters	2
Honours	3
First Degree	4
Diploma	5

**6. EXPERIENCE**

How many years of teaching experience do you have at a university?

Over 20 years	1
Between 15 and 19 years	2
Between 10 and 14 years	3
Between 5 and 9 years	4
Less than 5 years	5

**7. EMPLOYMENT**

How are you employed?

Part-time temporary	1
Full-time temporary	2
Part-time permanent	3
Full-time permanent	4

**SECTION B****STAFF DEVELOPMENT**

8. *Staff development* is defined as a process "...including the institutional policies, programmes and procedures which facilitate and support staff so that they may fully serve their own and their institution's needs. In tertiary institutions such as universities, staff and/or professional development has mostly been concerned with educational development – the development of teaching and learning." (Webb, 1996:1)

Do you believe that there is a need for an academic staff development programme in the Faculty of Arts at UDW.

5 – Strongly Agree	1
4 – Agree	2
3 – Uncertain	3
2 – Disagree	4
1 – Strongly Disagree	5

Motivate your response

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9. How many staff development workshops did you attend in the past year?

	Type of workshop	Duration					Participation	
		½ day or less	1 day	2 days	More than 2 days	None	YES	NO
1.	Training	1	2	3	4	5	6	7
2.	Planning	1	2	3	4	5	6	7
3.	Problem solving	1	2	3	4	5	6	7
4.	Course design	1	2	3	4	5	6	7
5.	Leadership development	1	2	3	4	5	6	7
6.	Conflict management	1	2	3	4	5	6	7
7.	Assessment practices	1	2	3	4	5	6	7
8.	Other	1	2	3	4	5	6	7

10. *Adequately prepared* to teach in the Faculty can be described as *being able to deal with the demands of the programme, the demands presented by students and other demands presented by the university as a whole*. Do you feel that you are adequately prepared to teach in the Faculty?

Yes	1
No	2
Unsure	3

Motivate your response \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. Are you registered for a further qualification?

Yes	1
No	2
Unsure	3

12. If yes, which institution and what qualification are you registered for?

INSTITUTION	QUALIFICATION

13. How would you describe some of the greatest challenges facing lecturers at this period in time in the Faculty at UDW?

<b>ACADEMIC</b>
<b>SOCIAL</b>
<b>PERSONAL</b>
<b>OTHER</b>

14. A programme can be defined as *“A coherent set of courses and/or modules which advance knowledge and collectively skill individuals with particular competencies thereby making them more marketable.”* (Parekh, 1998:3) Have you been involved in the design of any new programmes in the past twelve months?

Yes	1
No	2

15. If yes, were you academically prepared for such a task?

Yes	1
No	2
Unsure	3

Motivate your response. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION C****STUDENT ACADEMIC DEVELOPMENT**

16. How would you describe the academic preparedness of students for your course?

5 – More than adequately	1
4 – Adequately	2
3 – Unsure	3
2 – Inadequately	4
1 – Grossly inadequately	5

Motivate your response.

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**SECTION D****QUALITY ASSURANCE**

17. How would you describe quality teaching?

ITEM	YES	NO	UNSURE
1. Teaching staff giving students helpful feedback on how they are progressing.	1	2	3
2. Teaching staff making a real effort to understand the difficulties students may be having with their work.	1	2	3
3. Teaching staff being extremely good at explaining things to students.	1	2	3
4. Teaching staff working hard to make things interesting to students.	1	2	3
5. Teaching staff trying to get the best out of all students.	1	2	3
6. Spending a lot of time commenting on students' work.	1	2	3
7. Motivating students to work to the best of their ability.	1	2	3
8. Showing a real interest in what students have to say.	1	2	3

18. How often have the following forms of evaluation taken place?

	Never	Within the last 12 months	More than a year ago
1. Evaluation of your teaching through the evaluation of your course by either yourself or others.	1	2	3
2. Evaluation of your teaching through the evaluation of your department by either yourself or others.	1	2	3
3. Evaluation of your teaching by yourself.	1	2	3
4. Evaluation of your teaching by others.	1	2	3

19. How often has the course you teach been formally evaluated by students and programme evaluators?

	STUDENTS	PROGRAMME EVALUATORS
Never	1	2
Every six months	1	2
Once a year	1	2
Every two years	1	2
Other	1	2

20. A performance appraisal of academic staff is described as “...*monitoring and improving the effectiveness of the curriculum, how it is taught, and how students are assessed.*” (Ramsden, 1996:124) Do you think that there is a need for performance appraisal for academic staff in the Faculty?

Yes	1
No	2
Unsure	3

21. How often should a performance evaluation occur?

	Yes	No
5 – Every 3 months	1	2
4 – Every 6 months	1	2
3 – Once a year	1	2
2 – Once every two years	1	2
1 – Never	1	2

Motivate your response

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22. *Effective teaching* can be defined as “...*the degree to which one has facilitated student achievement of educational goals.*” (McKeachie, 1994:315) How would you rate the effectiveness of your teaching?

5 – Excellent	1
4 – Good	2
3 – Adequate	3
2 – Inadequate	4
1 – Grossly Inadequate	5

Motivate your response

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23. How would you rate the pass rate of the students you teach?

5 – Excellent (80%)	1
4 – Good (60%-80%)	2
3 – Adequate (40%-60%)	3
2 – Inadequate (20%-40%)	4
1 – Grossly inadequate (0-20%)	5

**SECTION E****FUTURE DEVELOPMENTS**

24. What should the content of an academic staff development programme be?  
Please indicate with a tick (✓)

**(i) INDUCTION PROGRAMMES**

<b>An orientation programme for new staff to the university that includes the following aspects:-</b>	<b>Yes</b>	<b>No</b>
1. The mission statement of the university.	1	2
2. Governance in the university and the decision-making structures.	1	2
3. Library orientation.	1	2
4. Computer facilities.	1	2
5. The university's human-resource division.	1	2
6. The finance department.	1	2
7. Printing and other support services.	1	2
8. Introducing academic staff to their role as teachers.	1	2
9. Introducing academic staff to their roles as researchers.	1	2
10. Orientating academic staff to the administrative demands of their jobs.	1	2
11. Course design and programme development.	1	2
12. Publishing.	1	2
13. Serving on committees.	1	2
14. Managing a course.	1	2
15. Coping with pressure/stress/crisis etc.;	1	2
16. History, structure and organization of the university.	1	2
17. Theories of teaching in higher education.	1	2
18. Theories of learning in higher education.	1	2
19. Organizational development.	1	2
21. Chairing a meeting.	1	2
22. Other	1	2

**(ii) CONTINUING STAFF DEVELOPMENT PROGRAMMES**

<b>A continuing staff development programme should provide teaching staff with the following.</b>	<b>Yes</b>	<b>No</b>
1. Regular opportunities to review, update and enhance their teaching expertise.	1	2
2. Regular opportunities to review, update and enhance assessment Practices.	1	2
3. Assist staff to monitor and evaluate the quality of their teaching (e.g. Through help in designing and processing questionnaires or other methods of feedback).	1	2
4. Teaching in large and diverse classes.	1	2
5. Teaching under-prepared students.	1	2
6. Teaching second-language learners.	1	2
7. Small group teaching (seminars, tutorials and workshops).	1	2
8. Laboratory and practical teaching.	1	2
9. Theories of teaching and learning in higher education.	1	2
10. Use of computers and information technology in teaching and learning.	1	2
11. Academic guidance and academic support to students.	1	2
12. Course design and programme development.	1	2
13. Feedback and evaluation of courses and teaching.	1	2
14. Research and scholarship.	1	2
15. Managing and leading a programme.	1	2
16. Administrative and organizational skills.	1	2
17. Consultancy and community outreach programmes.	1	2
18. Life-skills – time-management, coping with pressure/stress, etc.	1	2
19. Post-graduate supervision	1	2
20. Other	1	2

25. Which of the following should be utilized in a staff development programme?

<b>COMPONENTS OF A STAFF DEVELOPMENT PROGRAMME</b>	<b>Yes</b>	<b>No</b>	<b>Unsure</b>
1. Occasional conferences and symposia	1	2	3
2. Regular series of seminars and workshops.	1	2	3
3. An accredited (award-bearing) programme of study.	1	2	3
4. Self-instructional packages/learning materials.	1	2	3
5. Resource materials (e.g. locally produced handbooks and guidance materials.)	1	2	3
6. Opportunities for individuals to participate in external, teaching-related courses and conferences.	1	2	3
7. Release-time from some or all teaching duties to enable staff to undertake courses, development work or to study for an external qualification relevant to their teaching.	1	2	3
8. Education management programmes (e.g. for Heads of Department, Deans, etc.)	1	2	3
9. Other (Specify)	1	2	3

26. To what extent should the following modes of delivery, in a staff development programme, be used?

<b>METHOD OF DELIVERY</b>	<b>NEVER</b>	<b>TO SOME EXTENT</b>	<b>TO A GREAT EXTENT</b>
1. <b>Lectures</b> – Presentation of information by an expert.	1	2	3
2. <b>Small group discussions</b> - of about 6 people and led by an experienced facilitator.	1	2	3
3. <b>Workshops</b> – that focus on specific skills.	1	2	3
4. <b>Skills-based practice</b> in the form of <b>role-play</b> and Feedback on that.	1	2	3
5. <b>Case studies</b> – used as a basis from which to highlight effective and ineffective teaching. Can take the form of videos, written cases or even classroom observation as a point of departure for analysis.	1	2	3
6. <b>Mentoring</b> – senior academics and/or staff developers serving as guides, counselors, advisors, role-models and facilitators.	1	2	3
7. <b>Peer support groups</b> – a number of colleagues working together on specific areas of development.	1	2	3
8. <b>Self-instructional materials</b> – packages including manuals, videos and other material to allow for self-paced development.	1	2	3
9. <b>Resource-based learning</b> – the use of a number of resources like books, journals, newsletters, videos, audio packages, networking with professional development organizations and working with consultants .	1	2	3
10. <b>Individual Consultation</b> – an individualized and systematic approach to development that allows for flexibility in addressing a number of issues.	1	2	3
11. <b>Personal Growth Contracts</b> – a plan drawn up by a lecturer describing a time-table for self-improvement, specific goals for the year, intended means for accomplishing goals and evaluating performance, a profile containing an assessment of strengths and weaknesses and a description of long-range personal and professional goals. (Coles, 1982:23) This enables performance management.	1	2	3

METHOD OF DELIVERY	NEVER	TO SOME EXTENT	TO A GREAT EXTENT
12. <b>The Cascades method</b> – the use of lecturers and large departments as change agents where a staff member from each department or cluster of departments is trained to plan, design and manage a departmental staff programme.	1	2	3
13. <b>Twinning</b> – sometimes referred to as the buddy system where two colleagues collaborate together around issues regarding their teaching and their students' learning.	1	2	3
14. <b>Sabbaticals</b> – paid study leave for lecturers so that they can further develop their teaching, research and/or other skills.	1	2	3
15. <b>Portfolios</b> – a factual description of a lecturer's teaching strengths and accomplishments that includes documents and materials which suggest the quality of a lecturers teaching performance.	1	2	3
16. <b>Micro-teaching</b> – the practicing of a particular skill in a classroom where the number of students, the length of the period and the content of subject-matter is reduced.	1	2	3
17. <b>Other (Specify)</b>	1	2	3

27. *“Good teaching”* is defined as *“...the degree to which one has facilitated student achievement of educational goals.”* (McKeachie, 1994:315) Should good teaching be rewarded?

Yes	1
No	2
Unsure	3

28. How should *“good teaching”* be rewarded?

Merit award (Vice-Chancellor's Award for Quality Teaching)	1
Promotion	2
Remuneration	3
Other (Specify)	4

**SECTION F****PROGRAMME DEVELOPMENT**

29. At the moment the Faculty has completed the design of the various programmes of study to be offered in the year 2000. What, in your opinion, are the challenges that underpin this process of programme development?

<b>CHALLENGES</b>	<b>Yes</b>	<b>No</b>
1. A need to respond to a changing student profile.	1	2
2. A need to respond to issues of quality.	1	2
3. A need to respond to the needs of the market and hence economic Relevance.	1	2
4. A need to respond to high attrition rates.	1	2
5. A need to develop courses which are contextually relevant.	1	2
6. Other (Specify)	1	2

30. Which of the following do you see as major challenges for programme development in the next five years?

<b>CHALLENGE</b>	<b>GREAT</b>	<b>AVERAGE</b>	<b>SMALL</b>
1. A changing student population.	3	2	1
2. Mass higher education.	3	2	1
3. Global changes in disciplines.	3	2	1
4. High failure rates.	3	2	1
5. Economic relevance.	3	2	1
6. Contextual relevance.	3	2	1
7. Quality of teaching and learning.	3	2	1
8. Other.	3	2	1

**THANK YOU FOR YOUR CO-OPERATION!!**  
*Please Remember, I will collect this questionnaire on  
the \_\_\_\_\_*



# University of Durban-Westville

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I, \_\_\_\_\_, from the Faculty of Arts at the University of Durban-Westville, agree to answer the questionnaire on Staff Development, administered by the researcher, Shaheeda Essack.

DATE : \_\_\_\_\_

PLACE : \_\_\_\_\_

SIGNED : \_\_\_\_\_