

**THE MANAGEMENT OF ACADEMIC DEVELOPMENT
PROGRAMMES IN TERTIARY INSTITUTIONS IN SOUTH
AFRICA**

By

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DEDICATION

This study is dedicated to my dear deceased parents, Mr. Absalom Nkwanyana and Mrs. Fihliwe Nkwanyana (nee Shangase), my late husband, Bhekisani McDonald Zulu and my late daughter, Zama Zulu. During their lifetimes they all applauded my efforts, enjoyed my triumphs and accepted my imperfections. The study is also devoted to my brothers, sisters, and my children, Thabani, Nolwandle, Xolani, Thabani, Ndumo, Samukelisiwe, Lungelo and Mxolisi. Together with my dearest Mbongeni (Mbo) Ntshangase, they were the source of my encouragement and pillars of strength that supported me. I particularly thank Mbo for his love, his time and dedication.

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ABSTRACT

This study is aimed at investigating how quality of teaching in higher educational institutions can be improved and how staff development programmes can play a role in the enhancement of the tertiary teaching profession.

Over the years, the field of Academic Development has (AD) undergone many changes and has faced enormous challenges as the South African higher education terrain has shifted in the wake of political transformation. The field of Academic Development has grown into a multi-disciplinary endeavour with practitioners working in areas such as curriculum and staff development, assessment of student learning, evaluation, educational technology and student development.

In recent years, the demise of soft funding and the financial constraints caused by falling student numbers have resulted in a situation where many Academic Development units have faced job losses and even closure. At the same time, challenges facing the higher education system have opened opportunities for AD practitioners to use their expertise to cope with the demands of teaching and learning.

The Academic Development programme contributes to the assurance of this performance by supporting staff in meeting the demands of teaching at a Southern African university with international standards. It does this by running an on-going staff development programme and by providing assistance with curriculum development, assessment and evaluation.

The Institute for Higher Education Policy engages in research and provides practical advice and background on key issues in higher education policy for a clientele comprised of public and private organisations, individuals and government structures within South Africa as well as abroad.

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CHAPTER 1

1.1 INTRODUCTION

South Africa is in the midst of significant changes in the world of education. Education in general, and higher education in particular, carries a burden of providing the intellectual and cultural leadership to accomplish the transformation within the country.

During the past few years, issues concerning the quality of teaching and learning within educational programmes have become a topic of much interest. Institutional directives have resulted in a transition from practices, which provided discretionary access to academic development opportunities for academic staff. The White Paper on Higher Education (1997) challenges the higher education system to “lay the foundations for the development of a learning society which can stimulate, direct and mobilize the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development”. The current domestic focus involves reviewing issues of access, staff development, student support, re-curricularisation and research (Department of Education, 1997).

The challenge of providing quality education is even more daunting. It means that in essence the government’s systemic interventions and focus of strategy, both in terms of support and monitoring, should be enhanced while constantly reflected on. Equally important, visible progress in fostering inclusiveness in tertiary institutions for the celebration of diversity in such institutions to be a living reality should be seen. At a

more operational level, lecturers' development strategies pay dividends while integrated management practices in institutions get entrenched as a norm.

The fragmentation, inequality and inefficiency of higher education in the apartheid era left a legacy of deficits in academic and staff development. Many people characterized the problem with the education system as purely a matter of financial resources, but increasingly it is becoming clear that the human element and its input into education may be the telling factor. The nature of government funding for higher education in South Africa has changed significantly in recent years. As a result, calls for revision of the formula used to allocate public monies to institutions of higher education have increased in frequency and importance. The rise in student numbers has not been accompanied by a commensurate rise in public spending. Whilst many developing countries spend greater proportion of their GDP on higher education, the per capita expenditure in South Africa is still much smaller, leading to even greater disparities, particularly with regard to research.

The need to develop new funding system was clearly articulated in the 1996 report of the National Commission on Higher Education (NCHE), and codified in the 1997 Education White Paper 3 ("A Programme for the Transformation of Higher Education"). These documents make clear that significant changes to the government formula (the so-called SAPSE formula) are required to achieve fundamental national goals. Among the goals articulated for a transformed higher education system are:

Improving Staff Equity: Equity for staff at all levels of higher education institutions must be improved. For example, Bunting (1994) reports that only modest gains in

employment of African academic staff have been achieved since 1993. Improved staff equity should include staff development, promotion, and retention. Staff equity goals should be geared to meeting the requirements of the Employment Equity Act.

Enhancing Quality: A key to the future of South Africa in a highly competitive world is to develop high quality in higher education that is more broadly accessible than currently is the case. Given the effects of apartheid and its unencumbered social liabilities, and the many years of isolation from much of the rest of the world, enhancing quality and thereby the overall educational attainment levels of South Africans is a major goal for higher education. While these problems are especially acute at the Historically Disadvantaged Institutions (HDIs), maintaining quality is also a problem for the best universities and technikons, which are striving to maintain parity with their international peers in areas such as scientific advancement and technology. The full range of quality present in South African Higher Education must be addressed from the basic infrastructure to the quality of instruction. Some of these issues are being addressed through the Higher Education Quality Committee (HEQC) of the CHE. These issues need to be addressed through infrastructure improvements, which will require additional resources (McKeown, 1996).

Staff development is a multi-faceted need, focusing on academic leadership and administrative management. Faculty members and students need a well-managed institution to provide quality teaching and learning. Institutional directives have resulted in a transition from practices, which provided discretionary access to academic development opportunities for academic staff, to a system requiring the mandatory allocation of weekly time on all departmental timetables for this purpose.

The purpose of the study, using thirteen universities and five technikons as comparative case studies, was to consider the academic development programmes (ADP) in higher educational institutions (HDIs).

1.2 MOTIVATION OF THE STUDY

Since the researcher started studying at a tertiary institution nine years ago, she has heard and listened to a number of staff expressing their dismay about poor curriculum development, programme development, staff development and administrative development. Such dismay touched her and drove the researcher to want to investigate the state of programme development and administrative development in higher educational institutions (HDIs). Since these areas are broad, it became important to narrow the focus on how staff development programmes could play a role in the enhancement of the teaching profession.

The education system, prior 1994, brought a lot of misery to the African population. However, since the advent of democracy the government has undertaken the formulation of policies and legislation aimed at ensuring both the transformation of educational structures and the practice of education. The nation was challenged to be more efficient in the use of resources in higher education in order to make appropriate contributions towards national development. Staff equity, both for teaching as well as administrative staff, is essential to the ongoing transformation of the South African higher education system. This is especially important at each institution where the ability to recruit and retain staff is crucial to institutional development and growth.

1.3 PROBLEM STATEMENT

After the background given above, it is possible to state the problem under investigation in more precise terms. Briefly stated, the problem confronting most universities is how best to provide quality education in the context of their limited resources. This is the problem to which the present study was directed. A question of resources may also raise other debates, such as efficiency and relevance of those resources. In the context of limited and even shrinking resources, it is seldom possible to implement separate programmes on a scale that addresses the enormity of educational disadvantage in South Africa. To gain maximum advantage, relevant resources have to be allocated and utilised strategically, focusing on the most critical areas with good management.

There is a serious crisis of academic development programmes in all institutions, which includes:

- i) the *staff composition*: the staff is overwhelmingly White and male
- ii) the *staff competence*: the staff are under-prepared and under-skilled for the educational task ahead; and
- iii) the *lack of responsiveness*: which includes the need of staff to use the new technologies for student-centered learning and scholarship, and for higher education institutions to contribute to the resolution to South African's economic and development requirements.

While the problem of composition constitutes a major equity challenge, the issues regarding competence and responsiveness constitute an equally daunting challenge in

terms of quality. There is tension between these challenges which South African higher education institutions will find hard to manage successfully.

1.4 OBJECTIVES

The Norms and Standards for Educators policy document is a crucial milestone in post-apartheid education policy making as it endorses the multiplicity of theories, skills and values that classroom practitioners and managers are to have in order to function competently in a diverse multicultural society like South Africa. This policy commits all educators, including educators in the classroom, heads of departments and lecturers to engage as reflexive practitioners and to become informed of the multiple perspectives, methods and current theories that impact on all the elements of the curriculum. The main aim of staff development is to enhance professional vitality. The Higher Education Institutions are better positioned to enhance and maintain professional and occupational educational competence and to anticipate and prepare for future challenges in education. It seems imperative, therefore, to ensure that the development of staff in all areas and at all levels receives the support it deserves.

The key objectives of the study were to:

- i) investigate the location of the Academic Development Programme (ADP) within the management structure by sharing ideas and methods of best practice among the network members in order to improve quality in teaching and learning and also to affirm diversity in curriculum and teaching practices in ways which are mutually beneficial to all institutions;

- ii) analyse the objectives of Academic Development Programmes in higher education by identifying the priority developmental needs of teaching and support staff in the network; and
- iii) investigate the environment of research by maximizing the limited resources available for improving teaching and learning in the network institution by strengthening collaborative links and enterprise among the members of institutions.

1.5 ASSUMPTION

It was assumed that the majority of institutions of higher education were lacking with regard to the following aspects:

- i) sharing, adapting and developing programmes and materials appropriate to the needs of the academic staff development in the network, using a variety of strategies.
- ii) induction programmes for all new staff in order to explain the different contexts in which they will have to operate in academic and administrative sections;
- iii) managerial skills to build and share culture across the whole management group and to enhance management capacity throughout the departments in order to improve the departments' capabilities to survive and prosper.

1.6 HYPOTHESIS

The hypothesis was based on the above mentioned assumption, which was sharing, adapting and developing programmes and materials appropriate to the needs of the academic staff development in the network, using a variety of strategies.

1.7 SAMPLING

The field of study covered South African tertiary education institutions from nine provinces comprising 4 technikons and 9 universities. Half of academic staff in each department was selected and the selection was at random. The study was carried out in 32 departments in both universities and technikons. An average of 9 academic staff members per department were visited. The number of students involved in the study was 72. Numbers of students varied from one institution to another. The views of students were considered to be important, especially with regard to the students' feedback on courses and lecturers' performance. The study focused on the institutions of higher learning presented below. These institutions were included for the purpose of assessing the induction programmes and involved academic staff.

INSTITUTION	NUMBER OF STAFF
EASTERN CAPE TECHNIKON	190
DURBAN INSTITUTE OF TECHNOLOGY	175
PENINSULA TECHNIKON	195
NORTHERN GAUTENG TECHNIKON	170
TECHNIKON NORTH WEST	108
MEDICAL UNIVERSITY OF SOUTH AFRICA	225
UNIVERSITY OF DURBAN WESTVILLE	600
UNIVERSITY OF FORT HARE	220
UNIVERSITY OF THE NORTH	456
UNIVERSITY OF ZULULAND	240
VISTA UNIVERSITY	118
UNIVERSITY OF THE NORTH WEST	234
UNIVERSITY OF TRANSKEI	230
UNIVERSITY OF VENDA	185
UNIVERSITY OF THE WESTERN CAPE	523
UNIVERSITY OF SOUTH AFRICA	3000
RAU UNIVERSITY	260
UNIVERSITY OF CAPE TOWN	1558
TOTAL	8587

Table 1.1 Universities and Technikon

The staff population employed in the aforementioned institutions of higher education was 8587. These staff members were all academic staff and were employed on full-time and part-time basis.

1.8 METHODOLOGY

The data was collected by means of interviews, questionnaires, unobtrusive observations and informal talks with academic staff members and students. The interviews were electronically recorded. A stratified random sampling was used, thus increasing the chance for each staff member to be included in the study. Lists of all academic staff members and students in different faculties and universities were followed.

Whereas there are several methods of obtaining feedback as to the effectiveness of one's lecturing, it should be appreciated that the exclusive use of any one method might not yield a comprehensive account of the learning and teaching process.

Student perceptions are an important means of determining the way in which instruction is perceived, as evidenced from the following quotation from Seldin (1997: 102), "Student feedback on teaching falls far short of a complete assessment of one's contribution. But if teaching is to be improved, a systematic measure of student views can hardly be ignored; the opinion of those who are the postgraduates should be considered". The main research instrument used was the questionnaire. The questionnaires were distributed to the targeted respondents by mail and e-mail. The questionnaires included both closed and open-ended questions. They addressed the following issues:

- a) the subproject in the institution and how the institutions benefited from it.

- b) a consideration of what should have been done differently, in hindsight, at the institution in question.
- c) how the representatives of each institution benefited from the project.
- d) each institution's plan to carry forward what had been started during the previous two to four years.

1.8.1 Confidential Lecturer Evaluation

The student Assessment of Lecturer Performance (ALP) survey was designed to determine the perceptions of students about lecturers' performance. The survey questionnaires were pre-printed for each lecturer and provided space for the inclusion of three additional open-ended items to which students could be encouraged to respond more qualitatively.

1.9 VALIDITY AND RELIABILITY

A pilot study involving 12 small samples of the population was undertaken to establish the procedures to be used and guidelines to be followed in the main study. Neuman (2000) asserts that a pilot study is useful to detect weaknesses in the design of the instrument and to provide a sound base for determining and refining the instrument.

The questionnaires were pre-tested on 3 universities and 3 technikons that did not participate in the actual research. The results of that pilot study revealed that there was a

need to rephrase some of the statements in a manner that would not be difficult to the respondents. A selection of terminology and questions were structured to provide valid responses.

The research design was both exploratory and descriptive. It was exploratory because the study was conducted so as to identify possible reasons for the staff members' poor academic performance. It was descriptive because it provided a detailed picture of the group, which was investigated. The data was collected by means of interviews, questionnaires, unobtrusive observations and informal talks with academic staff members and students. The interviews were electronically recorded.

A stratified random sampling was used, thus increasing the chance for each staff member to be included in the study. Lists of all academic staff members and students in different faculties and universities were followed. There are several methods of obtaining feedback as to the effectiveness of one's lecturing but it should be noted that the exclusive use of any one method might not yield a comprehensive account of the learning and teaching process.

1.10 CONCLUSION

This chapter has presented the background and motivation of the study. It has stated the problem, objectives, assumption and hypothesis of the study. It also gives brief discussions of sampling and how the data was collected. The pilot study addressed the questions of validity, confidentiality and reliability.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature review of this study is based on the evaluation of the status of the institution, staff development programmes, implementation, induction programmes, that existed in each university or technikon involved in the study. Before the evaluation of the status and the implementation of staff development programmes in each institution are carried out, it is important to briefly consider the broader concept of academic standards, the history of the academic programmes, and the notion of induction.

2.2 ACADEMIC STANDARDS

The best universities or technikons are those, which strive for excellence in teaching, expertise and research at national, an international level as well as within the communities that they serve. The attainment of excellence is a good reflection of standards. It is dependent on such factors as, the quality of students who join the institution and graduate, the quality of staff, the scientific approach of the institution, the productivity of the institution in terms of research and scholarship as well as its national and international prestige.

It should, however, be emphasised that the single most important factor in determining, maintaining and improving academic standards is the quality of academic staff. This aspect is typically concerned with quality in respect of the three areas of teaching, research and community service (Makgoba, 1996).

The evaluation of staff quality in respect of research is acceptable at universities. Such an evaluation may take a variety of forms, but it should not be seen as merely judging a lecturer as a poor performer or a good performer. It should rather aim at encouraging higher standards by raising awareness of quality among academic staff and by bringing issues of standards into a more open forum for discussion (Richardson and Skinner, 1991).

Academic staff members should avail themselves of every opportunity to improve their levels of competency in all their job-related activities, especially in teaching and in research. They should participate responsibly in all external examining procedures designed to maintain academic standards within and across institutions (Scott, 1989).

Quality has become a major concern in higher education. This is because meeting the needs of society and expectations towards higher education depends ultimately on the quality of its staff, programmes and students, as well as its infrastructure and academic environments. The search for 'quality' has many facets and the principal objective of quality enhancement measures in higher education should be institutional as well as system-wide-self-improvement (Pavlich, 1993).

A comprehensive quality assurance system provides an essential mechanism for ensuring quality across institutional programmes. A Higher Education Quality Committee (HEQC) of the Higher Education Council (HEC) is an umbrella body for quality assurance in Higher Education, with specialist bodies undertaking the external evaluation function in the country.

It is evident that the practice of quality assurance in South African Higher Education, whilst undergoing transformation, still largely comprises a combination of traditional practices applied selectively. Bearing in mind that the Higher Education sector is partly funded by government; the latter increasingly expects Higher Education to be accountable and to fulfil the changing needs of society.

2.3 THE DIFFICULTIES OF EDUCATIONAL CHANGES

Among the many reasons why educational change is so difficult, may be owing to the fact that it is poorly conceptualised or not clearly demonstrated. It is not obvious who will benefit and how. The change is too broad and ambitious, with the result that teachers and lecturers have to work on too many fronts. It can also be seen as too limited and specific, so that little real change occurs at all. The pace of the change can be seen as too fast for people to cope with, or too slow, so that they become impatient or bored and move on to something else. The change also suffers due to poor resources, or resources that are withdrawn once the first flush of innovation is over. There is not enough money for materials in order to allow teachers to plan ahead effectively. The change also constitutes a heavy burden for teachers, who cannot bear it for too long without additional support. There is no long-term commitment to the change to carry people

through the anxiety, frustration and despair of early experimentation and unavoidable setbacks.

2.4 THE NECESSITY FOR ACADEMIC DEVELOPMENT

One of the key elements to a successful educational system is to get lecturers to understand that the primary aim of teaching is to make student learning possible (Ramsden, 1998). Academic staff members, in most instances, are recruited on the basis of their exceptional skills. These academics most of them have been teachers but lack any formal training in pedagogy or teaching methodologies. The current challenge is to have academic skills incorporated into the theoretical course material that a student is exposed to. The successful higher education lecturer has to have the capacity to create a learner-centered environment, conveying the theoretical concept with the particular critical cross-field outcomes.

These common causes of failures to bring about educational change have been well documented in the relevant "change" literature from the foundational period of educational research and beyond (Fullan, 1998). However, as a strategic process of proper planning, design and structural alignment, and as a cultural process of building effective relationships of collaboration and consultation, educational changes are something more understandable than they were a decade ago.

2.5 BACKGROUND TO ACADEMIC DEVELOPMENT AND ADMINISTRATIVE SUPPORT

Academic development programmes (ADP) in South Africa can be traced to overseas efforts and experiences. For instance, the National Teaching Fellowship Scheme (NTFS) is part of an overall programme to raise the status of learning and teaching in Higher Education. It was set up by the Higher Education Funding Council for England (HEFCE) and the Department for Employment and Learning (DEL) in Northern Ireland (Armstrong, 1997).

The Institute for Learning and Teaching in Higher Education (ILT) is the professional body for all institutions that teach and support learning in higher education in the United Kingdom (UK). It was created to enhance the status of teaching and to improve the experience of learning and to support innovation. It also develops and maintains professional standards of practice. It is becoming the main source of professional recognition for all staff engaged in teaching and in the support of learning. It is open to both experienced staff and those at the start of their careers, wherever they work and whatever their teaching subjects.

The Staff and Educational Development Association (SEDA) is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. A conference was held on the 24th of May 2002 at Regent's College. Its main objectives were stated as being: to provide a national forum for colleagues to share issues arising from the implementation of higher education learning and teaching development strategies and to hear about the practices at other

places and to consider staff development needs necessary to support development (Armstrong, 1997).

The Higher Education Staff Development Agency (HESDA) is an agency of universities in the UK, while the Standing Conference of Principals (SCOP) is the lead agency for developing the skills, training and qualifications of people working in higher education. HESDA is committed to the promotion of strategically planned staff development and training provision at universities, colleges and other strategic human resource initiatives across the Higher Education Sector in the United Kingdom.

2.6 ACADEMIC AND STAFF DEVELOPMENT PROGRAMMES IN SOUTH

AFRICA

South Africa needs fundamental changes in order to adapt to the transformational national and regional realities of the 21st century. These changes need to start creating a new culture regarding educational diversity and innovation. Only then will programmed responses to issues of access, educational effectiveness and efficiency be addressed with scope sufficient to meet rising expectations of all South Africans. It has to be realised that the citizens are increasingly looking to the relatively rich tertiary education system of the country to meet their needs.

As noted earlier, Staff Development is a multi-faced need, focusing on academic leadership and administrative management. Faculty members and students need a well-managed institution to provide quality teaching and learning. However, institutions are not geared up properly for staff development in management matters. All should be

encouraged to prepare policies and plans for this management development and allocate an appropriate budget for it (Higher education Act of 1997).

The Skills Development and Skills Levy Acts emphasise the importance of staff development. Institutions have to pay huge amounts of money as a levy to ensure that staff training takes place. In order to get some percentage of the levy back, the university or technikon has to prove that a registered provider provided the training and that registered standards were used as a benchmark. Staff development units will have to take the responsibility for ensuring that the following principles are kept in mind when training is planned:

- a) the strategic goals of the university or technikon;
- b) the needs of the individual staff member;
- c) the importance of the money that can be claimed back from the levy grants;
- d) the training needs of all staff members within the institution;
- e) the role of Workplace Skills plans in the managing of staff development;
- f) processes to be followed to ensure best practices;
- g) certificate programmes as incentives;
- h) possible learner-ships in the tertiary environment;
- i) opportunities to do external work.

2.7 STAFF DEVELOPMENT AT UNIVERSITY OF WESTERN CAPE

It should go without saying that changes in curricula often require changes in teaching skills, which in turn require staff training. Curriculum changes at the University of the

Western Cape were driven by external and internal factors. External reasons included the requirements of the South African Qualification Authority (SAQA) and those of Outcome-Based Education (OBE).

The academic development effort of the University of the Western Cape (UWC) dates back to the 1970s when there were various departmental attempts to improve teaching and learning practices. At the time of the research, Academic Development Programmes sought to make academic development part of the academic work of the department and not the responsibility of a separate unit. This strategy followed what was termed an “Infusion” model and was guided by the university's commitment to serving disadvantaged communities. Academic development initiatives were nevertheless coordinated and facilitated by an Academic Development Centre (ADC). Initiatives included attempts to develop staff, students, curricula and research. In addition to this, the ADC ran a number of other projects from which all faculties benefited directly. These included a computer support education unit and a teaching and learning project. The University's efforts were constantly being developed and refined (Pavlich & Orkin, 1993).

Staff development at the University of the Western Cape was considered to be just as important as student development. This was not only because of the need for institutions to comply to the government's Skills Development Act for employees, but also because it formed part of an essential philosophy and moral obligation, that without concurrent staff development, the university could never succeed in optimising student academic development. Staff development programmes provided a series of short training courses covering a range of subjects in the areas of health care, safety and personnel practice.

The University of the Western Cape, in its previous Strategic Planning Document of the Senate and Academic Development Steering Committee, had identified the key focus areas of the ADP. The following were identified; curriculum, staff and student development; research (including the development of the data on attrition rates, performance indicators, etc); institutionalisation of academic development on campus, fundraising and outreach of networking. A central focus of the ADP staff were various co-operative ventures with other staff to develop curricula and materials (Pavlich, 1993). UWC perceived itself to be the only university in the region that actively sought to accommodate staff by means of an induction programme.

2.7.1 Staff profile

As the graphs below indicates, the 523 academic staff in 2001 were split between Whites (42%) and Coloureds 34%, the African staff represented 18% of the total while 14% were Indians.

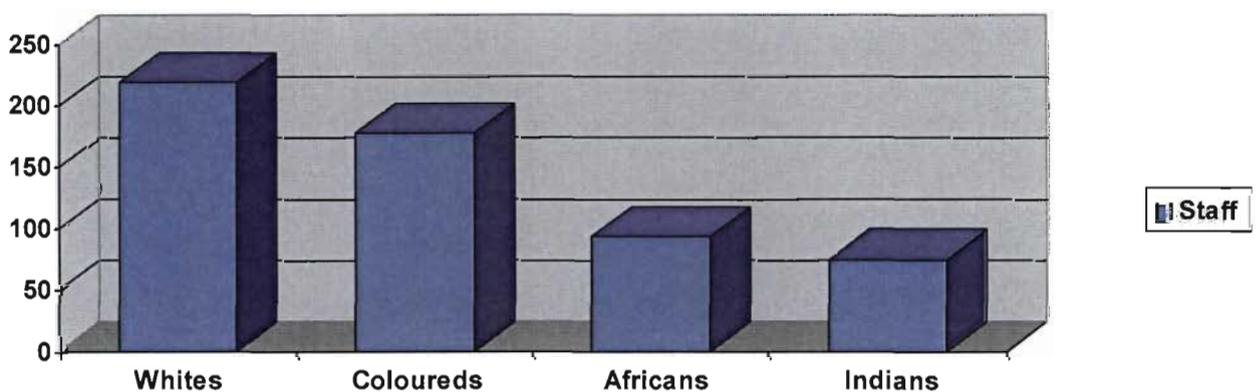


Figure 2.1 Staff breakdown by race

2.7.2 Academic Development and Administration Support at UWC

Academic Development Research Projects at the UWC had been designed to survey and address problems faced by students. The research conducted by the Centre for Student Counselling (CSC) had shown that many of UWC's students came from disadvantaged economic backgrounds. The students' problems in this regard also affected the University's operation in that it had a detrimental effect on its financial position. As the University's students had been disadvantaged both economically and educationally by the apartheid system, it was felt that academic development would be most effective if incorporated into the teaching of all departments and faculties rather than being seen as a separate programme which could only reach limited numbers. Consequently, in 1990, UWC established an Academic Development Programme (ADP), which aimed at encouraging and supporting quality learning and teaching within the University of the Western Cape, with special emphasis on redressing disadvantaged students and creating the capacity to respond to changing needs.

The ADP gave structural form to a range of academic development activities in which various staff members were already engaged. The Senate's Academic Development Steering Committee (SADSC) provided for the working structures in the organization; the ADC. This structure was represented on the SADSC. Faculty co-ordinators provided crucial links between the ADC and all departments (Cryer, 1992).

2.7.3 The Academic Development Centre at UWC

The ADC operated with 22 staff positions, seven of who were permanent, nine contract, and six joint appointments within departments. The ADC was directed at promoting the integration of academic development into the very fabric of the institution through a collaborative process with academic staff members. The ADC saw its target audience as including students, student tutors, academic staff and policy developers in the administration. The ADC focused its activities on staff development, curriculum development, student development, relevant research and fundraising in order to ensure its capacity to continue effectively. Each of these activities was found, to a greater or lesser degree, in the various programmes and portfolios with which the ADC was involved. The ADC was directly involved in developing tutorial materials and programmes in specific departments, especially to meet the needs of incoming first year students, and employed staff in some departments. The ADP provided an extensive support network for student tutors and staff, underlining the ADP's commitment to developing "educational strategies that enabled all students to realise their potential" (Lockett, 1995, 20).

The Faculty of Community and Health Sciences at UWC had undertaken a number of changes to its first year curriculum. These included, first, the introduction of interdisciplinary modules, second, community-based education and, third, group discussion work, which required that new skills be developed in staff also. Outcomes-based education arising from SAQA and NQF requirements, were still an "issue" for many in that their mediation in terms of how to construct courses or modules and assessments were not explained properly. Fourth, because of a decentralisation of the Academic Development Centre, student academic support programmes had to be

developed within departments. This had revealed the need for personal staff development in many disciplines in order to sustain effective academic development programmes for students.

2.8 ACADEMIC DEVELOPMENT AT MEDUNSA

At the Medical University of South Africa (MEDUNSA), the Centre for Academic Development Services (CADS) was responsible for quality assurance, academic development and academic support. Its aim was to support the individual as well as units in their quest to improve the quality of their teaching and their students' learning. Academic development activities for staff and students were systematically planned and co-ordinated to meet the specific needs of the academic community. Teaching and learning were the core activities of MEDUNSA and therefore their emphasis was on curriculum development, evaluation of teaching courses and the assessment of student learning.

2.9 ACADEMIC DEVELOPMENT AT UNIVERSITY OF THE NORTH

The rapid changes that took place in South Africa reverberated throughout the education sector and higher education, in particular, had not been immune from these changes. The University of the North represented both a locus for scholarly development and a workstation for the considerable number of people who were employed and who studied there. Employee productivity rose and fell, often in relation to fluctuation of stability and predictability in the work environment alone, or in combination with the vicissitudes of family and community life. In these times of rare stability, academic members of staff in

particular, increasingly experienced problems such as alcoholism, depression, and relationship discord.

2.10 ACADEMIC AND STAFF DEVELOPMENT AT UNIVERSITY OF DURBAN-WESTVILLE

Jonathan Janise, Dean of Education at the University of Durban-Westville (UDW), pointed out that inadequate management capacity could hamper the implementation of decisions made democratically by a faculty to improve its programme. In terms of Higher Education Act 1997, it is suggested that partnerships could be helpful to South African Institutions for the purpose of addressing some of the changes in strategic planning and governance that have been mandated.

2.10.1 Partnership for academic and staff development at UDW

Universities have a social obligation to ensure that their curricula are responsive to the national context. Some institutions have instituted parallel academic development programs and separate extra lessons and workshops. These have limited success hence the trend is to shift to integrating academic development into mainstream teaching.

Training a pool of Blacks and women to assume management responsibilities and academic leadership positions is a particular priority, but this was only one part of the task. Wiley et al (1970) pointed out that a culture inhospitable to Blacks exists on many campuses where the staff is predominantly white, and this must be transformed. He

further reported that intensive mentoring has been found to be an important component in effective staff development programmes at universities.

Retention of faculty member and staff was also a serious problem. Wiley (1970) pointed out that the private sector and Government, reducing the staffs who were available to teach and develop programmes and partnerships often recruited trained African faculty members at HDIs. Increasing support to HDI institutions and their faculty for research and decreasing the heavy teaching loads could contribute to making these institutions more attractive for long-term career development.

Although several people desired that developing academic leadership needed to occur rapidly, Richard Fehnel of the Ford Foundation (1995) was of the opinion that it was essential to pursue a long-term approach to capacity building, given the scale and complexity of the academic and staff development that were required. He emphasised the need for designing inter-generation approaches that incorporated the needs of senior staff, juniors as well as postgraduate students who were potentially future members of staff. Because the need cut across higher education institutions, the Ford Foundation favoured partnership for staff development that was organised with consortia of South African Institutions. Such programs needed to be driven by the needs for equity and access and should target women as well as Blacks. Another locus for formulating collaborative approaches to staff development (as well as other focus areas) was the USAID funded Tertiary Education Linkages Projects (TELP), which is discussed later in this chapter, involving 17 HDIs.

2.11 STAFF DEVELOPMENT AT TECHNIKON NORTHERN GAUTENG

Staff development is a multi-faceted need, including administrative, management and academic leadership. Faculty members and students of universities and technikons require a well-managed institution to attend to quality teaching and learning. Recognising this inter-connection, the partnership between Technikon Northern-Gauteng (TNG) and several Dutch institutions co-ordinated by NUFFIC had focused on both academic staff development in selected faculties and middle management capacity building.

While some academic and staff development partnerships, such as the one at Technikon Northern Gauteng were designed to meet the needs identified by the South African institutions, it was advocated that mutually beneficial partnership may be more productive “when they are organised explicitly around questions of mutual interest, rather than simply around skills development”.

2.12 ACADEMIC DEVELOPMENT PROGRAMME AT UNIVERSITY OF CAPE TOWN

Academic Development Programme at the University of Cape Town (UCT) evolved from an approach that targeted students from DET schools and focused on general academic skills and language problems. Academic Development Programme at UCT was shaped by this approach and given the institution time to set in place mechanisms and strategies to cope with the increased number of disadvantaged students. There was a Central Academic Support Programme (ASP) unit to co-ordinate the university’s initiatives. This programme had moved towards an integrated, or “Infused”, model

where efforts were directed at integration into the mainstream. Simultaneous student, curriculum and staff development through the decentralised structure of the ASP unit blended well with UCT's federalised management structure (Cryer, 1992).

2.12.1 Challenges Facing Staff Development at UCT

It was clear that hard-won gains in acceptability would need to be maintained. Regarding accountability, "quality assurance" was much in vogue and Staff Development (SD) faced the problem of quantifying its results to suit the processes of evaluation. This was particularly problematic when SD effort was expected to translate directly into improved student results. What was also clear was that success engendered the need for further change and that 2001 could therefore not be a repeat of 2000.

The above would no doubt apply to both the form and content of the work being done. To become a "demand driven" support structure within the institution appears desirable, yet the momentum for teaching enhancement was often overshadowed within academic departments by the many other pressures on time. In this regard, the on-going centralisation of SD seemed to create the "engine" for on-going focus on teaching and learning and would need to be fought for in the prevailing climate of financial stress. Within the context of an Academic Development structure, much work remained to be done in developing the multifaceted initiatives needed for ensuring student success and for harnessing available person-power more efficiently and effectively to this end.

A major influence upon the progress of Staff Development was the decision on how it would be staffed, or whether it would be staffed at all, and where such staff would be

located. Whether that was within a discrete unit, or integrated with academic departments, or left to the initiative of academic heads of departments, the gains made seemed to be most closely related to the “championing of the cause” and the qualities of such champions, wherever they may be.

2.12.2 Academic Staff Composition

The graphs below indicate that 1558 UCT’s academic staff composition was dominated by Whites (58%), Coloureds (22%), Blacks (13%) and Indians (6.5%).

The gender bias was especially evident at the senior academic staff level, where 162 men were Professors as against 6 women, and 280 men were either Associate Professors or Senior Lectures compared with 65 women.

The university was aware of these inequalities. It had adopted various strategies which administrators said amounted to an equal opportunity, affirmative action hiring and admissions policy. Nevertheless, UCT had not yet developed specific targets or dates by which to redress its skewed staff profile.

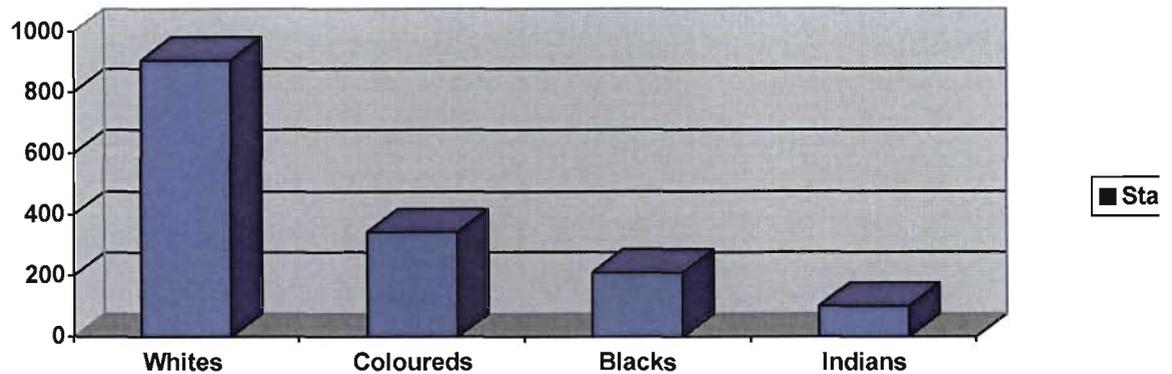


Figure 2.2 Staff Breakdown by race

2.12.3 Academic development and administrative support at UCT

The Centre for Higher Education Development (CHED) at UCT was established in 1999 with a brief from Senate to focus "across faculty boundaries on all matters concerning academic development". CHED was a quasi-faculty structure headed by an Academic Dean. It comprised four units, each headed by a Director: the Academic Development Programme, the Career Development Programme, the Centre for Information Literacy, the Multimedia Education Group together with the Dean's Office, had the responsibility for various portfolios as well as for co-ordinating the work of the CHED as a whole.

2.12.4 CHED's Academic Staff

Given its brief, the CHED's work related primarily to the formal educational processes of the University. Approximately two-thirds of the CHED's 90 full-time staff were consequently in academic posts. The majority of the remaining staff had professional roles of various kinds, such as in counselling and multimedia instructional design. A significant number of CHED staff were seconded to the faculties or specific academic departments, where they worked in partnership with regular academic staff. CHED's

central role was to provide specialised educational expertise and functions that were essential to enabling the faculties to meet UCT's educational and strategic goals.

CHED units, especially the Academic Development Programme, had historically played a central role in facilitating the access and success of educationally disadvantaged Black students, and CHED continued to have a particular commitment to equity and development in higher education (Hofmeyr, 1992). CHED provided the University with specialised educational functions in the following areas:

- a) programme development, including curriculum, course and materials development;
- b) educational applications of information and communication technology (ICT);
- c) specialised teaching, mainly in foundational courses in key subject areas, and the development of key skills, including academic literacy, communication, numerical, computer and information literacy;
- d) student selection and placement, and other specialised forms of assessment;
- e) student career development and graduate recruitment services;
- f) professional development for academic staff;
- g) postgraduate fellowship programmes designed to lead Black people and women into academic careers;
- h) development of systems for complying with state accountability requirements, e.g. quality assurance;
- i) educational policy development at institutional and national level; and
- j) research on the educational process in higher education.

2.12.5 Academic Staff Development at UCT

Issues raised at a conference held in 1979 at the University of the Witwatersrand influenced academic development at the University of Cape Town (UCT). In the same year, the Vice-Chancellor made use of the University's 105th anniversary as part of his strategy to raise funds for the Academic Development Programme (ADP).

The University of Cape Town had developed a range of programmes, including the academic development programmes, in an effort to ensure that students enjoyed some measure of success. Although it received no government subsidy for this, the university funded 18% and underwrote 29% of the ADP's current budget.

The ADP was viewed as an important part of UCT's strategy to redress past inequalities, to provide equal opportunities and to maintain the university's emphasis on excellence. ADP aimed to redress the racial inequalities in South African University education (Vice-Chancellor report, 1989, University of Cape Town).

The academic development initiative began soon after the appointment of a new Vice-Chancellor in 1990. A group of interested staff members had come together then to form a Staff Development Committee. Its original role was to co-ordinate staff development programmes. It had since then been expanded to include co-ordination of all academic development initiatives.

The Student Counselling Centre was planning an academic programme that would focus on the three areas of academic skills, namely career development, general life skills and

health. The programme was only designed for the students and was compulsory for first year students.

2.13 ACADEMIC DEVELOPMENT AT PENINSULA TECHNIKON

Academic development at the Peninsula Technikon had been in place for only one year before the tertiary education linkage programme (TELP) was instituted. The need for an academic development programme arose out of the commitment expressed in the Technikon's mission of redress for disadvantaged communities. The model had been successfully established in five of the schools of study at the Technikon. The academic development staff, selected from within departments, had established the legitimacy of the initiative and had obtained the trust of their colleagues (Hunter, 1999).

Peninsula Technikon had drawn usefully on the prior experience of universities in the field of academic development and academic support. Its decision to opt for the infusion model was carefully made and well judged, given the nature of the overall problem and the internal culture of the institution. The first move was to raise funds in order to make it possible to identify and recruit from within the school the staff who would be the best placed in terms of the confidence of their colleagues. The second was to recruit the best equipped in terms of teaching and research capacity to undertake the development task (Pavlich & Orkin, 1993).

The Peninsula Technikon had followed the same pattern as the University of the Western Cape. The academic development at the Technikon had taken the first steps towards

achieving the goal by successfully grounding the initiative in the ordinary working environments of the school (Richardson, 1991).

The major impact had been in the process of sensitising academic staff to the nature of the programme and to the form of the response that the technikon had decided to implement. The staff development Committee was involved in various academic development initiatives on campus. One of its aims was to overcome the university's isolation by creating external links that would help to develop an academic ethos on campus.

2.14 STAFF DEVELOPMENT AT ML SULTAN TECHNIKON

Any reflection on SD activities at the ML Sultan Technikon (MLST) must begin with a brief review of its varied history. This began in the late 80's with a focus on the induction and orientation of new staff with regard to the Technikon's policies, support systems and academic and teaching expectations. This initiative had since developed into what is known as CHELTA (Certificate in Higher Learning, Teaching and Assessment). During the early 90's Staff Development expanded its scope by offering workshops and presentations to interested members of the academic staff on staff development topics of common interest, as determined by enquiry. In parallel with SD activity were initiatives aimed more directly at student academic needs under the guidance of an Educational Development Unit, established with external funding but subsequently incorporated within the staffing structures of the Technikon. With the advent of a new Ministry of Education in 1994, a plethora of White Papers, Green Papers and policy documents contributed to a new direction and focus within tertiary education.

Curriculum development, though part of the processes associated with Staff Development, emerged as a separate project initiative, under external funding in 1977, and was also incorporated as part of the staffing structure as the Curriculum Development Unit at MLST. Thus, before 1999, Curriculum Development, Staff Development and Educational Development still functioned as separate, discrete entities. Each sub-unit had its own policy, which was a guide for the activities within such a sub-unit (Ramsden, 1998).

At the beginning of 1999, the Deputy Vice-Chancellor (Academic) drafted a document titled "*Strategic Plan for Teaching, Learning and Research at the M. L. Sultan Technikon 1999-2001*". This document arose from the Deputy Vice-Chancellor's departmental visits during 1998. It spelled out tasks to be carried out by academic and academic support departments at the Technikon, to commence in 1999. Institutional belief in the need to integrate the various mechanisms for intervention led, at that time, to support being given for the creation of an Academic Development Unit with a Director at the helm. The challenge faced by the new Director was to integrate the fragmented sub-units, which would now comprise "Academic Development".

The Senate passed the Academic Development Policy in March 2000. Within this context a Mission Statement for Academic Development itself, had emerged as approved by Senate at the same time. Academic Development was seen as a catalyst facilitating effective learning, teaching and assessment. The achievement of the mission was a shared responsibility of Academic Development and the academic departments within the wider Technikon community.

The task of Staff Development became, within this new context, not only the continued delivery of workshop programmes but also, and perhaps more importantly, one of engendering an atmosphere of mutual trust and acceptability between itself and the academic corps and a growing commitment to enhanced educational practice.

2.14.1 The Model for Staff Development 2000 at MLST

Within the context of the “Mission”, as stated earlier, Staff Development had perceived itself to be a catalytic agent for change. Staff development had directed its attention to supporting the endeavours of staff within academic departments to deliver the highest possible quality of education and training, such education and training to reflect the ethos of an Outcomes-based philosophy within a multicultural learning community.

2.14.2 What Was Done for Staff Development at MLST

Mandatory contact periods had been set aside by all departments, on a weekly basis, for the consideration and development of teaching, learning and assessment issues. Staff Development personnel had shared the responsibility of being available for all of these sessions to facilitate appropriate focus activity. SD had planned, in consultation with individual departments, the content and process for a wide range of such customised focus sessions. SD had involved itself in action research projects pertinent to its sphere of operation and to the requirements of the CTP and others. SD had interacted with the other units within AD to effect the foregoing.

SD had continued to provide a practice-based learning programme for (mostly new) academic staff, known as CHELTA (Certificate in H.E. Learning, Teaching and Assessment)

2.14.3 How Staff Development was Conducted at MLST

Staff Development personnel had applied their experience and expertise to designing and facilitating participatory and interactive workshops within academic departments and, in the case of CHELTA, in a communal venue.

SD had supported or facilitated the use of invited Guest Speakers or Presenters, within academic departments, on topics appropriate to departmental needs. Feedback questionnaires and consultations were regularly used to inform present practice, on-going adaptation to changing needs and to provide data for research and forward planning.

2.14.4 Why Staff Development was Conducted that Way

The mandatory nature of SD Periods during 2000 coupled with the relatively intrusive nature of SD interventions had necessitated a considerable degree of tactful discussion, co-operation and planning between SD and individual departments. Although issues to be dealt with during Academic Development time-slots had been determined, in part, by management decree they were, as far as possible, arrived at by a consultative process to enhance the degree of departmental “ownership” of work done. As “learning about” enhanced praxis is considered to be less important than developing a real commitment to such change the process adopted by SD was essentially ‘experiential’ and conducted within a worshipping environment (Hofmeyr, 1989).

2.14.5 Reactions of SD Co-ordinators at MLST

Subjective reactions to the progress of the SD endeavour during the course of the year were, naturally, varied from person to person. In general, however, all Co-ordinators experienced similar reactions at various times and in relation to their work with various departments at different stages of the year.

A major perception at the start of the year and one that remains true was that most academic staff were unclear on the intention behind the perceived “intrusion” upon their time and tended to view the co-ordinators as an arm of Management. Much effort had to be expended on convincing all participants of the sincerity of the SD personnel and of their neutrality within the system. As can be seen from the analysis presented later, considerable headway was made with gaining credibility during the year (Cryer, 1992).

A number of significant phenomena were observed by SD facilitators:

- a) at the start there was an almost universal atmosphere of distrust, or at least reserved suspicion, regarding this “imposition” upon departmental time and autonomy.
- b) in most cases very little evidence of departmental “ownership” of the workshop content was displayed.

- c) attendance at workshops was irregular and unpredictable in most instances and was complicated by a general lack of clarity on who should, in fact, be attending.
- d) little initial use was made of this mandated time together for the pursuance of “home-grown” academic development activities, except in some few departments, which had already established a pattern of, subject discipline-related seminars.
- e) there was a fairly rapid transition away from the proposed (by SD) sequence of workshop topics to a far more customised selection of focus topics.

Regular Session Evaluations gave way to periodic Topic or Focus Area evaluations, due largely to the interaction which occurred between the various topics or issues dealt with, in what might otherwise have been discrete sessions (Cryer, 1992).

At MLST, the existence of a Staff Development unit had supported the continuity of effort, which a team of “champions” could maintain. The degree to which such individuals could interact with existing champions within academic departments, or could win over those who were initially less enthusiastic, was probably crucial. Further, the existence of a permanent team of SD personnel almost guaranteed that the necessary awareness and knowledge enhancement regarding issues of teaching, learning and assessment would not dissipate through lack of attention (Robinson, 1989).

Factors that impeded development and inhibited the commitment of academic staff to change within existing practice, were many and varied. The experience of SD staff within MLST suggested that some, or all, of the following played a major role:

- a) inadequate or inadequately informed support or commitment from senior management regarding the educational issues involved.
- b) absence of, or gaps within, a cascade of policy structures, which impinged on the development of a teaching and learning consciousness within the institution.
- c) implied by the second point above but of separate note, lack of sufficient interactive endeavour between academic and administrative entities to ensure the success of fresh educational initiatives.
- d) Heads of Department who, for whatever reasons, failed to give and be seen to be giving their tacit and practical support to the development of the teaching and learning function within their departments.
- e) a long tradition, within teaching in general, of non-accountability for what happened in the classroom.
- f) time-pressure within the academic system militated against any activity perceived as requiring “extra” time.

Perhaps, the message contained within the experiences of the two year period ending in 2002, was that academic staff development and staff development as a structure, would by its very nature, be faced by a constant need to learn and to change in order to keep pace with the very changes which it helped to bring about. Further, it was to champion that developmental process that would need to apply their energies to a much broader front than their daily tasks might suggest.

2.15 ACADEMIC DEVELOPMENT AT UNIVERSITY OF THE FREE STATE

Academic development at the University of the Free State (UFS) included the initiative of the Bureau for Academic Support (BAS); the inter-institutional Need for Education, Elevation and Development Program (NEED) and departmentally based tutorial programmes. The BAS had taken responsibility for initiating and running the NEED programme, which had become the central thrust of academic development.

The Academic Planning Committee was the main committee in which academic development issues, the NEED program, staff development and staff evaluations were discussed. The NEED programme was based on the Community College notion and the university was keen to maintain its separation from the rest of the institution. Its main focus was to prepare students for university and other tertiary studies (Bunting, 1992).

2.15.1 Staff Induction at UFS

Staff induction at a higher education institution presupposes that new staff and staff new to teaching are introduced to the challenging world of work called higher education. Although new academic staff members were knowledgeable and skilled in their professional subject or field of study, their expectations and previous experience regarding higher education and lecturing were sometimes limited to their own experiences as students.

The University of the Free State (UFS) was addressing the induction of the new academic staff, not only to the unique characteristics of the UFS, but also to the diverse, complex and dynamic field of higher education in the process of transformation.

2.15.2 The Induction Manual at UFS

The University of Free State had identified three main elements:

- a) Context
- b) Content; and
- c) Feedback

a) Context

Many factors impacted on the process of designing the induction programme as well as the manual for this programme. The context in which the new lecturer started teaching at

the University was probably the most significant, although also the least visible or recognised of these factors. A number of internal and external forces, such as institutional identity and global and national transformation shaped the context of the university and demanded fundamental changes to the content of the manual and the process of design and presentation.

b) *Content*

Academic staff needed to understand that the introduction of resources-based learning on campus necessitated a shift in focus on their part. The focus of lecturers at universities had traditionally been on research, with teaching seen pure as a way of conveying content and “getting through” the syllabus.

c) *Feedback*

Feedback regarding the content of the manual and the workshop; the process of presentation (including the methodology adopted to disseminate the information); and even the context in which the induction programme was conducted, was of crucial importance as it determined the future planning and adaptation of the manual and the induction programme.

2.16 TERTIARY EDUCATION LINKAGE PROJECT: STRENGTHENING CAPACITY

The United Negro College Fund Special Programs Corporation (UNCFSP) had worked to improve educational opportunities for staff and students at disadvantaged colleges and

universities in the United States. A five-year contract with the U.S. Agency for International Development (USAID) made it possible for UNCFSP to share the expertise and experience with Historically Disadvantaged Universities and Technikons (HDIs) in South Africa.

The country is undergoing a historic transformation as it puts in place a fully democratic society. The Tertiary Education Linkage Project (TELP), a collaborative venture between the UNCFSP, the South African HDIs, U.S. higher education institutions and USAID, would help to achieve the goal of educating the Black majority.

2.16.1 Historically Disadvantaged Institutions in South Africa in TELP

The following institutions were participating in TELP:

- a) Border Technikon
- b) Eastern Cape Technikon
- c) M.L Sultan Technikon
- d) Mangosuthu Technikon
- e) Medical University of Southern Africa (MEDUNSA)
- f) Peninsula Technikon
- g) Technikon Northern Gauteng
- h) Technikon North-West
- i) University of Durban-Westville
- j) University of Fort Hare
- k) University of the North

- l) University of the North-West
- m) University of Transkei
- n) University of Venda
- o) University of the Western Cape
- p) University of Zululand
- q) Vista University

The Tertiary Education Linkage Project (TELP) had served as an important source of growth and development for the 17 historically disadvantaged institutions. TELP had served as a powerful unifying force as all the institutions had collectively focused their attention on strengthening those identified areas of need and worked with the various stakeholders to develop and implement strategies to address their needs.

Each HDI had been able to develop capacity within its own special areas while contributing to the overall process of national development. As such, HDIs were then able to serve as role models for other higher education systems in the world as they also grappled with the realities of the global system of the 21st century.

TELP had demonstrated that much could be achieved through international collaborations, the sharing of resources, talents and expertise in curriculum development and research capacity. These partnerships had promoted solidarity and equality across cultures and nations.

Under apartheid, historically disadvantaged institutions (HDIs) educated South Africa's Black majority, often with inadequate funding and scarce resources. Today, as South

Africa strives to put in place a fully democratic society, the transformation of the Higher Education Sector is a key to its future economic growth. A higher quality educational system that helps to build the nation's capacity is the major goal in this transformation.

TELP had sought to contribute to the achievement of the goal of educating the Black majority through the collaborative venture between South African HDIs, US Higher Education Institutions, UNCFSP, the Department of Education and USAID.

As their first programme, TELP funded the Technikon North West (TNW) to establish a Faculty of Engineering, which offered Mechatronics. TNW had established an integrated laboratory, called the PREP-TECH Lab, which combined a fully functional interactive high-tech system with state of the art courseware. This programme development had given TNW students an opportunity to be in the forefront of technological progress in South Africa. Collaborations with the automotive and other manufacturing plants in the nearby industrial area of Rosslyn were underway and would consolidate the training received at the technikon.

2.16.2 Focus Areas

UNCFSP was working with HDIs, the South African department of Education, and other South African Organisation and government bodies that strengthened HDIs and improved their capacity to offer quality education. TELP focused on five areas:

- a) Curriculum and programme development;
- b) Student academic development;

- c) Staff development;
- d) Management and administrative development; and
- e) Research.

2.16.3 Strategies for Change

The UNCFSP and the HDIs were involved in building capacity in the focus areas through five components or joint activities:

a) **Curriculum and programme development** UNCFSP was assisting the HDIs in developing and implementing revised curricula in science and one other subject area to meet South Africa's National Qualifications Framework guidelines (UNCFSP, 2003).

b) **Student academic development:** UNCFSP was providing training and technical assistance to ensure that HDIs assess the Mathematics, English, Science and study skills for all first year students.

c) **Management and administrative development:** UNCFSP was co-operating with HDIs in order to develop the administrative management and leadership capacity required to effectively develop and implement three-year rolling plans (UNCFSP, 2003).

d) Linkage Grant

Each HDI was working with one US College or University in partnerships that allowed institutions to share resources and engage in activities such as policy analysis, planning and capacity building. Such grants both helped build capacity for HDIs and fostered healthy and sustainable relationships between HDIs and US institutions through a competitive review process.

(e) Institution-specific Activities

UNCFSP was working with the HDIs to develop quality proposals in order to obtain direct USAID funding. They also ensured that the resulting grants were successfully implemented. Through this process of collaboration and training, UNCFSP was helping HDIs to develop the skills and systems needed for effective grant management.

f) Policy implementation

Finally, TELP provided support for the development of education policy implementation through studies and workshops.

2.17 CONCLUSION

As the economy grows, so new skills will be demanded and people will need to be retrained for them. The provision of opportunities to learn at any age also guarantees second chance opportunities for people, who for a variety of reasons, may have missed out previously.

There must also be a commitment to quality so that standards can be raised continually, so that qualifications can be afforded national and international currency and so that people can be confident that the investment made in skill development is worthwhile.

Building a culture means changing current negative attitudes and encouraging employers and individuals to accept skill development as an investment rather than a cost. The new levy-grant system is designed to provide incentives to employers to train and workplace Skill plans have been introduced to encourage workers and staff to take staff development issues seriously. The legislation helps to shape attitudes, so that the objective must be to look beyond compliance with legislation and become embedded in a commitment to the development of people and their skills as a national goal.

The skill development strategy seeks to encourage employers to see people as the key to growth. The introduction of workplace skill plans is the vehicle to align skill development with both business growth strategies and equity plans. The skill strategy seeks to provide a map to enable the country to reach a destination where its international competitiveness can be seen to have improved and where employers and individuals with enthusiasm accept skills development.

Tertiary education is a critical pillar for the development of human beings nationally and internationally. Higher education is essential to the stimulation of debate, engagement with social, political and economic policies, and the reinvigoration of the African continent.

The South African higher education system faces numerous challenges both at the level of contributing to human resources and skill development and adjusting to the necessary reconfiguration of the challenges of creating a relevant and effective system.

The United Negro College Fund Special Program, through TELP reaffirmed its commitment to the development of capacity and success of higher education in South Africa by working with HDIs.

T040075



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The study focused on the academic staff development in Higher Education (HE), especially at those universities and technikons that were previously disadvantaged (HDIs). It was aimed at exploring problems that might have been prevented, controlled or rectified with proper development. It also sought to find out whether there were any induction programmes that were taking place in the institutions and how effective they were in developing academic staff. The study, furthermore, investigated the perceptions of management against the staff employed.

Polit, Hungler (1998) and Leedy (1997) explain research design as a researcher's overall systematic plan of action for gathering data that will answer the research questions of a study and test the research hypothesis, thereby informing the research problem. The research questions of this study served to crystallize the research problem as to how the management perceived the effectiveness of induction, especially with regard to newly appointed staff. As a complete plan of action, the research design involves "thinking, imagining and thinking some more"(Leedy 1997: 90) about the strategies of how to handle the research problem. This is in order to develop an accurate objective and systematic approach towards the solution of the question under controlled conditions and subject to quantifiable measurements.

3.2 RESEARCH DESIGN

The nature of the research and the methodology adopted warranted the utilization of non-experimental research as a type of research design for this study. Non-experimental research as a type of research is based on the notion that the independent variables cannot be inherently manipulated, thus making the utilization of the research question in the study appropriate. Polit and Hungler, (1998) and Leedy (1997) also indicate that non-experimental research studies a specific situation as it is and does not attempt to manipulate the variables so as to numerically and statistically present the data for generalization to a population.

The institutions that had the Academic Development Programmes were the ones targeted and focused on in order to find out the effectiveness of the programmes and the problems encountered.

3.3 WHY STRATIFIED RANDOM SAMPLING WAS USED

In stratified random sampling, the population was divided into sub-population groups (strata) on the basis of supplementary information. After dividing the population into strata, a random sample was drawn from each sub-population. In general, stratified sampling produces samples that are representative of the population: that is, simple random sampling (SRS). Stratified sampling method was used because the stratum of interest was a small percentage of the population and random processes could miss the stratum by chance.

3.3.1 Rationale for the Qualitative Approach

The research approach adopted in this study was the qualitative approach, which sought explanations and predictions aimed at investigating the hypothesis of the present research. Cresswell (1996: 50) defines the qualitative study as “an inquiry into the social problem based on testing theory composed of variables, measured with numbers, and analyses by statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.”

Another distinguishing characteristic of the qualitative approach, which also informs its selection, is that data collected is based on what already exists and is measurable by means of a well-structured questionnaire that is reliable and valid to enhance generalization (Leedy, 1997).

3.4 RESEARCH METHODOLOGY

The name of the University where the pilot study was conducted is not mentioned for ethical reasons. However, it should be noted that the university was a previously disadvantaged institution. In fact, the institutions that did not have Academic Development Programmes or other supportive programmes could not be followed up. The data was collected by means of interviews, questionnaires, unobtrusive observations and informal talks with academic staff members. Random sampling was used and each member of staff had a chance to be included in the study. Lists were compiled of all academic staff members who participated in the study. There are several methods of obtaining feedback as to the effectiveness of one’s lecturing but it

should be appreciated that the exclusive use of any one method might not yield a comprehensive account of the learning and teaching process.

The sampling procedure that was adopted in this study is probability sampling because the nature of the research design and population warranted representation of a segment of the population in the sample (Leedy, 1997). This implies that each entity that made up the large population was selected for inclusion in the sample.

The total staff population of the universities in eight provinces came to 7460 but it was not possible for the researcher to include the whole population in the investigation because of the large number. The process of randomisation was resorted to, which is defined by Leedy (1997: 80) as “ the selection of a sample from the whole population in such a way that the characteristics of each unit of the sample approximate the characteristics of the total population”.

In short, this means that each element in the population had an equal but independent chance of being selected (Polit & Hungler, 1998). Therefore, it was made possible through randomisation that each respondent had an equal chance of being chosen. The selected elements therefore formed a random sample.

The sampling frame established was constituted from the International Education Association of South Africa (IEASA) official list of the international guide to South African Universities and Technikons. The sampling frame operation defines the population by providing the basis for sampling (Mouton, 1996). The institutions with existing programmes made up sub-populations or strata of the total population: The

interviewees, from their various departments on campus, formed the sub-population or strata of the total population. Mouton (1996: 111) defines a stratum as the inclusion of one population that is the sub-population, in another. It is from this base that the sampling procedure was established.

The sampling method adopted for this study was the stratified random sampling method so as to provide the researcher with a greater degree of representativeness. The inclusion of all the institutions that have an Academic Development Programme provided the representativeness required by the researcher in order to concentrate on all segments of the institution and not only one. Institutions were grouped together with their departments under the stratum (Polit & Hungler, 1998). The procedure was made more complex because the strata in the study were of unequal size in terms of the total number of institutions that had Academic Development Programmes in their departments.

According to Leedy (1997) a stratified random sampling is characterised by a random selection of subjects from two or more strata or sub-groups of a population, independently. This is when the population is subdivided into a number of homogenous sub-groups, which are randomly selected in order to achieve a greater degree of representativeness. In applying stratified random sampling, a number of institutions and departments were grouped together with the assistance of the research assistants. The desired numbers of participants in each department were then randomly selected.

Two hundred and eighty staff members from different institutions were given a questionnaire while they were attending a conference that was held at the University of the Witwatersrand. One hundred and twenty were collected after the conference. A

further one thousand two hundred and five received their questionnaires by Internet, with only four hundred able to respond to the e-mailed questionnaire. Seventy-three were visited at their institutions and were given the same questionnaire in their offices. Others were also given the questionnaire while on their way to lecture halls. During the office visits some of the lecturers were not available in their offices to be given questionnaires. Other offices were then visited instead – with the result that some of the departments were not represented.

It was observed that the sub-groups of the population were of unequal size. As a result there was a disproportionate sample that would not ensure adequate representation of respondents' perceptions. An adjustment (weighting) was made to the ratios by increasing the sample size by one hundred "so as to arrive at the best estimate of the overall population values" (Leedy, 1997: 62). In other words, the sample size was very small; consequently, it was increased in order to maintain the representativeness and reliability of the data collected.

Polit and Hungler (1993: 121) state that, when it is desirable to obtain reliable information about sub-populations whose membership is relatively small, stratification provides a means of including a sufficient number of cases in the sample by over-sampling for that stratum, thus sharpening "precision and representativeness of the final sample." Accordingly, the increase in proportion, by twenty, in each stratum resulted in the number of elements with their institutions departments to be represented in each stratum sample.

3.5 DATA COLLECTION METHOD AND PROCEDURE

The data collected was informed by what was needed to be known and why (Bell, 1998). Since the nature of the questions informed the kind of data to be collected, in selecting the data collection method, note was taken of what characterized data collection methods.

3.5.1 The Research Instrument

3.5.1.1 Why the questionnaire was Used

A questionnaire is defined as a formally structured self-report document used for gathering data from variables of interest through respondents completing it in a paper and pencil format (Polit & Hungler, 1998; Mtolo, 1996). Its composition is made up of question items, which the participant needs to read and respond to in the manner required by the investigator. Leedy (1997) justifies the use of the questionnaire by stating that if a researcher wants to observe and collect data that is beyond physical reach, a questionnaire is an appropriate instrument. He further states that it is an impersonal probing instrument in which the researcher is remotely removed from the sources of data collected. Data was collected from respondents where there was no chance of knowing or even possibly meeting them.

Furthermore, the basis for selecting the questionnaire in this research as a viable research instrument to use in collecting data, was governed by what Mtolo (1996) and Leedy (1997) cite as questionnaire assumptions that are as follows:

- a) **Clarity of language.** A standardized questionnaire, compiled in easily understood terms, was administered to all the respondents in order to obtain answers that would be relevant to the investigation.
- b) **Fulfilment of a specific research objective.** The questions asked were formulated on the basis of the aims of the study. It was from the respondents' replies that information was amassed that was required to solve the research problem. Therefore, the willingness, effort, favour and time afforded by the respondents were important to the researcher in obtaining honest answers.
- c) **Consideration of questionnaire construction.** Note was taken of the following factors cited by Leedy (1997) when the questionnaire was constructed:
- i) **Courtesy.** There was full knowledge that the respondents were giving the researcher their time and according her a favour by completing the questionnaires as a courteous gesture. Their kindness and willingness to participate in the investigation is acknowledged.
 - ii) **Universality.** Even though the research problem was based on the respondents' input on information about academic development programmes, questions were general yet specific, to elicit their views on sensitive issues that could easily be answered untruthfully. That is, the manner in which the questions were phrased minimally would present sensitive personal issues with easy and comfort that would have led the respondents not to answer untruthfully. The use of "you" in particular required their specific views yet

general experiences of the Academic Development Programme. Also, the biographical details ensured anonymity and sought for what would be generally relevant to the research problem. For example, the participants' name, nationality, race, area or province of residence, student's name, etc were not included in the questionnaire. These would not have only been irrelevant but would have violated the right of anonymity. Mtolo (1996: 10) argues that "if highly personal questions are asked, respondents may simply refuse to answer, give what they believe to be socially desirable responses, or even worse, consign the questionnaire to the nearest waste basket!"

iii) **Simplicity.** The questionnaire was made simple to read and answer so as to avoid taking much of the respondents' time and effort. The check-item questionnaire was preferred to the completion questionnaire because it is less time consuming and less mentally exhausting for the respondents. A three-point scale measure was used to which the respondents had to insert a cross (X) in the box which best qualified their opinion and the minimal explanation required in some of the questions. The questions were also put into sections in order to facilitate categorization and to make questions easier for the respondents to answer. The aforementioned questions in the questionnaire had a similar focus and content. This helped to focus the attention of the respondents on the essence of the questions.

iv) **Briefness.** As mentioned earlier, Evans (in Mtolo, 1996) states that a long questionnaire is a daunting and a time-consuming exercise that may end up being unanswered as opposed to a short one, which is attended to cheerfully

and promptly. The use of the three-point scale avoided delays in completing a long questionnaire. Furthermore, wasting the time of the respondents and their lack of cooperation were avoided by confining the questions to the aims of the study so as to focus on the nature of the research questions and the data that was actually required. The content was limited by grouping the questions under each relevant aim. Deciding on the exact purpose of the study makes it possible for one to elicit the required information (Mtolo, 1996).

3.5.1.2 The Nature and Structure of the Constructed Questionnaire

The type of questionnaire constructed for this study was a structured questionnaire, which was made up of predetermined questions which were closed-ended and open-ended. (Polit and Hungler (1998: 88) explain that a structured questionnaire is an instrument in which the respondents are “asked to respond to exactly the same questions in exactly the same order, and they are given the same set of options for their responses”.

3.5.1.3 Reliability and Validity of the Instrument

Cresswell (1996: 61) states that if an investigator in a study plans to re-use, modify or combine instruments, reliability and validity have to be re-established or else the ... “original validity and reliability may be distorted...”

Reliability refers to the degree in which an instrument is able to measure accurately and consistently the attributes or factors for which it was designed under the same constant conditions (Bell, 1998; Polit & Hungler, 1998; Leedy 1997).

Validity refers to the instrument's degree of effectiveness to which it measures or describes what it was supposed to measure or describe (Bell, 1993; Polit & Hungler, 1993, Leedy, 1997). That is, to what extent the instrument elicits the desired information. Bell, (1993), Polit and Hungler, (1993) and Leedy, (1997) warn that it is not easy to establish the validity of an instrument because a reliable instrument does not necessarily ensure its validity.

3.6 CONCLUSION

Using the tools discussed in this chapter and the information already presented in Chapters One and Two, the researcher hoped to enhance the effectiveness and the status of the study.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter reports on the findings and analyses the data. Descriptive and inferential statistics were used in the study in order to summarize staff, management and students responses and to test for significant differences between the variables. The statistical procedures were significant because data needed description before making generalisations on the data.

4.2 RESPONSES FROM QUESTIONNAIRES

Presentation and data analysis corresponds with the questions asked to the respondents. Each and every institution had its own total number of responses collected from the lecturer, management and the Post-graduate students. The information had been analysed per institution based on the questionnaires received from the respondents.

Question 1- 8 focused on lecturers, question 9-13 focused on management, and questions 14- 16 focused on Post-graduate students.

Below is the table of questions and lecturers' responses from five universities

Table of Responses of Lecturers from five Universities

Questions to Lecturers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total & Percentage
Q1. Does your institution have ADP?	N/A N/A	120 70%	42 24%	10 6%	N/A N/A	172 100%
Q2. Have you been employed for more than two years?	72 42%	70 42%	N/A N/A	30 17%	N/A N/A	172 100%
Q3. Do all new teaching or research staff participate in the programme?	N/A N/A	80 47%	52 30%	N/A N/A	40 23%	172 100%
Q4. Does the institution benefit from the programme?	22 13%	20 12%	90 52%	40 23%	0 0%	172 100%
Q5. Have all staff members gone through the induction programme?	0 0%	7 47%	8 53%	0 0%	0 0%	15 100%
Q6. Is there a problem you have encountered in the induction programme?	38 22%	60 35%	52 30%	0 0%	20 12%	172 100%
Q7. Does the programme help new staff to cope with the new job?	80 47%	68 40%	24 4%	0 0%	0 0%	172 100%
Q8. Does the institution always organise workshops and seminars for staff to be developed?	52 30%	90 52%	30 17%	0 0%	0 0%	172 100%

Question 1 sought to find out whether their institutions had academic development programmes. 70% of the respondents agreed that the programme was available. It has to be pointed out that “strongly agree” and “strongly disagree” were not expected as responses for this question because there is not “strongly agree” or “strongly disagree” about these items in relation to the study. However, it was included in the questionnaire because it was applicable to other questions.

Responses from University of Zululand, University of Venda, University of the North, Fort Hare University, and RAU University indicated that there was ADP in their institutions. 24% of the responses were neutral. 6% disagreed about the availability of the programme.

Such responses indicated that although there were programmes within the institutions, lecturers were not involved in the running of such programmes. Development provides opportunity for personal growth and professional development.

Question 2 sought to find out how long staff members had been employed by their institution. 42% of lecturers had been employed for more than two years in their institution. This finding implied that most of respondents had been in their institution for sometime. 58% of the lecturers said that their university had employed them for more than seven years. This showed that a reasonable amount of time spent by lecturers at universities could have exposed them to academic development programmes.

Question 3 sought to find out whether all new teaching or research staff was participating in the programme. 47% of lecturers strongly agreed that all the new teaching or research

staff had been participating in the programme. 30% responses were neutral. The responses had the higher percentage on the side of agreed, but neutral responses indicated the uncertainty on the staff in participating in programmes. 23% of the respondents strongly disagreed, meaning that they did not participate in the programme. These responses also indicated that even though the programmes did exist in their institutions but some lecturers did not participate in such programmes. However, some of the departments were not involved in the programmes.

Question 4 solicited the responses on whether the institutions did benefit from the programme. 13% of the respondents strongly agreed that the institution benefited, 12% agreed, 52% were neutral, and 23% disagreed. 52% was a high response from the lecturers who were neutral and who were not sure whether the institution did benefit from the programme. The higher percentage of the responses indicated that lecturers were unsure whether institutions did benefit from the programmes.

The findings in 'question 4' was interesting because it was an indication that it was important for the institutions to re-examine the manner in which they managed and ran the academic programmes.

Question 5 sought to find out whether all staff members had gone through the programmes. 47% of the respondents agreed. 53% of the respondents were neutral and not sure that all staff had gone through the induction programme. This was affecting the image scale and efficiency of the academic support programme. The induction programmes assisted new staff to quickly adjust to a new working environment and should be integrated into all faculties and departments but needed to be centrally coordinated and monitored.

Question 6 sought to find out whether there were problems encountered in the induction programmes. 22% strongly agreed that there was a problem especially in the departments that were not clear on what induction was, normally they were introduced to colleagues. 35% agreed, 30% lecturers were neutral, 13% strongly disagreed. This indicated that there were problems encountered in the induction programmes.

Question 7 sought to find out whether the programme assisted staff to cope with their new job. 47% of the respondents strongly agreed, 40%, agreed whilst 14% were neutral. The high percentage of those who agreed showed that the programme did assist staff members. The small percentage showed that there was uncertainty on whether the programme did assist staff members. This indicated the importance of the role played by academic development programme in assisting staff to cope with their work situation.

Question 8 sought to find out whether the institution was always organising workshops and seminars for staff to be developed. 52% of the respondents agreed that seminars and workshops did take place. The workshops were of great help although not all of them attended workshops. The department sent one delegate to attend the workshop on behalf of the whole department and only one person benefited. 30% of the respondents strongly agreed that seminars did take place. Since workshops were helpful at least each member in the department had a chance to attend the seminar and 17% were neutral, they had not attended even one seminar and they had no idea what was happening in the academic development programme workshops or seminars. This implied that there was consistency in the manner the workshops were organised in the institutions.

4.3 RESPONSES OF MANAGEMENT

Table of Responses of Management in Five Universities

Questions to Management	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total & percentage
Q9. Does the whole staff benefit from the programme?	10 67%	5 33%	0 0%	0 0%	0 0%	15 100%
Q10. Do the new staff benefit from the induction programme?	28 16%	90 52%	52 30%	2 1%	0 0%	172 100%
Q11. Has the problem of composition and equality been taken care of?	2 13%	12 80%	1 7%	0 0%	0 0%	15 100%
Q12. Are all staff members prepared and skilled for the educational task ahead?	3 20%	10 67%	2 13%	0 0%	0 0%	15 100%
Q13. Does the institution plan to carry forward what has been started during the past two years?	7 47%	8 53%	0 0%	0 0%	0 0%	15 100%

Question 9 sought to find out whether the whole staff benefited from the programme.

67% strongly agreed and 33% respondents agreed that they benefited. This reflected that there were lecturers in the institutions that attended the workshops for the programmes and that they did benefit.

Question 10 solicited the responses on whether the lecturers did benefit from the programmes. 52% of the lecturers agreed that they did benefit from the programme. The institutions varied in their responses. Most of the lecturers were neutral in their responses, because some departments were not part of the programme. This applied to the department were involved in the programme. 16% strongly agreed, 30% were neutral and 1% disagreed. This implied that more than 50% of the lectures did benefit from the programmes, but there was still a need for more involvement of lecturers.

Question 11 solicited the responses on whether the composition and inequality had been taken care of, only 13% of the respondents strongly agreed that composition and inequality had been taken care of. 80% agreed that there was a big chance that this issue would be addressed and 6% of the respondents were not sure whether something had been done to address the issue.

Question 12 sought to find out whether all staff members were prepared and skilled for the educational task ahead. 20% of the respondents strongly agreed about the preparation of the staff, except at the University of the North where the responses revealed that it was only a relatively small number of lecturers who were committed academically to the University. A number of respondents said some of the lecturers had outside interests, which made them, spend much of their time off campus. 66% agreed that they had relevant skills to carry out their educational task and 13 % were neutral.

Question 13 showed that 53% agreed that the institution planned to carry forward what had been started during the past two to four years. 46% indicated the number of

respondents who strongly agreed about the commitment of the university to carry out the plan.

This finding was very interesting because it showed that some of the institutions were perceived as not wanting to continue with what had been started.

4.4 RESPONSES OF POST-GRADUATE STUDENTS

Table of Responses of Post-Graduate Students in Five Universities

Question to Post-Graduate Students	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total & Percentage
Q14 Does the lecturer know his or her subject well?	50 71%	18 26%	2 3%	0 0%	0 0%	70 100%
Q15. Does the lecturer welcome different points of view and independent thinking?	30 42%	20 29%	20 29%	0 0%	0 0%	70 100%
Q16. Is the lecturer always on time?	20 29%	36 51%	10 14%	4 6%	0 0%	70 100%

Question 14 sought to find out whether the lecturer knew his or her subject well, 71% strongly agreed that the lecturer knew his or her work. The lecturers were reported to be able to make examples that allowed the students to understand the subject. 26% agreed about the lecturer's knowledge of his or her work. This confirmed that lecturers could apply theory to practice by making very practical examples to the benefit of the students and 6% of the students were neutral.

Question 15 sought to find out whether the lecturer welcomed different points of view and independent thinking. 42% of the students strongly agreed that some lecturers did accept opinions from the students and 29% agreed. The same percentage as those that indicated being neutral. The neutral responses indicated that 29 % was the percentage of lecturers that did not attend any workshop or seminar and that was not to the benefit of the students including the staff member in question.

Question 16 sought to find out whether the lecturer was always on time. 29% strongly agreed, 51% agreed, 14% were neutral and 6% disagreed. Since most of the lecturers were always late by 10-15 minutes in class, 6% disagreed and said that lecturers arrived late on campus and they were also late for their lectures. After lectures the lecturers left the campus for their own private work.

4.5 RESPONSES ABOUT THE EFFECTIVENESS OF THE PROGRAMME

Effectiveness is pursued through academic development, which focuses on changing the institution. It involves a series of activities designed to alter and enhance the learning experience for large number of students. However, academic development will necessarily become more prominent as the proportion of under-prepared students in institutions increases towards a majority.

Change was reported in areas such as the following:

- i) have become more reflective and aware;
 - ii) adapted learning materials;
 - iii) improved more varied assessment;
 - iv) improved interaction with students;
 - v) experimented with alternative assessment;
 - vi) view the students differently;
 - vii) reflecting multiple teaching and learning strategies;
 - viii) more outcomes based, including MCQs;
 - ix) inner reflection changing the learning environment;
 - x) more considerate of student needs; and
 - xi) reconsidered, looked and re-assessed assumptions about teaching
- (Cryer, 1992).

4.6 CHALLENGES FACING STAFF DEVELOPMENT

Regarding accountability, “quality assurance” was much in vogue and Staff Development (SD) faced the problem of quantifying its results to suit the processes of evaluation. The respondents said that was particularly problematic when Staff Development effort was expected to translate directly into improved student results. What also became clear, was that success engendered the need for further change and that 2001 could therefore not be a repeat of 2000.

This no doubt applied to both form and content of the work being done. To become a 'demand driven' support structure within the institution appeared desirable, yet the momentum for teaching enhancement was often overshadowed within academic departments by the many other pressures on the lecturers' time. In this regard, the centralisation of SD seemed to create the "engine" for on-going focus on teaching and learning and would need to be fought for in the on-going climate of financial stress. Within the context of an Academic Development structure, much work remained to be done in developing the multifaceted initiatives needed for ensuring student success and for harnessing available person power most efficiently to that end.

The Academic Development Programme (ADP) had its target group including students, communities, the administrative and the academic staff. Many of its efforts were directed at Staff and Curriculum Development and aimed at adapting the institution to its perceived societal circumstances and responsibilities. The overall aim was to encourage departments and faculties to assume, with active ADP interventions and support, responsibility for Academic Development.

The lecturers had been asked about the academic support programmes in their institutions, with different responses from each institution. However, academic staff in the same institution had different responses: 80% of the lecturers from the technikons mentioned the availability of TELP in their institutions. 12% of the staff in technikons had problems with regard to knowing about the availability of support for academic staff.

8% strongly disagreed about the availability but mentioned the impact on the staff at large.

4.7 ACADEMIC DEVELOPMENT

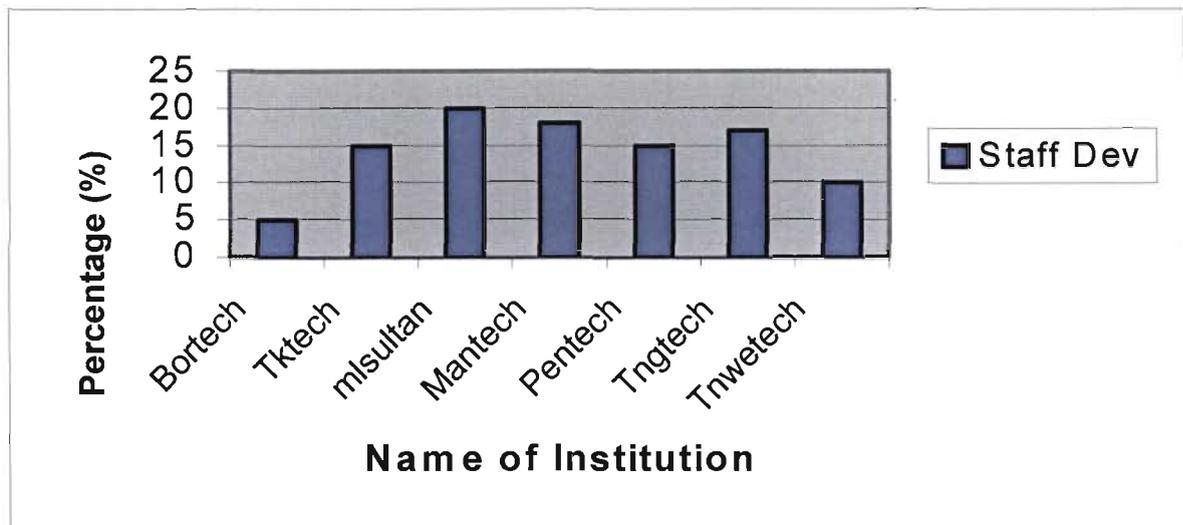


Figure 4.1 Staff Development

The graph above indicates the availability of Academic programme and Staff Development Programme in the institution. However, not all departments in the same institutions had these programmes.

Institutions were offering the programme in the different departments. The induction programme did not cater for the whole institution but focused on the departments that were involved in the linkage programme. ML Sultan had 20%, which was supported by the USAID for the whole programme. Border Technikon indicated only 5 % support from the lecturers that were involved in the programme.

Peninsula Technikon had been moving towards the universities with 15% responses that indicated the support of the lecturer in the programme. Mangosuthu and Northern Gauteng Technikon had 18% of lecturers in the programme.

Northern Gauteng Technikon agreed that the programme was available to other departments and was only focusing on them. Although the institution did benefit out of the whole process it did not cover the issue of induction per department. The issue of induction was unattended because the programme that USAID introduced to institutions had specific areas of which some areas had not been covered at all even by the targeted departments.

A lecturer from Pentech reported:

"Late nineties we had the programme but it only operated for one year and it was closed, now we have TELP which is offering different programmes and it is only focusing on a certain faculty and other faculties are not involved in the programme".

This showed that the programme was not beneficial to all staff at the Peninsula Technikon. Five South African technikons were involved in the existing and successful project that had produced 9 Textbooks for entry-level engineering courses: Peninsula Technikon, Eastern Cape Technikon, Mangosuthu Technikon, ML Sultan Technikon, and Technikon Northern Gauteng were the technikons that were involved in the whole process. This showed that the focus was on a certain department not to all departments,

therefore other staff were not benefiting from the programme because it was not introduced to them as a department.

The graph showed that technicians did have the programme but it did not include all departments in the institution. The graph indicated three aspects of the academic development programme; namely Staff development, Workshops and Seminars which were used to check the participation of the institution in as far as the academic development programme was concerned.

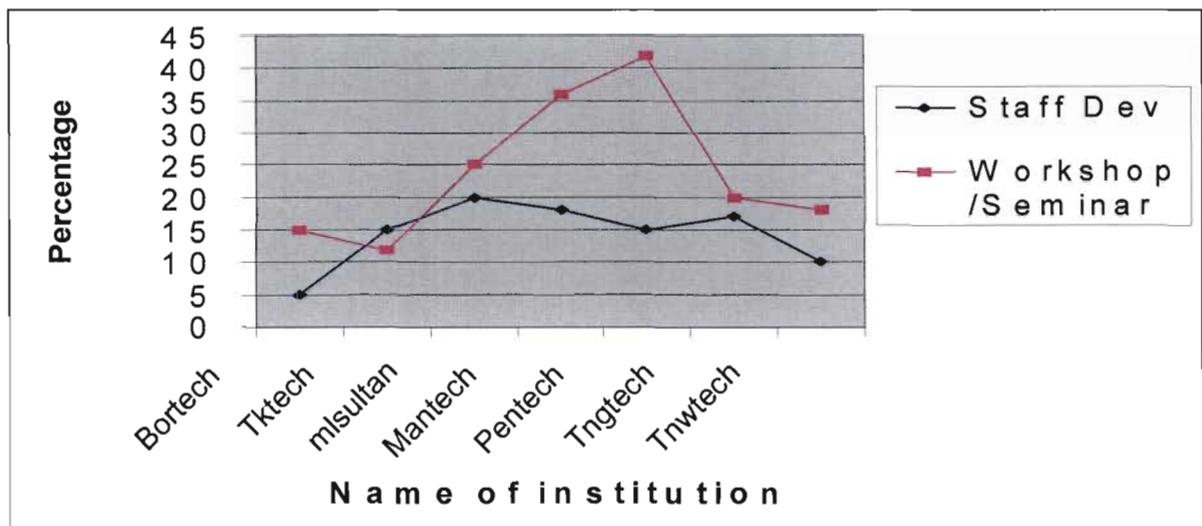


Figure 4.2 Technikon: Academic Development programme

Most interviews with ADC staff indicated that academic development goals were complex. The quest for institutional change through curriculum, staff and student development were, therefore, reduced to a few stated aims. However, the complex formulation of ADC's goals complicated efforts at monitoring progress rather than results.

Most of the lecturers interviewed were White as they were in the majority. 18% in the whole institution were African, compared to the 37% of the total student population that were African. Some of the Technikons were funded by USAID since they were previously disadvantaged. This implied that there was still inequality in the institution that needed to be addressed by the management.

Lecturers from University of Zululand were asked about the availability of the induction programme: if it was available, and of what benefit it was to new academic staff. They were also asked how long the programme had been in existence and what were the problems encountered in their new jobs.

A lecturer from University of Zululand said:

“To me this is the first time to hear about the program but the time I arrived at the University the only orientation I received is the one being introduced in the department. The is my third year now in the university. I have been in the programme from my first job from the university of Wits from my current post I haven’t received the induction. The program is there but the is no proper monitoring on the progress of the program and the focus is more on the existing staff than those who are entering the new job. This is my fifth year in this institution”.

This highlights that the information is not disseminated to all the department of the universities, and the focus on those who have been there. A lecturer from UCT reported that.

“in our institution we do have the staff support program and it is know as academic development

and it is very helpful to new staff and it is committed to support the vision, goals, and priorities of the University”

“The ADC is assisting the university to meet the challenges of attaining excellence within the context of growing diversity in its staff and student body and in making fundamental contribution. In short the programme is there”

He added that:

“I strongly agree that when I arrived at this institution I received a full induction and after that we had the continuous support from current staff, including formative evaluation, and the provision of in-service training through courses, workshops, seminars and individual consultation ”

This showed that the programme was in place and was helpful to all the staff especially the newly appointed academic staff. The programme was meeting all challenges of the academic staff in their new job.

A lecturer from UWC reported that:

“I have been here for eight years and the programme helped me. It gave me the orientation that I needed it took me two days to attend the programme. Now ADC is still helping us in this field. Staff development, Curriculum development, Student development, policy development and research some of the issues are including management.”

The graph underneath indicated that 85% of the academic staff in the university of Western Cape strongly agreed that the programme was helpful to them. It covered the whole institution and did not only focus on certain departments or faculties. The Centre was taking care of all the academic staff in the institution.

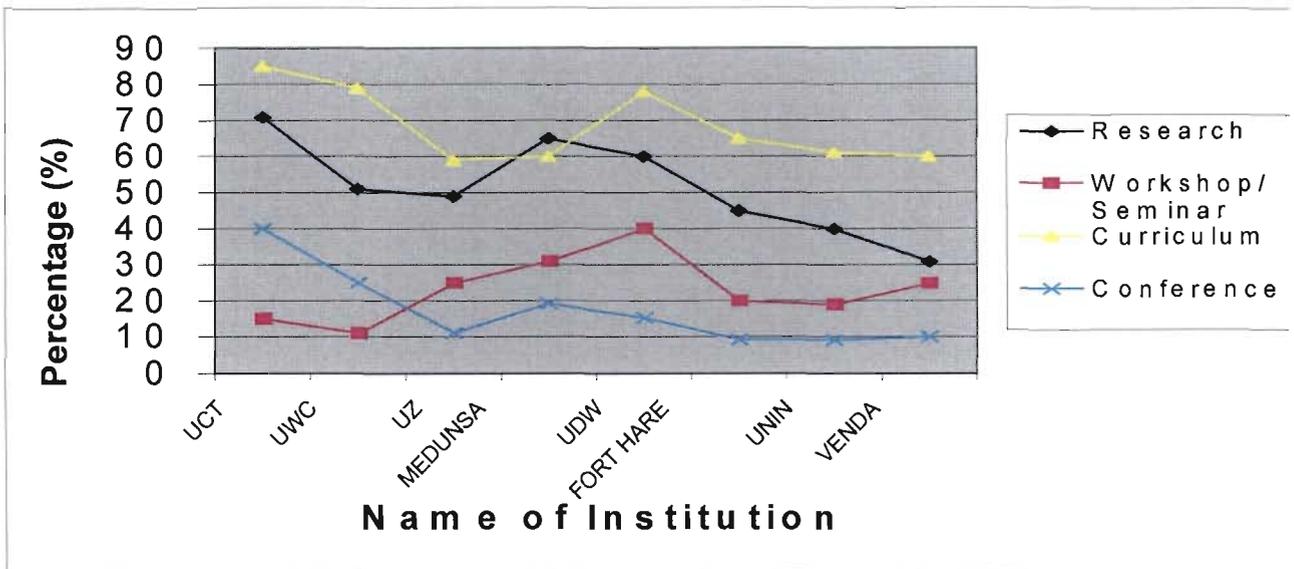


Figure 4.3 University Staff Development

The ADC provided a service that encouraged academic staff to systematically reflect on their activities so that they could identify specific actions and approaches that would enable them to increase their effectiveness in lecture rooms. This service was primarily intended for formative rather than summative purposes, i.e. evaluation for development rather than promotion.

ADC was keen to assist lecturers with the construction and development of a survey instrument and welcomed the opportunity to discuss issues pertaining to the validity, reliability, timing and feasibility of the type of survey that an individual required.

The findings highlighted the promotion of the ADC and promoted the use of:

- i) student evaluation of teaching
- ii) Educational Advisor.

The ASP had increasingly focused attention on staff and curriculum development over and above its support initiatives. Given UCT's decentralised institutional structure, ASP had grafted itself astutely onto the diffused organisation.

The University of Western Cape was involved in the programme they called ADP. It mainly aimed at including student communities as well as administrative and academic staff. Many of its efforts were directed at staff and curriculum development and aimed at adapting the institution to its perceived societal circumstances and responsibilities.

A lecturer from the University of Durban-Westville commented as follows about the focus of the workshop on the purpose of lecturing:

“How to engage and maintain the attention of students and how to promote learning in large groups. Indeed the workshops are very important. University of Durban Westville has a number of workshops that are equipping the newly appointed staff especially the new staff and establish staff in the effective preparation for research proposal for consideration by the appropriate screening committee.”

The workshop in their opinion explored small group teaching under the aim of "Learning more while teaching less" and included group dynamics, co-operatives learning, accountability for learning, preparing tutorials and best practice in the diverse South African context.

The question to be asked was, who should attend workshops and seminars. The academic staff who were new to the university and were new to the joys of lecturing were especially encouraged to attend. However, lecturers who were more familiar with their role might benefit from some new perspectives on teaching and were very welcomed.

4.8 CONCLUSION

This chapter has presented and analysed data collected from the instruments, mostly questionnaires used in the study. Responses from historically disadvantaged institutions, such as, University of Zululand, University of Venda, University of the North, Fort Hare University, and Westville University indicated that there was ADP in their institutions. More than 50% of the lecturers did benefit from the programmes, but there was still a need for more involvement of lecturers. The role played by Academic Development Programme in assisting staff to cope with their work situation was reported to be important.

Most of the respondents had been in their institution for sometime. Even though the programmes did exist in their institutions some lecturers did not participate in such

programmes. As a result there was uncertainty on the staff in participating in programmes. Some of the departments were not involved in the programmes.

Generally, it was found important for the institutions to re-examine the manner in which they managed and ran the academic programmes. The induction programmes assisted new staff to quickly adjust to a new working environment and should be integrated into all faculties and departments but need to be centrally co-ordinated and monitored. There was consistency in the manner the workshops were organised in the institutions.

Although there were problems encountered in the induction programmes, there were lecturers in the institutions that attended the workshops for the programmes and that they did benefit.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The field of Academic Development has grown into a multi-disciplinary endeavour with practitioners working in areas such as Curriculum Development, Staff Development, and Assessment of Student Learning. Experience to date throughout South Africa shows that virtually without exception all national plans have been over-optimistic and performance has fallen below target. Management of such development programmes is a neglected area at present. Institutions are not geared up properly for staff development in management matters. There is a tension between challenges which South African higher education will be hard-pressed to manage successfully.

The induction phase is of utmost importance in introducing newly appointed academic staff members to their new working environment and to the vast source of knowledge and experience offered by colleagues. The whole experience of induction is experienced through the involvement of the senior members of staff, provided that their approach to the endeavour is supportive and motivational so that new staff members are convinced of their sincerity.

5.2 RECOMMENDATIONS AND CONCLUSION

Since apartheid had placed sectors of the population at economic and educational disadvantages, increasing access is likely to include extra academic support. Universities will be expected to provide access to competent people who have been disadvantaged by the apartheid policies. The nature of access is important in that universities should strive to place previously disadvantaged lecturers and students across faculties. They should also strive to retain and graduate them with maximum effectiveness.

There are ranges of academic support initiatives that seek to develop students and lecturers capacities in an optimal way. The effectiveness of programmes depends in a large measure upon whether or not they are regarded as legitimate by academic staff, academic support staff and by students they serve. It is crucial for support programmes to secure legitimacy amongst their stakeholders. On the one hand, it is important to develop effective inter-programme management structures to ensure that overall academic support aims are coordinated on institutional-wide basis. These programmes must have proper access to university planning committee (Senate). They must have administrative support to help integrate them into the fabric of the institution.

On the other hand, support efforts must be integrated into the fabric of particular departments and faculties to yield a sense of ownership and responsibility. This will affect the scale and efficiency of the academic support provided. The approach introduces the problem of triple reporting structures in that academic staff are required to report to their departments, their faculty and the central academic support agency. It also runs the risk of faculties using their autonomy to subvert institution-wide academic

support aims. To avoid these problems, a central body must be able to direct initiatives with diplomacy.

Institutions should offer extra-academic support such as orientation, counseling, financial aid and accommodation packages to facilitate access for disadvantaged students.

The theoretical model of this study has indicated various academic support and development interventions that appeared to contribute to enhanced effectiveness. Following the model, we sketch below Academic Support and Educational Development separately.

As far as Academic Support is concerned, the research indicates that competent staff should be selected from the outset. The selected staff should then, through proper induction, be placed in appropriate support programmes. Academic Support programmes should, on the basis of relevant research, develop placement programmes to counsel and place students into appropriate university programmes.

A range of issues affect the overall efficacy of Academic Support Programmes. In general they must strive to attain to sustain and or sustain institutional legitimacy. In addition adequate staffing structures must be developed in order to maintain commitment and motivation required of educational development staff. One aspect of current academic support programmes, which requires review, is the tendency to employ staff members on a contract basis. The insecurity that this engenders is counter-productive and affects Staff motivation levels. The tendency to opt for junior posts may help to

marginalise departmental support programmes and thereby affect a programme's legitimacy.

The effectiveness of any educational development effort is also influenced by the existence of academic development initiatives. It is difficult to assess the independent impact of the latter because most academic development efforts deliberately blur distinctions between programme and faculties. Nevertheless, staff and curriculum development were shown to be crucial elements of academic development. Educational development programmes should be encouraged to develop and expand their capacities in the area of staff and curriculum development.

Research into promising areas of academic development should be encouraged. Academics should be trained in the teaching of academic skills and the integration of these skills into mainstream courses.

Academics should attend a pre-lecturing rotation in didactic programmes with exposure to formal teaching methodologies. Staff must be schooled in assessment techniques for English second language students who also lack basic skills in the language of instruction.

Programmes should strive to maintain legitimacy in the contexts in which they operate by astute deployment and the use of qualified staff. Staffing structure should facilitate the attainment of goals. In addition more stable staff positions, at an appropriate level of seniority, should be developed. Staff should enter into employment with clear job descriptions and clear perceptions of their roles. Contractual staffing arrangements

should be reviewed. Academic Support programmes should develop teaching and learning technologies that are most effective in given disciplinary contexts.

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Appendix 1

Interview schedules

The Management of Academic Development Programmes in Tertiary Institutions in South Africa

I am conducting a study into the management of academic development programmes in tertiary institutions. This study will assist institutions to improve their teaching skills and to introduce the induction programmes that will help newly qualified staff to cope with new job demands. I would therefore appreciate it very much if you would answer my questions by filling the questionnaire for me.

Gender :

Position held :

Please read each statement carefully and indicate whether you . . .

(a) Strongly agree (b) agree (c) are neutral (d) disagree (e) strongly disagree by making an X to the selected answer.

1. Does your institution have academic development programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

2. Have you been employed for more than two years?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

3. Do all new teaching or research staff participate in the programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

4. Does the institution benefit from the programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

5. Have all staff members gone through the induction programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

6. Is there a problem that you have encountered in the induction programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

7. Does the programme help new staff to cope with the new job?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

8. Does the institution always organise workshops and seminars for staff to be developed?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

9. Does the whole staff benefits from this programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

10. Does the new staff benefit from the induction programme?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

11. Has the problem of composition and inequality been taken care of?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

12. Are all staff members prepared and skilled for the educational task ahead?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

13. Does the institution plan to carry forward what has been started during the past two years?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

14. Does the lecturer know his or her subject well?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

15. Does the lecturer welcome different points of view and independent thinking?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

16. Is the lecturer always on time?

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

ABBREVIATIONS USED IN TEXT

ADC	-	Academic Development Centre
ADP	-	Academic Development Programme
ADU	-	Academic Development Unit
ALP	-	Assessment of Lecturer Performance
ASP	-	Academic Support Programme
BAS	-	Bureau for Academic Support
CABS	-	Centre for Academic Development Services
CHED	-	Centre for Higher Education Development
CHELTA	-	Centre for Higher Learning Teaching and Assessment
CSC	-	Centre for Student Counselling
DEL	-	Department for Employment and Learning
EAP	-	Employee Assistance Programmes
HDI	-	Historically Disadvantaged Institutions
HE	-	Higher Education
HEFCE	-	Higher Education Funding Council for England
HEQC	-	Higher Education Quality Committee
HESDA	-	Higher Education Staff Development Agency
IEASA	-	International Education Association of South Africa
ILT	-	Institute for Learning and Teaching
KZN	-	KwaZulu Natal
LIC	-	Lecturer Induction Course
MEDUNSA	-	Medical University of South Africa
NCHE	-	National Commission on Higher Education

NEED	-	Need for Education Elevation and Development Programme
NQF	-	National Qualification Framework
NTFS	-	National Teaching Fellowship Scheme
OBE	-	Outcome Based Education
PENTECH	-	Peninsula Technikon
SADSC	-	Senate Academic Development Steering Committee
SAQA	-	South African Qualification Authority
SCOP	-	Standing Conference of Principals
SD	-	Staff Development
SEDA	-	Staff and Educational Development Association
SRS	-	Stratified Random Sampling
TELP	-	Tertiary Education Linkage Programme
TNG	-	Technikon Northern Gauteng
TNW	-	Technikon North West
UCT	-	University of Cape Town
UDW	-	University of Durban-Westville
UNCFSP	-	United Negro College Special Programs Corporation
UNIN	-	University of the North
UFS	-	University of Free State
UPE	-	University of Port Elizabeth
USAID	-	Agency for International Development
UWC	-	University of the Western Cape

DECLARATION

I, Nonhlanhla Maureen C Zulu, do solemnly declare that this research work is my original work supervised by the supervisor whose name appears on the title page and the views of the experts in my research have been duly acknowledged and listed in the bibliography. This research report has not been previously submitted for a degree purpose at any other University.

NZulu

.....
NONHLANHLA MAUREEN C ZULU

Date: September 2003