

T **Self-evaluation Programmes in
Academic Staff Development**

by

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ABSTRACT

Tertiary institutions, in striving towards achieving academic excellence, have realised the need for the professional development of human resources. Staff development thus now features in most institutions' strategic plans. In this study, which has as its context the M L Sultan Technikon, an attempt was made to develop and implement an evaluation programme for academic staff to determine relevant staff needs. Adopting a 'grass-roots' approach to staff evaluation, the evaluation programme was initiated and launched by the Staff Development Unit. Phase 1 of the programme was experimental and voluntary and consisted of student-feedback, a self-evaluation form and a head's evaluation form. Staff response to the programme and their input to a revised evaluation programme occurred as a result of meetings with staff, the administration of feedback questionnaires and a survey of all heads of department. One of the goals of the evaluation programme was to contribute to a relevant staff development programme based on academic staff needs, generated as a result of engaging in the self-evaluation, resulting in needs as indicated in staff's personal development plans. Although the evaluation programme was developed with formative intentions, it has been adapted by the Management for summative purposes, the outcomes of which are also focused upon in the study.

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CHAPTER 1

INTRODUCTION

1.1 Preamble

Tertiary institutions have realised the need for the professional development of human resources. Arising out of this, staff development now forms part of the overall strategic plan of most institutions of higher education. At technikons, in particular, there is a growing emphasis on the achievement of academic excellence. At least two reasons may be cited for this, viz. the pressure on the technikon to be seen as a tertiary institution equal to a university and the current influence that the Certification Council for Technikon Education (SERTEC) (as commissioned by the Technikon Education Act 88 of 1986) is having on them.

The M L Sultan Technikon (MLST) cites academic excellence as one of its goals. Included in the MLST's strategic plan was the provision for staff development. The evaluation of staff thus became necessary, not only to achieve academic excellence but also for the identification of relevant needs of staff.

Staff evaluation can be management imposed ('top-down' approach) or developed by the staff themselves ('grass-roots' approach). Employing a 'top-down' approach may result in resistance from staff. A 'grass-roots' approach to evaluation and staff development may be more readily accepted, and thus perhaps be more successful.

1.2 The research topic

Blumenstyk and Magner (1990), according to "Campus Trends, 1990", a survey conducted annually by the American Council on Education, state that about eighty five percent of colleges and universities are using some form of assessment to evaluate their academic

programmes or curricula. Implicit in programme assessment is staff evaluation. The central message at a conference on assessment in higher education, sponsored by the American Association for Higher Education (AAHE) was that data gathered as a result of assessments should be used to improve teaching and learning. A further development is that, whereas in the past the assessment practitioners had to convince faculty of the pluses to be gained from assessment, now "there's a much heavier focus... on what works and what doesn't, and how to use assessment to improve education... In addition, more campuses are developing their own assessment tools rather than relying solely on standardized tests" (ibid: 1990).

In a world in which workers efforts are continually monitored in order to effect greater output, it would seem churlish to assume that tertiary education institutions could and should remain cloistered white towers in which academics and students went on with their lives, oblivious of calls for accountability, evaluation of effort, evaluation of staff and so on.

Tertiary educational institutions have for too long been allowed to shield themselves from public gaze. Universities and technikons are accountable to the communities they serve, both in terms of what they teach and their products. For this reason evaluation of staff, their effort and delivery have become important issues in the whole staff development debate.

This study will concentrate upon aspects of staff development at one such institution, in doing so will touch upon aspects of evaluation considered important to the major thrust of such effort.

Bitzer (1987: 69), in describing the South African scenario with regard to evaluation of staff, and their concomitant accountability writes:

Tertiary education institutions are under pressure to evaluate outcomes and performance. Critical evaluation of

academic programmes, students, management and staff is emphasized. Increasing demands for accountability put tertiary education institutions squarely within the field of academic appraisal.

Hellawell (1990: 14) raises questions about the professional status of academic staff and concludes that "we live in a world in which the professional is becoming more open to public scrutiny". In the discussion of the context of higher education Clark and Corcoran (1989) cite Bowen and Schuster (1986: 7): "the financial outlook for higher education is less favourable than at any time since 1955", and "the conditions and expectations of faculties are correspondingly bleak". Hoshmand and Hartman (1989-90) list several factors that have contributed to a decrease in staff morale, viz. cutbacks in support services and funds, more stringent criteria for tenure and promotion, changes in enrollment trends of students with differing levels of preparedness, increased workloads, greater accountability and increased hiring of part-time staff who do not share the same responsibilities and expectations of full-time staff. These trends are very evident in South Africa.

Dressel (1976: 75) identifies the following as contributing to demands for accountability:

- (1) student complaints about the irrelevance of their courses and programs and about indifference to their rights and concerns
- (2) minority concerns regarding the unresponsiveness of higher education to their particular needs
- (3) increasing taxes and inadequate evidence of the need for them and the resulting benefits
- (4) widespread doubt about general and specific educational practices and their results
- (5) concern that professors have undue control over their loads and working conditions
- (6) impatience with the apparent antagonism of teachers and administrators to change or innovation

- (7) recognition that administrators have lost authority to such an extent that only external intervention can correct the existing deficiencies and defects.

One may certainly add to these lists of Hoshmand and Hartman (1989-90) and that of Dressel (1976). To ensure accountability a staff training code of practice for academics prepared by the Committee on the Training of University Teachers set up by the Committee of Vice Chancellors and Principals, states:

- * All universities should establish formal policies on academic staff training containing explicit statements on provision for training and other opportunities for professional development both for newly-appointed and experienced staff
- * the policy should specify the training responsibilities of departments and of individual staff and should indicate how training provision is to be funded, evaluated and reviewed
- * all universities should set up a working party or committee on academic staff training, with clear terms of reference...
- * universities should also set up informal groups on such topics as research supervision, applications for research grants, marketing media presentation, personal tutoring and counselling
- * all universities should appoint a full-time or part-time co-ordinator for academic staff training
- * all universities should provide a co-ordinated programme of courses and events throughout the year and induction for all new staff irrespective of grade or experience
- * departments should provide systematic on-the-job training
- * training should be given the visible support of university councils, senates, vice-chancellors, principals and deans or heads of department.

(The Times Higher Education Supplement: 756: 1 My 1 1987)

These too ring bells for South Africans involved at tertiary

institutions.

Bissland (1990: 25-26) justifies and advocates the use of an evaluation programme, explaining "evaluation" as:

... the systematic assessment of a program and its results. It is a means for practitioners to offer accountability to clients - and to themselves. Accountability is an important element in achieving professional status, for it can show that the practice has efficacy. Accountability also helps provide the counter-balance society demands, in some form or other, for granting autonomy, power and prestige to those it recognizes as professionals.

Gray and Diamond (1989: 89) maintain that one needs to have a broad definition of assessment due to the many issues facing higher education. The main goal of the current assessment movement is improvement which "requires an institutional commitment to change, the availability of quality information to inform decisions, and the willingness to commit the resources needed to collect this information and to make the identified changes". This study focuses on the assessment of academic staff towards the end of improvement. The extent to which the proposed evaluation programme succeeds will depend largely on the extent to which the specific needs of the users are addressed. According to Boland and Sims (1988: 358) an evaluation programme speaks directly to the need for organizational accountability and professional responsibility. They maintain that "Although no evaluation system can be totally objective, this proposed system can help to demystify and depoliticize the evaluation process, while allowing the expression of faculty values about the work they do".

Shuster (1990) discusses the rapidly changing academic marketplace in the 1990s and believes that the effectiveness of higher education will be linked to staff quality and commitment. With regard to the age distribution of faculty, Shuster (1990: 38) envisages a shifting configuration, viz. a large number of faculty members nearing retirement and "unprecedented members of

young neophytes" entering academic careers. The challenge facing institutions is the development of programmes to meet the needs of both young, inexperienced staff and the most senior staff. Blum (1990: 22) reports that in the light of such a change in the American professoriate, "campuses should focus on their professors' personal as well as professional well-being, (meaning) more - and better - faculty development programs".

Clark and Corcoran (1989) cite Centra (1978) who mentions staff development concerns dating back to as early as 1810 with the introduction of sabbatical leave for scholarship and faculty renewal. It is however, only as recent as the 1960s and 1970s that there have been deliberate attempts at actual staff development programmes. Recent staff development programmes aim largely to improve instruction and revise courses and curricula. Some staff development initiatives have addressed both the individual as well as institutional development issues.

West (1989) identifies three reasons for staff development, viz. for staff who are becoming listless or ineffective, new programmes and curricula will demand that staff upgrade their skills and knowledge, and new government policies will require staff to make themselves familiar with new directions, new programmes and new issues. According to Seldin (1989: 89):

If students need feedback to correct learning errors, faculty members also need feedback to correct teaching mistakes. No matter how good a particular teacher is in the classroom or laboratory, he or she can improve. No matter how effective a particular teaching method is, it can be enhanced.

Bland and Schmitz (1988: 191), in their review of staff development literature note that the original impetus was one of improving instructional skills. Current development questions include:

how to revitalize tenured in departments as a whole, how to create entirely new career options for faculty, how to reformulate the curriculum to attract new student popula-

tions, and how to keep the institution alive and competitive. With these changes, faculty vitality (or institutional renewal) has replaced faculty development as the new "buzz word".

The research problem, as has become evident from the literature review above, stresses present shortcomings in staff awareness of their accountability, particularly in relation to the experiences of staff at the MLST. An evaluation programme to initiate staff development is needed.

In order for this to be successfully implemented, such evaluation programmes need to be developed which will be acceptable to staff, valid and reliable in terms of data generated, and fulfil their objectives, be they formative or summative.

Such an evaluation programme was attempted at the MLST, and, although this is an ongoing programme, the results of the first efforts to structure such a programme, implement it, and learn from the results are what forms the bulk of this study. These are reported more fully below.

1.3 The importance of the research

The purpose of this study was to develop a self-evaluation programme that will contribute to determining relevant staff needs to direct an appropriate staff development programme. The objectives of the study are discussed in greater detail in Chapter 3.

According to Bitzer (1987) suitable evaluation programmes with formative intentions are generally lacking in South African tertiary institutions. The evaluation systems presently in place are largely in flux, viz. being experimented with, implemented on an ad hoc basis, or being implemented for summative purposes, e.g. appointment, promotion, etc. as the need arises.

With regard to staff development in South African higher

education, centres responsible for this function have been in existence at some institutions since the late 1970s. The extent of the success of staff development centres has not been fully researched or documented.

It is hoped that this study will contribute to the South African experience of evaluation and staff development. Staff development as a structural feature in the functioning of tertiary institutions will be evaluated.

1.4 Scope and limitations of the study

The study was conducted at the M L Sultan Technikon (MLST). The evaluation programme was developed for and implemented at the MLST only. With regard to staff development, only the staff development unit (SDU) at the MLST was evaluated. Although the study has the MLST as its context, the implications of the study may be far reaching for technikons and South African higher education, generally.

A conscious attempt has been made to keep researcher-bias to a minimum. The fact that the researcher developed the evaluation programmes, co-ordinated their implementation and revision, may be construed as subjective input, action and reaction. Even the evaluation of the SDU and its activities may be considered as not totally objective.

With reference to the research design, only heads of department were interviewed. Due to the large number of academic staff, they were not surveyed using interviews, but their attitudes and responses to the evaluation programme and the SDU was gauged through the feedback questionnaires and the heads of department. It certainly would have been valuable to have had their input firsthand. Nevertheless, for purposes of the study and the development endeavour, the feedback questionnaires sufficed.

1.5 The organisation of the study

In this chapter the research problem has been identified. The significance of the study in its setting and the broader context is justified. Also the reasons for conducting the study and the main objectives of the research are presented. In carrying out the research, the study focused on the MLST situation only. The scope and limitations of the study are also touched upon.

Chapter 2 is an attempt to contextualise the study in a theoretical framework. The nature of staff evaluation and development is examined. Following an in-depth review of the theoretical underpinnings of evaluation and staff development, international approaches to these areas is focused on. Trends particularly in, the United Kingdom, United States and Australia are highlighted. The state of the art in the South African situation is also examined. A brief review of some strategies employed in the evaluation of staff follows. Finally the role of institutional management in the evaluation and development of staff and that of evaluation in staff development is considered.

The focus in Chapter 3 is the research design employed in the study. The context in which the study was conducted, the objectives and the research methodology, form the kernel of this chapter. The research design, the survey group, the construction of the measuring instruments used, the data gathering strategies employed, viz. the survey questionnaires and interviews, and the process undertaken to obtain the self-evaluation programme, are also described. A brief description of the environment in which the study was carried out concludes this chapter.

Chapter 4 comprises basically of the research findings, an analysis of the data as a result of the feedback questionnaires and interviews, and the procedure engaged in, resulting in the development of the self-evaluation programme. Staff's attitude to the strategies employed in the evaluation programme were obtained as a result of the feedback questionnaires administered.

The questionnaires also facilitated input from staff in terms of general comments, suggestions for amendments, and queries. The interviews conducted with heads of department provided data relating to general departmental operation, staff attitude to the evaluation programme and the extent of its implementation, and an appraisal of the staff development unit as a structural feature at the Technikon. Data gathered from the feedback questionnaires and interviews contributed to the review of the proposed evaluation programme.

The research findings, tabled in Chapter 4 are discussed in Chapter 5. An in-depth discussion of the significance of the findings, supported by a relevant literature study, justifies the basis of the proposed self-evaluation programme. The implementation of the proposed evaluation programme, viz. Phase 1 is discussed. Staff feedback and heads' input are analysed and incorporated into the revised evaluation programme. The strategies employed, viz. student-feedback, self-evaluation and heads' evaluation of staff, are discussed. The implementation and outcomes of the self-evaluation programme conclude this chapter.

In the final chapter, Chapter 6, the focus is on the self-evaluation programme, in particular the strategies of student-feedback and self-evaluation; suggestions for an improved, more relevant staff development programme are given; the implications of the study for the MLST, in particular, and higher education, generally are mooted. It is hoped that the study will contribute some practical recommendations for staff evaluation and development. The chapter concludes with suggestions for future research that may be undertaken.

1.6 Conclusion

In this chapter an attempt has been made to identify the research problem, to justify the study in its setting and in terms of the larger context, to outline the scope and limitations of the

study, and to present a synopsis of the research as presented in the dissertation.

The study has focused upon a research area, in the South African context, where documented literature is generally lacking. Also in terms of present pressures facing all tertiary institutions, research in the subject of the study, viz. evaluation and development of academic staff is crucial. Staff development is vital since the competence of staff will determine the quality of academic programmes and improved outcomes in terms of increased levels of student learning. The demands for accountability facing tertiary institutions will be met by the implementation of suitable evaluation tools and the subsequent provision of relevant staff development programmes.

CHAPTER 2

THE NATURE OF STAFF EVALUATION AND DEVELOPMENT

2.1 Introduction

The main focus in this chapter is the contextualisation of the study in a theoretical framework. An attempt is made to place evaluation within a particular frame of reference as determined by its purposes. This entails a brief overview of management theory, management by objectives, some approaches to staff evaluation, an examination of relevant models for staff evaluation, recent trends in evaluation, the types of evaluation in higher education, defining "evaluation" and "assessment", principles employed in the development of evaluation programmes, and staff attitude to evaluation.

In placing staff development in a theoretical framework, several definitions of, approaches to, and a selection of models on which staff development may be based, are examined. A synthesis of these aspects underpins the evaluation and staff development proposals made in the study.

International trends, in particular, developments in the United Kingdom, United States and Australia are briefly examined with reference to approaches to staff evaluation and development. This is followed by an overview of staff evaluation and development in South African higher education, focusing, in particular, on Technikons.

The role of institutional management in staff development is considered. Some strategies, e.g. student ratings and peer evaluation, employed in the evaluation of staff, are briefly reviewed. The chapter closes with a review of the role of evaluation in staff development and a description of the conceptual framework underpinning this study.

2.2 Towards a theoretical foundation on which evaluation may be based

According to Sell (1989: 21), there are several theoretical frameworks to the study of tertiary institutions as organisations "such as bureaucratic (Blau, 1973), collegial (Millet, 1962, 1978), political (Balidridge, 1971), and organised anarchy (Cohen and March, 1974)". Each of these approaches focuses differently on institutional concerns, such as, for example, the resources of the institution, the vesting of authority and the decision-making process, effectiveness and efficiency with regard to work, and productivity in terms of outcomes.

2.2.1 The nature of management theory

Presently it is the eclectic approach, viz. the neo-human relations approach, the practice of borrowing principles from different theories as best they suit one's needs, that appears to be the state of the art in management theory and practice. There are three well established schools of management thought, viz. classical, behavioral and quantitative, each offering a different perspective for defining management problems and ways to deal with them. Two recent approaches are the systems and the contingency approaches to management both of which offer valuable insights into management. The systems approach to management views the organisation as a "unified, directed system of interrelated parts" (Stoner and Freedman 1989: 56) while the contingency approach, also called the situational approach, holds the view "that the management technique that best contributes to the attainment of organisational goals might vary in different types of situations or circumstances" (ibid: 58).

The systems approach, based on general systems theory, views the institution as dynamic subsystems, i.e. departments, interrelated and working in synergy. Synergy in this context refers to a state of action in which departments, interacting

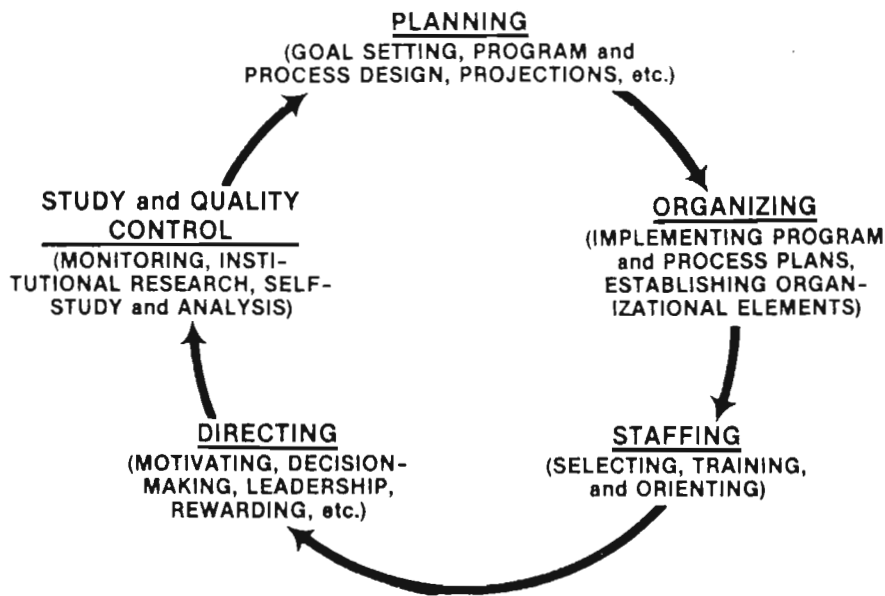
co-operatively can be more productive than if they operated in isolation. Systems theory provides a framework of short and long-term planning and allows the management to maintain a balance between the needs of the various departments and the needs and goals of the institution as a whole.

The contingency approach applies the concepts of the classical, behavioral and quantitative schools to real-life situations. The focus is on the identification of "which technique will, in a particular situation, under particular circumstances, and at a particular time, best contribute to the attainment of management goals" (ibid: 58).

The neo-human relations approach, an "integrative" approach to management theory, focuses on the human relations element, the concept of "quality" in work and on staff relationships (ibid: 60).

Kells (1988: 4) cites Mackenzie's (1969) "management wheel", (Figure 2.1) including in his adaptation, self-study processes as applied to tertiary institutions. This model may be applied to any aspect of the organisation. The process is ongoing and with the self-study processes preceding planning, making them crucial for favourable outcomes.

Since the major focus of this study is the technikon, on reflection it appears that its structure and functioning conforms best to the principles underpinning the systems approach to management. The management process, in particular the management activities, according to Stoner and Freeman (1989), are planning, organising, leading and controlling. This is a model of management developed at the end of the nineteenth century and is still in use today. Management is not a set of four separate functions, but these activities form a group of interactive functions.



**Figure 2.1: A simplified adaptation of MacKenzie's
representation of management (1969)**

2.2.2 Management by objectives (MBO)

MBO refers to the "process in which managers set specific and measurable goals with each individual employee on a regular basis", (Arnold and Feldman 1986: 322). Staff are responsible for achieving goals within a specified time. MBO is a results-based method of appraisal, staff are evaluated on what was accomplished, not how it was accomplished. The two steps in the application of MBO to evaluation are goal setting and performance review. Goals, deadlines for the attainment of goals and review dates are mutually agreed upon by the superior and subordinate. Review meetings facilitate monitoring or guidance of the staff member. Final appraisal is based on the extent to which the goals, agreed to in the initial meeting, have been accomplished.

Arnold and Feldman (1986) outline the advantages and disadvantages of MBO as follows:

Advantages

- * individuals are encouraged to set specific challenging goals thus increasing motivation and performance
- * MBO is consistent with the needs and objectives of the organisation
- * staff know precisely what is expected of them and what they must achieve for a positive evaluation
- * ongoing systematic goal setting throughout the organisation facilitates planning

Disadvantages

- * there is heavy emphasis on results, and neglect of how results are accomplished
- * it is difficult to compare the level of performance of different individuals, and
- * it is difficult to implement effectively - MBO is dependent on skills of superiors conducting the goal-setting and performance appraisal meeting

There are no guarantees that the feedback provided at appraisal interviews is constructive or will have a positive motivational effect on staff (Arnold and Feldman 1986: 328). Staff experience a dilemma of whether to present themselves in the best possible light to obtain a positive evaluation or be open and candid about problems or weaknesses to facilitate improvement. Also conflict and misunderstanding may arise as a result of critical comment by the superior which may result in defensive reactions from staff. The success of the appraisal interview is largely dependant upon the skills and sensitivities of the superior. The superior must be willing to listen and be skilful in communicating negative information to subordinates. The focus of discussion in handling specific problems should be with a view to future performance improvement. The effective performance appraisal interview also focuses on the staff member's areas of strength. In this regard staff should be sure of which areas should continue to be emphasised in their performance.

2.2.3 Approaches to staff evaluation

Staff evaluations are fraught with difficulties - some

approaches to the evaluation of staff are highlighted below.

According to Gitlin and Smyth (1990), most evaluation schemes follow a similar, research-based logic which alienates teachers and limits the possibility of change, and fail to influence the interpretive frameworks through which teachers view their classrooms, the ideologies they hold remain unchanged and with emphasis on behavioural changes, i.e. **improvement in classroom efficiency focuses only on narrow educational means and conceals the political, ethical and moral implications of schooling resulting in social inequalities.** Gitlin and Smyth (1990) offer the alternative approaches, viz. "horizontal evaluation" and a "critical version of clinical supervision" to enable teachers to look critically at the nature of teaching and learning.

Schwandt (1989: 11) is of the opinion that theory and practice in evaluation is mainly "focused on methodological issues and on instrumental conceptions of knowledge use while relegating questions about morals and values to the periphery". Farh and Dobbins (1989: 835-6), in their study of the relationship between self-esteem and leniency bias in self-reports of performance, cite Fisher and Russ (1986) who list six theoretical orientations, viz. social comparison theory, symbolic interactionism, self-enhancement theories, attribution theory and schema theory which may be used to interpret and understand self-ratings. Keiny and Dreyfus (1989: 60), however use as their frame of reference Clark and Peterson's (1986) review on teacher's thought processes, viz. the two domains, i.e. teachers' thought processes and teachers' actions and observable effects. The two domains represent two different paradigmatic approaches to research on teaching. There has been a paradigm shift from the process-product linear approach to a new systems approach which "assumes cyclic and reciprocal relationships between the various factors which constitute the complex situation of classroom teaching".

Baum and Bassey (1981: 175) are critical of the generally prescriptive approach to evaluation and demonstrate how evaluations may be employed "in a far more varied, relevant and innovative manner". They believe that staff should be responsible for their own evaluation, thus equipping them with the necessary "tools" (an ideas booklet) does not appear to staff to be a "top-down" imposition of evaluation.

In employing the experiential approach to performance appraisal, Lehman et al (1990: 25) cite current research in human resource management which could be used to underpin the evaluation strategies proposed in this study. The objectives that should be attained by effective appraisal systems are:

- * accurately measure current performance levels
- * reinforce strengths, and
- * identify deficiencies needed to improve future performance

To fulfil these objectives Lehman et al (1990: 25-26) list the following necessary conditions:

- * Performance standards acceptable to both raters and ratees must be communicated clearly to employees.
- * Employees must receive informal feedback about their performance to enable them to assess their performance and fill needs for accomplishment and success.
- * Only performance on factors most representative of a job's major duties should be evaluated.
- * Employees should complete a self-evaluation prior to the appraisal interview. (Self-evaluation creates a common agenda for discussion, and the supervisor is more confident that the employees will be honest in evaluating their own performance.)
- * Two separate formal appraisals should be used: one for developmental purposes and one for measurement purposes.
- * The developmental interview must have a problem-solving focus which results in a specific plan for performance improvement.

- * The use of a non-numeral rating can help establish a nonjudgemental atmosphere.
- * Employees must realise that the appraisal is for developmental purposes or else they would be reluctant to identify their weaknesses if the information will be used for decisions regarding pay raises or promotion. Also emphasising weakness alone is unlikely to produce change, however, emphasis on strong points is likely to result in plans for improvement.
- * Employees must participate in performance feedback discussions and must help plan future work activities.
- * Follow-up appraisal interviews focuses on how effectively the employee has acted on the results of the developmental appraisal.

In the light of the above review of approaches to staff evaluation, it was felt that an eclectic approach to evaluation would best suit the MLST. The programme has attempted to comply with the conditions as listed by Lehman et al (1990).

2.2.4 Models on which staff evaluation may be based

To ensure that as few false starts as possible were made with regard to staff evaluation at the MLST, a model which would find accord with staff and their needs had to be found. To accomplish this, models of programmes implemented at other institutions were studied. The following findings were considered of sufficient relevance to warrant attention. Pollitt (1988) describes three models of appraisal in his discussion of the "political philosophy" of staff appraisal, viz. the managerial model, the professional development model and the consumer model.

2.2.4.1 The managerial model

The managerial model assists in the personnel management function in taking decisions about grading, posting,

promoting, retraining, remunerating and dismissing staff.

The features of appraisal schemes developed on the basis of this model may exhibit most or all of the following:

- * Strong links with the organisational reward and punishment system
- * Highly standardised appraisal procedures (e.g. rating scales) to facilitate comparison of staff
- * Appraisal centred on a superior/subordinate interaction
- * Appraisal not applicable to senior management
- * A regular process undertaken at convenient intervals
- * Criteria for performance stress **efficiency** and **economy** rather than **effectiveness** or **quality**
- * Appraisal data is confidential but freely accessible to the personnel department.

2.2.4.2 The professional development model

Pollitt (1988: 9) regards the main purpose of appraisal according to this model as the raising of professional standards, the dissemination of knowledge of good practices and improved communication between colleagues.

Appraisal schemes developed on the basis of this model will have most or all of the following features:

- * Peer review is a central process
- * Self-evaluation is also an important component
- * All staff (including senior members) are subject to more-or-less similar evaluation procedure
- * The review process is not linked to the system of extrinsic rewards/punishment
- * Participation in the system is voluntary
- * Information generated is confidential, and is not available to 'consumers' (e.g. students) or to employers
- * each group of professionals designs and controls their own system.
- * For each appraisal system, there may be a 'core' of standardised information, but each individual will also receive particular, detailed and idiosyncratic feedback.

2.2.4.3 The consumer model

In comparison to the previous two models discussed, this model is less common in the evaluation literature. Its purpose, according to Pollitt (1988: 10) is to "increase the responsiveness of service-providers to the consumers of those services".

The following are features inherent in the consumer model appraisal schemes:

- * The collection of consumer satisfaction data is regular and systematic, not ad hoc
- * Consumers have a direct say in the design and operation of the data collection system
- * It is mandatory that service providers and/or managers at least take account of this data in planning and management decisions
- * Should there be a more than usual negative appraisal, recognised mechanisms of a non-adversarial character should exist to enable the provider to discuss the relevant issues with the consumers or their representatives

Appraisal systems, according to Pollitt (1988: 12) tend towards either the managerial or the professional development model. On appraisal in higher education, Pollitt cautions against the exclusive use of the professional development model or the consumer model. An appraisal scheme that combines the models will certainly provide evidence that will enhance the development process (formative aspects) or justify the appraisal (summative techniques). Another danger that may result in the failure of an appraisal scheme could be the implementation of a managerialist scheme under the guise that it is developmental.

On the actual evaluation programme, Pollitt (1988: 15) makes the following points:

- * There should be control over the appraisal documentation- it must not become freely available for administrative purposes, e.g. promotion or disci-

- plining
- * "Appraisal for development" must be created and kept separately from "appraisal for judgement"
 - * The staff member should, wherever possible have some choice of the appraiser
 - * Multiple sources of data should be built into the appraisal scheme
 - * The appraisal procedure must allow for interactive and reflexive debate, in which the **criteria** (and appraisal instruments) for appraisal are discussed and modified

Hellweg and Churchman (1981: 17) offer a useful critique of the present tenure system and present a model designed to provide for academic accountability and be responsive to the needs of higher education. The model includes the drawing up of personal development action plans.

From the above, it was decided that a combination of aspects of the consumer model (Pollitt 1988) and the model proposed by Hellweg and Churchman (1981) would best suit the MLST context.

2.2.5 Trends in evaluation

In order to structure a suitable staff evaluation programme for the MLST, it became increasingly apparent that trends in evaluation systems already instituted and run, should be studied.

House (1990: 24) reviews the structural and conceptual changes in evaluation as:

Structurally, evaluation has become more integrated into organisational operations, and conceptually, evaluation has moved from monolithic to pluralist notions, to multiple methods, criteria, and interests.

With regard to structural changes, evaluation before 1965 meant testing or curriculum evaluation and later saw the emergence of several major schools of evaluation, viz. Illinois, (measurement and curriculum development), North-

western (experimental design), Western Michigan (decision-making), UCLA (federal research and development centre) and Stanford (cross-disciplinary). The methodology, philosophy, and politics of evaluation changed substantially between 1965 and 1990 (conceptual changes). There was a change in emphasis from purely quantitative methods to accepting qualitative research methods. With regard to philosophy, evaluators accepted that evaluation was not "value-free" and was affected by politics, viz. changing social context in the United States.

Easterby-Smith (1987: 39) discusses change and innovation in higher education as arising out of political, economic and internal pressures, originating from within the system, e.g.

Traditionally, undergraduate students have had little influence in this area. But the student voice is becoming stronger as larger numbers of "mature" students enter the system, and as student unions take a greater interest in collating feedback on staff teaching performance. Also a growing number of staff are starting to examine teaching and learning processes more seriously.

Stroup (1983: 47-48) offers several reasons for the development and review of evaluation policy, one of which is for the support of professional development and/or self-renewal programmes in order to maintain viability in the academic programmes. Other reasons include increased pressure for accountability, reduced resources, the legalistic environment and/or implications, and decision making based on multiple sources of data. Easterby-Smith (1987: 50) in their review of change and innovation in higher education comment on the failure of appraisal systems in industry: "In that area the current trend is towards self and peer assessment - which could conceivably be appropriate in higher education too".

The trends reviewed above are all evident in the South African context, and, as such, deserve consideration when staff evaluation programmes are being considered for implementation

at South African tertiary institutions.

2.2.6 Types of evaluation in higher education

A study of the literature reveals that there are various types of evaluation used at tertiary institutions. These, then are listed below, in order that 'best fit' types may be found for use at the MLST, in particular, and perhaps for other South African tertiary institutions, in general.

Sell (1989) groups evaluation into four broad categories, viz. student, faculty, programme and institutional assessment. Student assessment occurs at course and department level for the awarding of grades and credits, for the selection and placement of students or to assess general performance. Faculty or staff assessment/ evaluation is conducted for tenure and promotion decisions, merit salary increases (Centra: 1979), post tenure evaluation (Licata: 1986) or for distinguished teaching, research, and/or service awards (Beidler: 1986). Programme assessment takes place for accreditation purposes, internal self-studies or for state reviews. Institutional assessment occurs as self-studies for state or institutional strategic planning or budgeting purposes.

Hawkridge (1983) summarises ten principal types of evaluation, out of many, in higher education, viz. access evaluation, needs evaluation, course evaluation, student evaluation, tutor and counsellor evaluation, media evaluation, computer-assisted learning evaluation, new technology evaluation and academic staff evaluation. He acknowledges that there are many problems in executing evaluation but "Evaluators must adopt a flexible approach, drawing on methods and analyses that appear to suit each situation" (Hawkridge 1983: 43).

Selmes (1989) reviews the four main types of evaluation for teaching other than self-evaluation, viz. evaluation by

superiors, students, peers and outsiders, e.g. The Council for National Academic Awards (CNAA) in the UK or SERTEC in South Africa. Selmes (1989: 176) emphasises that teaching in higher education needs to be characterised by:

- (a) consultative and open procedures, with agreed criteria and standards;
- (b) tangible and psychological rewards; and
- (c) emphasis on the responsibility of staff to evaluate themselves.

From the above, it is evident that there are various types of evaluation. Ideally, it would certainly benefit tertiary institutions to employ as many as is possible. In the MLST context, though, implementing too many types of evaluation would certainly result in chaos. From the literature it is apparent that one has to tread carefully and slowly, especially with regard to staff evaluation. Careful thought had to be given to the actual content of the evaluation programme, viz. the types of evaluation included. A complete description of the evaluation programme will be included in Chapter 3.

2.2.7 Defining "evaluation" and "assessment"

From a study of the literature, it is apparent that researchers sometimes differentiate between "evaluation" and "assessment", e.g. Miller (1986), Sell (1989), Davis (1989) and Elton (1984) all provide different explanations. The following are attempts to explain these concepts in the light of the study:

Elton (1984: 97-98) attempts to differentiate between 'evaluation' and 'assessment' as follows:

Both evaluation and assessment are concerned with the gathering of information for subsequent use. The difference between them lies therefore primarily in the use to which this information is put, rather than in the methods by which it is gathered, although the use can affect the methods - sometimes quite subtly. In both, the information relates to an educational process

and the persons engaged in it; but while the aim of evaluation is the improvement of both the process and the persons, the aim of assessment is to provide evidence for judgement of the one or the other, sometimes both.

Sell (1989: 22) broadly defines the term, "assessment" as "a process for informing decisions and judgements" and adds that in the literature the term, "assessment is often used interchangeably with the terms, "testing", "evaluation", "monitoring", "review" and "appraisal". Schalock and Sell (1971) offer a detailed discussion of these concepts. For purposes of this study the terms, "evaluation", "appraisal" and "assessment" will be used interchangeably, since the programme's intentions are formative, it makes no difference how the process is referred to.

2.2.8 Staff attitude to evaluation

In this section, an attempt is made to determine staff attitude to evaluation as described in the literature. The following researchers highlight general staff attitudes to evaluation which may also be characteristic of staff views at the MLST.

Centra (1987: 54) differentiates between four factions at an institution when developing a system of faculty evaluation, viz. 'purists', the group that insists that faculty performance is quantified and measured precisely; 'utopians', the group that finds fault in every instrument or system devised; 'saboteurs', the group that pretends support but finds fault in every approach and calls for continuous refinement; 'naive', the group that will adopt any system without thinking through its implications or whether it will work. A fifth group, viz. the 'realists' know that systems implemented will be modified, that evaluation takes place regardless of whether a system is in place and that it is advantageous to have a system in place.

Blake and Jacques (1990: 38) on staff appraisal write:

Where these intentions are openly stated, we do not believe that colleagues are resistant to the process of appraisal. Indeed, where all participants in appraisal show consideration and humanity towards each other the outcomes can be positive and rewarding.

According to Clark and Corcoran (1989: 28), staff are apprehensive since collegial relationships and academic freedom may be threatened. Williams and Mullen (1990: 5) in their study of teacher attitudes and awareness regarding appraisal found that teachers were not opposed to evaluation **provided that the purposes were made clear, that it was not used to the detriment of staff interests, and should serve to improve teaching.** These are considered important considerations and merit special attention.

With regard to the strategies employed in evaluation programmes, Stark and Lowther (1984) in their study of teacher support or opposition to various methods of teacher evaluation found that eighty-nine percent of teachers viewed self-assessment as the most appropriate method of evaluation. Generally, teachers were positive about approaches internal to the profession, viz. peer, self and administrator evaluations, but negative about external feedback, viz. students, parents or test scores. Hiller (1986: 144-145), in the light of the findings of Stark and Lowther (1984), advocate the need for "multidimensional evaluation procedures in which administrator judgements, peer review, self-appraisal, and negotiated objectives are all utilised to encourage effective teaching".

For any evaluation programme to succeed, it is important to be mindful of staff attitudes to the different types of programmes. The above review highlights certain staff attitudes that should be borne in mind that would result in successful evaluation endeavours.

2.3 Theories on which staff development may be based

An attempt is made, in this section, to determine a conceptual framework for staff development. From the literature, a few relevant researchers are cited with regard to a definition of, approaches to, and models on which staff development may be based.

Sherman et al (1987) attribute the five characteristics, viz. enthusiasm, clarity, preparation/organisation, stimulation, and love of knowledge, to excellence in college instruction. They include experience as an important component of excellence and propose a developmental conception of teaching that assumes ongoing professional growth.

West (1989: 12) identifies three reasons for needing staff development, viz. staff who have become ineffective need staff development, new programmes or curricula require that staff upgrade their skills and knowledge in new or unfamiliar fields, and new government policies will necessitate that staff are familiar with new directions, programmes and issues. West (1989) offers useful principles as a basis for a good staff development programme.

Before a staff development programme is considered, one needs to have a clear idea of what staff development is.

2.3.1 Defining staff development

Considering the following definitions of staff development, as cited from the literature, would place in perspective the stance taken by the study in this regard.

Young (1987: 72) in his review of staff development programmes in terms of new developments in the last twenty years notes that, it is fortunate that "faculty development has become synonymous with the improvement of college teaching" with a

variety of approaches being adopted at tertiary institutions. Menges et al (1988: 291) propose Halliburton's (1979) definition of staff development that goes beyond just emphasising teaching: "faculty development is the theory and practice of facilitating improved faculty performance in a variety of domains, including the intellectual, the institutional, the personal, the social, and the pedagogical".

In the definitions of staff development advocated by Weaver-Meyers (1990), Francis (1975), Badley, (1988) and Muller (1988), the fulfilling of both personal and institutional goals are emphasised.

Duke (1990: 71), in adopting a professional development system draws a useful distinction between professional development and staff development (Fig. 2.2).

Professional Development	Staff Development
* is designed for individuals	* is designed for groups
* fosters the cultivation of uniqueness and virtuosity	* encourages collective growth in a common direction
* focuses on differences	* focuses on similarities
* is guided by the individuals judgement	* is guided by school and district goals
* leads to increased personal understanding and awareness	* leads to enhanced repertoire of skills / concepts

Figure 2.2: Differences in Professional Development and Staff Development (Duke 1990: 71)

This professional development system may be applied to academic staff. Whereas the focus in staff development is for institutional benefit, professional development is aimed primarily at the individual whose development would enhance the institution. According to Duke (1990: 75) staff have "a

strong desire to continue growing as professionals" and "... are willing and even eager to examine their practices, benefits and needs for growth".

In this study, staff development refers to a process that concurs with the definitions advocated that emphasize the fulfilling of both personal and institutional goals. In the next section, some approaches to how this can be accomplished are considered.

2.3.2 Approaches to staff development

Several approaches to staff development may be cited in the literature, e.g. Hart and Estes (1990) advocate constructivism and Du Shane et al (1989), bottom-up planning and decision-making.

Shears (1982) offers a critical appraisal of a range of possible approaches to the organisation and implementation of staff development. Some of the models discussed are the 'up or down' approach ('up', being staff needs channelled through to management or 'down', where staff development is the 'tool of management' imposed on staff), the partnership model (a reconciliation of staff needs with that of the department and the institution), a centralist approach (a staff development unit is set up on neutral ground, separate from departments, reporting directly to management and directly accessible to staff), the qualifications approach (e.g. secondment to course or research experience), the 'new boys' approach (in effect, 'Last in, most useful'), the systems approach (mechanistic objective setting, performance monitoring, corrective measures or rewards, and appraisal), the curriculum development approach (analyses present and future demands on institution in terms of the curriculum), and the organisation development approach (on-the-job training, institutional aims and attempting to achieve them).

Shears (1982: 14) concludes with what an effective model of staff development should entail, viz. one which combines several approaches. The SDU at the MLST has been set up adopting mainly a 'centralist' approach as described by Shears (1982). Its functioning is, however, also to a certain extent influenced by the 'systems' and 'organisation development' approaches to staff development. It is necessary at this stage to consider some of the models on which staff development may be based in order that the approach to staff development at the MLST is an informed one, not an impulsive effort doomed to failure.

2.3.3 Models on which staff development may be based

In this section some of the major models advocated in the staff development literature are reviewed with a view to a basis for the staff development initiative of the MLST.

The model proposed by West (1989: 16) offers useful principles as a basis for a good staff development programme. Lovell-Badge (1990: 36) reviews the success of "the 'Partnership Model' and the need to 'bring staff along with you', rather than attempting to impose a top-down 'Management Model'. The staff development programme was as a result of the needs expressed by staff". Lovell-Badge (1990) is of the opinion that "It would be advantageous if this model were supported by an appropriate appraisal system based on the 'partnership model'".

Kember and Mezger (1990: 54-55) use a Concerns-Based Adoption Model (CBAM) approach to staff development, drawing upon contingency theory and they thus take a flexible eclectic approach to staff development. Weaver-Meyers (1990) advocates the use of RPTIM -the Readiness, Planning, Training, Implementation and Maintenance model devised for use with staff development programmes for education professionals.

The model advocated by Parker and Damico (1989) may easily be implemented by departments in higher education institutions. The model incorporates the staff development unit as an active partner in the ongoing improvement process. Davidson (1981) suggests a model for continuous staff development which includes setting objectives, faculty evaluation, a reward system and communications and administrative process. For this model to work the aspects of objectives, evaluation and rewards are dependant on the communications and administrative process.

Fordham and Ainley (1980) discuss the "institutional management" (with an 'organisational' bias) and the "staff autonomy" (has a 'personal change' bias) models of staff development. The **institutional management model** entails a top-down approach. A group of senior staff comprise a staff development board or committee responsible for the management of staff development. This board depending on the needs of the institution would specify an appropriate programme. Also within the scope of management is the determination of staff evaluation procedures, in particular staff appraisal and career profiles. Criticisms levelled against this model are that since the model is "need-oriented" it represents a "defect" point of view, focusing upon weaknesses rather than developing strengths; and the model does not acknowledge staff's own contribution to their continuing professional development. Academic staff are treated as employees and insist that the responsibility for further training lies with the management.

In the **staff autonomy model** of staff development, the staff member is responsible for his or her own assessment of needs after an evaluation of the present situation or for the future. According to Fordham and Ainley (1980: 36), the "emphasis is upon a personal assessment of both one's current weaknesses in performance and potential development in skills, understandings and values in areas not directly related to

existing performance". This model may be considered more appropriate or professional. Since the staff development activities would be self-initiated, they are more likely to be of benefit. This model is concerned with both the personal and professional growth of staff. A weakness of this model, as pointed out by Fordham and Ainley (1980) is that staff may not be able to successfully plan their professional development without the assistance of support agencies, e.g. a staff development unit. Also staff needs may not be in keeping with the needs of the institution.

Since both models, viz. the institutional management and the staff autonomy models have limitations, Fordham and Ainsley construct managerial strategies sensitive to both the needs and interests of staff and the overall needs of the institution. This results in the **collaborative model** for the management of staff development. In this model, both staff and senior management have the opportunity to influence the staff development activities.

If one were to contextualise the MLST staff development initiative it would to a certain extent fit in with Fordham and Ainley's (1980) "staff autonomy" model. It is hoped that in the future with increasing management support of the SDU's efforts that there would be a shift to the "collaborative" model for the management of staff development.

In the next section, international trends regarding approaches to staff evaluation and development are considered in order that the South African context, in particular, that of the MLST may be seen in terms of the leaders in the field, viz. Britain, United States and Australia, in particular.

2.4 Approaches to staff evaluation and development: International trends

Staff evaluation and development have been issues of tertiary

education concern for some time now. Mortimer (1988: 92) reviews the development of staff development from the 1970s which was characterised by a "voluntary, professional effectiveness ethos" and the 1980s by "the required, governmental, managerial efficiency ethos". Speculating about the 1990s, Mortimer envisaged, and rightly so, "that the sector as a whole will experience at least as many changes in curriculum, in student population, in teaching and learning methods, in modes and locations of delivery as in the last decade, and probably more".

A brief review of approaches to staff evaluation and development in Britain, the United States and Australia is thus undertaken, in order to try to place present and future South African endeavours in this regard, in context.

2.4.1 Britain

The following researchers cited from the literature highlight current trends in British education with regard to staff evaluation and development.

Bollington et al (1990) identify three factors that have led to the introduction of appraisal in the UK, viz. greater accountability and more efficiency, the professional development, in particular, in-service training of teachers, and the development of management techniques in education.

Turner (1989) reviews the origins of the notion of value for money and accountability in the British higher education system. Hewton (1988: 29) states that appraisal was introduced in 1983 by the Department of Education and Science as part of a general move towards greater accountability. Its reception was initially positive until disputes over pay and conditions arose. In 1986, a National Steering Group was set up to conduct a pilot study (School Teacher Appraisal Pilot Study-1987-1989) to investigate procedures and documents. Teachers' associations are of the opinion that pilot schemes

should continue with no participation until negotiations and settlements are reached on issues which include pay and conditions. According to Hackett (1990), few local education authorities intend to introduce appraisal for all teachers now that the Government has decided not to go ahead with a statutory national scheme. Few would go ahead with the appraisal without additional resources.

As reported by Jobbins (1987), lecturers at British universities erected a new barrier as resistance against evaluation, to agreement with Vice-Chancellors on performance appraisal - a moratorium of at least 2 years while pilot studies are carried out and evaluated. Rutherford (1990: 195) reviews recent changes that are taking place in British universities in terms of "regular and systematic appraisal of both individual academics and departments":

... In the polytechnic and colleges sector, Barnett (1987) has discussed the role of the Council for National Academic Awards in course review and institutional appraisal. The Government's determination to improve quality and efficiency has been further emphasised in the recent HMSO White Paper (1987) entitled Higher Education: Meeting the Challenge.

Elton (1984: 100) in his review of assessment procedures in British institutions, mentions the existence of review committees which entails the completion of reports on staff or at the same institution the inclusion of a self-assessment report (not mandatory) by the staff member. With regard to institutional evaluation, departmental reviews have been taking place for many years, for example when a head of department leaves, if there is a "problem" department and/or accreditation of courses by relevant professional bodies and subject sub-committees of the University Grants Committee.

The above, sometimes, contentious issues characterise the British experience with regard to staff evaluation and development. Are there lessons to be learned from their

experiences? Obviously, there are, and an awareness of practices and problems in British higher education are important to the implementation of staff evaluation and development in South Africa.

2.4.2 United States

In this section, a review of trends in the United States staff evaluation and development experience is undertaken. The findings of the following researchers are relevant to current developments in the US experience.

Aleamoni (1987: 80) sums up the recent history of evaluation and faculty development in the following:

As student ratings have become widely accepted, faculty development efforts have also been strengthened in a majority of colleges and universities. Formal research on evaluating teaching plans spans at least sixty years, though the great increase in such research is a phenomenon of the last twenty years, and, during the most recent period, faculty development has been taken up in practical ways in hundreds of colleges and universities. It, too, has generated a literature, though formal, controlled research, perhaps because of the difficulty of conducting it, is not as much in evidence as are studies of evaluating teaching ... Though there is not as clearly defined a supporting theory underlying faculty development [as there are for evaluating teaching], there is an abundance of descriptive data on how individual colleges and universities have engaged in effective and varied faculty development programs.

A telephone survey carried out by Ory and Parker (1989: 384) with a sample of large, research universities on their assessment activities indicates that much of the reported assessment activities are the "traditional" or routine administrative testing and evaluation activities of placement testing and student evaluation of instruction. Many universities were under "pressure to conduct additional assessment activities because of existing or anticipated mandates for assessment information" relating to evaluation, accreditation

and assessment as demanded by the institutions themselves, accrediting bodies and state departments of education. Van Vught (1991: 2) refers to two processes of quality - assessment characteristic of American higher education. They are accreditation, which consists of a procedure of self-assessment by the organisation seeking accreditation, followed by a visit of a team of external assessors and a final discussion by a peer-board and intra-institutional process of systematic review of study programmes.

Miller (1986: 162) reviews the use of staff evaluation in the USA over the 10 year period from 1974-84 noting the following positive changes, viz. there was significant increase in the use of faculty evaluation and staff development programmes, a broader data base for making evaluation decisions was evident, functional "systems" for evaluation had developed improved survey instruments, there was an increase in the use of research/scholarship in evaluating total staff performance, and court cases had improved the quality and equity of evaluation. Miller accurately predicted the directions that faculty evaluation had taken and still is taking since, viz. that better and more equitable faculty evaluation systems will be developed; faculty evaluation will become more rigorous; more sophisticated, computerised systems will evolve; more flexibility and individualization in faculty evaluations will be made; and more faculty evaluation decisions will be made in the context of institutional, college and department priorities. The findings of Miller (1986) concur with that of Davis (1989: 5) who sums up developments in assessment during the period 1985 - 1989. These findings are of great importance to South African endeavours in this regard.

While Kogan (1986) and Murray (1987) review actual evaluation practices engaged in, Norris (1990) describes staff attitude to evaluation. According to Norris (1990), in some places where there were performance linked rises, the performance linked rises were initially seen as a great step forward for

the profession, but enthusiasm has since faded. Not only have the big rewards been reaped by very few, but in practice they have done little to improve morale. The inevitable creation of first-class and second-class citizens in the staff room has created resentment and bitter complaints about the fairness of the assessments.

From the above it is evident that although staff are accountable and are subject to both institutional and external pressures in this regard, the outcomes certainly indicate difficulties that occur generally in the United States experience. Great efforts will have to be expended in the South African context to avoid pitfalls made apparent in US research into staff evaluation and development.

2.4.3 Australia

In this section, a selection of the findings of researchers illustrate trends in Australian higher education.

The Australian education system too, has been pressured by mainly statutory requirements with regard to staff evaluation and development, as is demonstrated by the following, as cited in the literature.

Hort (1988: 73) in her report on developing procedures for staff assessment at Australian universities cites Hudson's (1986: 180) report on the Review of Efficiency and Effectiveness in Tertiary Education calling for a formal system of assessment:

In the end, the only reliable and effective approach is a formal system of staff assessment and it is only in this way that the institution can demonstrate that it is exercising its obligation to ensure the effective use of public funds within a tenure system.

For these reasons, the Committee strongly supports the establishment in all higher education institutions of schemes for regular assessment of performance of staff

members. The schemes should be designed to assist staff to monitor their performance and provide feedback on how they may develop strengths and overcome weaknesses, as well as to provide assistance to the institution in its decision-making processes.

Thompson et al (1990: 39) as a background to their study write:

As a result of the White Paper on Higher Education (Dawkins: 1988) and the agreement on staff appraisal and development as part of the flow-on of the Second Tier Salaries Settlement, higher education institutions throughout Australia are expected ... to implement effective staff development and appraisal schemes ... the appraisal process itself can be expected to generate a big increase in the demand for staff development.

Gallager (1989) reviews the evaluation function of the Commonwealth Tertiary Commission (CTEC) in Australia's higher education institutions and Maslen (1989: 37) reports that the upper management of Australian colleges and universities, accept and are in favour of regular performance evaluation of institutions which includes among other "performance indicators", staff assessment and student evaluation of teaching and curriculum. The calling for greater accountability to both government and the public according to management "should be a regular part of academic life, not just a result of crisis management". Lee and Sampson (1990: 157) discuss the two main purposes of evaluation undertaken by the New South Wales Department of Education, viz. accountability and improvement, while Moses (1989: 96) in a review of performance appraisal in Australia notes that before the early eighties, except for promotion purposes, appraisal was rare, even appraisal during probation was seldom used for staff development ends, and tenure was easily granted. This state of affairs certainly finds echo in the broader South African context.

With regard to evaluation strategies employed, Elton (1984: 100-101) in his review of assessment procedures at Australian institutions describes assessment based on a 'teaching

profile' and student-feedback data (not compulsory) submitted to the review committee. Assessment also includes the completion of peer and student appraisal forms. The peer appraisal form assesses teaching scholarship and leadership. The student appraisal form, the purpose of which is not evaluation for improvement, is a questionnaire using a five-point rating scale for organisation, feedback, knowledge of subject material, communication, responsiveness, and comparison with other teachers.

Bond (1988: 167) reviews staff development in Australian universities. Staff development units were established to improve teaching and learning practices, provide staff development activities for new and existing staff and as recommended by the Commonwealth Tertiary Education Commission on Effectiveness and Efficiency in Higher Education (1986), the introduction of "a system of regular assessments of performance for academics to review achievements in the immediate past and determine areas of activity and objectives in the near future".

From the review of the above international trends in staff evaluation and development, it is clear that due to both internal and external pressures, evaluation and the development of staff are an inevitability in higher education. In this regard it is necessary at this stage to examine the South African situation.

2.5 Staff evaluation and development: The state of the art in South African higher education, with particular reference to technikons

In this section, the focus is mainly on evaluation and staff development as it relates to technikons. To contextualise technikons in higher education, the technikon system is briefly reviewed.

Bitzer (1987: 71), from a survey among participants in an inter-institutional co-operative project (twenty seven tertiary educational institutions participated) draws the following conclusions indicative of the state of evaluation in South African higher education:

- * Firstly, it appears that the premises or frameworks for academic staff appraisal differ vastly among tertiary educational institutions
- * Secondly, it is clear that universities have limited "formal" academic staff appraisals systems... staff appraisal is dealt with in a decentralized and differentiated way in faculties and departments... as a system with appropriate instruments exists more formally in institutions where there are histories of more centralized control (e.g. technikons)
- * Thirdly, it appears that most institutions are at some stage of experimentation with academic staff appraisal, and
- * Fourthly, surprisingly few institutions emphasise the developmental aim of academic staff appraisal. Personnel decisions (permanent appointments, promotions, merit, etc.) are almost always placed first.

There is presently a Co-operative Development Project sponsored by the Education Trust of a large mining company on Institutional Self-Evaluation, being co-ordinated by the Bureau for Academic Support of the University of the Orange Free State. The project goal is to further the process of institutional self-evaluation at a number of institutions for tertiary education. The focus of this four-year project is on the introduction and refinement of self-evaluation processes, which include the processes for evaluating academic staff, departments, programmes and courses. The aim of the project is the improvement and promotion of leadership and management skills in higher education in South Africa.

Before focusing on staff evaluation and development, it is necessary to look briefly at Technikons, in particular their development, present system, aims and policy.

2.5.1 The development of technikons in South Africa

The following is a brief overview of the development of technikons as documented by Pittendrigh (1986). He details the history of technical education in South Africa from the early 1900's when it consisted of elementary trade training, followed by secondary technical education through to tertiary technological education since the passing of the Advanced Technical Education Act, 1967 (Act No 40 of 1967) and the Advanced Technical Education Amendment Act, 1983 (Act No 84 of 1983). The technical institutes of the early 1900's converted to technical colleges as a result of Higher Education Act, 1923 (Act No 30 of 1923). They became colleges of advanced technical education in 1968 and finally technikons in 1979.

2.5.2 The present status of technikons

The technikons are now autonomous institutions governed by councils, that receive state allocation of funds based on a subsidy formula for running costs and capital expenditure. The subsidy formula also controls expansion of institutions in the general national interests. Technikons have a role to play in conducting research (applied developmental or problem-solving) both by the teaching staff and students. With regard to the planning and implementation of courses, there are specific strategies and regulations that have to be followed under the auspices of the Committee of Technikon Principals (CTP).

2.5.3 The present technikon system

The technikon course differs from the university course in that the technikon prepares the student for a particular vocation while the focus of the university is the subject discipline. The technikon has to keep track of current technology as well as be aware of future trends and needs.

According to Pittendrigh (1986), "the technikon has an important educational as opposed to a training function to perform" implying the responsibility of offering advanced courses for career enhancement and deliberate co-operative educational programmes.

2.5.4 The aims of technikon education

According to National Education Policy in the Department of National Education report, [Nated 02 - 118 (88/07): 27 - 31], the three aims of technikon education are formative education, vocational orientation and the promotion of and instruction in technology. A careful analyses of these aims reveal the need for both the evaluation and development of staff.

2.5.5 Technikon policy and staff development and evaluation

In the Department of National Education (DNE) report, [Nated 02-118 (88/07): 44-45], one of the factors listed as a characteristic of a technikon qualification is, "The composition and presentation of technikon programmes should embody a high degree of proficiency in the theory and practice of teaching". The following facets are relevant here:

- (a) Expert structuring of programmes;
- (b) expert drawing up of curricula with their own distinctive character;
- (c) **didactic development of the lecturing staff.**
(emphasis added)

Some technikons have already embarked on staff development programmes to satisfy the requirements in this regard. The technikons will have to work on a didactic model of their own, and, in co-operation with the Certification Council for Technikon Education, on their own evaluation system for this sector.

[DNE report Nated 02-118 (88/07): 44-45]

Specific reference to staff development, in particular,

didactic development is made here. Also implied above is the need for an evaluation programme to evaluate staff in terms of the facets mentioned as well as for general staff development. A further reference to the development of academic staff is made in DNE report, [Nated 02 - 150 (88/01): 9] under the general guidelines for technikon instructional programmes, viz.:

The composition and offering of instructional programmes and instructional offerings must be educationally well-found... This implies the knowledgeable structuring of programmes, knowledgeable and distinctive curriculum development by the technikon and the didactic development of the lecturing staff at each technikon.

The Certification Council for Technikon Education (SERTEC) established in terms of the Certification Council for Technikon Education Act, 1986 (Act 88 of 1986), in its 'Preliminary Manual for the Evaluation Standards at Technikons', SERTEC 1 - 05 (01/91) : 6 also makes reference to staff development:

The didactics of technikon training should be unique and especially developed for the technikons. The evaluation of technikon standards shall therefore emphasise the need for the promotion of technology and of didactics unique to technikons.

A further specific reference to staff development is made in SERTEC 1 - 03 (09/89), Part 2:

An active staff development programme must exist to give the staff the opportunity to improve their qualifications.

From the policy documents it is evident that among the technikon's responsibilities are the provision for staff development activities and some form of ongoing evaluation programme in place. The objectives of the study are thus well within the parameters of policy guiding technikons.

2.5.6 Staff development at technikons

Pittendrigh (1986: 413), with regard to staff development anticipates general improvement in staff:

As staff development departments have only been operating for three to four years in technikons it can be anticipated that methods will continue to improve as these departments succeed in inspiring lecturers to improve their teaching methods.

Pittendrigh (1986) stresses the upgrading of staff's qualifications to at least Dip Tech in order that they are able to assist students through this level. Pittendrigh (1986: 447) views research as an integral part of the technikon's activities to be engaged in by both staff and students. He maintains that staff should, for example, conduct research into their subject areas, assess training needs, develop teaching methods and engage in research and consultancies for industry. In view of heavy teaching loads, Pittendrigh advocates that recognition be given for the effort involved in engaging in research, e.g. a reduced teaching load, financial support and for successful research, personnel promotions to more senior positions. As stated in the Department of National Education report, [Nated 02 - 118 (88/07): 52], on the role of research in staff development:

Research in the broad sense of the word, therefore is essential to the technikon with a view to its relationship with industry, the development of its lecturing staff, and the development of its students.

Moelwyn-Hughes and Pinto (1988: 86) conducted a survey of the training needs of newly appointed staff. They argue "that the formulation of relevant staff development programmes should be preceded by a thorough needs analysis of academic staff members".

With regard to staff development, Tennant (1987) reports that, although two technikons did not provide for formal staff

development, others felt that more had to be offered in terms of staff development programmes to meet with staff needs. To date, as far as can be ascertained, only two technikons have adequately staffed staff development units with sufficient resources.

From the above, it is evident that staff development has become an essential component of the technikon system, but to engage in any meaningful development, one has to evaluate oneself. In the next section, staff evaluation at technikons is briefly reviewed.

2.5.7 Staff evaluation at South African technikons

Research carried out by Tennant (1987) surveys evaluation at South African technikons. The literature review of staff evaluation at South African technikons which follows is based essentially on the research findings of Tennant (1987).

2.5.7.1 Types of evaluation used

From the results reported in the study, evaluation at technikons may be separated into two categories, viz. evaluation used during probation periods and evaluation used regularly on all lecturing staff to monitor and guide development. All technikons employ some form of evaluation during the probation periods which in most cases takes the form of assessment of the staff member by sitting in at some lectures covering the following aspects among others, subject knowledge, teaching ability, compatibility with colleagues, behaviour, punctuality, dress and diligence with administrative duties. The objective of the evaluation during probation is solely to consider confirmation of permanent appointment. With regard to regular evaluation, the levels varied significantly at the different technikons. At two technikons there was no formal evaluation after the probation period other than ad

hoc evaluation to consider promotion, for example. Other technikons indicated that new evaluation programmes were effected with no results available on their outcomes. From the report of the Workshop: Academic Staff Evaluation held in August 1989 at the University of the Orange Free State, the types of staff evaluation programmes currently being implemented in South African higher education is evident.

2.5.7.2 Methods of evaluation employed

Regarding the instruments used, technikons varied greatly. Among the methods used, the standard format evaluation carried out by head or director of a department was most common. This method, in most cases, entailed classroom observation by the senior. Self-evaluation was the method used; as indicated by eight technikons but no further detail in this regard was elicited. Student evaluation of staff was implemented at six technikons, three at which it was official policy, thus being mandatory while at the others it was voluntary. Peer group evaluation as a method of evaluation is not implemented as policy at any technikon.

2.5.7.3 Uses of evaluation results

At three technikons, appointments and promotions were confirmed on recommendations by the head/director and at others, the evaluation results were forwarded to the Rectors and Vice-rectors for approval. According to Tennant (1987: 88), technikons generally recognise that aspects of the evaluation procedures need to be changed or improved.

From the findings of Tennant (1987), the state of the art with regard to evaluation at South African Technikons is evident.

The evaluation of staff to determine areas that need development and the provision for these needs by institutions is not a simple process of implementation. In the next section the role of management to facilitate such efforts is considered.

2.6 The role of institutional management in staff development

To determine the role that institutional management plays in staff development, it is necessary to consider the following researchers as cited from the literature.

Clark et al (1986) view staff and institutional vitality as interrelated concepts which means that the professional development of staff impinges upon the organisational structure and conditions, for example, the institutional mission and rewards policies. Clark and Corcoran (1989: 21) are of the opinion that staff development is the shared responsibility of both the individual staff member and the institution. According to Chisholm (1990: 132), a partnership should exist between the management and staff of an institution, with management providing financial and physical resources for staff development, and staff making a commitment to staff development.

Sanford et al (1970: 123) are of the opinion that the attitudes and philosophies of those in management are important determinants for the success of change in the institution. If top management of the organisation can be helped to alter attitudes, then because of their strategic linkage to all parts of the organization, their resultant behaviour change would automatically act as a force on all of their subordinates toward similar changes.

Tarter et al (1989: 137), in their study of the organisational commitment of staff and the role of the institution's leaders found that commitment occurs **when the head provides "structure, resources, consideration, useful influence, and professional support in an evenhanded, non-controlling manner"** (emphasis

added). These are the prerequisites for any initiative for change, improvement or drive toward institutional commitment to accomplish the goals of the organization's mission.

Hewton (1988: 35) sees management as having two main responsibilities, viz. the development needs of the institution in terms of, for example, curriculum development, improvements in instruction, policy-making, morale and efficiency, and the development of needs of staff, for example, knowledge, performance and career advancement. Pennington and O'Neil (1988: 167) list several organisational prerequisites, of particular relevance to the study which would enhance the adoption of an appraisal scheme, viz.:

- * the quality and extent of 'top' management commitment in both resource and moral terms
- * the degree of active involvement in, and acceptance of, the process by the rest of the staff
- * how far staff members are prepared to accept that individual performance **should** be measured
- * how far staff see individual objective setting and its accompanying performance appraisal as supportive of, or threatening to, them as individuals and groups.

From the above review, it is clear that staff development will only be successful if it is backed by the institution's management. Assuming that this is accomplished, strategies for evaluation have to be decided upon. The following provides a broad overview of strategies that may be employed in the evaluation process.

2.7 Strategies for staff evaluation

The strategies of student-ratings and peer evaluation are briefly examined. Other strategies mentioned, viz. self-evaluation and heads' evaluation are discussed in greater detail in Chapter 5.

2.7.1 Student evaluation of teaching

Moore (1990: 260) offers a review of the literature of student

evaluations of teaching and is of the opinion that provided that one uses an appropriately designed survey instrument, the feedback from student evaluations can be "valuable, reliable and viable" as illustrated in the following:

- * Ratings of teaching correlate positively with student learning and performance according to, among others McKeachie 1979, 1986; Lowman 1984; Cohen 1981 and Frey 1973.
- * The perceived difficulty of a course has no significant relationship to student achievement as illustrated by, for example, Centra 1977; Muller 1988 and Palmer et al 1978.
- * Student ratings are not affected significantly by the amount of work or whether teachers are difficult or demanding - Lowman 1984.
- * Students can make fair and sound judgements (Miller 1988).
- * High correlation of alumni and current student ratings, e.g. Centra 1974; Aleamoni 1974; Marsh 1984; among others.
- * Student ratings are affected by instructor expressiveness and - enthusiasm as illustrated by McKeachie 1979; Abrami et al 1982 and Marsh and Ware 1982.
- * Student characteristics have little effect on ratings according to Centra 1979 and Lowman 1984.
- * No significant relationship between an instructor's research productivity and ratings (Miller 1988 and Finkelstein 1984).
- * Students are aware of the characteristics or essentials of good teaching according to Lowman 1984; Feldman 1976 and McKeachie 1979, 1986.
- * The reliability of student ratings of teaching is higher than that of colleagues (Doyle and Crichton 1978 and Centra 1975, 1979).

Moore (1990: 261) admits that student ratings have several deficiencies, for example:

- * student ratings cannot be used to validly "rank" instructors since overall ratings do not indicate actual differences in teaching effectiveness.

- * students will not know if a course is as comprehensive as it should be or whether an instructor knows the course's subject material (Caskin 1983, Lowman 1984).

From the above it may be concluded that student evaluations of teaching can provide valuable data on teaching effectiveness. Andrews (1985) reports that there is no evidence of staff being fired as a result of their student evaluations. Also, it must be remembered that student evaluations are not the only strategy used to evaluate staff.

2.7.2 Peer evaluation of teaching

The following review of peer evaluation of staff is characterised by views for and against employing this strategy.

According to Cohen and McKeachie (1980: 147), the literature on peer evaluation is sparse and limited in scope in that reviewers only mention possible activities for peer evaluation. Cohen and McKeachie focus on the criteria of teaching effectiveness most appropriate for colleague evaluation, potential colleague roles in a summative evaluation of teaching and offer some suggestions for using faculty colleagues to assess and develop teaching. There is no need for further elaboration of these issues here since peer evaluation is not advocated in the proposed evaluation programme in this study. Peer evaluation, however, may serve to integrate evaluation data from other sources, viz. student, peer and self-ratings.

Harwood and Olson (1988: 377), in their literature review list many factors as deterrents to the use of peer evaluation, viz. among others, time, effort and commitment of all parties (de Tornyay: 1984); the process often produces anxiety and conflict (Mullins, Colavecchio and Tescher: 1979); subjectivity and the difficulty of analyzing complex, specialized

activities into standardised objective measures (de Tornyay: 1984); logistical problems, e.g. accommodation of differing schedules (Goreki: 1977); and difficulty to critique colleagues: "negative feedback was simply not presented" (Gold et al: 1973). But as suggested by Harwood and Olson (1988), peer evaluation may be used as another evaluative option for self-evaluation purposes to facilitate comparison between other data sources, for example, self and student evaluations.

Weimer et al (1988) identify ten potential problem areas in colleague instructional observation that are discussed, focusing on policies, practices and approaches to overcome or attempt to overcome the problems. Peer evaluation may be a potentially valuable strategy that can be used to enhance instructional quality, if the programme is carefully planned, implemented and monitored. Hays (1990) advocates the round-robin approach to peer evaluation, viz. that each faculty member is evaluated by all the others in a single session. Moffat (1989) is of the opinion that **if peer review is acceptable for evaluating research, it should also be used to evaluate teaching.**

In a study conducted by Root (1987: 71), assessment of faculty performance was analyzed to estimate interrater reliability. The high intercorrelations among raters are supportive of peer evaluation generally, and the reduction in the number of raters appear to have little effects on reliability. However, Centra (1975), in his research on colleague/peer ratings of teaching found a lower reliability than student ratings.

With regard to staff attitude to peer evaluation, Centra (1987: 49) found that peer ratings implemented were very biased, that faculty did not like the programme and voted against its continuation although they did not mind engaging in peer evaluation on an informal basis, with no compulsory written evaluation.

From the above review of peer evaluation of teaching, it appears that it may certainly contribute valuable data to the evaluation process.

2.7.3 Other strategies for the evaluation of staff

Other strategies for staff evaluation, viz. self-evaluation and heads' (administrator) evaluation have intentionally been omitted from the review in this chapter since there will be an in-depth discussion and justification of these strategies in Chapter 5.

Having examined some strategies that may be employed in the evaluation of staff, the next logical step is to consider the role that evaluation plays in staff development.

2.8 The role of evaluation in staff development

In this section, relevant researchers are cited in an attempt to determine the role of evaluation in staff development. Highlighted are the purposes that evaluation serves with regard to staff and the institution.

Aleamoni (1987: 80), reviews current thinking in the field of evaluation and staff development, and views faculty development as closely related to faculty evaluation. He attributes their parallel development to increasing emphasis on evaluation resulting in follow-up action as a result of the evaluations: "While the administrators have insisted that the faculty should be more strenuously evaluated, the faculty have insisted that they should be given correspondingly greater support". Bond (1988: 167) views the accountability of staff as a two-way process: "institutions cannot demand accountability of their staff if they do not provide the development opportunities that are required if staff performance is to be maintained and enhanced".

Chisholm (1990: 131), in a review of staff development notes that institutions have realized the importance of investment in staff resources. Also the current emphasis is on linking staff development to performance appraisal:

Staff themselves need to accept and appreciate that appraisal will identify their strengths as well as their weaknesses and that the role of staff development will be to facilitate enhanced abilities which will benefit not only their employer but themselves.

McGreal (1989) maintains that instruction can be improved by addressing certain "key ingredients" one of which is an evaluation system that should complement the instructional improvement effort. Thompson et al (1990: 39) in this regard, comments on the U.K. experience, which also has relevance for South Africa, with regard to the role of evaluation in staff development:

For example, in the guidelines for career development and staff appraisal, drafted in the U.K. by the Committee of Vice Chancellors and Principals and the Association of University Teachers (CVCP/AUT: 1987), recommendations are made concerning institutional procedures which need to be adopted in order to support staff appraisal. These include:

The establishment of effective staff development and training programs, so that the needs identified by appraisal can be met. A good appraisal system will generate increased demand for development and training opportunities (CVCVP/AUT 1987: 4).

Seldin (1988: 47), in an attempt to justify formal and systematic evaluation of faculty writes:

Just as students deserve guidance as learners, professors are entitled to helpful direction in their teaching. No matter how good a college teacher is in the classroom or laboratory, he or she can improve. No matter how effective a particular teaching method is, it can be enhanced.

Richards (1987: 8), in this regard notes that "some evaluation is an essential part of staff development ... Without some information on the strengths and weaknesses of staff you are in

the dark".

According to Arnold and Feldman (1986: 306), the main purpose of performance appraisal is to obtain information about job performance of staff. The uses to which this information is put, are individual evaluation and reward, individual development and organisational planning and decision making. One of the objectives of this study is to investigate the extent to which an evaluation programme could be used for staff development ends. Arnold and Feldman (1986: 307) maintain that:

If such information is fed back to individuals in a clear, unambiguous, and non-threatening manner, the information can serve two valuable purposes. First, if the information indicates that the person is performing effectively, the feedback process itself can be rewarding to the recipient by increasing feelings of self-esteem and personal competence. Second, if the information identifies an area of weakness, this can serve to stimulate training and development in order to overcome the weaknesses identified. Future appraisals then provide a means of monitoring and assessing the improvements arising from attempts to deal with performance problems.

Arnold and Feldman (1986: 308) list specific characteristics for appropriate criteria or measures of effective performance. The criteria should include both measures of results achieved and activities engaged in by staff. The effective performance can be motivated or rewarded and poor performance can be improved through staff development programmes.

There seems to be disagreement among various authors as to the purposes of evaluation, e.g. according to Moses (1989: 101) staff evaluation will be successful if it is linked to both formative and summative ends, while in the model proposed by Elton (1984: 104), evaluation is kept separate from assessment. The Educational Development Unit deals only with issues arising from evaluation and with assessment only in instances of need for improvement. The emphasis in this model and in the study generally, is the need to link evaluation and/or assessment to improvement. Pollitt (1988: 16) in this regard writes:

Formal systems of staff appraisal **can** be forces for **both** increased organisational effectiveness **and** personal development for individuals. The chances of securing such benefits will, however be greatly reduced if implementers fail to discriminate between the different purposes of different types of appraisal scheme. To lump all the possible purposes of appraisal together in one system is not only managerially ignorant, it is also a sure recipe for disappointment.

From the above review of the role of evaluation in staff development, it becomes evident that one has to be careful in initiating such an endeavour in the light of possible staff misconceptions of a programme's intentions. It is therefore imperative for staff to be made aware of the purposes of the evaluation programme with reference to their development and the programme's stance in relation to the organisation's goals.

The brief, but comprehensive review of the nature of evaluation and staff development discussed in this chapter contributes towards developing a conceptual framework for the study, which is discussed in the next section.

2.9 Towards a conceptual framework for the study

As has been stated in the introduction of this chapter, an attempt was made to contextualise the study in a theoretical framework. It appears that the MLST, its functioning and control correspond to the principles underlying the systems approach. Also relevant to the manner in which the technikon operates is the management by objectives approach which is in keeping with mission statements, strategic planning, setting of objectives, and performance reviews or appraisals.

A survey of some approaches to staff evaluation provides a specific perspective as adopted in the study, viz. an eclectic one, which helps maintain the staff member's professionalism. The model that best suits the way the study has proceeded in terms of the evaluation and the staff development programme also appears to be one which selectively makes choices from the models

advocated by Pollitt (1988) and Hellweg and Churchman (1981).

The study has progressed keeping pace with present trends in evaluation, for example structural and conceptual changes (House: 1990); political, economic and internal (institutional) pressures (Easterby-Smith 1987) and demands for accountability (Stroup 1983). The principles and strategies employed in the development of the evaluation programme are also drawn from the broader theoretical context. General staff attitude to evaluation programmes were considered in deliberating about the aims, objectives and purposes to be served by the programme.

In an attempt to contextualise staff development in an appropriate conceptual framework; many perspectives of staff development are investigated. Of particular relevance to the study is Billing's (1977) definition of staff development. Other perspectives provided have enhanced and enlightened the researcher's conceptual frame of reference. The literature study of both approaches to, and a selection of models of staff **provide insight into the eclectic stance taken in this regard.**

A survey of international trends set by the United Kingdom, United States and Australia provide a scenario against which the South African situation, particularly the situation of the MLST may be measured. The conceptual framework within which this study was conducted has been sketched.

The role of institutional management, the strategies employed in the staff evaluation programme, and the role that evaluation plays in staff development is considered within this conceptual framework.

2.10 Conclusion

Although staff development may be considered a "newcomer" to the education scenario, its impact, relevance and urgency cannot be ignored. It is hoped that this study which focuses, in particu-

lar, on evaluation and staff development at the MLST will perhaps contribute to the striving for excellence in education at the MLST and to the rapidly expanding body of literature in this regard.

The study is contextualised in the light of the theoretical framework discussed in this chapter. In Chapter 3, the focus is on the research methodology used, viz. the steps taken in the research design in an attempt to fulfil the aims of the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on contextualising the study, discussing the objectives of the research and describes the research design. Generally the study has implications for academic staff in tertiary institutions although it has been carried out at the M L Sultan Technikon (MLST). An in-depth study of staff development and evaluation at the MLST is made. The objectives of the study are then discussed. The major thrust of this chapter is thus an explication of the research design which details the steps taken in the study, viz. a description of the survey group, the measuring instruments used, conducting the survey questionnaires and interviews and the process engaged in to obtain the revised evaluation instruments. A brief description of the environment in which the study was carried out concludes this chapter.

3.2 The study in context: M L Sultan Technikon

In order to understand present practice regarding the general management of the institution and the existing ethos of the different departments, it is necessary to examine the Technikon's historical development.

3.2.1 A brief historical perspective

As cited by Naidoo (1988), Hajee Malukmohammed Lappa Sultan, in 1942, donated £ 12 500 for the erection of the M L Sultan Technical College, now the M L Sultan Technikon, to provide for the technical education of Indians in Natal. The Minister of Education, in 1946 declared the M L Sultan Technical College an approved institution for higher education in terms of the Higher Education Act No. 30 of 1923. In March 1969, the M L Sultan Technical College became a college for advanced

technical education in terms of the Indians Advanced Technical Education Act of 1968 (Act No 12 of 1968). Finally, in terms of the Advanced Technical Education Amendment Act, 1979 (Act 43 of 1979), the M L Sultan Technical College became a Technikon.

Further statutory amendments in 1983 and 1984 allowed the Technikon greater managerial autonomy. Up until 1983 the Technikon retained some secondary school courses. From the beginning of 1984 it became a full tertiary institution consisting of nine schools, viz.:

- * Applied Sciences
- * Art and Design
- * Building and Civil Engineering
- * Electrical Engineering
- * Health Sciences
- * Hotel and Catering Administration
- * Management, Administration and Computer Science
- * Mechanical Engineering, and
- * Secretarial Studies, Communication and Languages.

In 1989, with the restructuring that occurred in the academic sector of the Technikon, the nine schools became 24 departments in 4 faculties (Table 4.4). There are 23 heads of departments. The post of head in the Department of Catering Studies is vacant. This department is at present under the control of the head, Department of Hotel Operation. Deans of faculties are presently elected from among the heads of department.

3.2.2 Contextualising the study

The study focuses on staff development as a structural feature of the institution, and an evaluation programme and its relevance to determining staff needs. The M L Sultan Technikon was made the institution to be studied since the researcher is employed at this institution and has been

central to many staff development initiatives, particularly, the evaluation programme. Although the study has particular relevance to the M L Sultan Technikon, it may certainly have more far reaching implications for other technikons and tertiary institutions.

The Staff Development Unit (SDU) has presently developed an evaluation programme for academic staff in the hope that the staff development activities organised will meet with staff needs. An important fact that must be remembered is that the SDU has been operating for the past two years with only seconded staff; no permanent staff having being appointed. An appraisal of the SDU, its functioning and its effectiveness is thus necessary and may be of particular benefit to the Technikon, when decisions are made as to its permanent staff.

3.2.3 Staff development at the M L Sultan Technikon

Even before the Technikon management announced in its mission statement (published at the end of 1988) the development of human resources as a priority, there was a record of sustained efforts by staff members themselves, through the Academic Staff Association (ASA) to hold staff development seminars and workshops. During 1987 and 1988, three very successful staff development seminars that were attended by the majority of staff were organised.

In the "Long-term Strategic Plan" (Naidoo 1988: 7) the following mission success factors (objectives) in order of priority were considered by the Technikon management as essential:

- 1 Improving the general image of the technikon
- 2 Quality of instructional offerings
- 3 Advertising and promoting the technikon and its courses
- 4 Co-operative education
- 5 Research and research publications

6 Staff development

(Naidoo 1988: 7)

In order to achieve the objectives, a number of strategies were formulated. The following refer particularly to staff development:

- a) the M L Sultan Technikon recognizes that the most important asset of the institution is its human resources.
- b) to maximize the effectiveness of the human resources, the technikon recognizes the need to create immediately a fully fledged staff development department.
- c) the staff development department is to constantly update the personnel with the dynamic changes that are taking place in the human resource area and the technological innovations.

(Naidoo 1988: 13)

Staff Development, although listed as number six, certainly has important implications for the other priorities, viz. improving staff qualification implies opportunities for research and research publications, regular updating in subject areas will certainly have a bearing on the quality of instructional offerings, staff contact with industry by attending seminars, for example, will enhance co-operative education and have some relevance to promoting the technikon and its courses.

The Technikon management, in its efforts to effect its strategic plan, with support from the academic staff, led to the creation of a staff development post and thus the beginnings of a staff development unit (SDU). The post was filled by a head of department who was seconded to the SDU (February 1989). The head conducted a needs analysis with the directors of each of the nine schools into which the Technikon

was then divided. Others consulted were the Rectorate, the Chairman of the ASA, the Chief Librarian and established staff development practitioners at other tertiary institutions. Arising out of this, the head compiled a philosophy and plan of action in the form of a mission statement and a set of aims and objectives for the SDU (Appendix A).

The SDU, called the Centre for Tertiary Development, has been in operation for just over two years. Much of the staff development activity has been based on the needs expressed and has covered areas in teaching development, general skills for professional growth, and management training. A short course in research methodology and introductory courses in micro-computing and Zulu have been successfully run. The SDU has also received requests from heads to run workshops on various topics on a departmental level. During 1990 - 1991, the SDU has been instrumental in the development of an evaluation programme for academic staff at the Technikon. It is hoped that the needs arising as a result of the implementation of the programme will give direction to a more relevant staff development programme. The SDU is currently offering tutor training to those involved in the Technikon's Educational Development Programme which aims to provide first-year students, from educationally disadvantaged backgrounds, with supplementary tutorials in basic skills.

Although the SDU has not yet been adequately staffed, it certainly has been doing its best to meet with staff needs. There have, however, been indications from the Management, as a consequence of the recent restructuring in the Technikon administration that the SDU will be adequately staffed in the near future. Notwithstanding the aforementioned, the success of the SDU's efforts, according to the head, may be attributed to the Technikon management that encourages and promotes further training and the individual staff member who realises the need for professional growth and is committed to staff development activities.

3.2.4 Staff evaluation at the M L Sultan Technikon

The period prior to 1987 was characterised by an evaluation system similar to that implemented at schools. Heads of departments were expected to evaluate all staff by periodic classroom visits (sitting in on lectures) and the subsequent completion of supervision reports (Appendix B). Reports were presented to staff at a meeting with the head. The classroom visit was discussed and the report was required to be signed by the staff member, thereby acknowledging the contents. The signed report was then forwarded to the Vice-Rector and Rector for further comment and/or approval. It was then returned to the head who gave a copy to the staff member and placed the original in the staff member's file.

All staff, regardless of experience were subjected to this process. Staff members were "visited" by heads at least twice a year. If the head deemed it necessary there were follow-up visits after the evaluation to ensure improvement and that suggestions made were being carried out. Although the supervision report made allowance for a staff member's comments, staff were expected to accept it without question. The following illustrates the weakness of the system. A staff member once challenged the system by responding to the head's comments, only to be faced with the added trauma of more frequent classroom visits.

Other uses that this form of evaluation was put to, were to confirm staff appointments after a period of probation, for approval of a staff member's salary increment, and for promotion purposes. Staff, generally, disapproved of the system, but were powerless. This situation was as a result of the "old regime"; people who had been part of the technikon management since it had been a high school. They had not shaken off principles of firm control, rules and regulations, disciplines, etc. associated with headmasters and the school system.

All this changed in 1987, when virtually the entire technikon management was replaced with new staff from tertiary environments. A system of evaluation became non-existent since the new management did not stipulate formal evaluation. There was also no need for a formal system since there were no promotions and no new staff were appointed for at least two years due to, among other reasons, subsidy cuts and overstaffing.

The present procedure for purposes of the termination of probationary period or increment is the completion of MLST 27 A or B (Appendix C). There is no formal evaluation system that the present technikon management has imposed on staff. The management is however, fully aware of the SDU's efforts in developing an evaluation programme that will be acceptable to staff and appropriate for administrative purposes e.g. personnel decisions in instances of application for promotion. The evaluation programme and its implications for management will be discussed in greater detail in Chapter 5.

3.3 The objectives of the study

The Staff Development Unit (SDU) aims to achieve the goals set out in the Technikon's mission statement (1988). In order that the needs of the Technikon, in general, and the needs of staff, in particular, are served effectively, the SDU has attempted to devise effective strategies for staff evaluation that will contribute to determine relevant staff development needs. The function of the SDU to serve the needs of staff may be guided by the implementation of such an evaluation programme. This study may contribute to the achievement of the aforementioned goal.

The following may be identified as **objectives** of this study:

- * To evaluate the role of staff development as a structural feature in the functioning of tertiary institutions.
- * To develop a self-evaluation programme for academic staff.
- * To give direction to a relevant staff development pro-

gramme.

Arising out of these, the following questions can be addressed:

- * What is the role of staff development in tertiary institutions?
- * What is meant by staff evaluation, in particular, self-evaluation?
- * What is meant by staff development?
- * How can an acceptable evaluation programme be developed?
- * How can staff evaluation be implemented to determine staff needs and thus aid staff development?

3.4 Research design

3.4.1 The overall approach

This study essentially employs the descriptive survey method as central to its methodology. Data has been systematically gathered through the use of an evaluation system that was developed , implementing it and "observing" its effects through the use of a structured questionnaire and interview schedule. The data obtained was collated, interpreted and applied. This resulted in the revised evaluation programme.

3.4.2 The survey group

The survey group that is referred to in the study is academic staff employed at the M L Sultan Technikon. Since the evaluation programme was aimed at all academic staff, no sample was drawn from the population. The population consisted of all academic staff employed on a full-time basis in the following categories, viz. permanent, contract and temporary. The population consisted of about two hundred staff members employed in all twenty-three departments, in the four faculties (Table 4.4).

For further demographic information of the survey group a breakdown according to rank is provided in Chapter 4, (Table 4.7.). There is no need for other demographic information, e.g. sex, age, race, etc. since these variables have no bearing on the study.

3.5 The M L Sultan Academic Evaluation Programme: Phase 1

3.5.1 Background

Included in the brief of the SDU (Appendix A) was the establishment of an evaluation system for the appraisal of academic staff. In December 1989, the Acting Head of the SDU was seconded to the post of Acting Vice-Rector. This resulted in a vacancy in the unit to which I (the researcher) was appointed. The staff development programme for 1990 included the introduction of an evaluation instrument.

3.5.2 Construction of the evaluation programme

The rationale underlying the evaluation programme was that it be initiated as a proposal by the SDU on an experimental basis and that suggestions, proposals, recommendations and other input from participants be incorporated into a revised evaluation programme. Despite time constraints and a schedule that had to be followed and realising that the evaluation programme should not be construed as a re-invention of the wheel, the programme became the result of careful review and adaptation of existing evaluation instruments implemented at various tertiary institutions, in particular those of the Technikons of Pretoria, Northern Transvaal, Natal, Cape and Peninsula (Conference proceedings: "Evaluation in Tertiary Education", Stellenbosch: 29 - 31 March 1989).

3.5.3 Structure of the evaluation programme

The evaluation programme (Appendix D) was made up of three

aspects, viz. Student-feedback, Self-evaluation and an Evaluation Report Form. Employing the self-evaluation concept as central to the evaluation proposal, academic staff were made to be responsible for their own evaluation. The programme fitted in with the mission envisaged for the Technikon. The following aims and objectives thus are an attempt to contextualise the evaluation in keeping with the institution's mission and long term strategic planning processes.

The evaluation programme aims at:

- * increasing the job satisfaction of staff
- * maintaining high standards of performance
- * improving staff performance
- * identifying and developing capacities and capabilities of staff
- * emphasising the goals of the institution and the department and staff's part in the achievement of them, and
- * helping adaptation to change

Some objectives that were identified in the implementation of the evaluation programme are:

- * orientating the staff member as to his/her performance and the expectations of the institution.
- * evaluating staff's performance as such
- * identifying development and training needs
- * enhancing productivity
- * establishing an objective reward system
- * assisting career planning and development
- * motivating staff
- * enhancing communication
- * assisting human resource planning, and
- * assisting institutional analysis and evaluation

Academic staff should, by engaging in self-evaluation endeavour to develop, in keeping with the institution's planned advancement. One cannot evaluate oneself in isolation. Staff are members of departments, the departments are part of the faculty and the faculty is part of the academic sector of the institution. Staff therefore, have to evaluate

themselves in relation to this structure. The evaluation programme was aimed at all academic staff in departments, viz. junior lecturers, lecturers, senior lecturers, associate directors and heads.

3.5.3.1 Student-feedback

Student-feedback forms (Appendix D: 37) were to be administered by the staff members with the option of them doing the analysis or having the SDU analyse and present the results in a component bar graph form (See Appendix F). The use of student-feedback questionnaires is not without criticism. The literature in this regard reveals that there are both pros and cons, but since it is not used in isolation it was felt that it could provide additional, invaluable input to the self-evaluation process. A disadvantage of using student ratings is that students may be lenient and give overly positive responses, in order to ensure that the lecturer does not indulge in victimisation.

Student-feedback is an aid to self-evaluation and development. It offers the staff member the opportunity to receive feedback on his teaching. By studying the analysis, staff can systematically determine student needs and areas in their own make-up that require improvement.

Seldin (1984) maintains that student evaluation must not be the only information on the staff member's teaching and advises that it should not be filed against the staff member other than for developmental purposes. Student-feedback thus forms an important component of the evaluation programme since it gives the consumer, i.e. the students, the opportunity to have input in obtaining a better chance of greater success in their learning.

3.5.3.2 Self-evaluation

The self-evaluation aspect (Appendix D: 16) is a quantitative instrument based on a scoring system of scale points. The six criteria incorporated in the self-evaluation are:

- * Lecturing / teaching (teaching material, presentation of lectures)
- * Examining / assessment procedures
- * Co-operative education / Liaison with industry
- * Administration and institutional involvement
- * Research and development
- * Professional activities

Self-evaluation provides an opportunity for the staff member to take stock of accomplishments, long-term goals, plans, strengths and weaknesses. Engaging in self-assessment entails making judgements and evaluations of one's own performance, is a reflection of one's worth and a pointer to growth and development. The advantage of self-evaluation is that it is non-threatening and does not take up much time. There is however, the inherent disadvantage of personal bias. Nevertheless, on completion of the self-evaluation the staff member works out a development and/or action plan for the next academic year.

3.5.3.3 Evaluation report form

The staff member, on completion of the self-evaluation schedule meets with the head of department to discuss the evaluation, in particular the personal development plan in terms of the department's aims and objectives. This meeting or interview with the Head forms the basis for the completion of the Evaluation Report Form (Appendix D: 29), a qualitative assessment of the staff member. The criteria used in this form are identical to those used in the self-evaluation. The head of department writes the report and a personal development plan is mutually agreed upon.

Reports are necessary for the annual review and planning of the department's activities. It was made clear that the signed report remains the property of the department.

An examination of the evaluation programme itself, makes it apparent that the focus is on present and future performance on the job and not on personal characteristics. The evaluation programme as has been outlined has no hidden agenda. Outcomes of implementation will result in the identification of needs at all levels, viz. staff, the department, the faculty and the institution, followed by the development of strategies to fulfil these needs towards the objective of excellence in education. Also intended as a follow-up to the evaluation programme were meetings of heads of department with the respective deans of the faculties to facilitate departmental reviews (Appendix D: 14).

3.6 Development and implementation of the evaluation programme (Phase 1)

With regard to the development and implementation of the evaluation, a detailed scheme outlining the procedures and deadlines was proposed (See Appendix D: 12 - 13).

3.6.1 Launch of Phase 1

The evaluation programme was launched in April 1990, at a seminar at which two guest speakers, both of whom have extensive experience in staff development and evaluation of academic staff at technikons, contributed to the staff's understanding of the need for such a programme. The seminar was attended by the majority of staff who were presented with the evaluation programme in a manual (Appendix D) which contained the mission statements of the Technikon and the SDU, general job descriptions, a detailed description of Phase 1 which included aims and objectives, an outline of the

development and implementation of the programme and the evaluation instruments, viz. the forms. See Appendix E for details of the programme for the launch and some literature on evaluation, given to staff in the form of a handout; which was an attempt to contextualise evaluation within the Technikon. Staff members who were not present at the launch were also given copies of the evaluation programme.

3.6.2 Faculty meetings and administration of feedback questionnaire

Separate faculty meetings were held to resolve any problems or queries with regard to the implementation of Phase 1. See Appendix G for details of the faculty address. There was about a sixty percent turnout of the staff at these meetings (Table 3.1) where feedback questionnaires (Appendix H), to facilitate input to Phase 2, were administered. Staff were requested to complete and return the questionnaires on implementation of the programme. Data thus collected will be discussed in Chapter 4.

Table 3.1: Faculty Meetings

FACULTY	DATE OF MEETING	NO. ATTENDED	PERCENTAGE
Science	7 May 1990	28	41
Commerce	14 May 1990	40	60
Arts	18 May 1990	31	41
Engineering	11 June 1990	19	35
	TOTAL	118	59

3.6.3 Interviewing Techniques Workshop/Seminar

To aid the implementation of Phase 1, assistance regarding interviewing was made available by the SDU to heads and staff members on request. Only two departments asked for assistance

with reference to interviewing procedures.

As mentioned earlier the manual contained detailed guidelines for the implementation of the evaluation programme (Appendix D: 12 -14). It was hoped that staff would implement the programme enthusiastically (by the end of 1990) and complete the feedback questionnaire to facilitate revision of Phase 1. Although the programme was implemented (in some instances, partially), input from staff to revise the programme was unfortunately tardy. This resulted in a renewed effort by the SDU to obtain feedback from staff for amendments to the evaluation programme. The extent of staff participation in the programme will be discussed fully in Chapter 4.

3.7 Review of Phase 1

In July 1990, the Acting Head of the SDU resigned from his secondment to Vice-Rector to return to Staff Development. Although I resumed my former position as lecturer in the Department of Communication, I continued to work voluntarily in the SDU, assisting with programmes initiated and planned during my term of office, in particular, the evaluation programme.

Table 3.2: Programme for the Revision of Phase 1

DATE - 1991	ACTION
April	Target departments (13 of 23) * tea-time meetings * feedback questionnaires
March - April	Interviews with heads (all 23)
April	Consolidation of all feedback
24 April	Meeting/workshop with heads * discussion and acceptance of amendments to programme
April - May	Revision of Phase 1
29 May	Presentation of self-evaluation programme

In order that maximum staff input to the revised evaluation was made, a plan of action was decided upon (Table 3.2), viz. that certain target departments (Table 3.3) be contacted for feedback and that heads of department be interviewed. Feedback received was to be consolidated and proposals for amendments to the programme were to be made at a meeting/workshop with all heads. Finally the revised evaluation programme was to be presented to all staff at a seminar. Table 3.1, to some extent, gives an indication of staff involvement in the revised evaluation programme.

3.7.1 Target Departments

The departments listed in Table 3.3 were the departments targeted for feedback. The departments that were chosen in consultation with the Head: Staff Development are those that are generally most co-operative and supportive of staff development activities.

Table 3.3: Target Departments

FACULTY	DEPARTMENT
Arts	Communication Clothing Design/Food Design Studies Hotel Management Hotel Operation
Commerce	Computer Studies Law and Administration
Engineering	Electronic Engineering Power Engineering
Science	Biological Sciences Chemical Engineering, Physics and Maths Health Care Services Medical Technology

Thirteen of the twenty-three departments were targeted by the SDU. Short, informal meetings during staff tea-breaks were organised. At these meetings the importance of staff participa-

tion in supplying feedback for amendments was explained and stressed. Copies of the feedback questionnaire were also made available. Details of data from these questionnaires and others (distributed at the faculty meetings) returned will be discussed in Chapter 4.

3.7.2 Interviews with heads of department

Heads of department were informed by the head of the SDU of the developments and plans in preparation for the follow-up evaluation seminar (Appendix I). Heads were then contacted to arrange convenient meeting times. All twenty three heads agreed to be interviewed. An agenda of the interview was sent to all heads prior to the meeting. A list of the aims and objectives of the interview was also distributed to heads.

The aims and objectives of the interviews fulfil the central purpose of the study, viz.

- * to determine how staff evaluation can be implemented to aid staff development
- * to evaluate the role of staff development as a structural feature in the functioning of the Technikon
- * to develop a self-evaluation programme for academic staff, and
- * to give direction to a relevant staff development programme.

The agenda of the interview (Appendix J) included a discussion of the following:

1. Departmental Operation

- * Staffing
- * Programme offerings
- * Mission statement
- * Planning
- * Staff duties and task delegation
- * Job descriptions
- * Technikon support for heads
- * Departmental accomplishments

2. Staff Evaluation Programme: Phase 1

- * Implementation
- * Head's evaluation
- * Feedback: Phase 1 for Phase 2
- * Evaluation and promotion criteria
- * Evaluation and its implication for SERTEC

3. Staff Development at the M L Sultan Technikon: An Appraisal

- * Needs assessments: heads, departmental
- * Staff development unit (SDU) at MLST
- * Staff participation in SDU activities
- * Other staff development activities
- * Staff development's aims and objectives
- * Orientation programme for new staff
- * In-service programmes for staff with more than 10 years service.

All heads of departments were generally very responsive and co-operated willingly during the interview. A comprehensive analysis of the interviews is made in Chapter 4.

3.7.3 Consolidation of all feedback

All feedback received from staff, both formal, i.e. from the feedback questionnaires, and informal, i.e. through verbal interactions at faculty meetings, departmental meetings and individual interactions were considered. Feedback received from heads during the interviews was also taken into account. The proposed amendments to Phase 1 were discussed and deliberated with the head of the SDU prior to the meeting/workshop with heads.

3.7.4 Meeting/workshop with heads

The final proposals for amendments to Phase 1 were discussed at a meeting/workshop with heads of department. The majority of heads were present at this meeting during which the structure of the evaluation programme was finalised and a course of action in terms of the future of the programme was considered. The Head of the SDU presented the meeting with a few proposals with regard to the formalising of the

evaluation programme at the Technikon (See Appendix K). There was unanimous agreement that evaluation was necessary, that it no longer remained voluntary and that it became an integral part of the Technikon's functions.

3.7.5 Revision of Phase 1

A revision of Phase 1 which incorporated the resolutions made at the meeting / workshop of heads followed. A basic criticism by staff was that Phase 1 was prescriptive and they expressed reservations with the Head's interview, in particular, the Evaluation Report Form.

3.7.6 Presentation of self-evaluation programme

The revision of Phase 1 was presented to all staff as a self-evaluation programme at a seminar. The details of the development, implementation and revision process were briefly covered. Staff were also informed of the route to be taken by the SDU to formalise the programme, viz. proposal to Faculty Boards and Academic Board (Appendix K). Brief mention was also made of the Technikon management's acceptance of the programme in terms of promotion criteria (See Appendix L) and the SDU's input to finalising job descriptions for heads of department (Appendix M).

3.7.7 Structure of self-evaluation programme

The structure of the revised evaluation programme as compared to Phase 1 can be seen in Figure 3.1. Apart from minor changes to the actual form used in Phase 1, the Student-feedback form has been retained. The interview with the head of department resulting in the completion of the Evaluation Report Form has been scrapped. The staff member that engages in self-evaluation now completes the Self-evaluation report.

The self-evaluation programme is a more user-friendly one as

compared to Phase 1. All staff were presented with the programme in a manual (Appendix N) which contains the two evaluation forms, viz. Student-feedback and Self-Evaluation Report as annexures. Staff are offered the quantitative self-evaluation form with the use of criteria, sub-criteria and scale points in No. 2, "Guide to the completion of the self-evaluation report". This guide which is an equivalent of the Self-Evaluation Form used in Phase 1, assists in the completion of the Self-Evaluation Report (Appendix N), a qualitative assessment.

<p>Structure of Phase 1</p> <ul style="list-style-type: none">- Student Feedback- Self Evaluation- Evaluation Report Form <p>Revised Self-evaluation programme</p> <ul style="list-style-type: none">- Student Feedback- Self-evaluation Report
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Figure 3.1: Comparison of Phase 1 and the Revised Programme

Also contained in the manual are the mission statement of the Technikon, duties of academic staff as laid down by legislation and guidelines to duties for academic staff at various post levels.

3.8 The environment in which the study was carried out

Earlier in the chapter the study was contextualised by a brief historical perspective of the M L Sultan Technikon, its development, the beginnings of staff development, a look at staff evaluation and a description of the survey group, viz. the academic staff. A brief sketch of the environment in which the study was carried out is essential at this stage. The following account includes both factors internal and external to the institution that may have a bearing on the actual study.

Events prior to the commencement of the study included an almost

total change in the Management of the institution due to resignations and retirements at the Rectorate level. This resulted in a totally new management style that was welcomed by staff. Due to subsidy cutbacks and a change in the subsidy formula applied to technikons, there existed a long period when there was almost no permanent appointment of academic staff. The period was also characterised by attempts at rationalisation, one of the results of which was the restructuring of the academic sector of the Technikon from nine schools into twenty four departments in four faculties. Promotion posts, which had not existed for many years, now became available to academic staff. Morale of staff was high. They welcomed the new management style.

At the end of 1989, as a result of the resignation of one of the Vice-Rectors and the vacant post of Registrar there arose two more senior vacancies. The positions were filled by senior staff in acting capacities. There has been a series of appointments to and resignations from these posts over the last three years, the period which overlaps with the duration of the study. The Head of the SDU, in 1990 also served a period of six months in Management.

The year, 1990 was characterised by a low staff morale linked to these frequent changes in management. The study which centres around the development and implementation of an evaluation programme in order to assist with staff development programmes, was thus carried out in an environment that was not totally conducive to spontaneous enthusiasm on the part of the survey group. This resulted in determined efforts by the SDU to motivate staff to participate. The effects of the environment on the study will be discussed in greater detail in Chapter 5.

3.9 Conclusion

In this chapter, the study has been contextualised, the objectives of the research discussed and the research design

described. This included a description of the survey group, viz. academic staff at the MLST; the measuring instruments used, viz. Phase 1, which included Student-feedback, Self-evaluation and the Evaluation Report Forms; the procedure engaged in the development and implementation of Phase 1; the data gathering strategies employed, viz. survey questionnaires and interviews; and a brief description of the environment in which the study was carried out.

In Chapter 4, the research findings are recorded, viz. an analysis of the data collected as a result of Phase 1, the administration of the feedback questionnaires to staff and the survey of heads of department. Also outlined is the process employed in the revision of Phase 1, resulting in the revised self-evaluation programme.

CHAPTER 4

The Research Findings

4.1 Introduction

The focus in this chapter is on an analysis of data collected as a result of the construction and implementation of the evaluation programme. The discussion concentrates on data obtained following the administration of feedback questionnaires to staff and the conducting of personal interviews with heads of department.

The feedback questionnaires elicited staff's general response to the instruments used in the evaluation programme, the programme's aims, objectives and criteria and their views on the interview with the head, analysis of the student-feedback instrument and general comments, suggestions or queries. The interviews evoked data relating to general departmental operation, staff attitude to the evaluation programme and the extent of its implementation, and an appraisal of the staff development unit as a structural feature at the Technikon.

The chapter closes with a brief account of the revision of Phase 1 resulting in the development of the Self-evaluation programme.

4.2 The importance of staff participation in the development of the evaluation programme.

The approach taken by the SDU in proposing an evaluation programme may be regarded as rather presumptuous. Nevertheless, the scheme was carefully planned and the rationale underlying the programme was made explicit to staff. There was no hidden agenda. This was spelt out in the aims and objectives set out in the programme. Staff apprehensions were allayed during interactions with the SDU at the launch, faculty, departmental

and individual meetings.

Instances of failed attempts at implementation of evaluation systems abound, sometimes because many of these have been imposed by managements of institutions, and these evaluation programmes have met with enormous staff resistance. Other reasons for the manner in which staff respond to evaluations are the ends to which evaluations are applied by management, e.g. tenure, promotion, and merit awards, among others. Staff naturally feel threatened by any form of evaluation, no matter to what end it is intended. The staff at the MLST are no different from those at other institutions. Memories of some of the unpleasantnesses associated with the now defunct evaluation system described in Chapter 3, still linger.

The approach of the SDU to evaluation therefore had to be cautious. The philosophy underlying the programme, in principle, had to support staff interests. Although staff participation in the programme was expected, implementation could not be made compulsory. The programme, to ensure success, had to be a proposal since any sense of compulsion or imposition might lead to failure or a temporary setback.

The possibility that input from staff be elicited prior to the construction of the evaluation programme did exist, but due to the size of the staff such a prospect proved too daunting. Such a procedure would possibly have led to endless problems before any hope of consensus. After much deliberation, Phase 1 came into being. The SDU's strategy had to be well thought out for the evaluation to be successful. Staff had to be instrumental in the development of the final product to ensure that it was received enthusiastically.

The SDU's intentions regarding the programme was spelt out at the outset making it clear that it was perfectly in order for staff to propose changes to the programme and even suggestions for alternatives to the programme were agreed upon. Also

emphasized was the significance of the staff's participation in the programme and their input to the development of the revised evaluation programme. In other words, their fate in terms of the method of evaluation lay in their hands. It was the staff's chance to devise their own evaluation programme.

It was therefore very important that staff did implement Phase 1. Only after participating in the programme would constructive comment and criticism be possible. The revised evaluation programme would be one that was designed, developed, implemented, revised, and accepted from the grassroots level. Evaluation would then, not be feared by staff since they developed or contributed to the instruments used in the programme. In this way the evaluation programme followed the curriculum paradigm postulated by believers in critical praxis.

4.3 Analysis of feedback questionnaire

The intention of the feedback questionnaire (Appendix H) was to elicit staff responses to Phase 1 to serve as recommendations for possible amendments in terms of the implementation and construction of the programme. The questionnaires were distributed at the faculty meetings held soon after the launch of Phase 1. Since staff were required to return the forms only after implementation of the evaluation programme, this meant that the questionnaires were due at the end of 1990 or early 1991.

Spontaneous returns of these questionnaires by staff were minimal. Some reasons that may be advocated for this are, the time lapse since distribution, non-participation in the programme, low staff morale or, apathy. This resulted in renewed efforts by the SDU to obtain feedback. As a result of meetings with target departments and a re-administration of the feedback forms, almost fifty percent of the questionnaires were returned. Staff attitude to and opinion of the evaluation programme that are reported in the ensuing discussion are based on the feedback questionnaires received.

4.3.1 Aims , objectives and criteria used in the evaluation programme.

The majority of staff agree that the evaluation programme fulfils its aims and objectives (Appendix H: No.1) while only a very small minority disagree (Table 4.1). Those staff who have reservations feel that the programme needs to be implemented fully and more time is needed to evaluate the success of the programme, viz. the extent to which it fulfils its aims and objectives. With regard to the criteria used in the programme (Appendix H: No.3), most staff are in agreement with them (Table 4.1). Staff who partially agree or disagree with the criteria are essentially not opposed to them, but in fact feel that the criteria are all not equally applicable to all staff, e.g. some programme offerings do not have a compulsory co-operative education component. Also due to large lecture loads resulting in greater contact time which precludes participation in professional activities or research, for example, some staff may in terms of the existing evaluation criteria and its equal weighting appear to be performing inadequately.

Generally, it appears that the evaluation programme fulfils its aims and objectives as set out and staff are in agreement with the criteria used in the programme. With regard to criteria not particularly applicable or relevant to staff, these may be justified by the staff member. In addition, criteria omitted may be covered under "General", in the evaluation.

Table 4.1 : Staff views on aims, objectives and criteria used in evaluation programme.

	Yes		No		Partly	
	No.	%	No.	%	No.	%
a. Programme fulfils aims and objectives	34	85	4	10	2	5
b. Staff agree with evaluation criteria	30	75	8	20	2	5

4.3.2 Staff views on the instruments used in the evaluation programme.

Staff were requested to present their views on the instruments used in the evaluation programme (Appendix H: No.2). An analysis reveals varied staff responses ranging from an almost implicit acceptance of the programme to a total lack of confidence in the instruments. Staff's general attitude to the programme, their comments, criticisms and recommendations, in particular, were considered crucial to the shape and content of the revised evaluation programme. In the discussion below an attempt is made to capture the essence of staff's impression of Phase 1.

4.3.2.1 Self-evaluation

The self-evaluation instrument (Appendix D: 16) was widely accepted. Staff appear pleased with this aspect of the programme. Except for minor recommendations for amendments, there was no outright rejection of this instrument. The following are some examples of comments made by staff themselves, thus validating self-evaluation:

"An excellent instrument to indicate one's strengths and weaknesses"

"A good system. Enhances positively the individual's confidence"

"The choice of criteria used for self-evaluation are very good, however the weighting should not be the same"

"Area for development objectives and action 1991 is a good inclusion"

"A good instrument that can be used to measure one's net worth"

"Helps to identify the areas that need to be focused on/changed"

"Strengths may be used to motivate staff because recognition of one's good skills is important"

Reservations were expressed in terms of possible staff subjectivity in self-evaluation and a danger of over-rating one's self. Staff suggestions for amendments and inclusions of certain sub-criteria were incorporated into the revision of the evaluation programme.

4.3.2.2 Evaluation Report Form

The Evaluation Report Form (Appendix D: 29) which was completed by the head of department after an interview with the staff member concerned was not received with the same enthusiasm as the self-evaluation instrument. Again, there was no outright rejection of this aspect of the programme, but a certain amount of scepticism was perceived. The following comments confirm this perception:

"Can be helpful provided that it is not used to the detriment of the lecturer"

"Lecturers' input herein is vital. All relevant sources is (sic) essential"

"There will however be a tendency for the evaluator to work by his/her own standards rather than objective standards"

"The evaluator must be properly au fait with evaluation techniques - 'the question of objectivity is critical in any form of assessment'"

"Qualification/s of persons making the evaluation should also appear on this form"

"Should be applied only in extreme circumstances eg. severe complaints against a lecturer or where subject himself requests it for promotion, etc."

It appears that staff have certain reservations with this aspect of the evaluation. It must be remembered at this stage that staff were not asked whether, if given the choice, they were in favour of this instrument or not. They were merely asked to respond to the instrument. Therefore staff views are not directly indicative of their preference of instrument.

4.3.2.3 Student-feedback

With regard to the student-feedback aspect of the evaluation programme (Appendix D: 37) staff appear to be divided in their views. Some staff have strong reservations about the instrument's validity whilst others recommend its use. Many staff made suggestions for amendments and inclusions of items on the student-feedback form. The following is a sample of staff responses to the student-feedback instrument:

"Students cannot and must not be asked to pass judgement on the lecturers' mastery of the subject"

"Essential if one were to view one's lecturing performance objectively. Reservations are however expressed. Students are not trained for objectivity"

"Find this to be subjective"

"Students are reasonably good evaluators on the one hand, on the other, they could be biased"

"Students' response was no true reflection"

"It should be a guide for lecturers to improve on any of their shorthcomings"

"The student feedback form proved to be a valuable exercise"

"An excellent idea. I recommend that the exercise be repeated every semester with different class groups"

"Not always a true reflection"

"Students can be manipulated and often want to curry favour and therefore submit a completely favourable report"

The student-feedback instrument was implemented by many staff. Some staff find the instrument contributory to the evaluation process while others feel that it does not provide even a reasonable reflection of them. Differing staff attitudes to student evaluation of staff is not

uncommon, as has been demonstrated in the literature. Staff comments were considered and incorporated in the revision of the Student-feedback form.

4.3.3 Interview with head of department

With regard to the interview with the head (Appendix H: No.4), the majority of staff prefer a private interview with the head while a substantial percentage would like a third person of their choice to be present (Table 4.2). Although the response of not wanting to be interviewed at all was not one of the options provided in this question, a very small percentage of staff indicate no need for interviews. From these responses it appears that the majority of staff are not intimidated by their heads since they prefer a private interview. Since a fair percentage prefer a third person being present, staff, if necessary, should be allowed this option. However, some staff have indicated that they do not mind either a private interview with the head or one with a third person present.

Table 4.2: Staff preference: interview

Staff choice	Percentage staff
Private interview with head	65
Third person present e.g. SDU head	42
Other suggestion: Interview unnecessary	1

4.3.4 Analysis of Student-feedback

On the issue of staff preference with regard to the analysis of student-feedback, the majority of staff would like to have the feedback processed, although a large percentage prefer to analyse their own feedback (Table 4.3). Staff preferences should be respected, but since many staff desire to have their feedback processed, administrative assistance for statistical analysis should continue to be made available.

Table 4.3: Staff preference: analysis of student- feedback

Staff choice	Percentage staff
Will analyse own feedback	34
Would like to have feedback processed	66

4.3.5 General staff comments, suggestions and queries

Staff were afforded the opportunity to air further comments, suggestions or queries in No.6 of the questionnaire (Appendix H). In this section staff generally expressed support and/or reservations for the evaluation programme, e.g.

"I support the evaluation if "objective" shortcomings exposed can be turned into dominant strengths on the part of the staff member"

"Totally support the evaluation programme"

"I am in total support of the programme. It will certainly assist in developing me"

"My major concern is that HOD's with autocratic style with an enhanced bureaucratic mentality will use the instrument as a 'leverage mechanism'. In this regard, my reservations are expressed against confidential reports because of pecuniary/vested interests, etc. and subjective bias"

Some suggestions related to institutional support and the SDU, in particular, e.g.

"Technikon management should ensure that adequate facilities are available to enable staff to make use of modern teaching aids"

"A class representative should meet with someone from the CTD (Center for Tertiary Development) in the presence/absence of the lecturer, where problem areas in the classroom could be discussed. Academic staff should meet with CTD to discuss any problems they may be having with students"

"The staff development centre should in some way become involved with trying to rectify the problems encoun-

tered by staff (besides those problems concerning lecturing abilities)"

With regard to staff queries, the duration of the programme and its frequency was focused upon. Interest in whether there will be a "norm" identified was also expressed. Also queried was the possibility of weightings of criteria for staff with different job descriptions and at different post-levels.

Although the overall returns on the feedback questionnaire to staff may be regarded as low, the data gathered from them has provided sufficient input from staff. The low staff return may be attributed to non-participation in the programme, a lowered staff morale and frustrations due to institutional problems or staff apathy. What must also be remembered is that participation in the programme was not made compulsory. Nevertheless, it is evident that objectives in administering the feedback questionnaires to staff have been achieved. The data collected from these feedback questionnaires and the survey of heads of department, viz. the interviews, an analysis and discussion of which follows, have contributed to the revised self-evaluation programme. Staff were free to propose changes to the programme and were aware that suggestions for alternatives to the programme were welcome.

4.4 Analysis of the interviews in the survey of heads

The survey of all the heads of department (Appendix K) at the Technikon has clearly mapped the route for the SDU. Firstly, a careful review of general departmental operation was made. This included the staffing, programme offerings, mission statements, departmental planning and operations. Secondly, the survey attempted to gauge the attitude to and the extent of staff participation in the evaluation programme proposed by the SDU. From the analyses of the data gathered, it is evident that overall there was a fair extent of staff participation in the programme and excellent support of the programme by heads of department. Lastly, the survey evaluated the role of the SDU as

a structural feature at the Technikon. The analysis reveals that the majority of staff do participate in the SDU's activities and are certainly conscious of their own professional growth.

The following analyses (4.5 to 4.7) aim to portray:

- * general departmental operation
- * the extent of staff participation in the evaluation, and
- * an appraisal of staff development at the MLST

4.5 General departmental operation.

4.5.1 Heads of department

The heads of all academic departments (Table 4.4) participated in the survey. The findings reported are therefore representative of every department at the Technikon. A profile of the designations of heads can be seen in Table 4.5.

In Table 4.6 Heads' service at the Technikon and service as head of department can be seen. The majority of heads (70%) have served for more than 10 years, while almost 50% have been heads for less than five years. This may be due to the promotion of internal senior staff to heads' posts. The vast majority of Heads (90%) have less than 10 years experience as heads. That there is a relatively new set of heads, in terms of their appointment, may be interpreted as being significant and positive for the Technikon for one of two reasons, viz. one can assume that holding a position for too long, can cause frustration and force one into a rut, thus by promoting the staff already au fait with institutional policy, goals, etc., they have the necessary experience and expertise and are the better choice of candidate; or that the Technikon has nurtured staff for promotion. A large percentage of heads (35%) have less than two years experience.

Table 4.4: List of Departments and faculties

Faculty	No	Department
Arts (7 Departments)	1	Communication
	2	Public Relations
	3	Clothing Design/Food
	4	Design Studies
	5	Hotel Management
	6	Catering Studies and Hotel Operation
	Commerce (6 Departments)	7
8		Computer Studies
9		Economics and Quantitative Methods
10		Law and Administration
11		Marketing and Management
12		Secretarial Studies
Engineering (6 Departments)	13	Architecture and Town Planning
	14	Building Management and Quantity Surveying
	15	Civil Engineering and Surveying
	16	Electronic Engineering
	17	Mechanical Engineering
	18	Power Engineering
Science (5 Departments)	19	Biological Sciences
	20	Chemical Engineering, Physics and Maths
	21	Chemistry
	22	Health Care Services
	23	Medical Technology

NB: Department of Catering Studies has no head of department and is at present controlled by the Head: Hotel Operation. For purposes of the study it is listed with Hotel Operation.

Table 4.5: Heads' designations

Designation	No. of Heads
Dean	4
Director	5
Head	4
Associate Director	11
Other - Acting Head	3

This may be attributed to the freezing of all promotion posts with no new appointments for four years prior to the academic restructuring which occurred in June 1989.

Table 4.6 : Heads' service

No. of Years	Service at the Technikon		Service as Head	
	No. of Heads	%	No. of Heads	%
0 - 2	-	-	8	35
2 - 5	1	5	3	13
5 - 10	6	25	10	42
10 - 20	8	35	1	5
+ 20	8	35	1	5

4.5.2 Staffing and programme offerings.

The data recorded in this regard in Table 4.7 was supplied by the heads but was not verified with the Personnel department.

The table reflects the staffing situation in each of the 23 departments (names of departments as listed in Table 4.4). It is important to consider this data in terms of the functioning of the department. There is a large number of part-time staff and a fair proportion in the categories, Permanent on probation and Contract/Temporary. The staff in the aforementioned categories account for nearly fifty percent of all staff employed. In terms of the Head's responsibility to monitor staff in the department, great demands are made to maintain standards and be accountable. A suitable evaluation programme, and more importantly, one that is acceptable and non-threatening to staff, will most certainly assist. The table also reflects the number of programme offerings offered full- and part-time in the various departments. Of the 93 programme offerings at the Technikon, 28 are post diploma level offerings, viz. 21 Higher Diplomas and 7 Masters'

diplomas. The Technikon is also able to offer 2 Laureatus diplomas for which there are at present no registered students.

Table 4.7: Staffing and Programme Offerings

Dept. No.	Category of Staff						Programme Offering	
	A	B	C	D	E	F	F/T	P/T
1	9	1	-	13	-	2	1	-
2	2	-	2	3	-	-	2	-
3	6	-	3	-	1	-	1	-
4	11	-	3	7	1	1	2	-
5	8	1	4	1	-	2	4	-
6	12	1	5	5	-	1	4	-
7	8	1	1	13	1	1	4	6
8	6	3	3	2	-	1	1	2
9	5	-	1	13	-	1	1	4
10	6	1	2	13	1	1	2	3
11	7	-	2	11	2	1	4	4
12	8	1	1	2	-	2	3	2
13	6	-	1	4	2	-	4	-
14	8	-	-	1	-	1	4	-
15	7	-	2	4	-	2	5	-
16	11	-	-	-	1	2	2	1
17	9	2	1	-	-	2	1	-
18	7	1	1	1	-	2	3	1
19	5	-	2	-	-	2	2	2
20	7	3	-	5	-	-	1	3
21	11	-	1	-	2	2	2	2
22	7	1	3	7	-	2	4	3
23	5	-	-	3	-	1	2	1
TOTAL	171	16	38	108	11	29	59	34

N.B. A = Permanent
 B = Permanent on Probation
 C = Contract/Temporary
 D = Part-time
 E = Associate Directors
 F = Senior lecturers

4.5.3 Mission Statements

All 23 departments have mission statements. Heads are of the opinion that all staff are aware of the mission statements and that activities in the departments are always planned keeping

in mind the mission statements.

4.5.4 Planning and Departmental operation

4.5.4.1 Forward Planning

On the question of forward planning, all the heads with the exception of one who gets no resistance from staff, consult with their staff [Table 4.8 (a)].

Table 4.8 (b) indicates that the majority of heads who consult with staff, consult with all staff, while a small percentage of heads consult with senior staff only.

Table 4.8: Forward Planning: Staff Participation

	No.	Percentage
a. No. of Heads who consult with staff		
Yes	22	95
No	1	5
b. Hierarchical nature of consultation		
Seniors	2	10
Juniors	-	-
All	20	90
c. Methods of consultation		
Individually	17	77
Workshops	5	22
Departmental meetings	22	100
Correspondence eg. memos	14	64

The most popular method of consultation employed by heads is departmental meetings (100%) which could be formal, informal e.g. think tanks, academic, or administrative in nature. Heads also consult with staff individually (77%) or via correspondence (64%), using memos, notices and circulars.

4.5.4.2 Staff duties and task delegation

In the majority of the departments [Table 4.9(a)] there exists a distinction between senior lecturers and lecturers in terms of their duties and tasks delegated to them. As can be seen in Table 4.9 (b), the lecturers are satisfied with the status quo. Some heads have stressed the role of protocol in the department, that the senior lecturer by virtue of his position and status needs to be distinguished from the lecturer.

In the departments where there is no distinction drawn between the senior lecturers and lecturers, all the work is shared and the senior lecturers don't mind being treated equally. Lecturers who display initiative and enthusiasm in some departments, are encouraged; thus are allowed the opportunity to acquire expertise necessary for a senior position. However, there are lecturers in other departments who are somewhat reluctant to take on extra, e.g. administrative work, because of the perception that it is not their job. This is somewhat of an historical problem in that only until recently and which may still be prevalent in some departments today, administrative work, e.g. time-tabling, examination control, etc. was regarded as being a management function, only to be performed by the senior staff in a department while the junior staff merely carried out the instructions.

Table 4.9: Staff duties and task delegation

	No.	Percentage
a. Distinction between Senior Lecturers and Lecturers		
Yes	18	78
No	5	22
b. Lecturers satisfied with status quo		
Yes	18	100
No	-	-

4.5.4.3 Job descriptions

On the issue of whether there should be general job descriptions of senior lecturers and lecturers, heads are undoubtedly in favour [Table 4.10 (a)]. There were differing views, however, concerning the term "job description". Other preferences, among others, include "role description", "guidelines for job descriptions" and "code of conduct". The existence of general job descriptions could, according to some heads, provide "insurance against not doing the work", be useful as guidelines to motivate staff seeking promotion and more importantly, make staff aware of requirements, expectations and what they ought to be doing.

The majority of heads interviewed were also in favour of there being specific job descriptions for all staff in departments [Table 4.10 (b)]. Heads were generally, of the opinion that there should be job descriptions (general and/or specific) for all staff, including the deans of faculties.

Table 4.10: Job Descriptions: Senior lecturers, Lecturers, All staff

	No.	%
a. General job descriptions for senior lecturers and lecturers		
Yes	20	86
No	3	14
b. Specific job descriptions for all staff		
Yes	18	78
No	5	22

From Table 4.11 it is evident that the majority of heads are of the opinion that a committee of heads and the Vice-Rector (Academic) be responsible for drawing up general

job descriptions for academic staff at the Technikon. As regards the compilation of specific job descriptions for staff in departments, the popular choice was that the head and departmental staff were most suited.

Table 4.11: Heads' choice: Drawing up of job descriptions for the Technikon and specific ones for the departments

* OPTIONS	1 TECHNIKON		2 DEPARTMENT	
	No.	%	No.	%
Head of Department	-	-	2	8
Committee of Heads	2	8	-	-
Committee of Heads + Vice-Rector (Academic)	10	43	-	-
Committee of Heads + Vice-Rector (Academic) + Personnel Department	4	17	2	8
Head and Departmental staff	-	-	10	43
Other: 1. Vice-Rector (Academic) + Dean	2	8	-	-
2. Vice-Rector (Academic) + Head + Departmental staff	-	-	2	8

* Options listed in Table 4.11 reflect only choices made by more than one head.

4.5.4.4 Support of Heads by Technikon

Heads appear to be divided in their opinion of institutional support in the execution of their duties [Table 4.12 (a)]. While only half the number of heads feel that they are supported by the Technikon, some experience support sometimes and others no support. The majority of heads have however, made approaches for assistance to the structures of Management at the Technikon [Table 4.12 (b)].

The following are some of the difficulties and problems experienced by heads generally: bureaucracy, e.g. delays and red-tape in expediting purchases, inability to access financial records of the department; support services, e.g. insufficient secretarial services and lack of logistical support; problems with the Technikon Management, e.g. inadequate feedback to requests, insufficient interaction with rectorate, indecision and delays in decision making, lack of support from the management on decisions taken by heads, lack of action by the management sub-committees, management style, and low staff morale which may be attributed to problems in the general management of the Technikon.

Table 4.12: Technikon Support: Heads' opinion

	No.	%
a. Heads' opinion of Technikon support		
Yes	12	52
No	5	22
Yes and No	6	26
b. Heads' appeal for assistance		
Yes	19	82
No	4	18

4.5.4.5 Some Departmental accomplishments

Despite the many difficulties and problems experienced by heads, the accomplishments are indicative of staff efforts. The majority of departments have set up subject liaison and/or consultative committees. Excellent reports on past students have been received from employers. Another indication of student worth is the number of awards, prizes and competitions that have been won by students in the various departments. Some departments are involved in the introduction of new diplomas, the curricu-

lum development of existing courses and the introduction and running of short courses. The Technikon is also the convenor technikon for a fair number of courses.

4.6 M L Sultan Academic Evaluation Programme: Phase 1

4.6.1 Implementation

4.6.1.1 Participation of departments in Phase 1

Although participation in Phase 1 was voluntary, it is encouraging to note that a fair number of departments participated [Table 4.13 (a)]. Staff in the large majority of departments were encouraged to participate [Table 4.13 (b)]. The majority of staff participated voluntarily in the implementation of Phase 1 [Table 4.13 (c) and (d)]. The extent of the actual implementation can be seen in Table 4.13 (e). All staff that participated administered the student-feedback evaluation. Although student evaluation of staff as reviewed in the literature reveals pros and cons, its use in this programme provides supplementary input to the staff member's evaluation. It may be for this reason that staff were prepared to implement it so readily. Most staff engaged in the self-evaluation exercise while only a small percentage were interviewed by the Head [the third aspect of the evaluation programme - Table 4.13 (f)]. About half the number of staff that were interviewed by respective heads had their personal development plans discussed [Table 4.13 (g)]. Heads in the majority of departments are of the opinion that their staff favour the type of evaluation programme used in Phase 1 [Table 4.13 (h)].

Table 4.13: Implementation of Phase 1

	No.	%
a. Participation of department in Phase 1		
Yes (n = 10: b,d,e,h)	10	43
No (n = 13: i-1)	13	57
b. Staff encouraged to participate		
Yes	9	90
No	1	10
c. Number of staff that participated	57	77
d. Voluntary participation		
Yes	10	100
No	-	-
e. Implementation of whole programme		
Yes	2	20
No	6	60
Yes and No	2	20
f. Partial implementation (n = 57: c)		
Self-evaluation	48	87
Student-feedback	57	100
Interviewed by Head	9	16
g. Discussion of personal development plans (n = 9: f)		
Yes	5	55
No	4	45
h. Staff in favour of this type of programme (n = 10: a)		
Yes	7	70
No	-	-
Yes and No	3	30
i. Discussion of programme with staff		
Yes	13	100
No	-	-
j. Staff encouraged/requested to participate		
Yes	11	85
No	2	15
k. Staff in favour of any evaluation programme		
Yes	9	69
No	3	23
Maybe	1	8
l. Heads in favour of an evaluation programme		
Yes	12	92
No	1	8

Heads differ in their opinion with regard to the nature of the actual programme. Some feel that the programme should contain only the student-feedback and self-evaluation while others feel that it should be informally based and unstructured, although maintaining that this type of programme does contribute to departmental planning. Also expressed is the view that the programme should no longer remain voluntary, but be applied as a norm uniformly across the Technikon. Another perception by heads was that there was resistance from those staff who either shirked their responsibilities or were in need of improvement. Heads, generally did not perceive any resistance to the Student-feedback or self-evaluation strategies. With regard to the interview, the heads that interviewed staff found that staff requirements, e.g. study plans could be accommodated, rapport with staff was enhanced and a positive, more growth-oriented climate was created with regard to academic activities, e.g. planning of a seminar. In the departments where the interviews did not take place, this aspect of the evaluation programme was perceived negatively by staff. They were suspicious of a hidden agenda and the prevailing problematic milieu at the technikon did not contribute to effective implementation. It is reported that staff were hesitant to be evaluated by heads and in some cases verbalising their resistance in the light of current problems in the Management of the Technikon.

The general staff attitude to this type of evaluation programme is clear in Table 4.13 (h). There was no objection to the nature of the programme although there were certain reservations as discussed above. The majority of departments are, however, in favour of this type of programme.

The data recorded in Table 4.13 (i) to (l) is applicable

to those departments that did not participate in the implementation of Phase 1 [Table 4.13 (a)]. All the heads of these departments did discuss the evaluation with their staff [Table 4.13 (i)] and the majority encouraged staff participation [Table 4.13 (j)]. Although the staff in these departments did not implement the programme, heads in the majority of departments said that the staff were in favour of an evaluation programme [Table 4.13 (k)]. This is indeed an important point to bear in mind when evaluating the success of the implementation, in particular, general staff attitude to being evaluated. The fact that the majority that did participate [Table 4.13(h)], and that it is the majority that are in favour of an evaluation programme [Table 4.13(k)], is certainly indicative of staff acceptance generally, of the concept of evaluation. With regard to those departments [Table 4.13 (k)] that appear not to favour any evaluation programme, the staff, according to heads view the evaluation programme with suspicion. The rationale underlying the programme is acceptable, but staff are nervous of possible abuse of the system, e.g. feedback from students could be used against them or that their weaknesses may be criticised and thus they may be jeopardising their positions. Other staff are of the opinion that the exercise is a waste of time which according to the head, may be due to staff apathy or that they are vague about the programme's intentions. As a check to see whether the heads themselves were influential in the departments' non-participation in Phase 1, they were asked whether they favoured an evaluation. The heads stand on the issue is clear from Table 4.13 (l). Generally, the heads favour such an evaluation programme as opposed to one imposed by the Technikon Management. They caution however, that due to unsatisfactory conditions at the Technikon, such a programme with its good intentions is viewed suspiciously and seen as a burden since it is not compatible with the existing ethos. On the issue of present practices regarding the evaluation of staff

generally, and those on probation in particular, these heads evaluate staff on an informal basis. This is accomplished in various ways, e.g. discussions, informal meetings, informal visits to classrooms, examination of students' work (art-related subjects), examination results and informal feedback from students.

4.6.1.2 Evaluation of heads

With the exception of one head, who feels that heads are responsible enough to evaluate themselves, all heads agree that they should be evaluated [Table 4.14 (a)]. The majority of heads [Table 4.14 (b)] have recently evaluated themselves, nearly all engaging in a self-evaluation exercise [Table 4.14 (c)]. Most have used Phase 1 as the basis of their evaluation, implementing the self-evaluation and a few, the student-feedback as well. The heads' participation in Phase 1 is certainly positive in terms of support for the evaluation programme and serves as a good example to staff.

Table 4.14: Heads' Evaluation

	No.	%
a. Heads should be evaluated		
Yes	22	96
No	1	4
b. Heads engaging in evaluation		
Yes	21	91
No	2	9
c. Heads engaging in self-evaluation		
Yes	20	95
No	1	5

The most popular choice by heads as to who should evaluate them can be seen in Table 4.15. A large percentage of heads feel that they should be evaluated by the Vice-Rector (Academic) - (Options 1 and 7 combined - Table 4.15). Some are of the opinion that they should evaluate themselves first, and then be evaluated by the Vice-Rector

(Academic).

Table 4.15: Heads' views: Heads' Evaluator

Heads' Choice	No.	%
1. Vice-Rector (Academic)	6	26
2. Dean	4	17
3. Committee of Heads	2	9
4. Committee of Heads + Deans	3	13
5. Committee of Heads + Dean + Staff Development Unit Head	2	9
6. Staff Development Unit Head	2	9
7. Other - Self-evaluation + Vice -Rector (Academic)	4	17

N.B. Only choices made by more than one head are recorded in Table 4.15

4.6.2 Feedback on Phase 1

This part of the interview elicited the heads' views on the evaluation programme's aims, objectives and the criteria used specifically. All heads agree that the aims and objectives listed for staff development purposes are adequately fulfilled by the evaluation programme [Table 4.16 (a)].

All heads, with the exception of one feel that the six criteria, viz. Lecturing/Teaching, Examining/ Assessment procedures, Co-operative Education/ Liaison with Industry, Administration and Institutional Involvement, Research and Development and Professional Activities, adequately evaluate staff. The head who disagrees with the criteria is of the opinion that some criteria or aspects of them may not be applicable to all staff. The instrument, however, does make allowance for a seventh criterion, viz. "General" which allows

the staff member to include aspects not covered by the criteria listed. Further it must be pointed out that because the programme is being developed for all academic staff, the instrument and its criteria attempt to fulfil general staff requirements. It is obvious then that certain criteria or aspects thereof will not be applicable to all staff.

Table 4.16: Heads' views on aims, objectives and evaluation criteria.

	No.	%
a. Aims and Objectives adequate for development		
Yes	23	100
No	-	-
b. Criteria evaluate staff adequately		
Yes	22	96
No	1	4

4.6.3 Evaluation and promotion criteria

On the question of whether the evaluation programme provides a fair assessment of staff, nearly all heads were in agreement [Table 4.17 (a)]. In terms of promotion the following points made by heads are relevant and should be borne in mind: department heads, in consultation with members of staff can assign weights to the different criteria, and student-feedback on staff should not be considered as the major input to the evaluation and should not be taken at face-value. With regard to staff perceptions of heads, heads may appear to be biased in their choice of candidate for promotion due to maybe, perceived social inter-relationships or an efficient, enthusiastic and industrious staff member being construed as currying favour.

Heads are generally in agreement that the Technikon is now attempting to provide adequate guidelines for academic advancement [Table 4.17 (b)]. The Technikon policy document in this regard is attached (Appendix L). Although accepting that this document is a step in the right direction, it falls far short of staff expectations and aspirations, e.g. there are presently too few opportunities for promotion, no incentives are provided for those nearing retirement or those already in possession of the highest relevant qualifications, the monetary incentive is not in keeping with that offered in the private sector, and there is no reward for output in terms of teaching effectiveness.

Table 4.17: Relationship between evaluation and promotion

	No.	%
a. Evaluation provides a fair assessment of staff		
Yes	22	96
No	1	4
b. Technikon provides guidelines for promotion		
Yes	21	91
No	2	9
c. Staff aware that self-evaluation is one of the promotion criteria		
Yes	18	78
No	5	22
d. Head provides motivation and guidelines for promotion		
Yes	20	87
No	3	13

The majority of heads have informed their staff of policy regarding promotion criteria, and in particular, that the self-evaluation instrument is a relevant aspect [Table 4.17 (c)]. The remaining heads were to inform their staff at meetings to be held. Heads generally, are in agreement with the promotion criteria, but with regard to the self-evaluation input, slight reservation was expressed, viz. that the self-

evaluation was acceptable if it was based on realistic objective facts, but could be misleading if an incorrect perception was presented. However, heads were at ease since they were on the selection panels and could contest any possible false claims.

Despite the trying conditions in which heads are working the majority persevere in motivating and guiding staff to advance their careers [Table 4.17 (d)]. There are presently larger work loads, increasing student numbers, fewer promotion posts and institutional management problems. It is therefore difficult to maintain staff morale. The following are some attempts, among others, made by heads to encourage staff, viz. staff engaging in study or research are granted concessions, e.g. a reduced marking load, are allowed to negotiate their lecture loads in terms of their course choice, are permitted to attend seminars, workshops and conferences, are allowed study leave, obtain support in their applications for study grants and are encouraged to engage in non-research related activities, e.g. holding of exhibitions or publications in relevant fields. The heads of department who feel that they are not adequately motivating or guiding their staff attribute this to difficulties beyond their control, e.g. a lack of promotion opportunities or the overloading of staff as a result of the Management not appointing more staff. They attribute staff success and even accomplishments in the department (as discussed in 4.2.4.5) to the personal initiative and motivation of staff who have worked as a team.

4.6.4 The Evaluation Programme and its implications for SERTEC (Certification Council for Technikon Education)

There is a general consensus among all heads that the evaluation programme is certainly a move in the right direction in the light of SERTEC's current requirements. Heads differ however, in their attitude to SERTEC. Some heads

welcome SERTEC, saying that it is the body that will now pressure the Technikon Management and staff into desirable action. Other heads are critical of SERTEC's demands in that there is lack of clarity in respect of its requirements. Further, some of the requirements conflict with those of industry. Although SERTEC claims that it is not being prescriptive in its demands, it threatens to "close-down" programme offerings that do not meet with the standard, though the so-called "standard" is not adequately defined. These issues are mentioned here since they are relevant as a backdrop to the implementation of the evaluation programme.

SERTEC, entering the scene, appears to be positive in terms of the evaluation of academic staff. SERTEC is focusing on departmental/ programme evaluation which have implications for staff. An evaluation of staff can only but contribute to departmental and/or programme evaluation. The evaluation programme will facilitate SERTEC's efforts by providing parameters to direct standards. Heads generally, feel that the evaluation programme will result in improvement in staff, students and course offerings and therefore certainly complements SERTEC's demands. A more formalised procedure regarding the evaluation programme, however, needs to be instituted.

4.7 Staff Development at the M L Sultan Technikon: An Appraisal

It is necessary to take a close look at the present functioning of staff development at the Technikon to be able to give direction to a more relevant programme. A personal and departmental needs assessment was administered and completed by all heads. Part of the interview concentrated on the functioning of the staff development unit (SDU), its aims and objectives, the orientation programme for new staff and in-service programmes for staff with more than 10 years service.

4.7.1 Needs Assessment

4.7.1.1 Heads' personal needs assessment

The heads of department were asked to complete the needs assessment (Appendix O). Heads evaluated the strength of their need for the topics listed as well as prioritised them. Heads have indicated that they would like to attend workshops, courses or seminars on the topics listed in Table 4.18. It is apparent that heads generally feel more need for academic management skills as opposed to tertiary teaching or professional skills.

Table 4.18: Heads' personal needs prioritised

Priority of Need	No. as per Needs Assessment	Topic
1	14 A	Group problem solving and decision making
2	9 T	Curriculum design
3	7 T	Designing an effective study guide
4	5 T	Competency-based education
5	15 A	Academic staff evaluation
6	13 A	Effective time management
7	8 T	Teaching disadvantaged students
8	22 A	Team building and motivation
9	18 A	Planning by objectives
10	12 A	Departmental self-assessment/ self analysis
11	17 A	Leadership style, personality and temperament
12	20 A	Interpersonal communication skills
13	21 A	Managing change and innovation

N.B. T = Tertiary teaching skills
A = Academic management skills

4.7.1.2 Departmental needs assessment

Heads of department were also asked to complete the needs assessment (Appendix P) to evaluate the strength of the need for their departments as well as to prioritise the needs. Heads feel that their staff would benefit from workshops, courses or seminars as listed in Table 4.19. Many of the topics that heads deem necessary for their departments are tertiary teaching skills as opposed to academic management or professional skills. It is interesting to note that six needs, viz. Nos. 5, 7, 8, 13, 14 and 18 are common to both the heads and their departments.

Having these needs fulfilled by the SDU may result in improved tertiary teaching skills and more efficient academic management in departments. It must also be remembered, however that the departmental needs have been identified by the head and that staff may not necessarily require the same needs. One can administer the needs assessment on staff and work on a staff development programme based on these needs. The question that now arises is: Is a needs assessment the most efficient means of assessing staff needs? It may certainly be so, but recent administration of needs assessment by the SDU has yielded decreasing returns by staff.

One may speculate that the cause for this decline may be due to staff apathy, disillusionment with the institution, its management and the SDU, among other reasons.

The alternative that the study proposes in terms of staff input that would result in providing a relevant staff development programme is the personal development plan, a discussion of which follows later in the chapter.

Table 4.19: Departmental Needs Prioritised

Priority of need	No. of need		Topic
1	7	T	Designing an effective study guide
2	10	T	Library resource based education
3	5	T	Competency-based education
4	8	T	Teaching disadvantaged students
5	2	T	How to conduct an effective tutorial
6	13	A	Effective time management
7	23	P	Introduction to micro-computing
8	31	P	Managing stress
9	6	T	Preparing audio-visual media
10	14	A	Group problem solving and decision making
11	18	A	Planning by objectives

N.B **T = Tertiary teaching skills**
A = Academic management skills
P = Professional skills

4.7.2 Staff Development Unit (SDU) at the M L Sultan Technikon

4.7.2.1 Staff demands on the SDU

All heads of department say that they personally encourage the professional growth of their staff [Table 4.20 (a)]. This is certainly encouraging and significant for the SDU in that all heads are in principle, supportive of staff development. A large number of heads, on behalf of their departments, have made requests/demands on the SDU [Table 4.20 (b)].

The nature of the requests varied from offering short courses, e.g. computer literacy, research methodology, workshops and seminars, e.g. among others, techniques in setting examinations, interpersonal skills, team building and interviewing techniques. The staff in the majority of these departments rated the programmes held as excellent [Table 4.20 (c)]. The majority of heads however, have not made any requests on the SDU. Among the reasons given are the following, that the services offered by the SDU are adequate, that since the personal development plans of staff were not discussed there were no staff requests, and that departmental needs were requested in the completion of the needs assessment form.

Table 4.20: Staff demands on the SDU

	No.	%
a. Personal encouragement of staff development		
Yes	23	100
No	-	-
b. Requests on behalf of department		
Yes	10	43
No	13	57
c. Staff response to programmes		
Satisfactory	1	4
Very satisfactory	1	4
Good	1	4
Excellent	5	22
No response	15	56
d. Staff requests for assistance		
Yes	5	22
No	18	74
e. Personal requests for assistance by heads		
Yes	6	26
No	17	74

Only a small percentage of heads were aware of their staff making requests on the SDU [Table 4.20 (d)]. Examples of requests made are introductory courses in Zulu, Research

Methodology, Computers, the processing of Student-feedback forms and general advice and help in teaching techniques. With regard to requests by heads themselves, only a small percentage made demands on the SDU [Table 4.20 (e)]. The requests included, among others, interviewing skills, time management advice, teaching methods and advice on the construction of an entrance test for prospective students.

4.7.2.2 Staff participation in staff development activities

Staff from all 23 departments at the Technikon have attended SDU programmes. The majority of departments have had their staff attend or participate in programmes organised by the SDU [Table 4.21 (b)]. About 60% of staff (an approximation based on approximate numbers supplied by heads) have participated in SDU activities. A large percentage of heads received generally positive feedback about programmes attended [Table 4.21 (c)]. It is interesting to note that feedback was not received from four of the six department heads whose majority of staff did not attend SDU programmes [Table 4.21 (b)].

The majority of heads have themselves participated and /or attended SDU activities, in particular, those workshops organised especially for senior staff [Table 4.21 (d)]. Of those who attended, the majority benefited from the programmes [Table 4.21 (e)]. The recommendation from heads in this regard is that there needs to be follow-up workshops to enable them to put into practice information gained during seminars.

Most heads do encourage their staff to attend SDU programmes and the majority of their staff respond positively [Table 4.21 (f) and (g)]. Only staff from a small percentage of departments are currently attending SDU programmes [Table 4.21 (g)]. The reason for this is that during the

time the heads were surveyed the SDU was running only one programme presumably not of interest to staff in other departments.

Table 4.21: Staff participation in staff development activities (by departments)

	No.	%
a. Staff participation in SDU programmes		
Yes	23	100
No	-	-
b. Majority of staff attended		
Yes	17	74
No	6	26
Total number of staff attended	121	60
c. Feedback received about programmes		
Yes	17	74
No	6	26
d. Participation of heads in SDU programmes		
Yes	21	91
No	2	9
e. Benefit from SDU programme (n = 21:d)		
Yes	19	90
No	2	10
f. Staff encouraged to attend SDU programmes		
Yes	22	96
No	1	4
g. Staff respond positively (n = 22:f)		
Yes	21	95
No	1	5
h. Current staff attendance in SDU programmes		
Yes	2	9
No	21	91

4.7.3 Other Staff Development activities

It is encouraging to note that a significant number of staff in almost all departments and a few heads are currently engaged in registered research for further academic qualifications [Table 4.22 (a) and (b)]. Staff in the majority of

departments are engaged in other programmes for their professional growth which includes, among others, a large number of staff (16) who are working on proposals for further qualifications, attending short courses, specialist training programmes and the organisation and running of specialist, subject-related short courses and workshops.

Table 4.22: Staff Research and other Programmes

	No.	%
a. Staff engaged in registered research		
Yes	21	91
No	2	9
Total number of staff (n = 200)	52	26
b. Heads engaged in registered research		
Yes	4	17
No	19	83
c. Staff engaged in other professional growth programmes		
Yes	17	74
No	6	26

4.7.4 Staff Development Unit's aims and objectives

The aims and objectives of the SDU are spelled out in its mission statement (Appendix A). The majority of heads are of the opinion that the SDU is fulfilling its aims and objectives [Table 4.23 (a)].

The following are some suggestions made by heads to help the SDU's functioning. There is a perceived need:

- * for a regular publication of a staff development newsletter
- * for more pertinent short courses
- * for the appointment of a Director of Research in the SDU
- * for workshops on curriculum design
- * for dissemination of information on local and

overseas qualifications, scholarships, etc.

- * for more visible support from Technikon Management for staff development - staff development should be the norm and not a voluntary activity
- * for the SDU to be formalised, viz. it should be adequately staffed to be optimally effective
- * for more regular talks, workshops, etc. to be organised
- * for the SDU to liaise closely with heads of department
- * to fulfil staff needs more relevantly according to professional development plans and needs analyses
- * for the Technikon Management as priority to fill all vacancies, those in the management, in particular - a stable Management will assist the SDU's functioning

Table 4.23: Heads' views: SDU's aims and objectives

	No.	%
a. SDU is fulfilling its aims and objectives		
Yes	20	87
No	2	9
Yes and No	1	4
b. Departments' needs correlate with SDU's aims and objectives		
Yes	21	92
No	1	4
Yes and No	1	4
c. SDU is fulfilling staff needs		
Yes	16	70
No	4	17
Yes and No	3	13

Generally, the majority of heads feel that their departments' needs correlate with the SDU's aims and objectives and that the SDU is at present adequately fulfilling staff needs considering its limited resources [Table 4.23 (b) and (c)].

4.7.5 Orientation Programme for new Staff

The SDU currently runs an orientation programme for new staff. The programme which extends over two days has been offered in June in the last two years. It is not compulsory and new staff were invited to attend. Although, ideally the course should be offered to staff on their appointment it was not possible due to the appointment of staff at different times depending on departmental needs.

Although heads held differing views on the duration and actual content of an orientation programme, they all agreed that it is essential and should be made compulsory. The following are some suggestions made by heads for inclusion in the programme:

- * the preparation and presentation of lessons
- * the use of audio-visual equipment
- * an introduction to the institution, viz. briefing on Technikon philosophy, co-operative education, technikon structures, administrative issues, e.g. course marks, purchasing requirements, deadlines, e.g. examinations, etc.
- * that separate programmes should be arranged for staff with teaching and non-teaching backgrounds
- * the conducting of practicals
- * a computer literacy course
- * Formal introductions to the Technikon Management and heads of department be made
- * a guided tour of the campus be made, and
- * introductions to other departments in the faculty, at least, be made.

The orientation programme should be made compulsory and be attended on appointment or immediately thereafter. It was also recommended that the SDU provide staff with back-up after the programme, depending on the staff members' needs. Another suggestion was that new staff members without professional

qualifications be encouraged to pursue such courses. Lastly, new staff could be attached to experienced staff who could serve as mentors.

4.7.6 In-service Programme for Staff with more than 10 years service

An in-service, or refresher programme for staff with more than ten years service appears to be favoured by many heads [Table 4.24]. Those not in favour of a formal, compulsory programme are of the opinion that staff are professionals and have by this stage acquired the necessary expertise and experience. It should be left to staff to keep up with the latest trends, new technology and developments in their fields. Since regular staff development programmes are organised these staff can voluntarily opt to attend if they so choose. Staff will certainly be evaluating themselves on a regular basis and can therefore approach the SDU when the need arises.

Table 4.24: Heads' views: In-service programme

	No.	%
In-service programme for older staff		
Yes	14	61
No	9	39

Some suggestions made by heads for inclusion in an in-service programme are, among others, the latest technology, new equipment, educational practices, trends in education abroad, and service in the relevant fields, e.g. working on the job for a short period to get the feel for what industry requires. These programmes which need to be extensively advertised, should be organised at a time when staff are available.

Generally, older members of staff who may be sensitive, will view such a programme as insulting. Therefore the approach of the SDU is important. If the staff are drawn in and made

to feel they have a special role to play in terms of their experience and that others may benefit they may be more likely to co-operate and get involved in discussions, seminars, workshops, etc.

4.8 Revision of Phase 1: Development of the Self-evaluation Programme

The data collected as a result of mainly the feedback questionnaire administered to staff, the interviews conducted with heads of department and the heads' workshop/meeting, contributed to the revised evaluation programme, viz. the development of the self-evaluation programme. The following discussion focuses attention on some of the significant modifications instituted by reviewing the revised programme.

4.8.1 Student-feedback

The items on the Student-Feedback Form remained unchanged except for the inclusion of item 20 which was omitted in Phase 1. There was an amendment in the instructions for the completion of the questionnaire due to the provision of computer answer sheets. Finally, the layout and presentation of the items were amended to facilitate easy completion (Appendix N). The analysis of student-feedback will continue to be processed by the SDU.

4.8.2 Self-evaluation Report

The Self-evaluation Report form is basically the Evaluation Report Form used in Phase 1. Since the implementation of this aspect of Phase 1, viz. the interview of the staff member by the head and the completion of the Evaluation Report Form, was not very successful, and there was a certain amount of apprehension expressed, it was decided to dispense with the head's interview. The staff member, on completing the self-evaluation exercise now completes his/her own report. The

programme therefore does not prescribe that the heads evaluate their staff at all. Staff are now responsible for their own evaluation by engaging in self-evaluation.

With regard to the actual changes made to the Evaluation Report Form, there were few, viz. the form is now called the "Self-evaluation Report". In addition there were a few amendments made to the cover page, e.g. the inclusion of relevant data and notes on the completion of the form, the deletion of irrelevancies and an improved format (See Appendix N). With regard to the criteria in the form, provision for intended activities is made under "Action". Staff are directed to the manual where a guide to the completion of the self-evaluation report is provided.

4.8.3 Self-evaluation Manual

The manual presented to staff was re-designed to facilitate the evaluation process. The evaluation instruments, viz. the Student-feedback and the Self-evaluation report, formed annexures to the manual which is no longer a book (Phase 1) but is now a folder with a file clip. It was decided to use this format to facilitate and encourage on-going evaluation. Completed Self-evaluation report forms could be filed in this folder.

The contents of the Self-evaluation manual included some of the aspects contained in the manual for Phase 1, viz. the mission statement of the Technikon and the duties of academic staff. With regard to job descriptions, the manual contains guidelines to duties for the various post levels of junior lecturer/lecturer, senior lecturer and head of department. The second part of the manual consists of the guide to the completion of the Self-evaluation Report which in essence is the Self-evaluation form of Phase 1 where detailed sub-criteria and a scoring system were used. With regard to the aims and objectives of evaluation, the objective "providing

data for the completion of the self-evaluation report" was included. There were minor changes made to the section "Guidelines for the completion of the form" now entitled "How to use the Guide".

There were other amendments which included addition, re-phrasing and qualification of sub-criteria, and general improvement in the format of the guide. A detailed description of these amendments is not necessary. For the actual changes made to the Self-evaluation form, an examination of the guide to the completion of the Self-evaluation report (Annexure N) may be undertaken.

4.9 Conclusion

The Self-evaluation programme that has been developed is as a result of the implementation of Phase 1, a proposal by the SDU, and a subsequent revision after staff input from the feedback questionnaires and interviews with heads of department.

That there will be further ongoing changes made is an inevitability associated with a development unit, and such changes will, it is hoped, lead to further improvements in the practice.

In Chapter 5, the findings tabled in this chapter are discussed. An attempt is made to discuss the significance of these findings using relevant studies in the literature. This includes providing a justification, supported by theory for the revised self-evaluation programme. Also discussed are some of the outcomes at the MLST as a result of the evaluation programme.

CHAPTER 5

DISCUSSION

5.1 Introduction

In this chapter an attempt is made to explain the significance of the research findings recorded in Chapter 4.

The implementation of the evaluation programme, viz. Phase 1 is discussed. This entails the inclusion of theoretical underpinnings of the programme, staff attitudes to the instruments employed, and their recommendations for amendment of the programme.

This is followed by a discussion of findings as a result of the interviews in the survey of heads of department. The discussion focuses on general departmental operation, staff attitude to the evaluation programme and the appraisal of the SDU's role as a structural feature at the Technikon. A discussion of the instruments, viz. student-feedback, self-evaluation and heads' evaluation of staff, employed in the evaluation programme follows. The chapter concludes by focusing on the implementation and consequences of the self-evaluation programme.

5.2 The implementation of the evaluation programme (Phase 1)

Staff evaluation is a sensitive issue at the best of times. The implementation of such a staff evaluation programme is thus fraught with difficulties, most of which have been well documented. Some are highlighted here, and the means of surmounting such are given.

Sell (1989: 25) in a critique of staff evaluation cites Scriven (1987), since the instruments used generally, provide quantitative measures of staff performance that are "susceptible to use independent of the objectives, substance, context, or other

circumstances surrounding the tasks that faculty actually perform". Individual accomplishments may be overlooked. Also staff may receive little or no feedback on their evaluations. Staff may not be certain of how they are judged or how they could improve or are subject to the evaluation by the head who is not formally or adequately prepared to handle the evaluation responsibility.

Boland and Sims (1988: 354) attribute staff resistance to evaluation to flaws in the design and/or implementation of evaluation systems. Evaluation of academic staff is used to document levels of productivity and the quality of performance. Academic staff, however, view this process as "subjective, inconsistent, punitive and sporadic". Reasons for this view as advocated by Boland and Sims (1988) may be grouped into five major areas, viz.:

1. imprecisely written evaluative criteria
2. inexplicit or poorly communicated performance expectations and/or insufficient opportunity to develop expertise in all performance areas
3. varying degrees of participation and involvement by those being evaluated
4. difficulty in attempting to ensure due process for the evaluatee and legal accountability for the evaluators, and
5. little or no consideration for personal or professional values in establishing performance expectations, goals, and standards of performance.

An attempt is made in the development and implementation of the evaluation programme proposed in the study to overcome these weaknesses. One example to illustrate this is that the programme allows for individualization and flexibility by "ensuring the 'right fit' is made between the evaluatees and performance expectations" (Boland and Sims 1988: 356).

Elton (1984: 107) on evaluation and assessment of academic staff suggests a process "in which the individual who is being assessed plays a very active role, both in negotiation of his work plan and in the subsequent assessment of its fulfilment. The process

is in keeping with the dignity of the academic profession. Since any negotiation is bound to refer to what is considered normal, the process produces norm-referenced criteria, individual for each case".

This study, Phase 1 and the revised evaluation programme has been a negotiated effort every step of the way and certainly fits into the model proposed by Elton (1984), e.g. the discussion and acceptance of personal developmental plans is reflective of a process of negotiation and individuality in an attempt to accomplish personal and departmental goals.

Arreola (1979: 239) is of the opinion that "the key to avoiding the generation of much of the resistance in the first place, is to involve the faculty in the design of the system". Although the staff at the MLST were not central to the design and development of Phase 1, they certainly were enthusiastic to develop professionally (Chapter 3). Reasons for their exclusion from the design, were explained at the outset and it was made clear that input for amendments to the programme were welcomed.

Sell (1989) suggests a set of actions that could be taken to make evaluation work, one of which is 'building' a community that values assessment. He suggests that there be two shared objectives, viz. "an orientation toward experimentation and reasonable risk taking" and "co-operation and collaboration". Underlying these objectives should be a sense of trust among staff which would benefit the evaluation endeavour. Phase 1, from its inception, was an experiment which required staff's active participation, in terms of implementation (co-operation) and input (collaboration).

Oldham (1989) advises that "evaluation criteria would be met in circumstances where a scheme had negotiated acceptance, grass roots credibility and positive outcomes". The process engaged in, in developing the evaluation programme takes heed of the advice of Oldham (1988). The revised evaluation programme

resulted after a lengthy process of negotiation and staff's contribution to the revision as a result of implementation and reflection.

On the issue of involving staff members in the development of schemes for change, Stevens (1990: 67) writes:

...ensure that teachers and other professional educators are not excluded from the process... Everyone in the organization must feel needed and believe that their opinions and ideas are valued. They must feel the need to change; they must not be told they **have** to change

All staff were included in the revision process. Staff submitted their views on the evaluation programme and their recommendations for change by completing the feedback questionnaires. The interviews in the survey of heads of department also contributed to this end.

Davis (1989: 16) reviews the literature on how to conduct an assessment:

Typical advice includes: start small, develop incrementally, use existing data when possible, use multiple measures rather than single test scores, stress formative aspects, ensure support of top leadership, involve faculty during all phases of development and implementation, recognise and incorporate the institution's unique mission and history.

The development and implementation of the evaluation programme proposed in the study has attempted to follow the advice offered by Davis (1989).

Clark and Corcoran (1989: 28-29) list the following principles to ensure that evaluation programmes support faculty development:

- (1) The explicit purpose of such reviews should be to provide information that will assist career development.

- (2) Summative post-tenure review is inconsistent with the philosophy of faculty development and would likely be perceived as a threat to the tenure contract.
- (3) Faculty, of course, must be involved in the design of the program and in the evaluation process itself.
- (4) The institutional research unit on campus can provide design consultation and expertise in support of the development and implementation of the system, and it should address needs for research on post-tenure review programs. Multiple sources of input to the evaluation process are needed as is agreement on the criteria to be assessed and the standards to be set.
- (5) A formative post-tenure evaluation should be sensitive to life-course aspects of the faculty career; older faculty will have somewhat different interests, priorities, and plans than faculty who are getting established.
- (6) Finally, it will serve little developmental purpose to undertake systematic post-tenure reviews and risk engendering cynicism if the linkage between the review process and institutional rewards and resources is not effectively wrought.

Conley and Dixon (1990: 8) **view the evaluation report as a tool for staff growth**; it "can and should serve as the unifying link among data collection, data analysis, conferencing, and goal setting". They list several purposes or goals that are fulfilled by evaluation reports, some of which include:

- * Meeting legal requirements
- * Determining minimal competence
- * Providing a longitudinal picture of employee performance
- * Providing a measure of security for all participants in the process
- * Developing a trust relationship between evaluator and evaluatee
- * Providing feedback on a continual basis
- * Consolidating data from the formative phase of the supervision process.

As intended in Phase 1, the evaluation report "functions as the outline for the evaluation conference ... **a very focused conversation without hidden agendas**" (emphasis added), (Conley and Dixon

1990: 14). With regard to goal setting (the Personal Development Plan in Phase 1), "the report serves as the basis for determining current needs as well as for providing information to judge achievement of previously established goals".

Blake and Jacques (1990: 33-34), in their review of appraisal schemes implemented at two colleges reiterate the problem experienced in staff appraisal and development, viz. **the reconciliation of individual interests and institutional priorities and/or needs**. The approaches taken by colleges A and B to the appraisal scheme resemble closely that of the evaluation programme implemented in the study. The aims of the staff appraisal scheme that has a strong managerial emphasis, implemented at college A were:

- (1) to enable College management to have more systematic and accurate information about the contribution being made by staff, their potential for development, their ideas and possible contributions to a changing College programme;
- (2) to give staff greater knowledge of the possibilities open to the institution and the constraints within which it works;
- (3) to make management aware of the internal problems and difficulties experienced by members of staff;
- (4) to bring informal appraisal of staff performance out into the open and thereby make it more objective and more susceptible to checking and correcting where this needs to be done;
- (5) to encourage staff at all levels to evaluate their activities by all possible means;
- (6) to promote more effective staff development based upon identified College and personal needs;
- (7) to obtain better deployment of staff resources.

(Jacques and Blake 1990: 33-34)

In College B, with no overall appraisal system being implemented, the purpose of interviews in one department were to fulfil the

purpose of two-way information about the work of staff. The aims of the interviews in College B were described as follows:

These interviews are not appraisal interviews simply they provide an opportunity for you to review your own academic year and consider what you should do in the future.

The official staff development policy is currently being written so at this stage we are not constrained by guidelines from outside.

Nevertheless, in considering our plans it is important that three levels are taken into account (1) our own career interests, (2) the Department's interests and (3) the Institute's interests. There needs to be link a between the three.

(Blake and Jacques 1990: 33-34)

The guidelines regarding the implementation of the schemes at both colleges are remarkably similar to the implementation strategy employed in this study (Blake and Jacques (1990: 35). This included outlining the aims and objectives of appraisal, details of the actual appraisal, a questionnaire to be completed by staff to serve as a basis for discussion at the interview, an action plan form, and notes and checklists for the appraisers and appraisees. Blake and Jacques (1990: 36) in their evaluation discuss a number of issues and concerns that this process gives rise to, one of which is the successful installation of the appraisal system:

The main point, then, is that there are a number of routes to the successful installation of staff appraisal schemes. No one way provides the answer. **It is the commitment, skill and openness of key personnel in the development process, at whatever level in the organisation they may be, which are the important determinants of staff acceptance.** (emphasis added)

(Blake and Jacques 1990: 36)

The extent of the implementation of the evaluation programme and staff attitude to the programme and staff development are also similar to those reported by Rutherford (1988: 98) at the University of Birmingham:

Analysis of the data showed that there was widespread acceptance among the respondents that further systematic procedures for the appraisal of individuals are necessary, that appraisal should be as comprehensive as possible, and for an annual interview with the head of department (or other senior colleague).

Hall et al (1989: 67) list three factors crucial to the implementation of an evaluation programme, viz.

- (a) clear and consistent top management support
- (b) the establishment of measurable goals and objectives
- (c) timely application and reinforcement at every managerial level.

Phase 1 has been a sincere attempt by the SDU to provide a useful programme for staff improvement. Due to institutional problems beyond the control of staff only small measures of support from top management was evident. In terms of the programme's goals and objectives, they were reasonable and measurable as reported in Chapter 4. There was a planned schedule and from the survey of the heads, their support and reinforcement of the programme is evident.

From the feedback questionnaires received, it may be concluded that staff generally, accept the evaluation programme, its aims, objectives and the criteria used. With regard to the actual instruments employed, staff accepted the self-evaluation instrument, were sceptical of the Evaluation Report Form (to be completed after the interview with the head), and were divided in their views of the student feedback instrument (Chapter 4). Staff, generally, are comfortable with having the head of department interview them. This is certainly indicative of the trust that exists within departments, and the comfortable relationship enjoyed by the majority of staff with their heads. The majority of staff have indicated a preference for the SDU being responsible for analysing student-feedback.

5.3 Departmental operation

The heads of all academic departments were interviewed. The fact that all heads of department agreed to be interviewed is significant and certainly encouraging. The positive attitude and enthusiasm of the majority of heads certainly contributes to the smooth running of departments at the Technikon. In terms of the average years of experience as heads, the majority have relatively few years (Chapter 4), meaning that being "new" in their jobs may result in progressive and innovative management styles.

All departments have mission statements which form the basis of departmental planning and operation. With regard to staff duties and task delegation, in the majority of departments a distinction is made between senior lecturers and lecturers. It is only in a few departments that no distinction is made between the posts. Herholdt et al (1988) maintain that some of the work staff engage in in their present positions should prepare them for senior posts. Thus staff in departments where no distinction is made are fortunate in that the necessary expertise for senior positions might be acquired in the course of duties, which might cross barriers between traditionally respected areas of operation at different levels.

On the issue of job descriptions for academic staff, which are at present non-existent, the majority of heads were in favour of both general job descriptions for all post-levels as well as specific departmental job descriptions for all staff. The proposal included in the self-evaluation manual (Appendix P) may serve as a working document for the committees assigned this task.

With regard to obtaining institutional support to effectively run their departments, many heads experience tremendous obstacles and difficulties (Chapter 3) thus making their tasks difficult. Nevertheless, representations have been made to the management to circumvent bureaucratic delays. The accomplishments in most

departments is indicative, again of the determined efforts of heads and their staffs.

On the issue of the role of heads in the growth and development of their staff, Vavrus et al (1988: 27) provide evidence, guidelines and "a multi-faceted role for chairs as faculty developers". The findings of the study, in particular, the extent of the heads' involvement in the promotion of staff development appear to concur with those of Vavrus et al, viz. "The kinds of assistance tasks in which chairs engage, however, seem to vary as a function of the career stage of faculty and are shaped by issues encountered by faculty at various career stages".

5.4 Staff attitude to the evaluation programme

The issue of post-tenure faculty evaluation according to Clark and Corcoran (1989), writing about the US experience, has come about as a result of the national movement of assessing the effectiveness of higher education. Although it is not popular among academic staff, Licata (1986) expects a greater emphasis on evaluation in the next decade. Staff concerns are that evaluations "would bring scant benefit, would be costly, would chill creativity and collegial relationships, and would possibly threaten academic freedom" (Clark and Corcoran 1989: 28), but they also maintain that "if thoughtfully developed and provided with ample safeguards, post-tenure evaluation can be a catalyst for faculty development and vitality".

The degree of staff participation in Phase 1 has been described in Chapter 4 (Table 4.13). Staff's reception of the programme and their concerns has also been touched upon. The design and implementation of the evaluation programme has been along the guidelines provided by Clark and Corcoran (1989). Bearing in mind that participation in Phase 1 was voluntary, and that staff morale was very low at that time, the participation of so many departments in the programme is indeed, remarkable. Also, of the

departments that did participate, there was a one hundred percent voluntary implementation of the programme by staff. In some departments, though, there was only partial implementation. All members of staff in these departments administered the student-feedback instrument, the majority engaged in the self-evaluation exercise while only a small percentage of staff were interviewed by the heads to discuss their personal development plans.

It appears then, that staff are not totally opposed to this type of evaluation, with the majority of departments in favour. Gauging from the heads' views of staff attitude to the programme, staff who displayed resistance were afraid of the consequences in terms of 'being shown up' which seems to mean that they think their weaknesses would be made public or that their competence would be in question. Even departments that did not implement the programme, according to these heads, are not anti-evaluation per se.

On the issue of whether heads should be evaluated, Jacobs (1989) is of the opinion that the evaluation of heads has been neglected in evaluation research and has thus provided a useful area of research into procedure for evaluation. Nearly all the heads at the MLST agree that they should be evaluated, with most engaging in evaluation, in particular, self-evaluation (Table 4.14). Heads generally, feel that their self-evaluations could be reviewed at a meeting with the Vice-Rector (Academic).

With regard to the heads' views on the evaluation programme's aims, objectives and criteria used, all heads agree that the programme is adequate for development and evaluation. The evaluation programme, according to heads, does provide a fair assessment of staff. The head, in consultation with staff can assign different weights to the evaluation criteria. The fact that the self-evaluation is recognised as valid input by the staff member seeking promotion, certainly does not mean that the SDU has consciously provided the Management with a handy tool to judge suitability or readiness for a post, but rather to equip

the candidate with ample justification of his/her worth and potential. There are also sincere attempts made by heads to maintain staff morale and assist staff in their development (Table 4.17).

Heads, generally are of the opinion that the evaluation programme will contribute positively in preparation for SERTEC's evaluation of the MLST, in terms of programme offerings. A more formally instituted evaluation procedure might well ensure improvement in the staff, students and course offerings.

5.5 Appraisal of the SDU

Halvorson et al (1987: 18) examine the issue of whether staff development exists more for the benefit of the institution or the staff member. They argue that the 'agenda' is not simply an institutional one and that the greater the institutional involvement in the process, the better able it will be "to maintain the vitality and productivity of its professional staff".

This implies constant and visible support of the SDU, its activities and the staff, by upper Management. Without this, the SDU's efforts may be under-utilized, wasted, ignored or subverted.

Sheras (1982: 12), however, points out the drawbacks of having a staff development unit:

Setting up a Unit may lead others with staff development responsibilities, especially heads of department, to abdicate them, assuming that the Unit will carry the responsibility... It may become a 'dumping ground' for jobs not easily located elsewhere and so fritter away its time on issues which are not staff development priorities. **And it can be very easily scapegoated for activities which fail!** (emphasis added)

Tindill and Coplin (1989: 22) identify four areas that should be assessed in evaluating staff development activities. They are

administrative views and support, present level of staff development activities, institutional and personal professional needs, and internal and external resources available to the institution. The actual evaluation process should, according to Leach (1979), include:

- * program evaluation measuring activity and impact against established institutional goals
- * personnel evaluation based upon objectives agreed upon
- * periodic assessment of progress towards objectives
- * diagnosis and prescription
- * time for improvement, and
- * growth orientation

Tindill and Coplin (1989: 23)

An appraisal of the SDU's functioning was necessary for improvement of the service provided. The results of the personal and departmental needs assessment has been covered in Chapter 4 (Tables 4.18 and 4.19). The common needs prioritised by heads for both staff and themselves were the perceived need for:

- * Competency-based education
- * Designing an effective study guide
- * Teaching disadvantaged students
- * Effective time management
- * Group problem solving and decision making, and
- * Planning by objectives

The above needs required by both heads and staff include tertiary teaching skills and academic management skills. An examination of the topics prioritised is indicative of staff's current needs in the light of SERTEC's evaluation visits, current difficulties facing staff in terms of students' and institutional problems, and personal growth need.

In the findings of Lovell-Badge (1990: 33), the needs prioritised by both staff and management were similar to those prioritised at the MLST, viz:

- * improve teaching skills
- * experiment with different methods of teaching
- * identification of personal strengths and weaknesses

- * developing teamwork and group skills
- * improving communications in the college
- * facilitating inter-departmental co-operation
- * developing inter-personal skills, and to
- * stimulate research and consultancy

From the findings in Chapter 4 (Table 4.20), it is clear that heads support the activities of the SDU by encouraging staff to participate in programmes and making staff development requests on their behalf.

Francis (1975: 727) offers a conceptual framework for staff development programmes (developmental stages) which determines programme priorities and sequences in relation to the institutional climate so that programmes are likely to be most efficient and effective.

The table ... indicates the manner in which the dimensions of institutional stage and program element are related, and can be useful to planners either in assessing what stage is implied by the reaction to programs currently being implemented, or in planning how various elements of instructional development programs can be initiated, developed, tested, and incorporated into the everyday operation of the institution.

It also suggests that attempted implementation of programs suited to one stage of awareness in an institution which may be at another stage can be wasteful or counter-productive.

Applying this conceptual framework to the SDU at the MLST, may offer insight into the success and failures of programmes implemented as well as parameters for planning future endeavours. Staff development planners, in terms of organising, need to be aware of how the programmes relate to each other in the context of the institution. The extent of staff participation in SDU activities is evident in Chapter 4 (Table 4.21).

Copeland and Cruz (1990), in their study of technological innovation through staff development identify several reasons for the effectiveness or the achievement of less than the desired results of staff development activities. Applicable to the MLST

situation are, for example, unfamiliarity with technology, institutional constraints, e.g. red-tape regarding accessibility and unnecessary delays, time requirements, apathetic attitudes or a lack of perseverance, and the lack of team-spirit or support from colleagues. The data in Chapter 4 is indicative of the extent of the SDU's success in terms of its initiatives.

Brinko (1990: 65) investigates the service provided by staff development units, viz. instructional consultation with feedback as part of the unit's programme to improve teaching. It is evident that the consultants themselves are not certain as to what constitutes effective practice: "...some instructional consultants have received short-term instruction or on-the-job training, most are ... 'self-taught' and practise by the seat of their pants". Reasons advocated for this situation are the lack of systematic research or theoretical principles, a paucity of literature which focuses on philosophical issues or data-based attitudes, and personal experiences. On implementation of the evaluation programme, in particular, the completion of a self-evaluation exercise, the SDU may be able to offer individual assistance in terms of staff needs. Staff development personnel could provide assistance, for example, as instructional consultants.

With regard to staff development activities engaged in by staff other than that offered by the SDU, heads in the majority of departments reported that their staff were engaged in staff development efforts and about a quarter of the total complement of staff were engaged in registered research for qualification improvement (Table 4.22). In the summary of empirical evidence provided by Knapp et al (1990: 30) about graduate education in terms of improved qualification, there is a modest difference in how they are perceived by supervisors, how they behave in the classroom and in their students' learning. On the other hand, Knapp et al (1990) caution that improved qualifications do not necessarily mean improved teaching commitment or teaching, but it may be an indication of high self-motivation.

Although the heads of department appear to be satisfied that the SDU is currently fulfilling its aims and objectives, that the department's needs correlate with the aims and objectives of the SDU, and that staff needs are being fulfilled, the SDU may benefit from taking cognisance of the suggestions made by heads to help the SDU's functioning (Chapter 4).

With regard to the orientation programme for new staff, heads unanimously agreed that such a programme should be made compulsory for all new staff. Several suggestions for inclusion in the programme were made which could be incorporated by the SDU into a revised orientation programme. Other suggestions for follow-up to the orientation programme were also made.

On whether there should be an in-service programme for older staff, many heads were in favour. The actual programme content could be negotiated and suggestions for inclusion in the programme were made. In the study conducted by Melnick et al (1989: 24), the "perceived need for in-service training was found to vary significantly with respect to teacher's levels of experience... ", viz. that the need for in-service training declines as years of experience increases. The implication for staff development planners is that these differentiated needs must be taken into account when planning.

5.6 Strategies for evaluation

The evaluation programme proposed in the study is essentially made up of three components, viz. student-feedback, self-evaluation and heads' evaluation of staff. In the ensuing discussion these strategies for evaluation are described and their inclusion in the programme justified.

5.6.1 Student-feedback

Ory (1990: 64) reviews the use of student ratings and describes the present scenario:

As the 1990s begin, we see most colleges and universities using student-ratings information for decisions about merit and promotion, while most faculty view the information as a valid but single indicator of teaching effectiveness. Over the last ten years, the collection of student-ratings has evolved from a voluntary, student-initiated activity into a mandatory, or strongly encouraged, administrator-initiated endeavor.

Ory (1990) recommends procedures to discourage or prevent some types of unethical behaviour which may result in the implementation of the student-feedback instrument. At the MLST student-feedback is used solely to inform improvement decisions. Also its administration has not been made mandatory.

The wide use of student evaluations of class and instructor in higher education have both practical and theoretical relevance. Shapiro (1990:135) identifies four purposes of student evaluations, viz. to help instructors improve their teaching, to assist students in class selection, to provide information for personnel decisions, and to provide input or outcome measures for research on teaching. As has been mentioned, student-feedback should normally only be used for improvement of teaching, but may certainly be a valuable contribution to other purposes as identified by Shapiro (1990).

According to Stevens (1987:36), instructional improvement programmes are most likely to be effective when a more complete model is used. Student-rating instruments are one means of providing feedback and "when properly developed, provide the most reliable and cost-efficient means of obtaining feedback, but they are best supplemented by additional sources of evaluative information". Yunker and Marlin's (1984:24) "middle-of-the-road opinion is that student evaluations of teaching effectiveness are weakly valid".

Arubayi (1987: 267), on student ratings of instruction in

tertiary institutions as a means of improving effectiveness notes that it has been used increasingly in the United States and Canada for the past fifty years. Also it has been found to be most frequently used as opposed to other methods of evaluation, e.g. peer evaluation, administrator evaluation or self-evaluation. Although student-feedback is frequently used it may not be as popular and acceptable to staff.

Aleamoni (1987) examines eight typical staff concerns of student evaluation of teaching and concludes from the research that they are largely unfounded. Tiberius et al (1989:679) view teaching and learning as a collaborative effort between teachers and students, and it is "interest, concern, commitment, enthusiasm, and eagerness" that make the process of student evaluation worthwhile for all and therefore dismisses staff concerns.

On the validity of student rating, Abrami et al (1988:153) found that:

The research on student ratings of instruction is both extensive and complex. Whether and to what extent student ratings of instruction are valid indicators of teaching effectiveness is an often discussed and controversial issue, both because of the importance and widespread use of ratings in tenure and promotion decisions and because the empirical literature on validity appears highly inconsistent.

According to Arubayi (1977: 274), the use of student ratings of instruction are reliable, since "variables such as sex of students, class size, time of day a course is taught, mood of students, classification of students, rank of instructors and the grades students were expecting, to mention a few, were found to have positive relationships with student ratings". Studies in the literature "agree that student ratings of instruction lead to teacher effectiveness and improvement of instruction provided appropriate feedback and expert advice are made available to instructors".

Contrary to the findings of Arubayi (1977), Moritsch and Suter (1988) found that student ratings revealed that the raters' halo errors were significantly related to student effort in the course, previous experience with the instructor, and class level. In a study by Dickinson (1990), the results of the correlations between ratings of teacher effectiveness and amount of student learning were low, but significant, while the correlation between students' estimates of amount learned and ratings produced larger correlations than actual amount learned and ratings.

Finally, the following two general conclusions of a study by Jones (1988: 139), lend support to student evaluations being both reliable and valid data sources:

- * When teaching does not change significantly from year to year, different groups of students rate it in a similar fashion. This suggests that students are reliable in their rating of teaching.
- * Across different classes, better overall examination grades are loosely associated with higher student ratings of teaching though the trend is not significantly significant. Within a class, students who perform best in examinations tend to rate the teaching most highly. These trends may lend support to the notion that student evaluation of teaching is a valid procedure.

Student-feedback may therefore be regarded as a valuable contributory element in the evaluation programme.

In the study by Tollefson et al (1989: 529) which investigated the relationship between students' attitudes toward effective teaching, perceptions held by students on their teachers' attitudes toward effective teaching, and ratings by students of their teachers' effectiveness, it was found that it was 'teacher-generated variability' that resulted in the variance for about half the student ratings. It was "differences among teachers rather than similarity between students' own attitudes and perceptions held by students of their teachers'

attitudes that explain differences in teacher-effectiveness ratings" (Tollefson et al: 535). In a similar study by Feldman (1988: 319), the purpose of which was the analysis of the similarities and dissimilarities between faculty's and students' views, it was found that staff are not much different from students in their views on good teaching.

Centra's (1987: 49) concern is that repeated use of the same form for student ratings may result in their formative impact diminishing considerably and the ratings then being used for personnel decisions only. With regard to how the results from student-feedback are interpreted, Centra (1987: 50) cautions that the emphasis is that a good teacher is one that has to be good on all points on the rating form and it is unfortunate that the sum total of ratings on all characteristics is the way of evaluating faculty's overall teaching. Also "good teaching occurs when the instructor uses a method that is best suited to his or her abilities and also best suited to accomplishing what the course should accomplish". According to Entwistle and Tait (1990: 192-193) one needs "fuller feedback questionnaires" that cover aspects of courses beyond the rating of technical skills in lecturing.

Stroup (1983: 58) cautions that standardized forms, like the student-feedback form proposed in the study "do not reflect the creativity and helpful information that might emerge", and for the sake of uniformity tends to overlook differences among disciplines. Also, varying the times of implementation could yield differing ratings.

According to Seldin (1988: 48) on whether improvement would result after student-feedback, depends on three factors, viz. whether the ratings reveal new knowledge, whether faculty are motivated to improve and whether the staff member knows how to improve. These findings are of particular relevance to this study, and will be further explicated below.

Newton and Braithwaite (1988: 279) on using student ratings maintain that:

While some (Larson, 1984; Holf, 1981; Savage, 1982) advocate student evaluation viewing their ratings and opinions as reliable measures of an effective learning climate and consequently of teacher effectiveness, others (Aleamoni, 1976; Barnett, 1983) warn that they may not be mature or knowledgeable enough to make sound and impartial evaluation of teacher performance.

The findings of Beatty and Zahn (1990) support a considerable body of research literature which suggests that expected grade or perception of course performance is unrelated to students' ratings of instructors. Wheelless and Potorti (1989: 259) examined the impact of teacher and student sex differences and student assessment of teacher sex role orientation on student attitudes toward learning and found no interaction effects to support the sex role congruency hypothesis. Students were more affected by overall teacher qualities than by whether the teacher was male or female. According to Jones (1987) students' ratings of teacher competence do depend upon their perceptions of teacher personality and it is argued that this does not undermine the validity of student ratings. Gigliotti and Buchtel (1990) review the literature on bias in student evaluations, and report, inter alia, that "student ratings are biased to the extent that they are influenced by variables unrelated to teaching effectiveness" (Marsh 1984: 733).

Sharp (1990: 135) identifies several problems that may arise in asking students their opinions on the effectiveness of the instructor or the course:

- * The effect that asking students for their opinion may have on the relationship between teacher and student: asking a student about your course may suggest you do not know what you are doing.
- * Students may not give an honest reply to questions: they may respond in the way they think you want them to respond.

- * Students may display some personal antagonism towards individual teachers or situations.
- * Students may feel that commenting on the effectiveness of a course ... is not their concern.
- * Students may even feel that adverse comments may have some future negative effect on their grades.

Cahn (1987: 3) considers the evaluating of teachers using student ratings as inappropriate and dangerous and advocates the use of peer evaluation:

Students, by definition, do not know the subject matter they are studying, and so they are in a poor position to judge whether it is being well taught or whether the instructor's presentation is shallow, inaccurate, incomplete, or biased. Students know if teachers are likeable, not if they are knowledgeable; students know if lectures are enjoyable, not if they are reliable.

Goldman (1990: 2) is of the opinion that "when student evaluations contribute to tenure, promotion, and salary decisions, the gross injustice of the present system becomes intolerable". Arden (1989: 39) is of the opinion "that peer evaluation and student evaluation are both imperfect but still credible and valuable enough, **when considered in combination with one another, (or other evaluative instruments) to provide ... the basis for reasonably accurate judgements**" (emphasis added).

Cohen (1990: 124) dispels the myths/misconceptions held by staff about student-ratings with research-based refutations and states that:

1. Students are qualified to rate certain dimensions of teaching.
2. Students do discriminate among dimensions of teaching and do not judge solely on the popularity of instructors.
3. Ratings by current students are highly correlated with those of former students (alumni).

4. Student ratings are reliable in terms of both **agreement** (similarity among students rating a course and the instructor) and **stability** (the extent to which the same student rates the course and the instructor similarly at two different times).
5. Student ratings are valid, as measured against a number of criteria, particularly students' learning.
6. Student ratings are not unduly influenced by the grades students receive or expect to receive.
7. Student ratings are not unduly affected by such external forces as student characteristics, course characteristics, and teacher characteristics.

Machina (1987: 19) reviews student evaluations of teaching, concluding that "student evaluations truly are worth reading, but that some difficulties concerning their interpretation must be solved if they are not to subvert the teaching process". Student ratings, generally report the "extent to which students have been reached" and can be taken to report student perceptions honestly.

Seldin (1988: 49-50) offers specific guidelines for using student ratings for improvement purposes, the majority of which have been used as the basis for the development and implementation of the proposed student-feedback instrument in the study.

On the issue of the extent of staff implementation of student-feedback at the MLST, Dunkin (1990: 52) offers the following explanation which may be applied, viz. staff who instituted the student-feedback instrument "see themselves as competent" and "are confident that feedback will be favourable", or that staff "perceive themselves as competent (and) do not need assurances to that effect from students". This may be regarded as one of the influences of staff willingness to obtain student-feedback as opposed to implementing the other evaluation instruments. Other influences raised by Dunkin (1990) are sex differences, academic qualifications and teaching experience.

In this section the similarities and differences of the findings of a wide variety of eminent researchers in the field of student evaluations has been highlighted in order to stress both the negative and positive aspects of such evaluations in an attempt to investigate and report upon the efficacy of this strategy for evaluation. It is hoped that the use of student-feedback in the proposed evaluation programme implemented at the MLST has been justified. Student evaluations have both strengths and weaknesses that cannot be denied. Provided that these are acknowledged and understood, student-feedback may make a valuable contribution to the evaluation process.

5.6.2 Self-evaluation

According to Braskamp (1989: 48) the goal of assessment is self-assessment. He writes:

Professional people by definition are accountable and responsible for their own behavior. Assessment needs to promote rather than decrease this sense of responsibility. Thus, faculty members should learn to monitor their own behaviors, to make changes when necessary, to be more aware of institutional as well as their own personal standards, and to link assessment with improvement. Any assessment program will last only if there is trust, credibility, respect, and autonomy for each individual member of the institution.

The self-evaluation programme proposed in this study respects academic staff as professionals, providing them with the necessary strategies to be responsible for their own assessment and development. In order to arrive at the best possible evaluatory tool, a study of the writings on self-evaluation was made. What follows highlights just some of the findings of researchers in the field.

With regard to the accuracy of self-evaluations, Farh and Dobbins (1989: 835) report that little research into factors influencing it has been conducted. The results of their study showed that "consistent with the prediction of consistency

theory (e.g. Korman, 1970), leniency bias was positively correlated with self-esteem". These findings have particular relevance for the interpretation of self-evaluation reports compiled by staff. According to Moses (1987), self-evaluation can consistently either under- or over estimate the staff members' abilities, although some academics are quite accurate.

The self-evaluation instrument leaves the staff member to be responsible for his/her own evaluation, similar to the self-appraisal scheme of teachers through "Teachers' Own Records", as currently being developed and implemented by Adams (1988: 83) in England and Wales. Koehler (1990: 44) demonstrates the positive effects of self-evaluation as contributory to the supervisory process, e.g. "teachers are more willing to engage in follow-up professional growth activities and to perceive supervisors as help-mates in the process". Bond (1990: 110) however, cautions: "Self-assessment in isolation is probably not a fruitful path to follow, but when moderated and used as an element of collaborative assessment its potential is great".

Stroup (1983: 55-56) offers a critique of self-evaluation, viz. there are "obvious differences in perspective and ability to be introspective among faculty members" and therefore accuracy in self-perceptions is questionable. Newton and Braithwaite (1988: 280) contend that while self evaluation may contribute to professional development as supported by Crenshaw and Hoyle, 1981; Davis, 1964; Sergiovanni and Starrat, 1983; Blumberg, 1974 and Larson, 1984; counter arguments to self evaluation note the weakness of teachers' self evaluations as a result of the unreliability of their own self rating (Barnett, 1983).

Day (1989: 9) suggests the formation of "critical friendships" to counter the subjectivity involved in self-evaluations. Critical friendships refer to:

practical partnerships entered voluntarily, based upon a relationship between equals and rooted in a common task or shared concern, ... a means of establishing links with one or more colleagues to assist in processes of learning and change ... and increase the possibilities of moving through stages of reflection to confrontation of thinking and practice.

According to Seldin (1988: 53) self-evaluation can be used to strengthen teaching using the following three techniques, viz. discussion on teaching effectiveness with faculty colleagues or teaching improvement specialists, comparison of student and self-ratings, and audio and/or video recordings.

Greathouse and Karmos (1990: 4) are of the opinion that teachers' questioning techniques require planning and continuous self-evaluation which would result in enhancing teaching and promoting student learning.

Watkins (1990: 16) reviews the use of teaching portfolios, "an approach to evaluate teaching that would parallel the one now used to evaluate research". According to Peter Seldin, the purposes served by teaching portfolios are for promotion and tenure purposes, and for staff, "portfolios provide a structure for self-improvement efforts". Thompson et al (1990: 39) cite the case of the University of Strathclyde (U.K.) where the appraisal interview form makes provision for an agreed set of individual staff development needs, where copies of personal development plans are sent to the staff development unit, not necessarily to be fulfilled in their entirety by the central unit. A similar strategy in terms of self-evaluation and drawing up of personal development plans is proposed in this study.

This short résumé of research findings in the area of self-evaluation techniques certainly highlights the fact that researchers seem to feel more positively about this form of evaluation than they did about student evaluation. This is easily understood when compared, for example, to mention just

one area, staff may feel threatened by student evaluation, yet feel quite comfortable with a self-evaluation instrument. This, therefore becomes an important consideration when one is trying to win staff over to an evaluatory stance.

5.6.3 Heads' evaluation of staff

Blake and Jacques (1990: 37) view the interview with the head of department as follows:

The process assists academic planning, in terms of both short-term timetabling and longer-term course development. It can lead to a sharing of ideas about research, consultancy and writing. Importantly, the interview is a formal opportunity to acknowledge the achievements, commitment and hard work of colleagues ... the interviews led to things which heads of department undertook to try to make progress in - an idea for research, a modification of teaching load, a new course leadership, an opportunity to work in cross-college developments ... summary action plans made us responsible for doing something.

The intention of the heads' interview, in this evaluation programme was certainly not one of supervision and assessment, but to fulfil the purposes as outlined by Blake and Jacques (1990) above. Staff, however, are not easily convinced of these intentions and for whatever reason, e.g. possibly past difficulties encountered with Management, suspect hidden agendas or fear victimization. Once again, in order to best advise heads as to their important roles in the evaluation programme, an exhaustive study of relevant literature has been made. Below are listed some of the more relevant findings in this area - findings which were used in order to define and refine the heads' role in this evaluation procedure.

Williams and Mullen (1990: 9), in their study of teacher attitudes to appraisal, found that they were concerned about the danger of personality clashes and thus considered the choice of appraiser as crucial. Their concerns are justified by Piper's (1983) findings that department heads employed

hidden criteria in their promotion deliberations (Centra 1987: 53).

Blum (1990) maintains that openness in evaluations "is said to boost faculty morale and instill confidence that decisions are fair" as is the case at Florida State University. Phelps (1990) advises that heads, principals or instructional leaders may look to other professions, e.g. physicians, and draw parallels to act as effective supervisors.

The study by Allen and Shaw (1990: 320) offers empirical evidence that in the perceptions of supervisors/heads of department, teachers' communication behaviours are related to teaching effectiveness, although more research needs to be done with regard to specific verbal and non-verbal communication behaviours which distinguish effective and ineffective teaching. This is an example to illustrate and substantiate staff's fears.

In the context of the study, it is apparent that although most staff members do not object to being interviewed by the head or discuss their self-evaluation and personal development plans, their responses indicate apprehensions regarding this aspect of the programme. The reason for this, although the programme's intentions were repeatedly spelled out, may be attributed to low morale and the problematic ethos prevalent at the MLST during the inception of the evaluation programme. The following discussion focuses on how the heads' evaluation of staff may be employed in keeping with the programme's intentions, viz. facilitation of departmental planning and the discussion of the self-evaluation, in particular, the personal development plans of staff.

Heads of department certainly have a significant role to play in securing staff participation and support in staff development initiatives (Jones: 1990). The head is instrumental in encouraging innovation, change and improvement in the

department. Staff are of the opinion that heads should take "a more active part in helping and supporting staff to develop their teaching, administration and, in particular, their research" (Rutherford 1988: 98).

Lyons (1989) discusses the active staff development role performed by principals which may be fulfilled by heads of department, viz. initiate sharing sessions during which techniques, ideas, etc. are exchanged; promotion and support of a staff newsletter; the use of committee meetings as a staff development forum, e.g. allowing staff members to share problems and find solutions, and encourage peer observation. The benefits of these four programme components according to Lyons (1989: 34) are:

- * A closer connection between staff needs and developmental opportunities
- * The opportunity to showcase staff members' strengths and expertise, and
- * The opportunity to increase faculty ownership of a staff development program.

The extent of such a programme succeeding depends to a large extent on the priority placed on improvement by the head.

Hussey (1989) discusses requisite skills needed by principals and makes several recommendations directed at school principals, that may be equally relevant for heads of department in higher education, for the promotion and implementation of staff development, such as:

- * Stay current. This can be accomplished by joining professional organizations, taking graduate courses...
- * Closely examine your current situation and the needs of your staff and students
- * Collaborate with your staff in a process designed to determine the mission and needs of your school
- * Establish priorities and objectives and stick to them

- * Involve your staff in the planning, implementation and evaluation of staff development
- * Be creative as you work to find resources. For example, spend time in monthly faculty meetings discussing current projects. Allocate money and materials to accomplish your purpose. Show your staff that you are committed to your goals
- * Use a number of different forms of staff development...
- * Take the time to become familiar with what your staff is doing
- * Provide an environment which encourages learning

Calabrese (1989: 18) emphasizes the importance of community among staff as essential to "higher staff morale, increased faculty cohesion and a renewed dedication to teaching". Andreson and Durant (1989: 14) go one step further in their view of the role of the principal in staff development as "expanding beyond a community builder to that of an orchestra conductor for staff development". Heads of department can be instrumental in "orchestrating" the participation of staff in their ongoing professional development.

Killion et al (1989) discuss specific knowledge, skills and beliefs that principals/heads need to efficiently promote the professional development of their staff. Some of the skills mentioned are, e.g. communication, goal setting, conflict resolution, maintaining flexibility, modelling, using resources creatively, reflecting and analyzing, collaborating, sanctioning and mentoring, which are of relevance and value for the heads of department focused on in the study. As Killion et al (1986: 6) suggest, heads may certainly "need opportunities to refine the skills that will make them effective ... however, [other heads] will need encouragement in allowing others to assume the staff development role" (for instance, leaving some of the responsibility to the SDU).

5.7 The implementation of the Self-evaluation programme

In this section the discussion focuses on the implementation and effects of the self-evaluation programme, in particular, revisions, implementation and consequences of the programme.

Braskamp (1989: 49) maintains that evaluation should be seen and implemented as an ongoing process, that it entails a 'triple - A perspective', viz. assessment, analysis and action (AAA). The revised evaluation programme takes cognisance of Braskamp's recommendation and incorporates assessment, analysis and action. An examination of the programme (Appendix N) is indicative of how this has been accomplished.

With regard to modifying the proposed evaluation programme in order that its aims and objectives are efficiently fulfilled, the revised evaluation programme has been developed according to the ten guidelines proposed by Stroup (1983). Its success or the responsibility for its effective management according to Stroup (1983: 62) belongs to the head of department. The role of the head of department in successfully effecting the evaluation programme and promoting staff development is recognised as being critical as has been discussed earlier.

With reference to the inclusion of student-feedback in the self-evaluation programme, Miron (1988: 175) is of the opinion that self-evaluation combined with student-feedback could be useful in improving instruction. The results of the Miron study reveal that the self-ratings of less experienced instructors were closer to their student ratings than that of experienced instructors due to declining enthusiasm and interest in students after promotion or tenure. Some explanations, among others, advocated are that the lack of agreement between instructors' self-ratings of instruction with student ratings may be that:

- * some instructors simply do not know how to evaluate their own performance in class

- * some know their strong and weak points but do not know what to do with the information
- * others might be able to recognise strength and weakness in their performance but would not disclose it since this information might be held against them if their assessments were used in making tenure and promotion decisions.

(Miron 1988: 180)

The self-evaluation programme also contains a self-rating instrument scale (Appendix N), which could be completed and compared against the results of the student-feedback instrument. According to Seldin (1984), staff should repeat the evaluation exercise if there is a great discrepancy between the two ratings.

In a study conducted by Marsh (1984) relating students' evaluations of teaching effectiveness to the self-evaluations of their teachers, the factor structures for both student ratings and teacher self-evaluations were similar. Teachers who rated themselves more highly were also rated more highly by their students.

The study conducted by Isaacs (1989: 7) at the University of Queensland reveals that there is a modest increase in both subject and teacher ratings when staff are evaluated on more than one occasion; "those staff with low initial ratings on average improve substantially, while those with high initial ratings on average have rather lower final ratings". The staff are also encouraged to complete a self-evaluation form to compare their own evaluations with student ratings. Any negative difference may stimulate change that would result in improvement as demonstrated in the Isaacs study, viz. staff whose ratings are less than satisfactory on average improve by 0.8 while those with high ratings decrease by only about 0.1, in keeping with equilibrium theory, viz. "change in the direction desired by students in order to restore a condition of 'equilibrium'" as employed by Centra (1973: 395).

A similar view is advocated by this study, viz. that student

feedback and/or implementation of the self-evaluation programme has positive implications for staff development, in particular, with reference to teaching performance. Ongoing evaluation exercises may certainly then be revelatory for improvement or to maintain an acceptable minimum standard of competence or performance. Centra (1973: 400-401) found that one administration of student-feedback had little effect in changing instruction and that "at least two sets of student ratings are needed before many teachers see a pattern of weaknesses that they might improve".

One of the implications of the findings of the review of conceptual and measurement issues regarding faculty performance by Kurz et al (1989: 55) is that:

... evaluations of faculty members must be cognizant of the environmental and organisational contingencies that affect performance. Attempts to explain the performance of a faculty member may result in attributions to the personal qualities of the individual rather than the social context ... the educational context of a particular school or college, the goals and strategies of a university, or the stage of the university or college in its own organizational life cycle may influence the performance or the perception of the performance of faculty members.

In developing and revising the evaluation programme in this study, the institutional environment was considered. The actual process of the implementation of Phase 1 and the course of events engaged in, resulting in the Self-evaluation Programme was indeed exacting. Most staff were not very enthusiastic about such an exercise. The existing ethos certainly did not contribute to making the task any easier. Nevertheless, as has been described and reported in Chapter 4, the efforts of the SDU can be considered successful.

Arreola and Aleamoni (1990: 37) are of the opinion that any faculty evaluation can be made to serve both formative and summative purposes:

Faculty evaluation systems that start out ostensibly as formative (designed to provide feedback for the purpose of facilitating professional growth and development) almost always end up serving a summative purpose as well. Sooner or later, a faculty member will submit evaluation data as part of the evidence in support of a decision on promotion, tenure, or merit pay. Conversely, an administrator will ask for certain evaluative data to assist in making a difficult decision concerning a faculty member... The key in developing and operating such a system is to carefully determine and prescribe the types of data to be gathered and what is to be done with them.

Exactly what Arreola and Aleamoni (1990) have described has been the case at the MLST. The evaluation programme at the outset was intended to be formative, but adaptations of the programme have resulted in the programme fulfilling summative ends, e.g. decisions for probation and promotion (Appendix Q). It has been repeatedly stated in the literature that the formative and summative purposes of evaluation should be kept separate to ensure success of an evaluation programme to facilitate staff development, however the Management have employed the evaluation programme as a basis for summative instruments (Appendix Q). The implications of this development will be discussed in Chapter 6.

The self-evaluation programme has been based on the 'Partnership Model' as recommended by Lovell-Badge (1990) to identify developmental needs. The staff development programme will thus be determined by needs expressed "and its implementation would not be a threat but would lead towards valuable outcomes in terms of their own (staff's) and the section's (department's / institution's) developmental needs" (Lovell-Badge 1990: 36).

Stroup (1983: 60) sums up the methods used in data collection as follows:

It should be obvious there is no clear, concise, single methodology that dominates the scene in evaluation or is, indeed, the most effective. Judicious use of a combination of tools/methods yields the most defensible assessment ... wise assessment of the strengths and weaknesses of each method is critical. Regardless of the method of data collection, the information is only valuable if used

appropriately and within the context of the purpose for evaluation.

According to Seldin (1984: 125), an evaluation programme needs to be continually refined and updated:

Although faculty evaluation is more art than science and is practised by fallible human beings, much has been learned in recent years about what works and what fails. Today, the faculty evaluation process commands center stage for reasons already described at length. Some institutions may shortsightedly try to paper over the holes on their evaluation structures. But this cosmetic approach does not address the hard-core issues and is doomed to failure. Other, more farsighted institutions will take a longer view. They will acknowledge weaknesses in their faculty evaluation systems and will devote the necessary time, energy, and resources to dismantle and rebuild them. Their goals will be construction of a new system that is at once flexible, comprehensive, objective, individualized, fair, and consistent with the law. These institutions will view the intense pressures on higher education, today not as roadblocks but rather as stepping-stones.

5.8 Conclusion

The evaluation programme has certainly incorporated the recommendations made in the literature. The SDU has attempted to develop and implement an evaluation programme that is acceptable to staff and one that will work in the MLST context. From the research findings reported in Chapter 4 it is evident that staff do accept the programme, however the success of the programme is dependent on how far staff are prepared to go to make the system work for them. The SDU has fulfilled its intention, the ball is now in their (staff's) court.

In Chapter 6, the self-evaluation programme, viz. the strategies of student-feedback and self-evaluation, is reviewed. The use of the evaluation programme to direct an improved, more relevant staff development programme is also focused upon. Finally, the implications of the study for the MLST, in particular, and higher education, generally, is considered.

CHAPTER 6

CONCLUSIONS

6.1 Introduction

In this final chapter, the focus will be on self-evaluation strategies employed in the evaluation programme, suggestions for an improved, more relevant, staff development programme, the implications of the study, for the MLST, in particular, and for other tertiary institutions, in general.

In the section that focuses on evaluation, the emphasis is on final self-evaluation instruments included in the programme, viz. the Student-feedback and Self-evaluation report forms. Suggestions for future revision and improvement of the programme are made.

With regard to the staff development programme, strategies and recommendations for the development of academic staff, the institution's management and the SDU staff are made. Suggestions for the evaluation of staff development initiatives and general funding of the Unit are also proposed.

What follows is based upon the consequences of the study and points out future implications for the study at the MLST, focusing, in particular, on the role of Management and heads in the promotion and success of the SDU's efforts, and the relationship of the evaluation programme with the administrative issues of merit awards, promotion, probation and other uses, e.g. evaluation as a disciplinary measure.

In the final section broad implications of the study for higher education, generally are dealt with. The chapter closes with an evaluation of the study and points to directions for future research.

6.2 Self-Evaluation strategies

The self-evaluation programme (Appendix N) that the study proposes is the result of firstly, a proposal by the SDU to have been implemented on an experimental basis, secondly to have been reviewed, revised and/or replaced by a programme acceptable to staff and finally to be the evaluation instrument to be used for developmental purposes.

Heller (1988: 14) in Diamond: A Guide to Evaluating Teaching for Promotion and Tenure views evaluating teaching as challenging but not impossible, advocating that review panels "should use several methods to assess teaching, including reports from the professor (self-evaluations), student evaluations, an in-depth interview, and classroom observation". The evaluation programme was planned keeping in mind Heller's (1988) suggestion. Phase 1 was made up of three components, viz. the Student-feedback, Self-evaluation form and the head's evaluation interview (Evaluation Report Form). The revised evaluation programme consists of two components, viz. the Self-evaluation form and the Student-feedback appended to a manual. Since the programme was, in principle, intended for development it was necessary to devise a programme that promoted growth rather than one that generated negativity or resistance.

The evaluation programme proposed in this study is certainly for staff development purposes but it would be a wasted effort if there was no follow-up to the evaluation. Mc Keachie (1987: 3-4) views evaluation for instructional improvement as a diagnostic tool which would be effective if the individual has help from an experienced consultant who can "foster trust, offer encouragement, and provide guided practice in order to help faculty improve their teaching techniques". The staff development unit should provide assistance for instructional improvement. The SDU staffing should include an instructional improvement consultant. The role of the consultant and the purposes of the evaluation programme (formative) should be emphasized.

As has been demonstrated earlier, evaluation programmes, if used for both formative and summative purposes, may be misinterpreted by staff, thus resulting in problems. The SDU's intentions may then be misconstrued by staff who might see it being used as a management tool.

With regard to the student-feedback aspect of the evaluation programme, Ravnsborg (1990) reviews the evaluation system, implemented at the Norwegian Institute of Technology, that is unlike the traditional types of evaluation, but has relevance for the MLST. The difference is that students are afforded an opportunity to influence the teaching/learning situation with immediate effects, viz. two-way communication occurs between students and the lecturer at meetings held to discuss teaching. This strategy may be applied by staff at the MLST implementing the evaluation programme. On receipt of feedback from student ratings, staff may meet with students to discuss the results and in this way attempt to improve weaknesses, and facilitate a two-way interaction.

Greenwood et al (1973: 596) find that most student-rating instruments require responses indicative of the degree to which a statement is characteristic of an instructor which certainly has limitations in terms of student response sets and instructor halo effects. They recommend that students be permitted to rate the instructor only on those items which they consider relevant to the course and instructor, that the items be composed of those only descriptive of teaching behaviours, and to avoid response sets, the inclusion of both positive and negative teaching behaviours.

The student-feedback instrument in the study attempts to fulfil the recommendation by Greenwood et al (1973) but it is only after implementation of the instrument and further feedback from staff on the items contained that improvement of the student-feedback form would occur. Other suggestions and recommendations made in the literature on student-feedback may also be incorporated in

revising the instrument, until such time that the instrument is refined enough for use in the specific institution, requiring only minimal ongoing checks and 'repair'.

Ornstein (1990) observes that evaluation systems generally do not address the question of how to change teacher behaviour. It is assumed that teachers will naturally do what is expected of them on the realization of what ought to be done. Working on this assumption, staff will be able to improve their teaching in their attempt at fulfilling goals as laid down in the personal development plans. The fact that evaluation systems do not, in themselves deal with how to change behaviour should not be construed as a defect of the programme since it certainly isn't one of the programme's intentions. The evaluation programme will only achieve what it can in terms of its design. The motivation to change therefore cannot come from the implementation of the programme but must be internal to the staff member. The evaluation programme is certainly a step in the right direction since it would point to change that is required. The SDU would provide the necessary support services to facilitate the change and development process.

The Self-evaluation report form contained in the programme, resembles the portfolio system (Arreola and Aleamoni 1990: 38) in which staff themselves are made responsible for assembling and maintaining their own evaluation data. The computerized analysis of the student-feedback forms offered as a service by the SDU (Appendix F) fulfils Arreola and Aleamoni's (1990) recommendation of making the analyses user-friendly. A graph depicting performance is provided. Due to time constraints and a shortage of manpower, provision has not yet been made at the MLST for "a verbal summary sheet, which translates the statistical information into general statements" (Arreola and Aleamoni 1990: 50). It is recommended that the SDU, when adequately staffed in the future, provide this service.

Passmore (1988) offers four schemes for peer review and consulta-

tion for teaching improvement that require documentation of teaching systems, collaboration in development and implementation of teaching, and evaluation outcomes of teaching. Peer review is the one strategy that has been left out of this evaluation programme. From the literature, it is evident that peer review can provide valuable data for evaluation. Although, formally at the MLST no mention has been made of peer review, staff are free to discuss their self-evaluations with anyone (including colleagues). This could serve as a check to guard against subjectivity.

Future revisions or additions to the self-evaluation programme proposed, may include some of the schedules/instruments used by Baum and Bassey (1981), viz.:

- * an overall "Course Effectiveness Questionnaire"
- * a "Lecture Evaluation Schedule"
- * a "Seminar Evaluation Schedule"
- * an "Essay Writing Evaluation Schedule"
- * a "Practical Class Evaluation Schedule"
- * an "Examination Evaluation Schedule"

Also, as has been mentioned earlier, any successful evaluation programme will have to be evaluated and amended in an ongoing manner in order that it will continue to fulfil its aims and objectives.

Elton (1984: 98) on the uses of evaluation and assessment information writes:

While the same information could frequently be used for both evaluation and assessment, its effect on the people involved is very different. We ought to welcome the information, if it can help us to improve, but we become defensive if we know that we are being judged on it. Thus teachers should not be evaluated and assessed simultaneously. Nevertheless, the two processes must work in tandem. To be assessed and - at least in part - to be found wanting without there being an opportunity for improvement is inhuman; to expect teachers to take the considerable trouble involved in evaluation and subsequent improvement without there being at least some reward and sanction which follow assessment is unrealistic.

With the above in mind one should now be ready to evaluate the evaluation programme itself.

6.3 Staff development programmes

Once more, in order to place staff development at the MLST in wider context, it was deemed necessary to research the state of the art at international level. Library research gave certain concrete directives, and it was a salutary exercise to test to what extent the self-evaluation programme was 'geared into' the wider context.

Briscoe (1987), in this regard advocates the following ten principles as a basis for successful staff development programmes:

1. Development occurs largely on the job
2. Different jobs require job skills
3. The job must contain challenge or stretch
4. The challenge experienced must be continual and gradual
5. Periodic recharging eases stress and consolidates learning
6. Development must be an essential part of academic managers' and leaders' jobs
7. All development is basically self-development
8. Institutions should base promotions as much on assessed potential as on observed performance
9. Institutions must consider the total individual
10. Successful development programmes require monitoring

Kelly (1988: 170-171) classifies staff development activities into four categories, viz. professional development, instructional development, personal development and new faculty orientation. **Professional development** involves scholarly activities which include research, reading, advanced course work, attending conferences and hands-on experience in industry. **Instructional development** activities focus on the use of effective teaching techniques, curriculum development and team-building activities, e.g. retreats promote creative thinking and increase collegiality among staff and administrators. **Personal development** activities assist staff to learn for their personal

benefit which may promote professional effectiveness, e.g. time management, assertive behaviour, interpersonal communication, creative leave opportunities, stress management, retirement planning, etc. **New faculty orientation** is aimed at new full- and part-time staff who are given "a survival kit" which includes a map of the campus, a syllabus instruction book, an article on lecturing techniques and the student-evaluation form. The current MLST staff development programme has attempted to incorporate some aspects as described by Kelly (1988).

In order to create some sense of the proliferation of knowledge in the field of staff development, the findings of the sources consulted are placed in certain loose categories as differentiated by Kelly (1988). In this way one will best be able to appreciate the importance, in terms of frequency, that researchers place upon these various aspects of staff development. An attempt will also be made to place the MLST experience in context.

6.3.1 Professional development programmes

Hoshmand and Hartman (1989-1990) provide a broad view of faculty development "as continuous growth in all areas of faculty functioning throughout the career life span of faculty... an ongoing and individualised process of enhancing the growth and renewal of the faculty member and at the same time achieving department, school, and university goals".

Green (1990) views leadership development as a leadership task, a conscious commitment to provide staff with opportunities to grow and learn, viz. bringing in resource people, sending staff to leadership training programmes and/or providing sabbaticals. Shoenberg (1990: 5) recommends leadership development initiatives, viz. "growing our own" to save the institution money, and time, as well as providing the best candidate:

Having an internal pool of qualified candidates sufficiently diverse to satisfy affirmative action goals makes it possible to choose from among people well known to the campus. Thus the institution considerably reduces the possibility of a failed search or choosing a candidate who is a poor match for the job or the institution.

The SDU can provide a valuable service in this regard. Cowan (1990: 100) suggests a blueprint for the education and development of engineering educators. It entails a conscious, and structured model, an effective scheme based on experience and lessons, not "learnt the hard - and inefficient way".

The Centre for Faculty/Staff Development at the University of Connecticut, according to Halvorsen et al (1987: 15), focuses on programmes that include the following:

- * programs to enrich current careers;
- * programs for personal growth;
- * programs to increase individual career options both within and outside the institution;
- * policies to increase institutional flexibility.

Elton (1984: 106) cites several successful approaches to staff development initiatives, viz. short courses, mutual help between colleagues co-ordinated by the staff developer, the use of internal consultancies, staff development as a consequence of curriculum development, and the provision of training and materials to assist trainers. Krieger (1990) suggests the use of the workshop, studio, or clinic to work out complex, but actual situations.

Pisano and Tallerico (1990) advocate a staff development programme for the improvement of writing instruction with the following guidelines.

- * Expect incremental rather than immediate progress
- * Insist on voluntary, not mandatory participation
- * Establish a supportive context for change
- * Provide human as well as material resources

Mc Govern and Hogshead (1990) recommend a faculty development programme for writing which make staff more conscious of student learning as well as their teaching.

Thompson et al (1990) make a case for department-based, as opposed to staff development organised by central units. They implemented a self-appraisal workshop which entailed the getting together of a group of people in the same subject area to share their experiences and expertise to solve common problems. The central SDU may, however, play a consultative role in this process.

Similar to the leadership development network (LDN), a field-based staff development programme is advocated by Thiessen (1989: 30) in which staff developers may certainly benefit and enhance their skills in developing others through "meaningful action, reflection, interaction, support, collegiality and collaboration".

Cited above are several approaches to and examples of staff development programmes and activities that may enhance the professional growth of staff.

6.3.2 Instructional development programmes

In this section the focus is on staff development programmes and activities that are employed in staff development units. Although some may already be in operation at the MLST, others certainly may be instituted to assist academic staff in their instructional development.

Aleamoni (1987: 81) on staff development maintains that:

Comprehensive faculty development programs not only aim at improving individual competencies in teaching but also have the larger aim of enhancing the quality of education.

Arreola and Aleamoni (1990: 54) maintain that "the evaluation system should provide diagnostic information on the strengths and weaknesses that faculty members possess and then follow up with programs or materials to help them enhance their strengths and overcome their weaknesses... To be truly effective, a faculty evaluation program must work in concert with a faculty development program".

Stafford and Russell (1990: 54), with regard to a staff development programme, advocate a series of College Teaching Workshops to improve instructional skills. Part of their success may be attributed to their approach. They do not set themselves up as absolute authorities, but as "facilitators, colleagues and practising teachers ... a source where faculty can come for non-judgemental help in improving their teaching". The approach taken by the SDU at the MLST must therefore be similar to that suggested by Stafford and Russell (1990).

Cryer (1988) conducted a study of lecturers' reactions to staff development video feedback sessions. There are considerable benefits for improvement as a result of such a staff development activity. Staff, however, need to be reassured that although the practical feedback sessions are relevatory, they provide invaluable data for self-evaluation to identify improvement or developmental needs.

Using a student-centred approach to influence staff's involvement or interest in an instructional improvement programme may work in instances when staff do not believe they need development. If the focus is on student development, staff may listen and even effect changes.

Another suggestion for instructional development programmes is made by Wilson (1987: 22-23) who cites characteristics of the Teaching Evaluation Consultation Service model for improving teaching, viz. student feedback, a pool of success-

ful teaching practices (compendium of ideas), emeritus consultants, teaching idea packets and the Berkeley Personal Teaching Guide (PTG - tailored to give staff teaching idea packets corresponding to the four items students rated as least descriptive of their teaching and guidelines for changing one's teaching).

Thompson et al (1990) cite Dunken and Barnes (1986) who discuss the evidence supporting the effectiveness of a range of approaches to the improvement of teaching, viz. student evaluation of teaching, grants for faculty development projects, workshops and seminars, microteaching and concept-based training using protocols of teaching incidents.

Jacques and Gibbs (1988) review the staff development initiative of "teaching innovation week", "alternative learning week", or "non-traditional teaching week" designed to impact upon teaching and learning methods. Incorporating such a week into the academic calendar may imply a "top-down" approach, but may achieve the desired results if mooted by the SDU and worked into its calendar.

Lindquist (1978) offers practical tips to staff developers implementing a teaching improvement programme. Lindquist (1978: 274) is of the opinion that if teaching improvement is to fulfil its potential the "the following challenges will need to be met by action".

- * Model programs testing the propositions ... should be developed, studied and disseminated.
- * Research is needed in each of the three areas of teaching improvement purpose: college teaching and learning, personal and career development of staff and organizational conditions to support effective teaching and learning.
- * Formal educational and training programs are needed to prepare persons to manage the complex roles of the teaching improvement or professional development facilitator, and professional networks are needed to sustain them.

- * Teaching improvement leaders need to create mutually supportive alliances with institutional research and planning, ... if a concerted and systematic effort to improve university teaching is to occur.
- * Teaching improvement programs will need to address three kinds of problems in the three areas of purpose: serving nontraditional learners, aiding the personal and career development of staff caught in a shrinking academic market and enabling the institutions to improve through development and reallocation of existing resources rather than through expansion.
- * Teaching improvement programs must reach beyond their present faculty clientele.

The SDU at the MLST can certainly offer a relevant and beneficial instructional programme by, for example, meeting the challenges put forward by Lindquist (1978), above.

The suggestions for instructional development programmes cited in this section, if not already in operation at the MLST, may certainly be implemented to meet staff's needs.

6.3.3 Personal development programmes

It becomes evident in this section that personal development programmes are essential for staff. Staff do not only need to enhance their professional and instructional development but their own personal demands, viz. to learn for their personal benefit, for example, Rickard and Spotts (1988: 299) maintain that:

Not only is training necessary for professionals for effective performance of their duties, but it is essential for fulfillment of their need for growth.

Milstein (1990) discusses the implications of educator "plateauing" (a long period of stability) for staff developers who can develop and implement the following intervention strategies, viz.

- * Recognize plateauing as a normal phenomenon
- * Reduce the focus on promotion as the major indicator of success
- * Help staff move through career transitions, e.g. career planning, equitable promotions and retirement
- * Increase role efficacy, e.g. promotion of job enrichment opportunities, constructive evaluative feedback and meaningful rewards for effective performance
- * Promote the health needs of employees
- * Provide supportive supervision
- * Expand opportunities to be involved in the larger organisation

These intervention strategies provide useful guidelines for implementation at the SDU of the MLST.

Smith (1989) recounts the positive effects of teaching courses outside one's area of expertise, viz. enhancing faculty development and alleviating burnout. Other such activities, cited by Smith (1989) are reviewing journal articles (Webb: 1979), faculty self-help groups that view and critique videotapes of staff's teaching (Blumenthal: 1978), team teaching (Lenthall: 1980; Selby and Calhoun: 1982), others favoured international faculty exchange (Calhoun and Long : 1982; Calhoun et al: 1980).

As suggested by Rickard and Spotts (1988: 300), rotating job responsibilities among staff in a department provides excellent opportunities for new learning experiences and development. From the above, one may gather that the personal development of staff forms as important an area that needs development as are professional or instructional development. It is evident that personal development will affect any other development.

6.3.4 New faculty orientation

New staff are often just thrown in at the deep end and left to flounder and learn as a result of trial and error. In this regard, Hofsess (1990) advocates a mentoring programme as

central to their staff development policy and Walsh (1989) suggests the use of recently retired staff. Newly appointed staff in tertiary institutions will certainly benefit from being attached to a colleague who has been appropriately trained to be a mentor or one who has recently retired.

Healy (1989: 37) maintains that mentor systems provide staff development at two levels, viz. helping new staff, and benefitting experienced staff who re-examine their practices and beliefs in their mentoring roles. Those serving as mentors, however, should receive training, support and time to assist the new staff.

New staff will also most certainly benefit from the regular orientation programme organised at institutions. Staff should endeavour to participate in all other activities organised by the SDU to gain maximally. This will be the goal of the MLST's SDU.

6.3.5 Further programme development

All efforts at staff development at the MLST must, at this stage be seen as tentative, thus implying trial and review. Hoshmand and Hartman (1989 - 1990) advocate "broad-based planning" in which staff needs are interpreted in the context of the institution, its goals and development, with staff participating in the process, increasing ownership of goals and reducing administrative intent. They consider the implementation of a comprehensive staff development programme as a strategic decision that requires continuous monitoring, evaluation and review to be successful.

Lee and Sampson (1990) and Cantor (1990) offer practical approaches to programme evaluation which may be used both as a planning and a staff development tool, in other words to develop skills and insights for the planning of programme evaluations. These and others need to be considered in

further programme development envisioned at the MLST.

6.3.6 Funding of staff development programmes

Funds are scarce. This is a truism. Allocating of funds to staff development must thus be carefully planned. With reference to funding for staff development programmes McMillen (1989: 26) reports that the Bush Foundation in the United States will only fund programmes, examples of which follow, that will enhance student learning through improved teaching and staff development:

- * improve basic thinking and writing skills for all students
- * improve orientation and teaching skills for part-time faculty members, and for new full-time faculty members
- * evaluate and analyze academic programs, with particular emphasis on improvement of undergraduate "learning outcomes"
- * broaden the easy availability of excellent teaching methods and programs
- * undertake curriculum analysis and revision.

The above programmes emphasise the main purposes of staff development that are considered priority in the light of shrinking budgets.

Chappell and Hopfengardner (1989) offer several suggestions with regard to resources to help improve staff development programming, some of which may be applied to SDU's in higher education, e.g.:

- * Hire a grant writer
- * Use the experience, technology and facilities that can be found in area businesses and industry
- * Solicit corporate sponsorship
- * Collaborate with universities (other institutions in higher education)
- * Build professional alliances
- * Establish a local education foundation
- * Co-sponsor programs with professional associations.

Taylor et al (1989) suggest cross-organizational collaboration as a cost-effective means to provide staff development, improve instruction, develop the curriculum, and share resources, ideas, and information. The MLST and other institutions of higher education may certainly benefit from collaborative endeavours.

Chisholm (1990: 134-135) suggests the implementation of high quality staff development programmes within departments at minimum cost, e.g. the main areas of staff development in an Engineering School are:

- (1) the advancement of knowledge and practice in the appropriate engineering discipline
- (2) appropriate applied or fundamental research
- (3) consultancy with industry and commerce
- (4) appropriate administration and management experience linked to membership of committees and chairmanship of committees
- (5) involvement with external bodies concerned with some aspect of engineering
- (6) establishment of ongoing links with industry through secondments or other alternative mechanisms
- (7) attendance at courses and conferences with appropriate outcomes.

Funding of staff development programmes can thus be seen as a thorny issue. How much more so in this rapidly changing South Africa with increasing political, economic and social pressures? The above staff development methods require the support of staff as well as the head creating an environment in which staff are supportive of the activities.

6.3.7 Evaluation of staff development programmes

From the above, it becomes increasingly clear that it is imperative for the efforts of staff development to be continually monitored, reviewed and adapted to suit staff needs and budget constraints. With regard to the evaluation of staff development programmes, Hillkirk et al (1989: 55) integrate "reflection", defined as the "conscious and

intentional examination of the behaviour, ideas, and feelings generated by a learning experience with the purpose of increasing the experience's usefulness to the learner", into staff development programmes. This results in self-evaluation of staff's professional growth. Hillkirk et al (1989) offer several suggestions for integrating reflection into staff development programmes, generally.

Young (1987: 73) advocates a regular and useful goals evaluation of the programmes offered by the staff development unit to facilitate planning future directions and allocation of resources, to indicate to staff the applicability and relevance of programmes, and the data may be useful to other institutions for their planning and evaluation of staff development programmes. The implication of this type of evaluation for the study means an examination of the goals of the SDU, its programme goals and their worth to the Technikon.

The staff orientation programmes organised by SDUs need to be evaluated and revised on an ongoing basis. Input for suggestions for change or inclusion in the programme can be obtained from new staff, who have been on such programmes, and other staff.

6.3.8 Difficulties in the implementation of staff development programmes

Quinn (1990: 18) views staff development as a process of growth; it "can and should be a catalytic force for personal and professional growth". Staff development, its institution, implementation and success depend on many factors beyond its control.

Freedman (1973: 109), on the facilitation of faculty development, touches upon some of the difficulties that may be encountered with the implementation of development initiatives:

I do not mean to suggest even for one minute that carrying out an effective, action-oriented development program is easy, given the complexity of human nature and social institutions. Competition between individuals and between departments or schools, struggles for power and dominance, disposition to rebel compulsively against authority of any kind, behaviour of individuals ... these and other influences are likely to impede the work of those trying to experiment and grow.

West-Burnham (1987: 19) maintains that it is the motivation of participants in staff development activities that is:

... the driving force within individuals by which they seek to achieve a goal in order to satisfy a need or expectation... The extent to which any staff development activity will work is contingent upon the individual teacher's perception as to how far the effort involved will lead to the desired level of performance, the perceived link between that performance and the outcomes identified and the relative value of those outcomes.

This means that an institutional environment conducive to motivating staff to achieve the desired outcomes must be created for staff development activities to succeed. Clift et al (1990: 37) examines some context dimensions that affect staff development, e.g. staff may experience problems in working co-operatively or collaboratively and staff development should therefore include time and opportunity for the exchange of ideas and the resolution of conflict.

The above suggestions, cited from the literature, for the evaluation of staff development activities may certainly enhance staff development at the MLST.

6.3.9 The SDU at the MLST

As has been stated, in Chapter 3, the SDU at the MLST is a fairly new establishment. With its minimum human and material resources, it has attempted to fulfil staff needs. The SDU has organised numerous activities for staff, the details of which were given in Chapter 4. The Unit is, at present

attempting to provide a relevant programme that will best suit the needs of staff and the Technikon.

The SDU has initiated the self-evaluation programme to assist in directing the future activities of the Unit. Relevant programme initiatives as reviewed in this study may provide appropriate terms of reference for the SDU.

Tucker (1984) advocates two approaches that may be used in the initiation of a staff development programme. The first approach, viz. faculty development as a means to individual development, is the strategy currently being employed by the SDU at the MLST. The second approach, viz. faculty development as a means to department development, is another way of initiating faculty development. In this approach, the staff mutually agree upon the department's goals and collectively work towards attaining them. Departments could engage in a departmental self-evaluation to determine areas that need development or improvement. The SDU can be instrumental in instituting the departmental self-evaluation process. According to Tucker (1984: 136), "when faculty members perceive a faculty development effort as a means for enhancing both their individual goals and a department's goals, an optimum state of affairs exists".

Nelson (1979) makes several suggestions for faculty development in the 1980s that continue to have relevance for staff development in South Africa in the 1990s - these are:

- * Flexibility of approach
- * Individual activity vs. Corporate activity
- * A new understanding of scholarship
- * Personnel management
- * Understanding student development
- * Administrative leadership and support

From the findings of the appraisal of the SDU (Chapters 4 and 5), it is apparent that the staff development programme at the MLST has attempted to incorporate all aspects suggested by

Nelson (1979), above.

6.4 Other implications of the study for the MLST

In the preceding sections of this chapter, an attempt was made to place the self-evaluation programme in perspective, to justify its form and implementation; and to examine staff development programmes and related issues, generally, to evaluate the SDU and to give direction to improved staff development initiatives.

In this section, an attempt will be made to consolidate the findings of the study in the context of the MLST. The outcomes and future of the self-evaluation programme are focused upon. Further, the role of Management for the success of the SDU's efforts is considered. Finally an attempt is made to give direction to future staff development initiatives.

6.4.1 Future planning

The SDU may consider initiating activities according to the categories as differentiated by Kelly (1988), viz. for professional, instructional and personal development, and new faculty orientation. The findings, in the literature, relating to staff development endeavours may certainly contribute to an improved staff development programme. The SDU must ensure that both the needs of staff and the Technikon are being fulfilled.

Although the SDU is funded by the MLST, in the light of budget constraints, the suggestions cited from the literature may be adopted. Also important for the success of the SDU is an ongoing self-evaluation of the Unit and its efforts. Some of the methods employed in the study and others may be used.

and supervision (CATE/S) programme used by staff development specialists to promote school improvement. Such a programme may be implemented at the MLST to maintain performance evaluation data, suggest strategies for improvement of staff, document attendance or participation in staff development activities and provide data for routine reports. Manatt (1989: 50) suggests that reports generated by CATE/S may be used by the SDU in:

- * Matching the staff development program to the action plans in the professional improvement commitments and the staff development programs
- * Prioritizing staff development needs using performance data
- * Monitoring employee performance data
- * Assessing employee needs to determine funding priorities
- * Improving training for supervisors charged with the responsibility for teacher evaluation

This approach using a computerized data base may certainly assist in managing the outcomes as a result of the implementation of the evaluation programme.

Eggs (1989: 132) offers trends of thinking and considers new developments "to assess our aims and adjust our planning for the 1990s and beyond". The suggestions cited here and elsewhere in the literature may certainly contribute to future planning of the SDU's activities.

6.4.2 Institutional management support

From the findings reported in this study and those cited from the literature, it is evident that the efforts of the SDU will only be successful if there is **total commitment**, viz. from upper management, heads of department, and staff, whatever their level, but upper management **must** become involved, as is shown by previous studies.

Goodman (1990: 423) attributes the success of an effective

review process based on a collegial model implemented at the University of Hawaii, to the "shared recognition of the value of professionalism, the need for accountability, and the possibility of improvement through consultation, support, and the clear articulation of academic standards". Although the programme in the study is not exactly based on this model, its development, revision and implementation have progressed along the lines described by Goodman. The extent of the success of the self-evaluation programme and staff development initiatives will depend upon a number of factors, including the support of the programme by the Management and heads of department.

With regard to the development and implementation of an evaluation programme, Aleamoni (1987: 76) writes:

If one wants faculty to take seriously any comprehensive evaluation system that both serves improvement purposes and is used for personnel decisions, then faculty will have to be convinced of the administration's commitment to the system. This commitment must be stated clearly and followed up by the provision of the resources and support necessary to get the system established.

Further Aleamoni (1987: 77) maintains that administration can show its support by getting staff involved in the process of developing the evaluation and by :

- (1) formally endorsing the importance of instruction in the reward system
- (2) seeing that an evaluation system functions fairly and well
- (3) the support necessary to train teaching assistants and new faculty

The MLST, as has been recorded in the study, has proceeded according to the guidelines provided by Aleamoni (1987) in developing and implementing the evaluation programme. The place of the evaluation programme in the reward system will be discussed in the next section.

In considering the relationship between staff development centres and management Moelwyn-Hughes (1990: 219) poses, among others, the following questions:

- * Should a Staff Development Centre (or Bureau for Higher Education) be involved in formulating managements' priorities for personnel development?
- * To what extent should such centres be agents of the Management in introducing change by:
 - 1) running training programmes for academic staff
 - 2) providing management with information to be used for summative purposes
 - 3) being proactive agents at departmental and faculty level?
- * Is there an inherent conflict for the staff of such centres as counselling individuals in a formative and facilitating manner?

Although the answers to these questions are not straightforward, they need to be considered. If one chooses to ignore them, one could easily fall into the trap of either siding with management or working at cross purposes, or having no direction at all. The stance that the SDU of the MLST takes may be regarded as a neutral one. Although it may be argued that SDU's, are sometimes tools of management, they need not operate as such. The SDU should ideally, have the needs of the institution and those of staff equally at heart. **The position of the SDU is a difficult one in that it is in the middle, having to satisfy the needs of staff, at the same time not being perceived as patronising the Management.** Thus far, the SDU at the MLST has struck a fine balance.

With regard to the role that heads of department fulfil, they can be instrumental in setting the pace for staff development, the accomplishing of staff's personal goals and those of the department. Herholdt et al (1988: 105) on the responsibility of heads write:

Dit verwys dus vanuit 'n bestuursoogpunt na die verantwoordelikheid van enige meerdere om die taakuitvoering

van sy ondergeskiktes te beplan, te organiseer, te kontroleer en te rig. Dit impliseer dus bestuurs-aktiwiteite, soos onder andere die koppeling/integrasie van persoonlike doelwitte met pos-/taakdoelwitte; die voorsiening van geleenthede binne die taakinhoudomgewing om hoërordebehoefte te bevredig; die bepaling van realistiese, objektiewe en meetbare werks-/ taakdoelwitte op grond waarvan terugvoering by wyse van erkenning of opbouende kritiek verskaf kan word; die stel van duidelike riglyne vir taakuitvoering en die voorsiening van geleenthede vir persoonlike ontwikkeling.

Marczely (1990) suggests a four-part staff development model designed to develop and maintain a healthy professional self-concept:

- * Provide time for reflection
- * Establish a professional library
- * Encourage inquiry and discussion
- * Encourage and recognize internal research

With the head of department acting as catalyst for implementing this model, a climate conducive to professional growth will be facilitated. Moses (1989: 95) maintains that "heads need leadership qualities and the ability to create a positive departmental climate so that performance reviews are experienced as constructive and rewarding". Moses (1989: 101) lists some rewards that heads may offer in terms of incentives and motivation, viz. merit increments, shifting resources to deserving staff members or those who need to reorient themselves, lighter teaching loads, study leaves, consultancies and research money. In South African contexts heads could only recommend such rewards.

It is clear from the above that the success of the initiatives of the SDU depend on visible support from the Management and heads of department. **They need to be aware of all staff development activities and must be seen to be interested in their staff's welfare.**

6.4.3 Outcomes of the Self-evaluation programme

In this section the focus is on the results of the implementation of the self-evaluation programme. The self-evaluation programme was developed with formative intentions only. It appears that the programme has also come to serve summative ends. The self-evaluation instrument has been adapted to fulfil summative purposes in instances of promotion and confirmation of probation (Appendix Q). A discussion of these will follow a review of research relating to the use of evaluation for summative purposes, viz. merit award and promotion, to inform such practices.

Mc Fadden and Perlman (1989: 198) maintain that departments should emphasise high-quality teaching in their recruitment and provide incentives and rewards to all faculty for the ongoing improvement of teaching. According to Stroup (1983: 50), promotions should be identified as an acknowledgement of professional accomplishment and leadership, resulting in the maintenance of morale and striving toward excellence. Seldin (1988: 55) maintains that "good teaching does not just happen. It is the result of hard work throughout their teaching careers. This kind of long-term commitment to instructional excellence deserves to be recognized and rewarded by every college or university".

Moses (1986: 135) reviews research studies conducted in the U.S., Britain, Australia and New Zealand with regard to staff's attitude to promotion procedures. The findings reveal general dissatisfaction with promotion practices **with teaching performance being undervalued in promotion decisions**. Moses (1986: 147) notes that staff are aware of who gets promoted and alter their perceptions of promotion procedures accordingly: "If the promotion system is to function as incentive, the institution must make sure that the staff perceive the promotion system in the same way as the institution intends it to work". Magnuson (1987) reviews the literature which

offers evidence for and against linking evaluation with pay and examines one such instance. The findings are supportive of being compensated for meritorious performance. Blum (1990: A 20) reports on the "pay for performance" plan extended from athletic coaches to mid-level managers and top administrators (academic) at the Eastern Michigan University. The plan provides staff with a clear notion of what is expected of them and is an incentive to meet them. Rud (1989) describes a multi-faceted programme designed to reward excellence in teaching and provide an opportunity for intellectual renewal.

Needham (1982: 6) describes the reward systems and their consequences at the majority of United States institutions of higher education as "vaguely specified, ambiguous, and consistent with a wide variety of faculty behaviours". The consequences are that it is impossible for staff to allocate time and abilities optimally, staff respond differently to different reward systems, and the subjective nature and lack of consistency in the criteria and rewards being applied which make group optimization in terms of staff contribution to departmental or institutional goals impossible.

With regard to providing a basis for the allocation of reward for good teaching, the following examples from the literature are illustrative of practice. Camp et al (1988: 664) offer a calculation model for the awarding of merit pay increases which takes into account performance ratings and base salaries (which take the investment into account, viz. human capital), while at the same time distributing a limited pool allocated for merit. Pedrini and Pedrini (1988) acknowledge the excellent, but time-consuming method of paired comparison (advocated by Fechner) and illustrate the following alternative methods, viz. choosing raters, rating colleagues, stratifying ranks and distributing monies to allocate merit pay. Koehler (1986: 253) advocates a faculty salary-growth model, viz. an objective step-3 conversion procedure which entails collection of data, evaluation of performance data, and conversion of

evaluations to faculty members and their increments. According to Koehler (1986: 254):

With such capability they could provide, initially, somewhat more equitable rewards with pertinent incentives. The distribution of such objectively determined rewards would motivate faculty acceptance of the risks associated with more comprehensive evaluations. This acceptance, in turn, would provide for the evolution of more effective evaluations for objective conversion to more equitable and pertinently motivating rewards.

Not only would this model result in fairer merit pay allocations, but perhaps in evaluation schemes fulfilling summative and formative ends, fulfilling both staff's personal and the institution's mission and goals.

Staff in higher education are all not content with some of the present practices regarding promotion and merit pay, for example, Mooney (1990: A 1) reviews the 'faculty generation gap' and increasing tensions as a result of changing criteria and rising standards. Schmalz (1989: B 2) comments on existing evaluation procedures which leave staff in, for example, the fine and performing arts feeling unfairly treated because of the nature of their creative contributions which are not so easily quantifiable. He advocates that "The key lies in establishing a way to measure accurately the relative value of widely differing types of contributions".

There are, however many examples in the literature that attempt to overcome some of these issues, for example, Mooney (1990: A 15) reviews a recent decision taken at the University of Arizona to amend faculty promotion guidelines to exclude staff "no longer professionally active in their disciplines- and who would not meet their institutions' current tenure standards" from promotion and tenure committees. This provision will ensure fair evaluations from those qualified to judge them. Cooper (1990) examines the use of external reviewers, suggesting the establishing of a "reviewer pool" for departmental reviews and promotion and tenure decisions

of academic staff. Johnson and Douglas (1990) implement a "grow-your-own" model for identifying administrators who need well developed competencies. The reliability of staff members being promoted on this basis will certainly be greater as compared to being promoted on the basis of an interview.

Young and Gwalamubisi (1986: 28), in their discussion of the purposes of evaluation review several studies of relevance:

Cohen and Brawer (1969) and Buchanan (1974) claimed that evaluation for faculty growth should be kept separate from evaluations for promotion and retention. Price (1969) reported that retention and termination of faculty, contract renewal, and merit pay awards were emphasized as purposes of evaluation as much as improvement on instruction. Miller (1972), Cohen (1974), Wilson (1980), Castetter (1981), and McKenna (1981), however, maintained that enhancement of growth for the evaluated faculty should be a higher priority than the administrative purposes cited by Price.

Elton (1984: 110) cites Prosser (1980), who acknowledges that teaching is being assessed for promotion, that academics feel they are not rewarded adequately for good teaching and the competence of senior academics conducting assessments is questioned. Prosser's contention is that good teaching for promotion should be as credible as engaging in strong research activity. Prosser proposes the following features needed for assessment procedures for promotion that will be acceptable to academic staff:

- * a set of assessment criteria that are both specific and open-ended
- * a mechanism whereby the candidate submits detailed evidence of activities and achievements directly or via a referee of his/her selection, whichever the candidate considers the more apt
- * the evidence from the head of department is scrutinised no less critically than that offered by the candidate by measurable rules of evidence
- * the assessment of teaching receives the same effective weight as that of any activity.

Friedman (1986) offers ten steps to objective appraisals, one of which warns against using performance appraisals as a basis for decisions about compensation, promotion, assessment or career development. The purpose of performance evaluation is "to provide clear and useful information to an employee about performance" (Friedman 1986: 68). If performance appraisals are used for purposes other than performance feedback, the instruments "tend to crumble and lose their value".

With reference to the self-evaluation programme proposed in the study, the aim is one of performance feedback. The criteria used in this instrument, however, form part of the requirements used in the evaluation instrument constructed for promotion and probation (Appendix Q). The instrument for development thus exists for that sole purpose. What in fact, has occurred at the MLST is the development of an "integrated faculty evaluation system that will provide useful information for promotion, tenure and merit-pay decisions" (Arreola 1979: 241). The self-evaluation programme as described by Boland and Sims (1988: 356) "accommodates the need for individualization among those being evaluated without losing sight of performance goals relative to the institution's retention, promotion and tenure procedures".

The self-evaluation programme offers the staff member seeking promotion guidelines for preparation of a comprehensive self-evaluation report. Details of accomplishments and efforts by the incumbent are subject to scrutiny and verification by the selection panel. Although the instrument may provide an exaggerated image of contenders, it allows them the opportunity to "blow their own trumpets". Nonetheless, selection panels should still be able to choose the best candidate. Since the same instrument is used for all staff at the technikon in the different academic subject areas, the findings of the Biglan model research (Roskens: 1983) may be useful to the administrators selecting staff for promotion. Using this model as the basis of a conceptual framework it may

provide the institution with guidelines to measure the productivity standards of different subject areas or groups of subject areas with common productivity, thus providing a further refining perspective in the evaluation of staff for promotion.

Needham (1982: 14), on departmental procedures for determining evaluation criteria and weights, maintains that "the most practical and politically acceptable procedure would seem to be to allow individual members of a department equal participation in selecting evaluation criteria and relative weights". This democratic approach is certainly feasible, but must be shared with the administrators of the institution. In the MLST situation the administration has incorporated the evaluation criteria into its reward system (Appendix Q). Individual departments can thus facilitate both the evaluation programme and the reward system, in particular promotion and probation procedures according to, e.g. mutually agreed upon weights.

The Self-evaluation programme has been accepted almost without any resistance by academic staff. At the seminar at which the programme was presented, the outcomes, viz. the recognition of the self-evaluation contribution to the promotion procedure (Appendix L and Q) were made known to staff. The intentions of the evaluation programme were emphasized and a clear distinction was made between the formative purpose and the summative instruments (Appendix Q).

At this stage, it is too early to evaluate the success of the evaluation programme. It will, however, have to be monitored, evaluated and amended on a continual basis in order that it continue to fulfil its aims and objectives, the needs of staff and the Technikon.

As suggested by Martin and Johnson (1989), it is recommended that attention needs to be given to evaluating administrator

staff development programmes to ensure efficient and competent leadership in institutions. Improved management of institutions would certainly result in creating a conducive ethos for staff development generally. The MLST's progress will certainly be enhanced by administrator staff development programmes.

In the next section implications of this study for higher education, generally, will be discussed.

6.5 Implications of the study for higher education

Although the study has focused on the MLST context, invaluable data has been documented which may have implications for other tertiary institutions. The study certainly contributes to the dearth of South African literature relating to evaluation and staff development.

The study has focused mainly on the evaluation and development of academic staff. Sell (1989: 113) envisages the future of assessment in higher education as follows:

The external conditions and demands for assessment are likely to decrease in the foreseeable future; and, to make best use of scarce resources (particularly human resources) amid competing values and purposes, institutions will struggle to make assessment work.

With regard to the future of appraisal Retief (1991: 161-162) believes that more clarity is needed on the "inter-relationship between research and teaching" and in terms of the organizational context, "the effect of institutional and departmental decision-making structures, expectations of staff, provisions for development and climate... on the effectiveness of staff as teachers and researchers".

With reference to evaluation and staff development programmes, Cohen (1990: 130) recommends that "although faculty attitudes may improve with time and experience, even a good system may need to

be renewed every seven to ten years because of such factors as the system's inflexibility, disagreements over wording of items, and potential sources of bias".

According to Ashcroft and Tann (1988: 61), assessment of teaching has particular relevance for teacher education. Data obtained as a result of the development and implementation of evaluation and staff development programmes cannot be ignored by institutions involved in teacher education. Ashcroft and Tann (1988) maintain that teacher education institutions have considerable expertise and can certainly contribute to the current debate concerning assessment. **Teacher education institutions in South Africa have the necessary physical resources which could be put to effective use by other tertiary institutions for staff development purposes as is described by Badley et al (1988), discussing three case studies as examples of successful further education staff training centres.**

Clark and Corcoran (1989: 31) view staff and institutional vitality as "intertwined and interactive". Staff can and should be responsible for their personal evaluation and in determining how their needs may be addressed. **Institutions will need to invest in staff development programmes and strategies to fulfil organizational missions and goals.** Staff renewal and change should result from these combined efforts.

Nies (1990) suggests, as one alternative, retraining programmes for academic staff in the light of budget constraints and declining enrolments in certain programme offerings. **Retraining programmes benefit both the staff and the institution and the activities ranged from taking formal courses and seminars to teach introductory or upper-level courses to pursuing another degree.** The institution would be "able to provide instruction in high-demand curricular areas and balance staffing needs, and faculty members often can return with renewed enthusiasm for teaching and research" (Shuster 1990: 14).

Menges et al (1988: 304) **recommend the need for emotionally supportive activities**, that is "programmes and services which foster emotional renewal" in the light of heavy teaching loads, lack of promotion opportunities and other external factors beyond staff control. They review the success of a series of two-week summer workshops followed by a weekend reunion, intended to reinforce intellectual and personal relationships, one or two years later. Such workshops and retreats will certainly provide opportunity for professional growth, increase collegiality and boost morale in the present climate.

Gill (1988: 143) is of the opinion that staff development should involve more than deficiency training, not "a kind of 'knee-jerk response' to particular curriculum imperatives only". Also staff developers should "recognize that the curriculum development and institutional development which staff development is trying to secure must be defensible, since staff development and curriculum development are indivisible". Staff development exists to cope with the needs of staff for the benefit of students.

The organisation development process employed by Conway (1990) involved observation, diagnosis, informed consent, treatment, evaluation and follow-up reinforcement. Such an intervention strategy may be employed at institutions of higher education to ensure that organizational needs are met. The process described by Conway (1990) is similar to the ISE Co-operative development project currently being engaged in by most tertiary education institutions in South Africa. The study has certainly contributed to the goals of the institutional self-evaluation effort.

It is the researcher's hope that this study might point up ways in which renewal, as proposed above, and in fact throughout this study, might find some resonance at other institutions, and thus staff development procedures will become a part of all educational institutions.

6.6 Conclusion

The quality of institutions depends largely on the quality of staff. Boland and Sims (1988: 358) maintain that "Faculty are higher education's most vital and renewable resource (Peterson, 1984) and the process of evaluation is critical in monitoring their growth". **The provision of staff development resources and institutional management support is thus seen as being critical to the success of both evaluation and staff development efforts.**

According to Mathias (1984), the signs all indicate increasing pressures on tertiary institutions to move in the direction of greater accountability. If order is not maintained in the house, others may insist on doing it for them. The inroads into the academic freedom currently enjoyed will be incalculable. For staff evaluation and development to be truly effective, they need to contribute to staff's development, increase job satisfaction, improve morale, enhance student performance and contribute to overall institutional effectiveness.

This study has resulted in the development and implementation of the Self-evaluation programme at the MLST. Although this was one of the aims of the study, fulfilling it does not mean successful completion and a happy ending, but rather the beginning of an ongoing endeavour and challenge. Tests for reliability and validity of the programme and regular evaluation of the programme will ensure that it continue to fulfil its aims and objectives.

It is hoped that once the evaluation programme is implemented by all staff at the MLST, the demands placed on the SDU will be met, thus fulfilling relevant staff needs. To assist the SDU and ensure that it functions to the maximum benefit of staff, it is imperative that the Management and heads of department support its efforts. The commitment to staff development must emanate from the highest level of responsibility, viz. the Rectorate down through to the various levels of academic staff. The success of staff development depends on the commitment of each individual.

To further direct a relevant staff development programme, the SDU will certainly benefit from a careful examination and analysis of other well established staff development units in South Africa and overseas. This, combined with the needs of staff will provide a well informed staff development enterprise.

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Administered in survey of heads to determine departmental needs.
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APPENDIX A
M L SULTAN TECHNIKON



1. STAFF DEVELOPMENT MISSION STATEMENT

The Staff Development mission is to provide the necessary staff training and development to advance the aims of the general Technikon organisational mission, viz: academic excellence, the provision of quality formal and informal education, and the encouragement of relevant research.

Staff Development should provide the organisational infrastructure for the running of in-service courses and seminars, to be conducted by specialists in various fields drawn from members of the Technikon staff, outside experts and Staff Development personnel. Courses and seminars should be arranged in terms of institutional requirements as a whole as determined by inputs from Management, the ASA and staff members in general. Staff development news and information should be communicated to staff members via regular publications.

Staff Development is also committed to the establishment of a systematic evaluation system for all academic staff members with the dual aims of motivation and appraisal.

2. STAFF DEVELOPMENT AIMS AND OBJECTIVES

1. GENERAL AIMS

The two main objectives of Staff Development are the continuous updating of tertiary instructional skills, and the professional development and evaluation of each lecturer within the context of the Technikon mission statement.

2. SPECIFIC AIMS

A more detailed breakdown in terms of a job description for the Head, Staff Development is as follows:

- 2.1. Act as initiator and co-ordinator of staff development activities
- 2.2. Compile a Teaching Policy document in consultation with Schools/Departments for submission to the Academic Board
- 2.3. Arrange short in-service courses and seminars on tertiary teaching skills
 - * orientation of new staff members
 - * refresher courses for resident lecturers including:
 - lecturing in large venues
 - computer literacy
 - using audio visual media
 - designing study guides
 - using competency-based education
 - setting and marking of examinations
 - * curriculum design
 - * promotion of resource/library centred approaches to tuition
- 2.4. Lecturer evaluation
 - * designing assessment criteria in consultation with Vice Rectors and Directors/Heads of Schools/Departments
- 2.5. Production of the 'Tertiary Development News'
- 2.6. Manage the 'Centre for Tertiary Development' as venue for in-service courses and as a reading room containing material on Higher Education



SCHOOL OF : _____

REPORT ON STAFF MEMBER

NAME : _____ (F/T) (P/T)

SUBJECT : _____ CODE : _____

CLASS GROUP : _____ DATE : _____ NO. ON ROLL : _____

TOPIC : _____ NO. PRESENT : _____

1. PREPARATION (*Planning etc.*)

2. INTRODUCTION (*Arousal of interest, Statement of Objective*)

3. PRESENTATION

3.1 CONTENT (*Knowledge of subject, structure*)

3.2 COMMUNICATION (*Language, confidence, on i.e., eye contact, mobility*)

3.3 RAPPORT/CLASS PARTICIPATION (*Class attention, spontaneous involvement, and questioning*)

3.4 CLASS MANAGEMENT (*Administrative/Organisation, Class control/discipline*)

3.5 TEACHING AIDS

3.6 CONCLUSION (*Recapitulation/Summary/Application*)

2.

4. ASSIGNMENTS AND CONTROL OF WRITTEN WORK

5. GENERAL COMMENTS

DATE : _____ SUPERVISOR : _____

COMMENTS : _____

DATE : _____ LECTURER : _____

COMMENTS : _____

DATE : _____ DIRECTOR : _____

COMMENTS : _____

RECTOR/VICE-RECTOR

DATE

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APPENDIX B

M. L. Sultan



Technikon

MLST 27A

P O BOX 1334, DURBAN, 4000

TELEPHONE: 316681

RECOMMENDATION FOR TERMINATION OF PROBATIONARY PERIOD

PERSONAL PARTICULARS

SCHOOL :
FULL NAME :
RANK :
DATE OF APPOINTMENT :
DATE OF EFFECT :

TO BE COMPLETED BY THE DIRECTOR

DIRECTOR'S RECOMMENDATION:
DATE SIGNATURE OF DIRECTOR

RECTOR'S COMMENTS & RECOMMENDATIONS FOR APPROVAL BY COUNCIL

DATE SIGNATURE OF RECTOR

COUNCIL CONFIRMATION : MINUTES OF : 19

SIGNATURE

/sdh.

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M. L. Sultan



Technikon

MLST 27B

P O BOX 1334, DURBAN, 4000

TELEPHONE: 316681

RECOMMENDATION FOR INCREMENT

PERSONAL PARTICULARS

SCHOOL :
FULL NAME :
RANK :
DATE OF APPOINTMENT :

To be completed by the Director

DIRECTOR'S RECOMMENDATIONS

DATE SIGNATURE OF DIRECTOR

To be completed by the Staff Clerk

- 1. SALARY SCALE :
2. DATE OF LAST INCREMENT :
3. PRESENT SALARY P.A. R (a) P.N.P. Allowance P.A. R
4. AMOUNT OF INCREMENT NOW RECOMMENDED R
5. DATE OF EFFECT :
6. SALARY INCLUDING INCREMENT NOW RECOMMENDED P.A. R
7. RATE OF P.N.P. ALLOWANCE P.A. R
8. PERIOD OF LEAVE WITHOUT PAY TAKEN DURING THE YEAR IMMEDIATELY PRECEDING DATE ON WHICH INCREMENT IS DUE :
9. ANY OTHER INFORMATION :

RECTOR'S COMMENTS AND RECOMMENDATIONS FOR APPROVAL BY COUNCIL

DATE SIGNATURE OF RECTOR

COUNCIL CONFIRMATION : MINUTES OF : 19

SIGNATURE

APPENDIX C

M L SULTAN
ACADEMIC EVALUATION
PROGRAMME: PHASE 1



**M. L. SULTAN
TECHNIKON**

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MISSION STATEMENT OF THE
M L SULTAN TECHNIKON

In pursuit of academic excellence, the mission of the M L Sultan Technikon is primarily to provide formal tertiary education and training in accordance with the manpower and technological needs of the country while also striving to encourage and excel in research and research publications. Informal community based education is considered an integral part of the M L Sultan Technikon since the institution also strives towards developing and uplifting the community.

STAFF DEVELOPMENT MISSION STATEMENT

The Staff Development mission is to provide the necessary staff training and development to advance the aims of the general Technikon organisational mission, viz : academic excellence, the provision of quality formal and informal education and the encouragement of relevant research.

Staff Development should provide the organisational infrastructure for the running of in-service courses and seminars, to be conducted by specialists in various fields drawn from members of the Technikon staff, outside experts and Staff Development Personnel. Courses and seminars should be arranged in terms of institutional requirements as a whole as determined by inputs from Management, the ASA and staff members in general. Staff Development news and information should be communicated to staff members via regular publications.

Staff Development is also committed to the establishment of a systematic evaluation system for all academic staff members with the dual aims of motivation and appraisal.

GENERAL JOB DESCRIPTIONS

"The normal duties of a member of the teaching staff shall include teaching and examining students and the monitoring of research students and students completing their in-service training, the promotion and extension of knowledge in his particular field or study through research and publication, sharing in the control and administration of his department, invigilation during examinations and participating in official activities of the Technikon including those of the academic board and other committees to which he is appointed".

Extract from the Indians Advanced Technical Education Act No. 12 of 1968 (as amended).

JOB DESCRIPTIONS

The job descriptions of academic staff at the Technikon incorporate the duties listed in the above quotation. There is no prescription that makes the job description for the various levels different. However, the differing emphases in the descriptions can serve as a guideline for the duties of Junior Lecturer/Lecturer, Senior Lecturer and Head of Department. The job descriptions supplied (Peninsula Technikon) can be employed as a guideline for academic staff at the M L Sultan Technikon.

1. LECTURER

While the lecturer's primary task is that of teaching students in a particular discipline or disciplines he/she must also be actively involved with examinations, co-operative education, research, administration, professional organisations, student affairs and the updating of his/her knowledge in the particular discipline with respect to the most recent developments in commerce and industry.

1.1 Lecturing:

This includes activities such as

- * Preparing lectures
- * Preparing core notes
- * Presenting subject content
- * Evaluating course material and content
- * Projects

1.2 Examining

This includes activities such as

- * Setting and marking class tests
- * Remedial measures for weaker students
- * Setting and moderating question papers
- * Invigilation duties
- * Preparing schedules
- * Analysing exam and test results

1.3 Co-operative Education

This includes activities such as

- * Monitoring students at the workplace
- * Discussing training programmes with employers
- * Reporting on students visited
- * Evaluating student reports
- * Liaising with industry

1.4 Administration

This includes activities such as

- * Assisting with committee work
- * Minimal general administration within the Department to which the lecturer is attached
- * Implementing, maintaining and supervising the official policy of the Technikon as announced from time to time by the Rector or designated persons.

1.5 Research

This includes activities such as

- * Involvement with applied research
- * Attending relevant conferences
- * Publications

1.6 Professional Organisations

In the interest of the institution and the particular department lecturers should be actively involved with the professional organisations of their respective disciplines.

1.7 Student Affairs

Lecturers should be concerned with the well-being and total education of the student and should therefore be involved with student affairs on an extra-mural basis such as

- * Coaching a sporting code
- * Assisting clubs or societies administratively
- * Assisting the Faculty Councils
- * Helping weak students outside the limits of "contact time"

For each lecturer points 1.1 to 1.4 are essential. However, for points 1.5 to 1.7 each lecturer will be expected to be involved in one or two of the areas.

Each area of activity will require clear personal objectives from each individual staff member.

2. SENIOR LECTURER

While the senior lecturer's primary task is that of teaching students in a particular discipline or disciplines he/she must also be actively involved with examinations, co-operative education, research, administration, professional organisations, student affairs and the updating of his/her knowledge in the particular discipline with respect to the most recent developments in commerce and industry.

2.1 Lecturing

This includes activities such as

- * Preparing lectures
- * Preparing core notes
- * Presenting subject content
- * Evaluating course material and content
- * Site visits
- * Projects

2.2 Examining

This includes activities such as

- * Setting and marking class tests
- * Remedial measures for weaker students
- * Setting and moderating question papers
- * Invigilation duties
- * Preparing schedules
- * Analysing exam and test results

2.3 Co-operative Education

This includes activities such as

- * Monitoring students at the workplace
- * Discussing training programmes with employers
- * Reporting on students visited
- * Evaluating student reports
- * Liaising with industry

2.4 Administration

This includes activities such as

- * Committee work
- * Responsibility for the co-ordination of a course or subject
- * Curricula development and design
- * Budgeting
- * Implementing, maintaining and supervising the official policy of the Technikon as announced from time to time by the Rector or designated persons.
- * General academic administration

2.5 Research

This includes activities such as

- * Involvement with applied research
- * Attending relevant conferences
- * Publications

2.6 Professional Organisations

In the interest of the institution and the particular department, senior lecturers should be actively involved with the professional organisations of their respective disciplines.

2.7 Student Affairs

Senior lecturers should be concerned with the well-being and total education of the student and should therefore be involved with student affairs on an extra-mural basis such as

- * Coaching a sporting code
- * Assisting Clubs or societies administratively
- * Assisting the Faculty Councils
- * Helping weak students outside the limits of "contact time"

Senior lecturers are required to set the example by displaying initiative and commitment to the institution and the students.

Points 2.1 to 2.5 inclusive are essential for Senior lecturers while points 2.6 and 2.7 represent extra-mural activities.

Each area of activity will require clear personal objectives from each individual staff member.

3. HEAD OF DEPARTMENT

The Head of Department is the academic and administrative head of a particular discipline and reports directly to the Director of the School.

As the leader in a particular discipline the Head of Department will be actively involved with the management, planning, lecturing and research within the department as well as ensuring that both him and his departmental staff participate in the co-operative education programmes, represent the Technikon on professional bodies and assist with student affairs extra-murally.

3.1 Planning

This includes activities such as

- * Determining the needs of his department - both staff and students
- * Setting departmental objectives to satisfy these needs
- * Devising a plan of action for the department
- * Promoting and marketing the department and the Technikon
- * Planning the financial, human and material resources for the department
- * Implementing, maintaining and supervising the official policy of the Technikon as announced from time to time by the Rector or designated persons.

3.2 Management

This includes activities such as

- * Agreeing with staff members on their personal objectives
- * Motivating staff to work as a team
- * Establishing and maintaining high standards of quality and quantity of work produced

- * Being objective and fair in dealing with subordinates
- * Devising, implementing and controlling effective organisational and operational plans and procedures
- * Discussing with staff their personal development plan
- * Resolving organisational, personal or technical problems within the department
- * Accepting responsibility
- * Exercising budgetary control within the department
- * Evaluating staff objectively

3.3 Lecturing

This includes activities such as

- * Preparing lectures
- * Preparing core notes
- * Presenting subject content
- * Evaluating course material and content
- * Site visits
- * Projects
- * Setting the example in all of the above for other staff members to follow

3.4 Research

- * Involvement with applied research
- * Attending relevant conferences
- * Publications
- * Motivating staff to participate in research activities

3.5 Co-operative Education

- * Maintaining contact with industry by regular Liaison Committees
- * Meetings and visits
- * Managing and assisting with the monitoring of in-service training
- * Evaluating staff/student reports after the in-service training period

3.6 Professional Organisations

- * Ensuring that the Department is represented on all the significant professional bodies in the particular field of study
- * Ensuring that the Technikon is promoted positively in the professional bodies by active and dedicated participation by staff
- * Promoting the membership of professional bodies among the students

3.7 Student Affairs

- * Co-ordinate the assistance and counselling to students in the Department
- * Assist with job placement as far as is possible
- * Ensure full departmental staff involvement with the development of the students on a spiritual, emotional, cultural and social level

Departmental Heads are required to motivate their teams and to build a department that will aim for excellence.

Items 3.1 to 3.5 inclusively are matters that each Departmental Head must be doing while items 3.6 to 3.7 can be dealt with by the departmental staff as a group under the leadership of the Head.

Evaluation aims at:

- increasing the job satisfaction of staff
- maintaining high standards of performance
- improving staff performance
- identifying and developing capacities and capabilities of staff
- emphasising the goals of the institution and the department and staff's part in the achievement of them
- helping adaptation to change

It is proposed that the programme be developed and implemented in the following manner:

DEVELOPMENT

1. Phase 1 : The proposed evaluation programme is launched on 19 April 1990
2. There will be a meeting with each faculty to resolve any problems/queries with regard to the implementation of Phase 1. Tentative dates for the meetings will be announced.
3. A workshop/seminar on Interviewing Techniques will be held subject to such demand after the faculty meetings.
4. Implementation of Phase 1 should be complete by end of 1990.
5. A workshop to review Phase 1 will be held in the first term, 1991.

The following are some objectives that may be identified in the implementation of the evaluation programme:

- orientating the staff member as to his performance and the expectations of the institution
- evaluating staff's performance as such
- identifying development and training needs
- enhancing productivity
- establishing an objective reward system
- assisting career planning and development
- motivating staff
- enhancing communication
- assisting human resource planning
- assisting institutional analysis and evaluation

IMPLEMENTATION

1. Heads of Departments/Associate Directors will meet with staff to discuss departmental aims and objectives (both short and long term) in terms of their specific mission statements before Phase 1 is implemented.
2. Each Head/Associate Director will ensure that all staff participate in the evaluation programme.
3. The evaluation forms viz. Self-Evaluation, Evaluation Report Form (Evaluation Interview) and the Student-Feedback questionnaire are available from the Stores department.
4. All staff should administer the Student-Feedback questionnaire to at least one class group before the evaluation interview with the Head/Associate Director by the end of the third term (12 October 1990).
5. All staff should engage in the self-evaluation exercise in preparation for the evaluation interview with the Head/Associate Director.
6. Heads/Associate Directors will conduct personal interviews with all staff. Staff should be given at least one week's notice of the evaluation interview. Heads/Associate Directors should complete all interviews with staff by the end of the fourth term (14 December 1990).
7. All evaluation reports, signed by the Head/Associate Director and the staff member will be filed in the respective department.

INSTRUCTIONS

1. All academic staff in a department, viz. Junior Lecturers, Lecturers, Senior Lecturers, Associate Directors and Heads should participate in the evaluation programme.
2. All staff should administer the Student-Feedback questionnaire, analyse the responses and respond pro-actively to the findings. (Staff members are not obliged to divulge the results to colleagues or superiors).
3. All staff should complete the Self-Evaluation before the Evaluation Interview with the Head/Associate Director.
4. After the Evaluation Interview, the signed report remains the property of the department.
5. Heads of Departments/Associate Directors in a meeting with respective Deans of the Faculties will review departmental aims and objectives.

DEFINITION OF SCALE POINTS

0	1	2	3	4
NOT APPLICABLE/ INAPPROPRIATE	BELOW AVERAGE/ POOR	AVERAGE/ SATIS- FACTORY	ABOVE AVERAGE/ GOOD	EXCELLENT OUT- STANDING

b
NOT APPLICABLE/
INAPPROPRIATE

Staff member has not been in the position to prove himself/herself - Valid evaluation cannot be made because the staff member has not yet had the opportunity to prove himself/herself in respect of this duty.

1
BELOW AVERAGE/
POOR

Unsatisfactory - Work achievement does not meet the required standard for this position. Shortcomings can be rectified by training, education and guidance.

2
AVERAGE/
SATISFACTORY

Satisfactory - Work achievement meets the required standard for this position. The quality and quantity are satisfactory in accordance with the objectives laid down. Minor shortcomings can be overcome by training and guidance.

3
ABOVE AVERAGE/
GOOD

Most satisfactory - Work achievement, diligence, effort, ambition and attitude are above average. Abilities and leadership are acknowledged.

4
EXCELLENT/
OUTSTANDING

Outstanding - Performance and effectiveness are excellent. The staff member has the potential for more and wider responsibilities. His/her work and conduct require little supervision.

M L SULTAN, TECHNIKON

SELF - EVALUATION

M L SULTAN ACADEMIC STAFF EVALUATION : PHASE 1

Evaluation aims at:

- increasing the job satisfaction of staff
- maintaining high standards of performance
- improving staff performance
- identifying and developing capacities and capabilities of staff
- emphasising the goals of the institution and the department and staff's part in the achievement of them
- helping adaptation to change

The following are some objectives that may be identified in the implementation of the evaluation programme:

- orientating the staff member as to his performance and the expectations of the institution
- evaluating staff's performance as such
- identifying development and training needs
- enhancing productivity
- establishing an objective reward system
- assisting career planning and development
- motivating staff
- enhancing communication
- assisting human resource planning
- assisting institutional analysis and evaluation

A. GUIDELINES FOR THE COMPLETION OF THE FORM

1. GENERAL

- 1.1 Before completing the Self-Evaluation, the evaluation policy, procedures and mission statements of the Technikon and your department should be carefully studied.
- 1.2 Your evaluation should be made in terms of both your own and your department's aims and objectives in the short and long terms.
- 1.3 The Self-Evaluation forms the basis in preparation for the evaluation interview.
- 1.4 Please complete all sections of the Self-Evaluation.
- 1.5 It would be to your advantage if you have administered the Student-Feedback questionnaire.
- 1.6 Complete the Remarks section where applicable to illustrate or elaborate upon the criteria.

CRITERIA FOR EVALUATION

- 2.1 Lecturing/Teaching
- 2.2 Examining/Assessment procedures
- 2.3 Co-operative Education/Liaison with Industry
- 2.4 Administration and Institutional Involvement
- 2.5 Research and Development
- 2.6 Professional Activities

DEFINITION OF SCALE POINTS

- NOT APPLICABLE/
INAPPROPRIATE
- BELOW AVERAGE/
POOR
- AVERAGE/
SATIS-
FACTORY
- ABOVE AVERAGE/
GOOD
- EXCELLENT
OUT-
STANDING

NOT APPLICABLE/
INAPPROPRIATE

Staff member has not been in the position to prove himself/herself - Valid evaluation cannot be made because the staff member has not yet had the opportunity to prove himself/herself in respect of this duty.

BELOW AVERAGE/
POOR

Unsatisfactory - Work achievement does not meet the required standard for this position. Shortcomings can be rectified by training, education and guidance.

AVERAGE/
SATISFACTORY

Satisfactory - Work achievement meets the required standard for this position. The quality and quantity are satisfactory in accordance with the objectives laid down. Minor shortcomings can be overcome by training and guidance.

ABOVE AVERAGE/
GOOD

Most satisfactory - Work achievement, diligence, effort, ambition and attitude are above average. Abilities and leadership are acknowledged.

EXCELLENT/
OUTSTANDING

Outstanding - Performance and effectiveness are excellent. The staff member has the potential for more and wider responsibilities. His/her work and conduct require little supervision.

B. EVALUATION

Evaluate the degree to which you meet the following criteria in accordance with the scale points.

- 0
NOT APPLICABLE/
INAPPROPRIATE
- 1
BELOW AVERAGE/
POOR
- 2
AVERAGE/
SATIS-
FACTORY
- 3
ABOVE AVERAGE/
GOOD
- 4
EXCELLENT/
OUT-
STANDING

1. LECTURING/TEACHING

These points address the evaluation of individual lectures. It is not suggested that only single lectures are sampled but a series.

1.1 TEACHING MATERIAL

- Comprehension knowledge of syllabus demands and schemes of work
- Preparation of study-guides, core-notes, handouts, laboratory/practical manuals
- Preparation of audio-visual aids
- Use of prescribed text with appropriate recommended readings/references

Remarks

Average Score:

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236

Remarks:

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4. ADMINISTRATION AND INSTITUTIONAL INVOLVEMENT

- Adequate knowledge of the policy and procedures of the Technikon
- Planning and organisation of work e.g. deadlines
- Participation in committees of the Technikon
- Involvement in student activities
- Participation in clubs/associations of the Technikon
- Participation in staff development programmes

Average Score:

Remarks:

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5. RESEARCH AND DEVELOPMENT

- Ability to supervise research
- Involvement in research teams
- Registered research projects for current year

Specify:
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Curriculum development and design

Specify:
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Average Score:

Remarks

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6. PROFESSIONAL ACTIVITIES

- Conferences/seminars/symposia, etc. attended (Title, Date, Venue)

Specify:
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- Papers read at conferences/seminars/symposia, workshops or meeting, etc. (Title, Date, Venue)

Specify:
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- Personal and/or joint publications this year

Books, chapters: Specify:
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- Journal articles
Specify:

- Research projects currently involved in
Specify:

- Member of professional organisation(s)
Specify:

- Participation in activities of professional organisation(s)
Specify:

- Participation in professional activities organised at the Technikon e.g. Staff Development activities
Specify:

Average Score:

Remarks

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7. GENERAL

Please make any comments, suggestions, notes, etc. not covered above.

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8. Complete the Evaluation Profile by filling in the average scores obtained for the different criteria.

C. EVALUATION PROFILE

0	1	2	3	4
NOT APPLICABLE/ INAPPROPRIATE	BELOW AVERAGE/ POOR	AVERAGE/ SATIS- FACTORY	ABOVE AVERAGE/ GOOD	EXCELLENT/ OUT- STANDING

CRITERION	SCALE				
	0	1	2	3	4
1. Lecturing/Teaching					
1.1 Teaching Material					
1.2 Presentation of Lectures					
2. Examining/Assessment Procedures					
3. Co-operative education/Liaison with Industry					
4. Administration and institutional involvement					
5. Research and Development					
6. Professional Activities					

EVALUATION REPORT FORM

EVALUATION OF

SURNAME : TITLE :

FIRST NAME(S) :

RANK :

QUALIFICATIONS :

.....

.....

DATE OF APPOINTMENT :

DATE OF EVALUATION INTERVIEW :

NOTHING WILL BE ADDED TO THIS FORM WITHOUT YOUR PERMISSION

SIGNED : (EVALUATOR) RANK :

SIGNED : (STAFF MEMBER EVALUATED)

DATE :

Evaluation aims at:

- increasing the job satisfaction of staff
- maintaining high standards of performance
- improving staff performance
- identifying and developing capacities and capabilities of staff
- emphasising the goals of the institution and the department and staff's part in the achievement of them
- helping adaptation to change

The following are some objectives that may be identified in the implementation of the evaluation programme:

- orientating the staff member as to his performance and the expectations of the institution
- evaluating staff's performance as such
- identifying development and training needs
- enhancing productivity
- establishing an objective reward system
- assisting career planning and development
- motivating staff
- enhancing communication
- assisting human resource planning
- assisting institutional analysis and evaluation

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A. GUIDELINES FOR THE COMPLETION OF THE FORM

1. GENERAL

- 1.1 The evaluator should study the evaluation policy, procedures and mission statements of the Technikon and the department.
- 1.2 The evaluation should be made in terms of the staff member's and department's aims and objectives, both in the short and long terms.
- 1.3 The evaluator should be familiar with the criteria of the Self-Evaluation Form (listed below).
- 1.4 The evaluator should be able to conduct the evaluation interview effectively.
- 1.5 The evaluator should ascertain whether the staff member has completed the Self-Evaluation exercise and has administered the Student-Feedback questionnaire.
- 1.6 The evaluator should complete all sections of the Evaluation Report.
- 1.7 The evaluator should discuss and agree upon the personal development of the staff member in terms of the aims and objectives of the department.

2. CRITERIA FOR EVALUATION

2.1 LECTURING/TEACHING

- Teaching Material
- Presentation of Lectures

2.2 Examining/Assessment Procedures

2.3 Co-operative Education/Liaison with Industry

2.4 Administration

2.5 Research and Development

2.6 Professional Activities

3. PERSONAL DEVELOPMENT PLAN

- 3.1 The Evaluation Report should reflect the staff members strengths and areas that need developing.
- 3.2 The evaluator should work out with the staff member a personal development plan for the next academic year. The aims, objectives and actions must complement those of the department and must be decided on in co-operation with the staff member.
- 3.3 The evaluator should maintain a positive attitude throughout the interview.

NB The Evaluation Report is a qualitative (no scores) assessment of staff members although the Self-Evaluation and Student-Feedback questionnaires are quantitative assessments.

B. EVALUATION REPORT

The Self Evaluation and the Lecturer Evaluation : Student-Feedback has been completed, analysed and acted upon by the staff member.

SELF-EVALUATION

YES	
NO	

STUDENT-FEEDBACK

YES	
NO	

(Tick in the appropriate block)

1. LECTURING/TEACHING

1.1 Teaching Material

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1.2 Presentation of Lectures

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2. EXAMINING/ASSESSMENT PROCEDURES

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3. CO-OPERATIVE EDUCATION/LIAISON WITH INDUSTRY

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4. ADMINISTRATION AND INSTITUTIONAL INVOLVEMENT

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(2)

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5. RESEARCH AND DEVELOPMENT

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6. PROFESSIONAL ACTIVITIES

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7. GENERAL (Evaluator to make any comments, observations, etc. of the staff member's creativity, innovation, etc. not already covered.)

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8. SUMMARISED EVALUATION

Make a brief qualitative evaluation of the strengths, achievements and possible areas of development of the staff member.

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9. PERSONAL DEVELOPMENT PLAN:

Development Objectives and Actions

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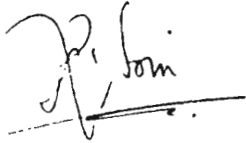
FROM THE RECTOR'S DESK

I have been afforded the privilege of browsing through this manual prior to binding.

I am quite conscious of the misgivings that Development ought never to be superimposed from the top for this is, in principle, self-defeating. Development should be free from such constraints and intrinsically voluntary.

I have taken the liberty to express my confirmed view that evaluation generally and Development in particular are issues worthy of the attention of every single staff member of this Technikon and I am personally encouraged by the route that the Technikon has taken, including the thoughts expressed in these pages.

I can only wish all staff personal progress through Development Principles for, by wishing that, I thereby wish the M L Sultan Technikon the heights of excellence. Good luck in your endeavours!.

A handwritten signature in black ink, appearing to read 'R. Somi', written over a horizontal line.

PROFESSOR R SOMI

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The M L Sultan Educator: Techniques for Evaluation (Phase I)

DATE: Thursday, 19 April 1990

TIME: 14h00-16h00

VENUE: A3-1



Prior to joining Peninsula Technikon as lecturer in Economics nine years ago, he was Vice-Principal at a high school. Holds certificates in Educational Technology from U C T and Wits and is a member of the Industrial Training Unit of Technikon Natal. Is currently also responsible for the Teaching Method of Economics for H D E students at the University of the Western Cape. Has assisted the Hewat College of Education in the past. Mr Fransman has delivered a number of papers related to both curriculum and staff evaluation, some of which have been published.

FELICITE PRIOR : BA UED B.Ed. M.Ed.
Head : Staff Development (Technikon Natal)

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Originally a high school teacher and then a school careers counsellor. Joined Technikon Natal in 1981 as lecturer, then promoted to Senior Lecturer in Department of Teacher Education. Appointed Head : Staff Development in 1984 with a brief to establish a model for Technikon Staff Development. Masters dissertation entitled, "Technikon academic staff development with special reference to newly appointed lecturing staff." Model has been tested in RSA and overseas. Fifteen conference and invited publications nationally and internationally relating to academic staff development and appraisal. Mrs Prior is currently enrolled for D.Ed. She is a member of the UOFS Co-operative Development project being run 1989-1992, an elected member of EXCO of SAARDHE and a member of the Editorial panel of the S.A.J.H.E.

TECHNIQUES FOR EVALUATION : PHASE 1

- 14h00 Prof. R Soni : Rector (M L Sultan Technikon)
 Opening and Welcome
- 14h10 Hilton Fransman : Head : Teaching Development and Educational Technology (Peninsula Technikon)
 "Staff Appraisal : The Underlying Philosophy"
- 14h40 Felicite Prior : Head : Staff Development (Technikon Natal)
 "Academic Staff Appraisal : Natal Technikon Experience"
- 15h10 Graham Stewart [Vice-Rector - Development (Acting)]
 (M L Sultan Technikon)
 Kogie Maidoo [Head : Staff Development (Acting)]
 (M L Sultan Technikon)
 "The M L Sultan Academic Evaluation Programme : Phase 1"
- 15h40 Discussion : Questions to Speakers
- 15h55 Prof. A J Arkin : Vice-Rector : Academic
 (M L Sultan Technikon)
 Closing
- 16h00 Tea



The M L Sultan Educator: Techniques for Evaluation (Phase I)

MISSION STATEMENT OF THE M L SULTAN TECHNIKON

In pursuit of academic excellence, the mission of the M L Sultan Technikon is primarily to provide formal tertiary education and training in accordance with the manpower and technological needs of the country while also striving to encourage and excel in research and research publications. Informal community based education is considered an integral part of the M L Sultan Technikon since the institution also strives towards developing and uplifting the community.

THE M L SULTAN ACADEMIC EVALUATION PROGRAMME :

PHASE 1

THE M L S T SCHEME (PHASE 1)

- Includes all academic staff
- Is based on annual interviews for all staff
- Emphasises the importance of an atmosphere of encouragement and support in the interviews
- Focuses on present and future performance in the job and not on personal characteristics
- Prior to the annual interview, the staff member does a self-analysis, using systematic reflection, video-recording or audio-recording
- Analysis by Student Feedback

STAFF EVALUATION

The Evaluation Interview is an opportunity for open discussion between the Head and Senior Lecturer or Head and Lecturer/Junior Lecturer on issues surrounding:

- job performance
- capabilities and competencies
- future potential
- the setting of future objectives
- development needs
- impediments to development

Evaluation aims at:

- increasing the job satisfaction of staff
- maintaining high standards of performance
- improving staff performance
- identifying and developing capacities and capabilities of staff
- emphasising the goals of the institution and the department and staff's part in the achievement of them
- helping adaptation to change

THE ADVANTAGES OF EVALUATION

FOR STAFF MEMBERS:

- A means of identifying, acknowledging, communicating and sharing ideas on what constitutes effective performance
- A clearer understanding of their responsibilities and how these relate to the goals and functions of the Department and the Technikon as a whole
- Participation in the setting of priorities and the shaping of their own career development
- Formal acknowledgement and appreciation of their abilities and achievements and thereby increased job satisfaction and motivation
- Identification of areas of difficulty and weakness within a framework of constructive openness and accessible provision of practical help to overcome them

THE ADVANTAGES OF EVALUATION

FOR THE TECHNIKON:

- Interchange of ideas between different levels of management
- Improved opportunities for the co-ordination of the various activities
- Facilitation of target-setting for individuals, groups and Departments in relation to organisational needs
- Predisposition of the Technikon to a more open style, in which strengths and weaknesses are permitted to be discussed

LECTURER EVALUATION : STUDENT FEEDBACK

Research on student ratings of lecturers indicates both how it can serve as a useful indicator of lecturer proficiency as well as how students are not competent to make informed judgements about their lecturers. Dressel (1960) concludes that students can at best be used to contribute towards improved teaching by reporting on classroom events and behaviours which cannot be assessed by other means.

DEPARTMENTAL EVALUATION

The Head of Department has to communicate to each member in the department what is expected and what will be evaluated. Departmental evaluation will focus on four questions, viz.:

- Why is evaluation necessary?
- What should be evaluated?
- Who should do the evaluating and what should the process be?
- How should performance be evaluated?

All of these should be related to the mission of the department. The Head of Department, together with members of the department will be able to set aims and objectives for both the short and long terms.

SELF-EVALUATION

Self-evaluation or engaging in self-reflection can mean an awareness of areas that need to be improved. It is more likely that improvements will come from individual recognition and effort than through some managed outcome. This does not necessarily result in the identification of weaknesses since the assessment may not be objective, well informed or insightful enough. This technique cannot be used as the only criterion for evaluation but can be used in conjunction with student feedback and form the basis in preparation for the evaluation interview with the Head of Department.

SELF EVALUATION

The staff member should identify the strengths and achievements and areas of further development that are implied both to develop strengths and enable aspirations to be fulfilled. These factors may be considered under the following headings:

1. Review of activities over the past year and your strengths/weaknesses in each e.g.
 - Teaching skills development
 - Development of teaching methods and materials
 - Participation or initiation of course development, design and review
 - Development and validation of subject expertise through research, consultancy and publication
 - Other forms of development and validation of subject expertise e.g. Secondment
 - Contribution to the development of the department and Technikon e.g. administration duties
 - Contribution to the community served by Technikon e.g. professional bodies, voluntary associations, business development
2. Review of your Staff Development activities undertaken over the past year and the value to you that they have been e.g.
 - attendance at courses/conferences
 - research and publications
 - membership of committees
 - additional or voluntary duties
 - in-service courses, seminars and workshops

3. Identify your aspirations for the work you wish to undertake to maximise your personal satisfaction and contribution to the Technikon (Future Planning) e.g. - development of aspects in 1 and 2
4. What do you consider to be your main strengths or weaknesses and how could they be used to better advantage in the Technikon?
5. Summarize the main ways in which you wish your personal development to progress in the coming year
 - itemise the resources and opportunities you wish the Technikon to provide you in the coming year in the categories, viz. those within the discretion of the Head of Department to provide and others that could be provided by the Technikon and for which you seek the support of your Head of Department

THE APPRAISAL INTERVIEW

THE TONE OF THE INTERVIEW SHOULD BE:

- Constructive
- Encouraging
- Open
- Collaborative

THE ARRANGEMENTS FOR THE INTERVIEW SHOULD:

- Reflect the above tone by e.g.
- Allowing sufficient time
- Ensuring there are no interruptions
- Organising furniture / surroundings appropriately

PREPARING FOR THE ANNUAL INTERVIEW

STAFF MEMBERS AND HEADS SHOULD:

- Acquaint themselves with the criteria for the evaluation interview
- Have administered the student feedback questionnaire to at least one class group and analysed the results
- Have completed the self-appraisal - making an honest evaluation of the strengths of performance, a constructive analysis of any areas which might be improved upon and suggestions for future work developments
- Have a clear idea of what their purposes for the evaluation interview are and what they aim to have achieved by the end of the interview

THE APPRAISAL INTERVIEW

THE STRUCTURE OF THE INTERVIEW SHOULD INCLUDE:

- An introduction, during which the purposes of the interview are clarified and shared, the stages of the interview are planned, the role of both parties are discussed and the main areas for the evaluation are negotiated
- A central part of the interview, of which the notes of both parties will form the basis and focus
- A concluding phase, during which the discussions are summarized, reference is made to the report of the interview and the content of the action plan for the subsequent year is decided

THE CRITERIA FOR THE EVALUATION INTERVIEW

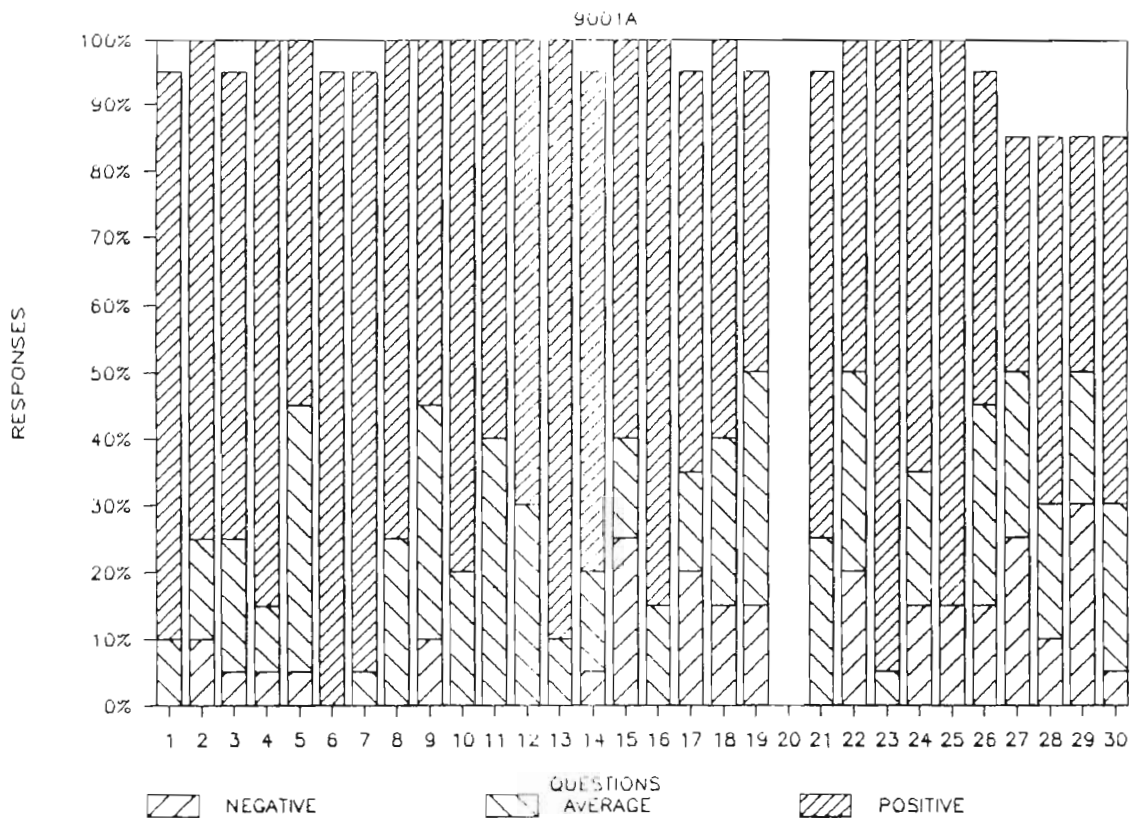
- will vary according to the nature of the job, viz. Junior Lecturer / Lecturer / Senior Lecturer
- should be made explicit to all staff, well in advance of implementation

According to Seldin (1984) in Changing practices in faculty evaluation, lecturer evaluation implies a system which is continually refined and kept abreast of the times. He writes:

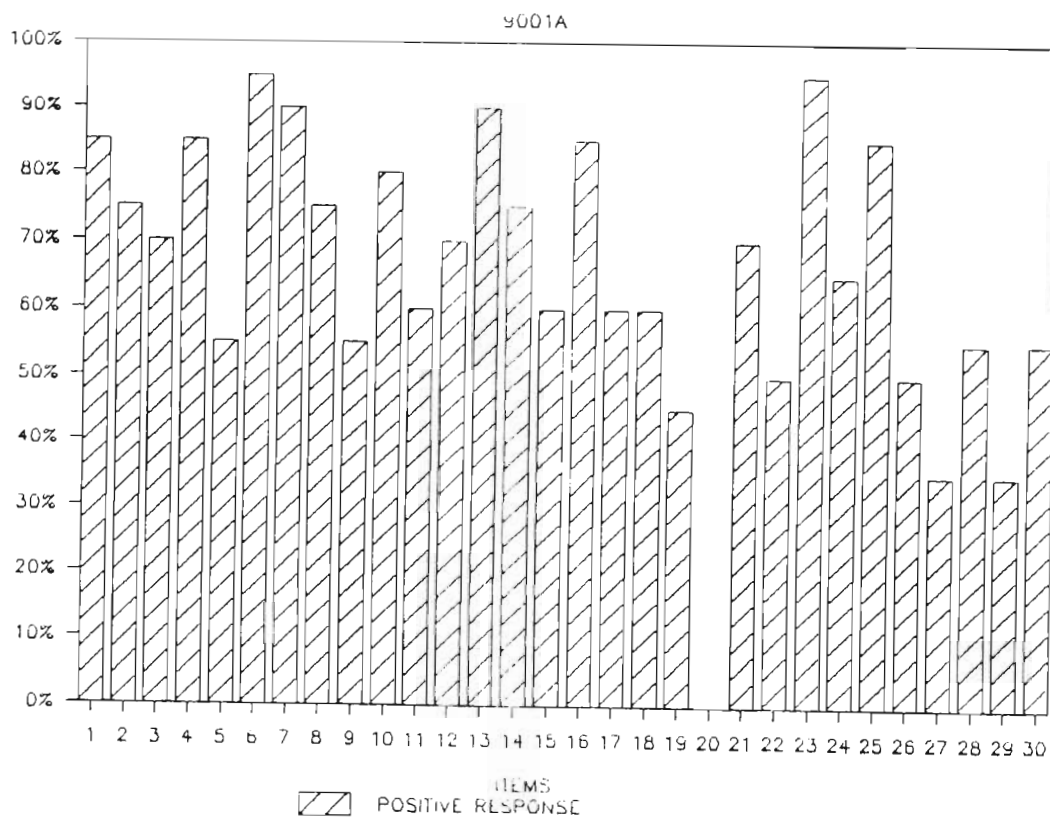
"Although faculty evaluation is more art than science and is practised by fallible human beings, much has been learned in recent years about what works and what fails. Today, the faculty evaluation process commands center stage for reasons already described at length. Some institutions may shortsightedly try to paper over the holes in their evaluation structures. But this cosmetic approach does not address the hard-core issues and is doomed to failure. Other, more far-sighted institutions will take a longer view. They will acknowledge weaknesses in their faculty evaluation systems and will devote the necessary time, energy and resources to dismantle and rebuild them. Their goal will be construction of a new system that is at once flexible, comprehensive, objective, individualized, fair and consistent with the law. These institutions will view the intense pressures on higher education, today not as roadblocks but rather as stepping stones."

APPENDIX -F

STUDENT RESPONSE TO LECTURER

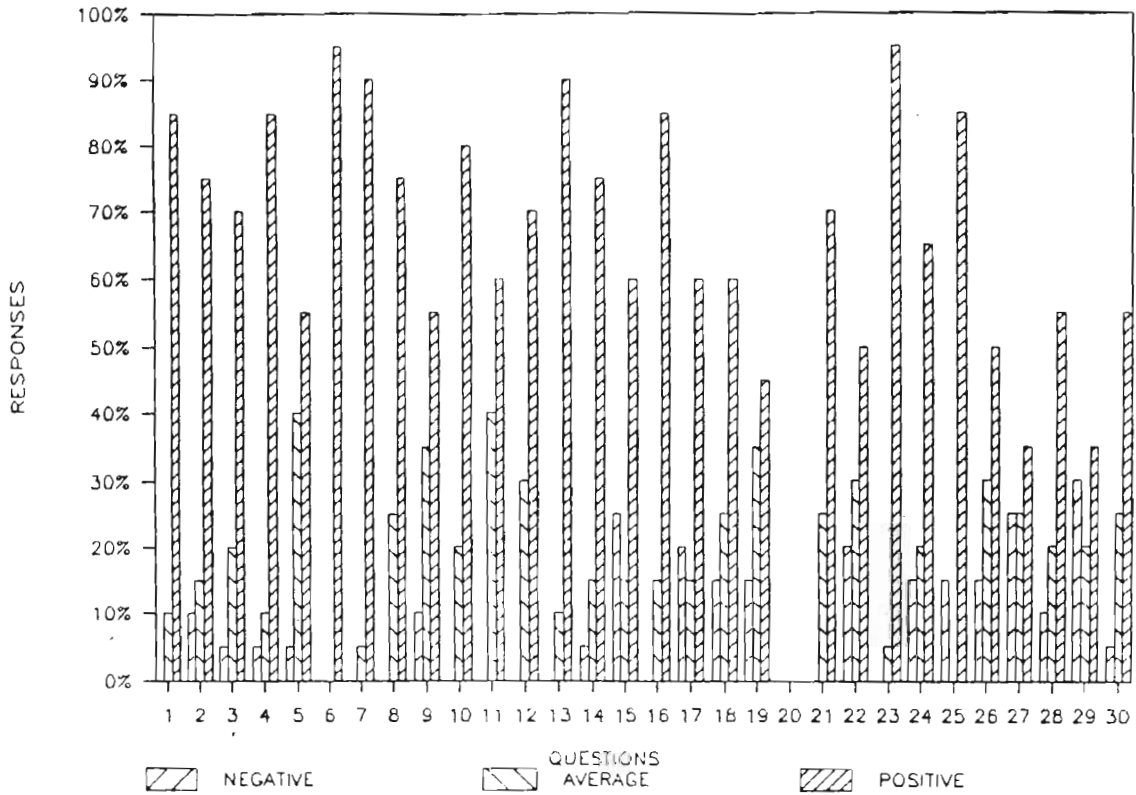


STUDENT FEEDBACK



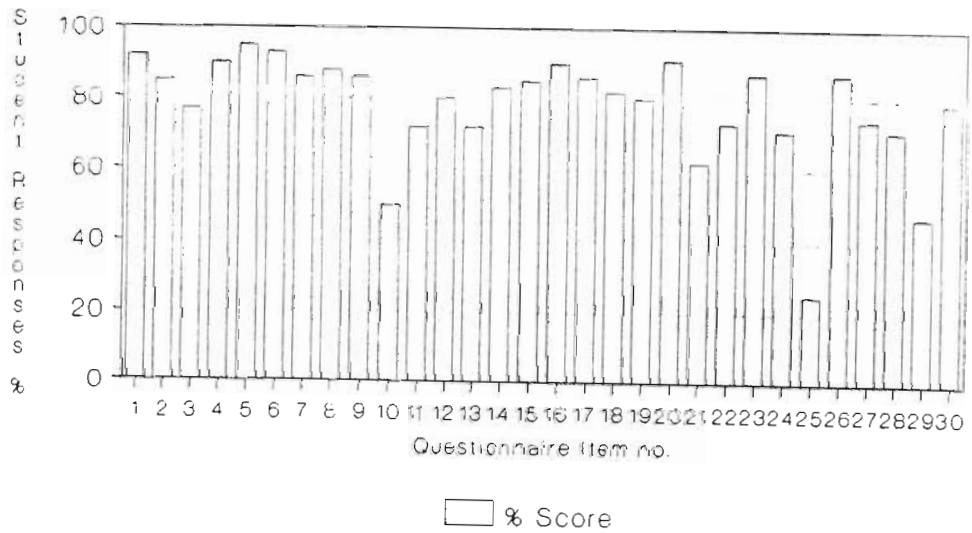
STUDENT RESPONSE TO LECTURER

9001A



Student Feedback

No.



100% = Always 0% = Never

Centre for Tertiary Development

FACULTY MEETING

-2-

ADDRESS BY KOGI NAIDOO

At the outset I must thank you very much for attending. The time at hand is short. To facilitate maximum staff input and to deal effectively with all your queries/problems and recommendations for Phase I, please complete the form being circulated.

There are two objectives for holding this meeting viz. to provide you briefly with a background to the design of the evaluation programme and to answer any questions you may have. Our past experience with evaluation might not have been positive resulting in misgivings. Phase I which employs strategies for self-evaluation is certainly positive and should therefore not be feared.

THE BACKGROUND TO PHASE I

Anyone placed in the position of designing an evaluation programme would be faced with a horrendous task. This was however on the programme of Staff Development - designing a proposal for staff evaluation. An in-depth study of evaluation as employed at 11 Universities and 5 Technikons was made. Incidentally, the evaluation programmes of the Technikons is available for your perusal. Being myself a member of staff, I was able to identify with the trauma experienced by staff when evaluation is management imposed.

This resulted in the Self-evaluation concept. We as academic staff should be responsible for our own evaluation and should endeavour to develop in keeping with the demands of Technikon advancement.

The aims and objectives of the Self-evaluation programme are as outlined in the manual. One cannot evaluate one's self in isolation. We are all members of our department, the department being part of the faculty and the faculty being part of the Technikon. We have to evaluate ourselves in relation to this structure.

Included in the manual are the mission statements of the Technikon and Staff Development. Each department at the Technikon has its own mission statement. For self-evaluation to take place, one has to evaluate one's self against a set of criteria. Enquiries directed to Management and the Personnel Department revealed that job descriptions for academic staff did not exist. It has been difficult for staff to evaluate themselves and to ascertain whether they were functioning effectively and as full members if they did not know what they in fact were supposed to be doing. This resulted in the inclusion of the job descriptions of staff at Peninsula Technikon which could serve as a guideline for the drawing up of job descriptions for staff at the Technikon.

Phase I has been directed to all academic staff at the Technikon. The criteria used in the Self-evaluation exercise has been based on the job descriptions of academic staff. The staff member evaluates himself and works out a development plan/or an action plan for the next academic year. The staff member meets with the Head/Associate Director to discuss his plan in terms of the departments aims and objectives. Since the plan is to review the department's activities annually, reports are necessary for the review and planning. The Self-evaluation and the Evaluation Report could be used to up-date the staff member's C.V's. The Student-feedback could be used to provide the staff member with responses from students on how students perceive him as a lecturer.

Now to focus on some informal feedback that has been received by way of comments and questions.

1. There is the perception that the evaluation programme has been imposed by Management. This is not true. Management, however support the idea of evaluation. Allow me to justify the initiation of Evaluation from Staff Development. Firstly, evaluation is an inevitable reality. Currently, there is a national participation of tertiary institutions in the Co-operative Development Project on Institutional Self-evaluation presented by the Bureau for University Education of the University of Orange Free State. The M L Sultan Technikon, a participant in the project, as a goal of its mission, aims for academic excellence. The Development Project is in its third year of implementation. Evaluation is very necessary for future planning. Secondly, for Staff Development to provide the necessary training and support according to staff's needs, staff need to evaluate themselves to be able to make meaningful demands on the Staff Development Unit.

2. The Evaluation programme may be perceived as being too prescriptive. This may indeed be so. Constructive criticism, suggestions and recommendations for amendments, deletions and additions to the programme are most welcome for incorporation into Phase 2. Phase 1 is a proposal, a suggestion, a scheme to assist you. It is a start. Participation in Phase 1 is not compulsory but very necessary in order that constructive criticisms and amendments are made. The issue as to why staff were not consulted in the construction of this proposal, I can address. There has been little time since I joined Staff Development and secondly to quote Mrs Prior, Technikon Natal, you have to start with something since it will be impractical to have 250 different proposals.
3. The issue about who conducts the interview must be seen in terms of the job descriptions of the senior staff in the department. The logical person who would be responsible for this function is the Head/Associate Director i.e. the person who is accountable for the department. The objective of the interview is to facilitate future planning in terms of the goals of the department. The staff member can communicate his activities, aspirations, problems, etc. to the Head who could offer guidance and support.
4. Some staff members have expressed views that they already engage in Self-evaluation, that they engage in discussions with other members of staff and the Head so what is the need for this form of evaluation. Their point of view is justified and their practices are commended. Phase 1 offers a structured alternative or a reinforcement of their Self-evaluation techniques. It would certainly be appreciated if these individuals shared with us their techniques and contributed to the development of Phase 2 of our evaluation programme.
5. The administration and analysis of the Student-feedback questionnaires seems to also worry staff at this stage. With regard to the use of using student-feedback is not without criticism. The literature in this regard reveals that there are both pros and cons but since it is not used in isolation it could contribute to Self-evaluation.

With regard to the administration of the Student-feedback questionnaire, staff members themselves will administer the questionnaire to students. If staff members require any assistance in this regard, I will be able to assist.

For the analysis of the Student-feedback, a programme has been designed by Computer Services. There will be absolute confidentiality for which I will be personally responsible. The data will be coded and no names will be used. All the Student-feedback questionnaires will be personally returned to the staff member concerned. Staff members will receive either a component bar graph or a bar graph depicting his performance as a lecturer.

6. Staff members are also concerned about who is responsible for departmental evaluation, in particular who evaluates the Head of Department/Associate Director. At this stage departmental evaluation falls outside the scope of Phase 1. This point has however been raised with management. In my opinion, the logical person would be the Dean since it is the next rung of the hierarchy but it could also very well be done by the Vice-Rector (Academic).

In conclusion, an appeal is made to all staff to participate in this programme and to contribute to its development than to be evaluated by an evaluation programme you have had no input into or that is management imposed like some programmes at other institutions.

APPENDIX H

CENTRE FOR TERTIARY DEVELOPMENT

FACULTY MEETING : FEEDBACK

Dear Colleague

Thank you for participating in Phase 1 of the M L Sultan Technikon Evaluation Programme. Please complete the following to serve as feedback and recommendations for possible amendments in terms of the implementation and construction of the programme.

- 1. Do you agree that the proposed Evaluation Programme fulfils its aims and objectives as outlined?

YES	NO
YES	NO

- 2. What are your views on the instruments used in the Evaluation Programme? Constructive comments and criticisms would be appreciated.

Self Evaluation:

.....

.....

.....

.....

Evaluation Report Form:

.....

.....

.....

.....

Student Feedback:

.....

.....

.....

.....

- 3. Do you agree with the criteria used in the Self Evaluation Programme?

YES	NO
YES	NO

Please elaborate by commenting on the existing criteria used and list any further criteria that may be used.

.....

.....

.....

- 4. With regard to the interview with the head of Department/Associate Director, what would you prefer?

A private interview with the HOD/Director

A third person of your choice present e.g. person from Centre for Tertiary Development or

Write down your suggestion:

YES	NO
YES	NO

.....

.....

.....

ACADEMIC STAFF EVALUATION

PROCEDURE THUS FAR

1. 'Experimental' Phase 1 presented to staff at Seminar (April 1990)
2. Departments use evaluation instruments and suggest changes via feedback questionnaire (1990/91)
3. Now: final refinements made to procedure and instruments and these presented to staff at Seminar (29 May 1991)

PROPOSAL TO ACADEMIC BOARD

EITHER

The Academic Staff Evaluation programme be conducted on an annual basis by Heads of Department. Annual report reflecting dates of submission of self evaluations, dates of student feedback testing and (if applicable) appraisal interviews with staff members to be submitted to the Vice Rector (Academic) by 30 October.

OR

The Academic Staff Evaluation programme be accepted as the standard procedure to be used for staff appraisal. The implementation of the programme to be at the discretion of individual Heads of Department, depending on the requirements of SERTEC in this regard.

OR

The Academic Staff Evaluation programme be accepted as the standard procedure to be used for staff appraisal. The programme to be used as a component of the Departmental Programme Evaluation to be conducted in terms of SERTEC requirements.

ACADEMIC STAFF EVALUATION

PROCEDURE THUS FAR

1. 'Experimental' Phase 1 presented to staff at Seminar (April 1990)
2. Departments use evaluation instruments and suggest changes via feedback questionnaire (1990/91)
5. Now: final refinements made to procedure and instruments and these presented to staff at Seminar (29 May 1991)

PROPOSAL TO ACADEMIC BOARD VIA FACULTY BOARDS

The Academic Staff Evaluation programme, consisting of

1. The Self-evaluation Report, and
2. The Student Feedback questionnaire

be accepted as the standard procedure to be used for staff appraisal. The programme to be used as a component of Departmental Programme Evaluations conducted in terms of SERTEC requirements.

CENTRE FOR TERTIARY DEVELOPMENT

41/43 CENTENARY ROAD,
DURBAN 4000
TELEPHONE: (031) 309 4781
FAX: (031) 3092191. ✈ SULKON



**M. L. SULTAN
TECHNIKON**

FROM: G D J Stewart - Head, Staff Development
DATE: 8 April 1991

SUBJECT: Meeting: Academic Evaluation and Staff Development

Thank you for your support and co-operation in participating in Phase 1 of the Academic Staff Evaluation Programme launched in April 1990. The Centre for Tertiary Development is currently preparing for the follow-up Evaluation Seminar (Phase 2) to be held on 22 May 1991.

With your help the Staff Development unit can play a more meaningful and relevant role at the Technikon. Your input will be incorporated into the evaluation programme. The aims and objectives of this endeavour are:

- * How can staff evaluation be implemented to aid staff development?
- * To evaluate the role of staff development as a structural feature at the Technikon.
- * To develop an evaluation programme for academic staff.
- * To give direction to a relevant staff development programme.

Kogi Naidoo is presently undertaking a study of evaluation and staff development and would like to meet with you (for 1/2 hour) to obtain feedback. Your input will be of great value to our appraisal, and will, furthermore provide vital data for Phase 2 of the evaluation programme.

It is very important that the Technikon has its own academic staff evaluation system "up and running" before SERTAC begins its detailed course evaluation visits. Unless we can show that we have a viable system in operation, we are likely to have another (less acceptable) system imposed from outside.

The following will be discussed briefly in the interview:

- * Departmental administration
- * Academic Evaluation programme
- * Academic staff needs
- * Appraisal of the staff development unit.

Kogi Naidoo will contact you to arrange a meeting at your convenience.

Thank you for your co-operation.

C.C. Rectorate, Deans, Heads of Department.

APPENDIX K

INTERVIEW SCHEDULE: HEADS OF ACADEMIC DEPARTMENTS

AIMS AND OBJECTIVES OF INTERVIEW

- * How can staff evaluation be implemented to aid staff development?
- * To evaluate the role of staff development as a structural feature in the functioning of the Technikon.
- * To develop a self-evaluation programme for academic staff.
- * To give direction to a relevant staff development programme.

AGENDA OF INTERVIEW

A DEPARTMENTAL OPERATION

- * Staffing
- * Programme offerings
- * Mission statement
- * Planning

B STAFF EVALUATION PROGRAMME: PHASE 1

- * Implementation
- * Feedback: Phase 2
- * Promotion criteria
- * Implications for SERTEC

C STAFF DEVELOPMENT AT M L SULTAN TECHNIKON: AN APPRAISAL

- * Needs assessment: heads, departmental
- * Staff development unit (SDU) at MLST
- * Staff development's aims and objectives
- * Orientation programmes for new staff
- * In-service programmes for staff with more than 10 years service

A DEPARTMENTAL OPERATION

- 1 Name of interviewee -----
 2 Department of -----
 3 Faculty of -----
 4 Designation

Dean	
Director	
Head	
Associate Director	
Other	

- 5 (a) How long have you been in the employ of the Technikon?
 (b) How long have you held this position?

YEARS	(a)	(b)
0 - 2		
2 - 5		
5 - 10		
10 - 20		
+ 20		

Staffing

- 6 With regard to the staff in your department, how many members of staff do you have in the following categories:

Permanent	
Permanent on probation	
Contract/Temporary	
Part-time	
Associate Directors	
Senior Lecturers	

Programme Offerings

- 7 With reference to programmes offered by your department, how many programmes does your department offer:

Full-time	
Part-time	

B Of these, how many are at post-diploma level, viz.

Higher Diploma	
Master's Diploma	
Laureatus	

Mission Statement

9 Does your department have a mission statement?

1. YES		2. NO	
(a) Is the mission statement in keeping with that of the Technikon?		(d) Is your department aware of the Technikon mission statement?	
1. Yes		1. Yes	
2. No		2. No	
3.		3.	
(b) Are the staff conscious of the department's mission?		(e) Would you say that the department contributes to achieving the Technikon's mission?	
1. Yes		1. Yes	
2. No		2. No	
3.		3.	
(c) Are the activities in your department always planned bearing in mind the departments mission statement?		(f) How is this achieved?	
1. Yes			
2. No			
3.			

10 With regard to forward planning, are staff consulted with?

1. YES		2. NO	
(a) Are senior, junior or all staff consulted?		(c) Do you encounter any resistance from staff?	
1. Senior		1. Yes	
2. Junior		2. No	
3. All		3.	
(b) How are they consulted?			
1. Individually			
2. Workshop			
3. Departmental meetings			
4. Correspondence eg. memos			
5.			

11 In terms of staff duties and task delegation, is there a distinction between senior lecturers and lecturers in your department?

YES		No	
(a) In your opinion, are lecturers satisfied with the status quo?		(b) Generally, how do staff i.e. the senior lecturers, respond to them being treated equally, with no distinction in status?	
1. Yes		1. <u>Senior Lecturers:</u>	
2. No		2. <u>Lecturers:</u>	
Comment:			

12 Should there be general job descriptions for senior lecturers and lecturers at the Technikon?

1. Yes	2. No

13 Should there be specific job descriptions for all staff in departments?

2. Yes	2. No

14 Who in your opinion, should be responsible for drawing up these job descriptions, for:

- 1) the Technikon
- 2) the Department

	1	2
Vice-rector Academic		
Personnel Department		
Head of Department		
Dean of Faculty		
Committee of Heads		
Committee of Heads + Vice-Rector (Acad.)		
Committee of Heads + VR (Acad.) + Personnel Dept.		
Head and Departmental Staff		
Other 1.		
2.		

15 As Head of Department, does the Technikon support you in carrying out your duties?

1. Yes	2. No
Comment:	Comment:

16 What are some of the highlights of your department's efforts?

--

17 What are some of the difficulties you experience as a Head?

--

18 Have you made any approaches for assistance to the structures of Technician management?

1. Yes	2. No
Elaborate:	

E STAFF EVALUATION PROGRAMME: PHASE 1

Implementation

19 Has your department participated in Phase 1?

1. YES		1. NO	
(a) Were staff encouraged to participate?		(h) Was the evaluation programme discussed with staff?	
1. Yes		1. Yes	
2. No		2. No	
3.		3.	
(b) How many of staff in your department participated?		(i) Were staff encouraged or requested to participate in the programme?	
<input type="text"/>		1. Yes	
		2. No	
		3.	
(c) Did they participate voluntarily?		(j) Are your staff in favour of an evaluation programme?	
1. Yes		1. Yes	
2. No		2. No	
3.		3.	
(d) Was the whole programme i.e. self-evaluation, student feedback and evaluation interview, implemented?			
1. Yes			
2. No			
(e) In the case of partial implementation, how many staff:		(k) How do you presently evaluate your staff? <u>Staff on probation</u> (if applicable):	
1. used the self-evaluation	<input type="text"/>		
2. used the student feedback	<input type="text"/>		
3. were interviewed by you	<input type="text"/>		
(f) Were the personal development plans of staff engaging in self-evaluation discussed?		Other staff:	
1. YES	2. NO		
How did this affect departmental planning?	Is there any particular reason why these plans were not discussed?		
		(l) Are you in favour of an evaluation programme?	
(g) Generally, are staff in favour of such an evaluation programme?			
1. Yes			
2. No			
3.			

20 Should Heads of Departments be evaluated?

1. Yes	
2. No	
3.	

21 If Heads were to be evaluated, who, in your opinion should evaluate them?

1. Vice-Rector (Academic)	
2. Dean	
3. Committee of Heads	
4. Committee of Heads + Dean	
5. Committee of Heads + Dean + SD Head	
6. Staff Development Head	
7. Other (state)	

22 Have you recently evaluated yourself?

1. Yes		2. No
(a) Did you engage in a self-evaluation exercise?		(b) Is there any reason for not evaluating yourself?
1. Yes	2. No	
<u>Comment:</u>	How did you evaluate yourself?	

Feedback: Phase 2

23 With reference to the aims and objectives of Phase 1 do you think that the programme adequately fulfils them for developmental purposes?

1. Yes	2. No
	Comment

24 Do the 6 criteria viz. Lecturing/Teaching, Examining/Assessment procedures, Co-operative Education/Liaison with Industry, Administration and Institutional Involvement, Research and Development and Professional Activities, adequately evaluate staff?

1. Yes	2. No
	Comment

Promotion Criteria

25 In your opinion, does the evaluation programme provide a fair assessment of staff?

1. Yes	2. No
	Comment

C STAFF DEVELOPMENT AT M L SULTAN TECHNIKON: AN APPRAISAL

Needs Assessment (administer)

- 30 Prioritize 10 needs from your point of view for
 30.1 Yourself and
 30.2 Your Department

Staff Development Unit (SDU) at ML Sultan Technikon

- 31 Would you say that you personally encourage the professional growth of your staff?

1. YES	2. NO
--------	-------

- 32 Have you, on behalf of your department, made any requests/demands on the SDU?

1. Yes	2. No
(a) Could you briefly describe your request?	(b) Is there any particular reason for this?
(b) How would you rate your staff's response to it on the following scale?	
POOR	0
SATISFACTORY	1
VERY SATISFACTORY	2
GOOD	3
EXCELLENT	4

33 Are you aware of whether any of your staff have made any requests/demands on the SDU?

1. Yes	2. No
Describe briefly:	

34 Have you personally made any demands on the SDU?

1. Yes	2. No
Describe briefly:	

35 Have any of your staff participated/attended programmes organised by the SDU?

1. Yes	2. No
(a) Would you say that the majority of staff attended?	(c) Is there any particular reason for this? Please explain.
1. Yes 2. No	1. Yes 2. No
Number: ----	
(b) Did you receive any feedback about the programmes attended?	
1. Yes 2. No	
Comment briefly:	

36 Have you participated/attended programmes organised by the SDU?

1. Yes	2. No
(a) What was the nature of the programme/s attended?	(c) Is there any particular reason for this? Please explain.
	1. Yes 2. No
(b) Did you benefit from it/them?	
1. Yes 2. No	
Comment briefly:	

37 Are staff encouraged to attend SDU programmes?

1. Yes	2. No
(a) Do they respond positively?	(b) Why, in your opinion is this the case?
1. Yes 2. No	

38 Are you and/or your staff currently attending any staff development programme organised by the SDU?

1. Yes	2. No
Number -----	

39 Are any of your staff currently engaged in registered research or further academic qualification?

1. Yes	2. No
Elaborate briefly:	

40 Are you currently engaged in any registered research or further academic qualification?

1. Yes	2. No
Elaborate briefly:	

41 Are you and/or your staff currently involved in other programmes (not covered above) for personal or professional growth?

1. Yes	2. No
Elaborate briefly:	

Staff Development's Aims and Objectives

42 The aims and objectives of the SDU are spelled out in its mission statement. In your opinion, is the SDU fulfilling its aims and objectives in its attempt to fulfil staff needs?

1. Yes	2. No
	Comment:

Can you make any suggestions/recommendations to help the SDU's functioning.

--

43 Do the needs of your department correlate with the aims and objectives of the SDU?

1. Yes	2. No
Comment:	

44 In your opinion is the SDU presently fulfilling staff's needs?

1. Yes	2. No
(a) Can you make any suggestions to the SDU to be more relevant?	(b) What else can the SDU provide for your department in terms of staff needs and their development?

Orientation Programme for New Staff

45 What, in your opinion should be included in an orientation programme for new staff?

In-service Programme for Old Staff

46 Do you think that there should be an in-service programme for staff members with more than 10 years service?

1. Yes	2. No
--------	-------

47 What should be included in such an in-service programme?

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**M. L. SULTAN
 TECHNIKON**

CRITERIA FOR APPOINTMENT: ACADEMIC STAFF

The following criteria were accepted by the Academic Board, 26 March 1991.

1 PREAMBLE

The criteria must be considered together with the relevant NATED policy documents. Applicable sections of these documents are contained in the Appendices:

Appendix A: NATED 02-142 (88/12)
 Appendix B: NATED 02-142 (90/04)

Identical promotion criteria would apply in the case of

- (a) posts arising from staff establishment (SAPSE/LE formula) norms and,
- (b) posts of an 'ad hominem' nature (i.e. based on individual merit), provided the post can be justified in terms of (a) above.

2 CRITERIA

2.1 Academic Qualifications/Experience

(Table based on NATED 02-142 88/12 p.57 - 'Appointment/ Promotion Requirements'.)

POST LEVEL - DESIGNATION	Qualif.		Exper.		O + E	
	NAT ED	Sub Com	NAT ED	Sub Com	NAT ED	Sub Com
T2 Lecturer	3	4	2	2	5	6
T3 Senior Lecturer	4	4	3	3	7	7
T4 Assoc Director	4	5	5	5	9	10
T5 Assoc Direc/Direc	5	5	6	6	11	11
T6 Direc/Sen Direc	5	5	8	8	13	13
T7 Vice Rector	5	5	9	9	14	14

2.1.1 Qualifications:

- 2.1.1.1 Provisional promotion: up to 3 years to obtain necessary M+ vertical level.
- 2.1.1.2 In exceptional cases, Council be requested to use its discretion in waiving qualification requirements.

2.1.2 Experience:

- 2.1.2.1 Total experience as per table, but at least 3 years at previous post level.
- 2.1.2.2 Full-time temporary and contract experience at the technikon to be considered equivalent to full-time permanent experience.

Documentation: Applicant to submit details on standard application form:

2.2 Applicant's Track Record

The criteria used in the Staff Development Evaluation system would apply, i.e.

- 2.2.1 Qualifications (See above)
- 2.2.2 Lecturing (Teaching material & presentation)
- 2.2.3 Examining/assessment procedures
- 2.2.4 Co-operative education/liaison with industry
- 2.2.5 Research & development
- 2.2.6 Professional activities

▶ Documentation: Self-assessment by staff member: submission of 'Self Evaluation' form.

2.3 Professional reputation

▶ Documentation: Applicant to provide names of two referees in relevant commercial / industrial / professional field.

2.4 Contextual factors

In addition, the following should be borne in mind in considering the candidate for promotion:

- 2.4.1 That the 'Peter Principle' should not apply, i.e. the candidate move from a position of lecturing competence to one of administrative incompetence.
- 2.4.2 Where a professional differentiation of salary is requested by the staff member and/or recommended by the Head, the matter (together with supporting documents) be referred to the Vice Rector (Academic) for a decision by Management.
- 2.4.3 To assist the interview panel in its decision, the Head will offer his own assessment of the individual strengths and weaknesses of the staff member, considering for example:
 - 2.4.3.1 Initiative
 - 2.4.3.2 Leadership ability
 - 2.4.3.3 Interpersonal skills
 - 2.4.3.4 Aptitude for keeping to deadlines, etc.

3 SUMMARY OF PROCEDURE

- 3.1 Management determines the number of posts available per department.
- 3.2 The posts are advertised.
- 3.3 Applicants who meet the basic qualification and experience criteria submit the following to the Personnel Section:
 - 3.3.1 The standard application form (MLST 13).
 - 3.3.2 A self-evaluation on the standard form ('Self-Evaluation' form.)
 - 3.3.3 The names of two independent referees.
- 3.4 Personnel Section obtains referees' reports.
- 3.5 At the shortlisting, all the above documents must be available for scrutiny.
- 3.6 Interviews are conducted
- 3.7 In making the final determination, the Head of Department should provide his own (oral) assessment of the applicant, to assist the interview panel in its decision.



M. I. SULTAN
TECHNIKON

INTERNAL MEMORANDUM

TO : Members of Executive Committee : Academic Board
 FROM : Acting Vice-Rector
 DATE : 28 May 1991

ROLE OF DEANS/HEADS

At the meeting of the Executive of the Academic Board held on Friday, 24 May 1991 it was resolved:

1. that there was a definite need for a document setting out the role function of Deans
2. that constructive criticisms coupled with alternative suggestions be submitted by each Faculty within a fortnight

It was further agreed that a more meaningful contribution could be made if the role of the Dean was examined contemporaneously with the functions, powers and duties of the Head of an Academic Department. In this regard, attached hereto, please find the role function of a Departmental Head. Please note that the latter document is a draft proposal.

Regards

L. H. J. Abram
ACTING VICE-RECTOR

LHJA/ng



M. I. SULTAN
TECHNIKON

HEAD OF AN ACADEMIC DEPARTMENT

FUNCTIONS, POWER AND DUTIES

1. General

1.1 It is the responsibility of the Head of a Department to maintain and improve the academic standards of teaching and research in his department and in the execution of his duties he shall:-

- 1.1.1 ensure that new staff members are well acquainted with the teaching methods and procedures in the department;
- 1.1.2 draw up a balanced programme for the distribution of work amongst the various members of his department;
- 1.1.3 report as and when necessary to the Dean, or the Vice-Rector as the case may be, on the activities of his department;
- 1.1.4 attend meetings of the Faculty Board and the Academic Board;
- 1.1.5 execute such other functions as the Academic Board, the Rector, the Dean or the Vice-Rector may reasonably expect from him;
- 1.1.6 ensure that the Academic Board and the faculty's policies are carried out;
- 1.1.7 frame, in accordance with existing procedures, such motivations as may be necessary for the extension of his department's academic programme in the offering of new diplomas and courses;
- 1.1.8 regularly update the mission, general aims and setting of departmental objectives in consultation with his staff;
- 1.1.9 maintain contact with industry and promote co-operative education.

APPENDIX M

2. In relation to examinations and student affairs the Head of a Department shall:-

- 2.1 compile regular lists of recommended examiners for approval by the Faculty Board;
- 2.2 recommend exemption from courses in terms of rules for consideration by the Examination Management Committee;
- 2.3 ensure that examination and test papers are marked without delay and that all examination and course marks are handed in within the prescribed period; and
- 2.4 ensure that regular contact with all external examiners be maintained and that everything possible shall be done to obtain external examiners' marks and/or reports in time.

3. In relation to his departmental staff he shall:-

- 3.1 maintain discipline in the department;
- 3.2 Appraise staff performance;
- 3.3 recommend applications received from members of his staff for official visits and attendances of conferences and congresses, for consideration by the Faculty Board;
- 3.4 ensure that staff members arrange and keep consulting hours for students and/or their parents;
- 3.5 monitor the teaching and research activities of his staff and encourage staff development;
- 3.6 promote staff membership of professional bodies.

4. In relation to the Dean he shall:-

- 4.1 assist the Dean in the execution of his functions as Dean in such matters as can reasonably be expected by the Dean;
- 4.2 submit his department's draft budget annually to the Dean for consideration;
- 4.3 submit, when necessary, motivated proposals supported by the required statistics and other information for the creation and upgrading of posts and re-organisation of his department to the Dean.

5. In relation to the administration he shall:-

- 5.1 recommend leave applications received from members of his department;
- 5.2 maintain departmental records as necessary, shall process correspondence and complete forms and statements and execute such other administrative functions as can normally be expected from a Head of a Department;
- 5.3 report to the Assistant Registrar (Student Affairs) immediately if it comes to his notice, cases of students who attend classes in courses in his department for which they are not officially registered according to the official class register;
- 5.4 act as a member of departmental, faculty, or other committees to which he may be appointed;
- 5.5 exercise strict control to ensure that his departmental budget for capital and operational expenditure is not exceeded;
- 5.6 liaise in good time with the administration for the provision of cubicles, office accommodation and other facilities needed for new staff; and
- 5.7 provide the administration from time to time, as may be necessary, with required information regarding the advertisement of vacant post and the short listing of applicants.

LHJA/ng

M L Sultan Technikon

Student Feedback

- 1 Please complete this questionnaire as honestly as possible to provide your lecturer with feedback on your experience of his/her lecturing.
- 2 Your responses in this questionnaire will be regarded as strictly confidential.
- 3 The information given will remain anonymous but could make a constructive contribution to more effective lecturing.
- 4 Listed overleaf are a number of descriptive statements. Each statement is rated from zero (never) to 4 (always). Evaluate each description by making a clear pencil mark in the appropriate space on the computer Answer Sheet. (See point 5)
- 5 Filling in the computer answer sheet:
 - 5.1 Fill in the name of your course (1st, 2nd 3rd or T1, T2, etc.) and the date in the box in the lower left hand corner.
 - 5.2 Use the answers marked 1 to 30 in the box in the top right hand corner for your responses.
 - 5.3 Use an HB pencil; make dark heavy marks that fill the oval completely; erase unwanted marks; make no stray marks on the answer sheet.
- 6 Thank you for your co-operation.

CENTRE FOR TERTIARY DEVELOPMENT

Student Feedback

The lecturer contributes to this subject in the following manner:	A	B	C	D	E
---	---	---	---	---	---

A = Never
 B = Rarely
 C = Sometimes
 D = Usually
 E = Always

1	Has a pleasant manner	A	B	C	D	E
2	Gives clear instructions	A	B	C	D	E
3	Demands a reasonable amount of work from students	A	B	C	D	E
4	Is approachable	A	B	C	D	E
5	Is open to other viewpoints (opinions)	A	B	C	D	E
6	Uses language that is understandable	A	B	C	D	E
7	Encourages critical thinking (makes us ask 'why?')	A	B	C	D	E
8	Provides an opportunity for questions	A	B	C	D	E
9	Is sensitive to students having difficulty in understanding a topic	A	B	C	D	E
10	Is available after lectures for consultation and individual assistance	A	B	C	D	E

11	States the aims of each lecture/topic	A	B	C	D	E
12	Includes information not readily accessible in the text, e.g. provides useful examples and applications from his/her own experience and/or practice	A	B	C	D	E
13	Exercises adequate control of his/her class	A	B	C	D	E
14	Comes to lectures well prepared	A	B	C	D	E
15	Identifies and stresses important aspects	A	B	C	D	E
16	Speaks clearly and audibly	A	B	C	D	E
17	Presents lectures in a well-structured way	A	B	C	D	E
18	Adjusts the pace of the lecture to the needs of the class and can therefore be followed easily	A	B	C	D	E
19	Makes his/her lecture interesting	A	B	C	D	E
20	Shows an expert knowledge of the subject	A	B	C	D	E

21	Discusses recent developments in the subject	A	B	C	D	E
22	Brings humour appropriately into his/her lectures	A	B	C	D	E
23	Is always confident and self-assured	A	B	C	D	E
24	Discusses the aims of the course in relation to the job situation	A	B	C	D	E
25	Uses audio-visual media e.g. O.H.P. films, etc. effectively	A	B	C	D	E
26	Uses the chalkboard effectively	A	B	C	D	E
27	Sets well-planned tests and exercises	A	B	C	D	E
28	Makes constructive comments on written/practical tasks	A	B	C	D	E
29	Promptly marks and returns assignments/tests	A	B	C	D	E
30	Grades assignments/tests fairly and impartially	A	B	C	D	E

M L SULTAN TECHNIKON
Self-evaluation Manual
for Academic Staff

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Compiled by: Kogi Naidoo & Graham Stewart Layout & Typing: Roshni Nana

CENTRE FOR TERTIARY DEVELOPMENT

1 GENERAL

1.1 MISSION STATEMENT OF THE M L SULTAN TECHNIKON

In pursuit of academic excellence, the mission of the M L Sultan Technikon is primarily to provide formal tertiary education and training in accordance with the manpower and technological needs of the country while also striving to encourage and excel in research and research publications. Informal community based education is considered an integral part of the M L Sultan Technikon since the institution also strives towards developing and uplifting the community.

1.2 DUTIES OF ACADEMIC STAFF

"The normal duties of a member of the teaching and research staff shall include teaching and examining students and monitoring of research students and completing their in-service training, the promotion and extension of knowledge in his particular field of study through research and publication, sharing in the control and administration of his department, invigilation during examinations and participating in official activities of the Technikon including those of the academic board and other committees to which he is appointed".

Extract from the Indians Advanced Technical Education Act No. 12 of 1968 (as amended).

1.3 GUIDELINES TO DUTIES FOR VARIOUS POST LEVELS

The job descriptions of academic staff at the Technikon incorporate the duties listed in the above quotation. There is no prescription that makes the job description for the various levels different. However, the differing emphases in the descriptions can serve as a guideline for the duties of Junior Lecturer/Lecturer, Senior Lecturer and Head of Department.

1.3.1 JUNIOR LECTURER/LECTURER

While the lecturer's primary task is that of teaching students in a particular discipline he/she must also be actively involved with examinations, co-operative education, research, administration, professional organisations, student affairs and the updating of his/her knowledge in the particular discipline with respect to the most recent developments in commerce and industry.

1.3.1.1 Lecturing

This includes activities such as

- Preparing lectures
- Preparing core notes
- Presenting subject content
- Evaluating course material and content
- Projects

1.3.1.2 Examining

This includes activities such as

- Setting and marking class tests
- Remedial measures for weaker students
- Setting and moderating question papers
- Invigilation duties; preparing schedules
- Analyzing exam and test results

1.3.1.3 Co-operative Education

This includes activities such as

- Monitoring/reporting on students at the workplace
- Discussing training programmes with employers
- Evaluating student reports
- Working with industry

1.3.1.4 Administration

This includes activities such as

- Assisting with committed work
- Minimal general administration within the Department to which the lecturer is attached
- Implementing, maintaining and supervising the official policy of the Technikon.

1.3.1.5 Research

This includes activities such as

- Involvement with applied research
- Attending relevant conferences
- Publications

1.3.1.6 Professional Organisations

In the interest of the institution and the particular department lecturers should be actively involved with the professional organisations of their respective disciplines.

1.3.1.7 Student Affairs

Lecturers should be concerned with the well-being and total education of the student, including

- Facilitating student representation
- Helping weak students outside the limits of "contact time"

For each lecturer points 1.3.1.1 to 1.3.1.4 are essential.

1.3.2 SENIOR LECTURER

While the senior lecturer's primary task is that of teaching students in a particular discipline or disciplines he/she must also be actively involved with examinations, co-operative education, research, administration, professional organisations, student affairs and the updating of his/her knowledge in the particular discipline with respect to the most recent developments in commerce and industry.

See specific duties listed for the Junior Lecturer/Lecturer (above).

1.3.3 HEAD OF DEPARTMENT

The Head of Department is the academic and administrative head of a particular discipline and reports directly to the Dean of the Faculty.

As the leader in a particular discipline the Head of Department will be actively involved with planning, development, lecturing and research within the department as well as ensuring that both he and his departmental staff participate in the co-operative education programmes, represent the Technikon on professional bodies and assist with student affairs extra-murally.

In addition to the specific duties listed under point 1.3.1 (above), the Head is responsible for the following:

1.3.3.1 Planning

This includes activities such as

- Determining the needs of his department - both staff and students
- Setting departmental objectives to satisfy these needs
- Devising a plan of action for the department
- Promoting and marketing the department and the Technikon
- Planning the financial, human and material resources for the department
- Implementing, maintaining and supervising the official policy of the Technikon as announced from time to time by the Rector or designated persons.

1.3.3.2 Management

This includes activities such as

- Liaising with staff members on their personal objectives
- Discussing with staff their personal development plan
- Motivating staff to work as a team
- Establishing and maintaining high standards of quality and quantity of work produced
- Being objective and fair in dealing with subordinates
- Devising, implementing and controlling effective organisational and operational plans and procedures
- Accepting responsibility
- Exercising budgetary control within the department
- Evaluating staff objectively

1.3.3.3 Co-operative Education

- Maintaining contact with industry by regular Liaison Committee meetings and visits
- Managing and assisting with the monitoring of in-service training
- Evaluating staff/student reports after the in-service training period

1.3.3.4 Professional Organisations

- Ensuring that the Department is represented on all the significant professional bodies in the particular field of study
- Ensuring that the Technikon is promoted positively in the professional bodies by active and dedicated participation by staff
- Promoting the membership of professional bodies among students

2 GUIDE TO THE COMPLETION OF THE SELF-EVALUATION REPORT

2.1 AIMS AND OBJECTIVES

Evaluation aims at:

- increasing the job satisfaction of staff
- maintaining high standards of performance
- improving staff performance
- identifying and developing capacities and capabilities of staff
- emphasising the goals of the institution and the department and staff's part in the achievement of them
- helping adaptation to change

The following are some objectives that may be identified in the implementation of the evaluation programme:

- orientating the staff member as to his performance and the expectations of the institution
- evaluating staff's performance as such
- identifying development and training needs
- enhancing productivity
- establishing an objective reward system
- assisting career planning and development
- motivating staff
- enhancing communication
- assisting human resource planning
- assisting institutional analysis and evaluation
- providing data for the completion of the self-evaluation report

2.2 HOW TO USE THE GUIDE

2.2.1 GENERAL

- 2.2.1.1 Before completing the self-evaluation report, the evaluation policy, procedures and mission statements of the Technikon and your department should be carefully studied.
- 2.2.1.2 Your evaluation should be made in terms of both your own and your department's aims and objectives in the short and long terms.
- 2.2.1.3 Use the rating scale in this guide as preparation for the completion of the self-evaluation report.
- 2.2.1.4 Additional sub-criteria may be added under each criterion before the average score is calculated.
- 2.2.1.5 Complete the Remarks section where applicable to illustrate or elaborate upon the criteria.
- 2.2.1.6 Please complete all sections of the self-evaluation report.

2.2.2 CRITERIA FOR EVALUATION

- 2.2.2.1 Lecturing/Teaching (Teaching material, Presentation of lectures)
- 2.2.2.2 Examining/Assessment procedures
- 2.2.2.3 Co-operative Education/Liaison with Industry
- 2.2.2.4 Administration and Institutional Involvement
- 2.2.2.5 Research and Development
- 2.2.2.6 Professional Activities

2.2.3 DEFINITION OF SCALE POINTS

NOTE: No scale points are used in the actual Self-evaluation Report - the rating is used merely to assist you

0	1	2	3	4
Not applicable/ Inappropriate	Below average/ poor	Average/ Satisfactory	Above average good	Excellent outstanding

0 Not applicable/ Inappropriate	Staff member has not been in the position to prove himself/herself - Valid evaluation cannot be made because the staff member has not yet had the opportunity to prove himself/ herself in respect of this duty.
1 Below average/ Poor	Unsatisfactory - Work achievement does not meet the required standard for this position. Shortcomings can be rectified by training, education and guidance.
2 Average/ Satisfactory	Satisfactory - Work achievement meets the required standard for this position. The quality and quantity are satisfactory in accordance with the objectives laid down. Minor shortcomings can be overcome by training and guidance.
3 Above average/ Good	Most satisfactory - Work achievement, diligence, effort, ambition and attitude are above average. Abilities and leadership are acknowledged.
4 Excellent/ Outstanding	Outstanding - Performance and effectiveness are excellent. The staff member has the potential for more and wider responsibilities. His/her work and conduct require little supervision.

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2.2.4 SELF-EVALUATION REPORT

Evaluate the degree to which you meet the following criteria in accordance with the scale points.

Remember: no scale points are used in the actual Self-evaluation Report - the rating is used merely to assist you.

0	1	2	3	4
Not applicable/ Inappropriate	Below average/ poor	Average/ Satisfactory	Above average/ good	Excellent/ outstanding

1. LECTURING/TEACHING

These points address the evaluation of individual lectures. It is not just a single lecture but a series that should be sampled

1.1 TEACHING MATERIAL	
Comprehensive knowledge of syllabus demands and schemes of work	
Preparation of study-guides, core-notes, handouts, laboratory/practical manuals	
Preparation of audio-visual aids	
Use of prescribed text with appropriate recommended readings/references	
Average score:	

Remarks

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1.2 PRESENTATION OF LECTURES	
Punctuality at lectures	
Knowledge of subject	
Teaching/lecturing skill	
Career-orientated lecturing	
Use of various, applicable teaching methods	
Class participation in discussions	
Audibility	
Clarity of expression	
rapport with class	
Taking cognisance of student response/feedback	
Effective use of chalkboard - clarity of key points	
Effective use of audio-visual aids	
Use of appropriate examples/illustrations	
Giving individual attention to students outside lecture time	
Efficient conducting of practicals	
Average score	

Remarks

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2. EXAMINING/ASSESSMENT PROCEDURES	
Continuous evaluation of students e.g. class tests, assignments, etc.	
Assessment of practicals e.g. markings of practical reports	
Tests and examination papers with marking memorandum according to standard	
Appropriate feedback to students after test/assignment	
Analysis of tests/assignments/examination results	
Adequate remedial measures for weaker students	
Meeting deadlines - Setting of tests and examinations	
Meeting deadlines - marking of tests and examinations	
Average score	

Remarks

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3. CO-OPERATIVE EDUCATION/LIAISON WITH INDUSTRY	
Maintaining contact with industry/professional agencies	
Involvement in in-service training placements of students	
Monitoring of students engaged in in-service training	
Responding pro-actively to feedback from industry	
Organisation of tours/visits to industry	
Member of professional/vocational associations and executive committees. Specify:	
Consultation: Contract research for industry	
Consultation as expert for industry	
Average score:	

Remarks:

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4. ADMINISTRATION AND INSTITUTIONAL INVOLVEMENT	
Adequate knowledge of the policy and procedures of the Technikon	
Planning and organisation of work e.g. deadlines	
Participation in committees of the Technikon	
Involvement in student activities	
Participation in clubs/associations of the Technikon	
Participation in staff development programmes	
Average score:	

Remarks

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5. RESEARCH AND DEVELOPMENT	
Ability to supervise research	
Involvement in research teams	
Registered research projects for current year	
Specify:	
Other educational/professional programmes in which currently engaged	
Specify:	
Curriculum development and design	
Specify:	
Average score:	

Remarks:

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6. PROFESSIONAL ACTIVITIES	
Relevant conferences/seminars/symposia, etc. attended (Title, Date, Venue)	
Specify:	
Papers read at conferences/seminars/symposia, workshops or meetings, etc. (Title, Date, Venue)	
Specify:	
Personal and/or joint publications/exhibitions this year	
Specify:	
Journal articles	
Specify:	
Research projects currently involved in	
Specify:	
Member of professional organisation(s)	
Specify:	
Participation in activities of professional organisation (s)	
Specify:	
Participation in professional activities organised at the Technikon e.g. Staff Development activities	
Specify:	
Average score:	

Remarks:

.....

.....

2.2.8 LECTURER EVALUATION/SELF RATING SCALE

0	1	2	3	4
Not applicable/ Inappropriate	Below average/ poor	Average/ Satisfactory	Above average/ good	Excellent/ outstanding

	LECTURING SKILL	0	1	2	3	4
1	Have you a sound knowledge of your subject matter?					
2	Can you effectively impart this knowledge to your students?					
3	Are you enthusiastic about your subject?					
4	Can you get your students to work eagerly and spontaneously e.g. are they willing to work outside lecture time?					
5	Are you thought-compelling and challenging to the most capable students as well as to the majority?					
6	Is your voice well modulated, and your delivery clear and pleasant?					
7	Is your manner bright and stimulating?					
8	Do your methods of presentation include up-to-date visual aids and accompanying handouts?					
9	Do you get your students to participate instead of doing all the work yourself?					
10	Do you give adequate preparation time before each lecture?					
11	Do you regularly update your teaching material?					
	CLASS MANAGEMENT					
1	Are the members in your classes attentive and orderly?					
2	Are you conscious of the individuals and do you get to know them and monitor their progress in some way?					
3	Do you readily win your students' co-operation and goodwill?					
4	Do you use teaching aids effectively? e.g. blackboard, films, slides, illustrations					
5	Does your lecturing proceed smoothly and systematically?					

Centre for
Tertiary Development

Needs Assessment

1. Column A: Please use the scale below to evaluate the strength of your need for that particular topic to be offered as a workshop, course or seminar. (NB enter a rating for every item)

Scale: 4 = Very strong need
3 = Strong need
2 = Average need
1 = Slight need
0 = No need

2. Column B: Indicate which TEN of the following workshops, courses or seminars you would identify as important for yourself. Please rank order your choices from 1 to 10 in the appropriate boxes.
3. Please return this form to Graham Stewart, Head Staff Development, M2 18 by Wednesday, 15 May 1991.

TERTIARY TEACHING SKILLS

	Topic	Evaluation of Need	
		A	B
1	How to conduct an effective lecture		
2	How to conduct an effective tutorial		
3	Setting tests and examinations		
4	Micro teaching (self-assessment using video)		
5	Competency-based education		
6	Preparing audio-visual media		
7	Designing an effective study guide		
8	Teaching disadvantaged students		
9	Curriculum design		
10	Library resource based education		

ACADEMIC MANAGEMENT

	Topic	Evaluation of Need	
		A	B
11	Effective meetings		
12	Departmental self-assessment/self analysis		
13	Effective time management		
14	Group problem solving and decision making		
15	Academic staff evaluation		
16	The use of student feedback for staff development		
17	Leadership style, personality and temperament		
18	Planning by objectives		
19	Long term planning (strategic planning)		
20	Interpersonal communication skills		
21	Managing change and innovation		
22	Team building and motivation		

PROFESSIONAL SKILLS

	Topic	Evaluation of Need	
		A	B
23	Introduction to micro computing		
24	Research methodology		
25	Statistical methods for research		
26	Word processing		
27	Using a spreadsheet		
28	Public speaking		
29	Report writing		
30	Introduction to Zulu		
31	Managing stress		

ANY OTHER SUGGESTIONS

1..... 2.....

Needs Assessment

1. Column A: Please use the scale below to evaluate the strength of your need for that particular topic to be offered as a workshop, course or seminar. (NB enter a rating for every item)

Scale: 4 = Very strong need
3 = Strong need
2 = Average need
1 = Slight need
0 = No need

2. Column B: Indicate which TEN of the following workshops, courses or seminars you would identify as important for your DEPT. Please rank order your choices from 1 to 10 in the appropriate boxes.

3. Please return this form to Graham Stewart, Head Staff Development, M2-18 by Wednesday, 15 May 1991.

TERTIARY TEACHING SKILLS

	Topic	Evaluation of Need	
		A	B
1	How to conduct an effective lecture		
2	How to conduct an effective tutorial		
3	Setting tests and examinations		
4	Micro teaching (self-assessment using video)		
5	Competency-based education		
6	Preparing audio-visual media		
7	Designing an effective study guide		
8	Teaching disadvantaged students		
9	Curriculum design		
10	Library resource based education		

ACADEMIC MANAGEMENT

	Topic	Evaluation of Need	
		A	B
11	Effective meetings		
12	Departmental self-assessment/self analysis		
13	Effective time management		
14	Group problem solving and decision making		
15	Academic staff evaluation		
16	The use of student feedback for staff development		
17	Leadership style, personality and temperament		
18	Planning by objectives		
19	Long term planning (strategic planning)		
20	Interpersonal communication skills		
21	Managing change and innovation		
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PROFESSIONAL SKILLS

	Topic	Evaluation of Need	
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23	Introduction to micro computing		
24	Research methodology		
25	Statistical methods for research		
26	Word processing		
27	Using a spreadsheet		
28	Public speaking		
29	Report writing		
30	Introduction to Zulu		
31	Managing stress		

ANY OTHER SUGGESTIONS

- 1..... 2.....

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**M. L. SULTAN
 TECHNIKON**

**Evaluation Report
 for Academic Staff applying for Promotion
 (to the post of Senior Lecturer)**

Note: This report consists of 7 sections:

- Section A: Personal Details (Staff Member)
- Section B: General job description for Senior Lecturers
- Section C: Self-evaluation (Staff Member)
- Section D: Personal Development Plan (Staff Member)
- Section E: Comments by Head of Department
- Section F: Comments by Dean of Faculty
- Section G: Signatures - Vice Rector (Academic) and Rector
- Section H: Names & addresses of 2 referees

- Before completing the form, read "Criteria for the Appointment of Academic Staff" (dated 26/03/91).
- The report must be completed and signed by the Staff Member, and submitted to the Head of Department.
- As a preliminary exercise, the staff member will find it helpful to fill in the self-evaluation in the *Self-evaluation Manual for Academic Staff*, where detailed sub-criteria and a scoring system (point scale) are used.
- No score points should be used in this report, however.
- Please complete all sections of the report.
- It is recommended that the Student Feedback survey be used in combination with the Self-evaluation Report.

Student Feedback has been completed, analysed and acted upon by staff member (Tick)	Yes	No
---	-----	----

Section A: Personal Details (Staff Member)

Surname	Title
First name(s)	Rank
Department	Faculty
Qualifications	M + (vertical) level
Date of appointment at technikon	Years exp at tertiary level
Signed:	Date:

Section B: General job description for Senior Lecturers

The normal duties of a member of the teaching and research staff shall include teaching and examining students and the monitoring of research students and students completing their in-service training, the promotion and extension of knowledge in his particular field of study through research and publication, sharing in the control and administration of his department, invigilation during examinations and participating in official activities of the technikon including those of the academic board and other committees to which he is appointed.

Extract from the Indians Advanced Technical Education Act No. 12 of 1968 (as amended).

The Senior Lecturer

The Senior Lecturer directly assists the Head of Department in the management, planning, administration, lecturing and research within the department as well as ensuring that both he/she and the staff participate in co-operative education programmes, represent the Technikon on professional bodies and assist with student affairs.

Senior lecturers should be involved to some extent in all of the following activities, although the level of involvement will obviously vary from individual to individual. Some activities (e.g 6,7 and 8) could be dealt with by departmental staff as a group under the leadership of Senior Lecturer or the Head of Department.

Planning

Assisting the Head of Department in

- Determining the needs of his department - both staff and students
- Setting departmental objectives to satisfy these needs
- Devising a plan of action for the department
- Promoting and marketing the department and the Technikon
- Planning the financial, human and material resources for the department

Management

Assisting the Head of Department in

- Agreeing with staff members on their personal objectives
- Motivating staff to work as a team
- Establishing and maintaining high standards of quality and quantity of work produced
- Being objective and fair in dealing with subordinates
- Devising, implementing and controlling effective organisational and operational plans and procedures
- Discussing with staff their personal development plan
- Resolving organisational, personal or technical problems within the department
- Accepting responsibility
- Exercising budgetary control within the department
- Evaluating staff objectively

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APPENDIX Q

Section E: Comments by Head of Department

<i>Head of Department</i>	<i>Date</i>

Section F: Comments by Dean of Faculty

Dean	Date

Section G: Signatures - Vice Rector (Academic) and Rector

Vice Rector (Academic)	Date
Rector	Date

Section H: Names and addresses of two referees

Surname	Initials
Title (Mr/Mrs etc)	
Qualifications (academic & professional)	
Postal address	
Telephone (work)	(home)

Surname	Initials
Title (Mr/Mrs etc)	
Qualifications (academic & professional)	
Postal address	
Telephone (work)	(home)

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MLST 27A



**M. L. SULTAN
 TECHNIKON**

**Evaluation Report
 for Academic Staff on Probation**

Tick where applicable and give the date

1st Report		2nd Report		Final Report	
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Note: This report consists of 5 sections:

- Section A: Personal Details (Staff Member)
- Section B: Head's Evaluation
- Section C: Personal Development Plan (Staff Member)
- Section D: Acknowledgment of Report
- Section E: Termination of Probationary Period Recommendations (Final Report only)

- The report must be completed by the Head of Department and be signed by the Staff Member, the Head and the Vice Rector (Academic).
- As a preliminary exercise, the staff member will find it helpful to fill in the self-evaluation in the *Self-evaluation Manual for Academic Staff*, where detailed sub-criteria and a scoring system (point scale) are used.
- No score points should be used in this report, however.
- Please complete all sections of the report.
- It is recommended that the Student Feedback survey be used.
- Completed reports should be submitted to the Vice Rector (Academic) by the last week of each term.
- The completed form must then be sent to the Personnel Department to be placed on the staff member's personal file.

Student Feedback has been completed, analysed and acted upon by staff member (Tick)	Yes	No
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Staff member has attended the orientation programme (Tick)	Yes	No
--	-----	----

Section A: Personal Details (Staff Member)

Surname	Title
First name(s)	Rank
Department	Faculty
Qualifications	
Date of appointment at technikon	
Signed:	Date:

Section B: Head's Evaluation

1. LECTURING/TEACHING
1.1 Teaching Material
1.2 Presentation of Lectures
Action:

2. EXAMINING/ASSESSMENT PROCEDURES
Action:

3. CO-OPERATIVE EDUCATION/LIAISON WITH INDUSTRY
Action:

4. ADMINISTRATION AND INSTITUTIONAL INVOLVEMENT
Action:

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5. RESEARCH AND DEVELOPMENT
Action:

6. PROFESSIONAL ACTIVITIES
Action:

7. GENERAL
Action:

8. SUMMARISED EVALUATION (Include any general recommendations)

Section C: Personal Development Plan (to be completed by staff member)

Proposed developmental objectives and actions:

Section D: Acknowledgement of Report

Signatures			
Head of Dept	Date	Staff member	Date
Vice Rector (Academic)	Date		

Section E: Termination of Probationary Period: Recommendations
(To be completed on the Final Report only)

Head of Department	Date
Vice Rector (Academic)	Date
Rector	Date

Council Confirmation

Probationary period *terminated on/extended until (date)
Date of Council Meeting
Staff member informed on (date)

* Delete whichever is inapplicable

Extract from: Technikon Regulations framed under section 30 of the Indians Advanced Technical Education Act, 1968 (Act No. 12 of 1968) dated 1991-02-22.

- 8(2) (a) The initial appointment of a person as a permanent employee shall be subject to a period of not less than 12 months.
- (3) If the principal certifies that during the period of probation or extended probation the permanent employee concerned has been diligent and his conduct uniformly satisfactory and that he is in all respects suitable for the post which he holds, Council may, if the employee has complied with all the conditions to which his appointment, transfer or promotion was subject, confirm the appointment, transfer or promotion.
- (4) If a probationary appointment, transfer or promotion is not confirmed the Council may call for written submissions from the principal and from the permanent employee concerned and may, after consideration of any submissions received -
 - (a) extend the period of probation; or
 - (b) in the case of a person who, immediately prior to his probationary transfer or promotion, was a permanent employee of the Technikon, but who was not a permanent employee on probation, transfer him back to his former post or place him in a post of equivalent grading on the salary which he would have earned in his former post
- (5) Save in respect of a person contemplated in sub regulation (4) (b), the Council may discharge a permanent employee serving on probation -
 - (a) by giving him a calendar month's written notice, or
 - (b) forthwith, if his conduct is unsatisfactory

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**M. L. SULTAN
TECHNIKON**

**APPLICATION FOR MERIT ASSESSMENT
(Heads of Department)**

Note: This application form consists of 5 sections:

- Section A: Personal Details
- Section B: General Job Description for Heads of Department
- Section C: Personal Resume by Head of Department
- Section D: Personal Development Plan
- Section E: Comments by Vice Rector (Academic)

Additional documentation may be attached to the application form.

SECTION A: PERSONAL DETAILS

Application made by:

Surname _____ Title _____

First Name(s) _____

Rank _____

Qualifications _____

Date of Appointment at Technikon _____

Completed years of experience at:

Post Level 5 (Director) _____

Post Level 4 (Associate Director) _____

**SECTION B: GENERAL JOB DESCRIPTION FOR HEADS OF DEPARTMENT
(based on the Academic Evaluation Programme Manual, April 1990)**

The normal duties of a member of the teaching and research staff shall include teaching and examining students and the monitoring of research students and students completing their in service training, the promotion and extension of knowledge in his particular field of study through research and publications, sharing in the general administration of his department, investigation during examinations and participating in official activities of the Technikon including those of the academic board and other committees to which he is appointed.

Extract from the Indians Advanced Technical Education Act No. 12 of 1968 (as amended).

THE HEAD OF DEPARTMENT

The Head of Department is the academic and administrative head of a particular discipline and reports directly to the Vice Rector (Academic) and the Academic Board.

As leader in a particular discipline the Head of Department will be actively involved with the management, planning, administration, lecturing and research within the department as well as ensuring that both he/she and the staff participate in co-operative education programmes, represent the Technikon on professional bodies and assist with student affairs.

Heads of Department should be involved to some extent in all of the following activities, although the level of involvement will obviously vary from individual to individual. Some activities (e.g 6,7 and 8) could be dealt with by departmental staff as a group under the leadership of the Head.

1. Planning

- Determining the needs of his department - both staff and students
- Setting departmental objectives to satisfy these needs
- Devising a plan of action for the department
- Promoting and marketing the department and the Technikon
- Planning the financial, human and material resources for the department

2. Management

- Agreeing with staff members on their personal objectives
- Motivating staff to work as a team
- Establishing and maintaining high standards of quality and quantity of work produced
- Being objective and fair in dealing with subordinates
- Devising, implementing and controlling effective organisational and operational plans and procedures
- Discussing with staff their personal development plan
- Resolving organisational, personal or technical problems within the department
- Accepting responsibility
- Exercising budgetary control within the department
- Evaluating staff objectively

3. Administration

- Committee work
- Responsibility for the co-ordination of courses and subjects
- Curriculum development and design
- General academic administration

4. Lecturing

- Preparing lectures
- Preparing student guides
- Presenting subject content
- Evaluating course material and content
- Site visits
- Projects
- Setting the example in all of the above for other staff members to follow

5. Research and Publications

- Involvement with applied research
- Attending relevant conferences
- Publications

- Chairing supervision panels
 - Motivating staff to participate in research activities
6. **Co-operative Education**
- Maintaining contact with industry via regular liaison committee meetings
 - Meetings and visits
 - Managing and assisting with the monitoring of in-service training
 - Evaluating staff/student reports after the in-service training period
7. **Professional Organisations**
- Ensuring that the department is represented on all the significant professional bodies in the particular field of study
 - Ensuring that the Technikon is promoted positively in professional bodies by active and dedicated participation of staff
 - Promoting the membership of professional bodies among students
8. **Student Affairs**
- Co-ordinate assistance and counselling to students in the department
 - Assist with job placement as far as possible

SECTION C: PERSONAL RESUME BY HEAD OF DEPARTMENT

Use the criteria listed in Section B to complete the following resume of your activities.

1. **Planning**

2. **Management**

3. **Administration**

4. **Lecturing**

5. **Research and Publications**

6. Co-operative Education

7. Professional Organisations

8. Student Affairs

SECTION D: PERSONAL DEVELOPMENT PLAN

Give a brief profile of your future personal development objectives.

.....
HEAD OF DEPARTMENT

.....
DATE

SECTION E: COMMENTS BY VICE RECTOR ACADEMIC

.....
VICE RECTOR (ACADEMIC)

.....
DATE