A Regional Study of Academic Development and its roots in Academic Support

by

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ABSTRACT

This study of Academic Development in KwaZulu Natal is exploratory and seeks to answer 3 questions.

What is Academic Development?

Is any model or approach to Academic Development applicable or transferable to all Higher Education Institutions?

What factors can be identified that facilitate the progress (or development) of Academic Development?

These questions are answered on the basis of contextual analysis and locate Academic Development as a contextually influenced change process. It is argued that although Academic Development is not uniquely South African, in South Africa Academic Development has arisen from an historical context largely as a result of, and in response to, the impact of apartheid on education and the movement to counteract that impact within higher education.

The position of Academic Development within in a wider context is indicated through the literature survey. In particular, attention is paid to the United States of America where cultural and racial diversity have impacted on higher education, and, because the South African higher education system is modelled on the United Kingdom, material from that country is also examined. In order to place the South African context in relation to these the development and consequent fragmentation of the tertiary sector through the apartheid era is outlined.

At the time of embarking on the research very little work had been done on the broader perspectives of Academic Development. In view of this a grounded theory approach has been adopted and the research examines Academic Development in the tertiary institutions in a specific region in South Africa, KwaZulu Natal. This research was undertaken through a combination of survey and case study analysis. Within the case

studies the data used included institutional documents, some in-house publications, group interviews in the form of report-back meetings and individual interviews.

From the data analysis certain themes are identified and presented in a diagrammatic form. The first of these highlights the impact of the diversity in the tertiary context on the approach to issues of equity and quality which seem to have been the catalysts for the establishment of Academic Development. Another theme that emerged was an organic process of development evident with Academic Development that seems to be moving towards holistic notions of curriculum development and transformation of teaching and learning in higher education in South Africa. In drawing these themes together the role of change in higher education became the central focus.

In view of the exploratory nature of the present study the findings are offered as a way of opening up debate. In the conclusion Academic Development is defined as a process of innovation, stimulated by calls for equity, that points to a new line of enquiry in education. It is argued that it is not replicable and 9 guiding principles that contribute to the development of Academic Development are outlined. These principles include the role of various stakeholders in the process of change and emphasise the importance of a reflective, research-based holistic approach to the curriculum in higher education.

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Preface

Typographical conventions and use of acronyms.

It was deemed preferable to use digits in relation to the data as digits highlight numerical relationships and make the data more visible within the text, thus allowing the reader to evaluate the data more readily. It was therefore decided to use digits throughout the thesis in order to maintain consistency.

Text within square brackets is the researcher's interpolation or observation in response to the data.

It was decided not to use the common acronyms AD (Academic Development) and ASP (Academic Support Programmes) and furthermore they were capitalised unless used in a generic sense. In some ways South Africa has become an "acronymic" society and, to avoid a plethora of acronyms, apart from those appearing in quotations, and those associated with specific data, only the following that replaced cumbersome terminology were used.

HBI/HWI	Historically Black/White Institution
HBT/HWT	Historically Black/White Technikon
HBU/HWU	Historically Black/White University
IDT	Independent Development Trust
SAAAD	South African Association for Academic Development.

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The assistance and encouragement of my colleagues in the field of Academic Development, and in particular those who participated in the research, is gratefully acknowledged. The guidance and support of my 2 supervisors were invaluable. The patience and loving support of my family and friends have made the completion of this thesis possible.

Chapter 1 Setting the framework

1.1 Background and research questions

Twenty years after graduating from the University of Natal this researcher returned to the campus to work as a tutor in the first credit-bearing, language-oriented Academic Development course in the country. In the institution things were much the way they had been twenty years before. The courses were still very similar, the university structure had remained the same, and a few new departments had been established, but in many ways the university had changed remarkably little, apart from the admission of a small number of black students.

These students were in many ways exceptional. Very few of their contemporaries reached senior certificate level and very few of them were able to proceed to further study. Of those who did, the majority went on to careers in nursing, teaching, to be clerks in government offices, or perhaps ministers of religion. They were first generation university students who had no idea what was expected of them. They were, in the early 1980's, a very, very small minority[1] in the university as a whole.

It was the arrival of these students, who were exceptional, who came from very different educational experiences from the majority of the student population at that time, that led to the first moves towards Academic Support and still later, Academic Development (AD) programmes. Academic Development is the focus of this dissertation.

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This is a new field of study and the work is exploratory therefore this dissertation does not seek to address an hypothesis but rather to answer 3 questions:

1. What is Academic Development?
2. Is any model of, or approach to, Academic Development applicable or transferable to all higher education institutions?
3. What factors can be identified that facilitate the progress (or development) of Academic Development?

The term Academic Development is one that has emerged from practice and, as the data from this research indicates, is used to describe wide-ranging activities and programmes. A working definition for the purposes of this thesis is given in section 1.5 on page 11.

In examining notions of transferability the issue is whether there is a model or programme of Academic Development that could be implemented in any institution that would meet the needs that had given rise to Academic Development? This question had been asked in various forms and in some ways linked to the question "what is Academic Development?". Thus the question had sought a concrete, packageable, perhaps model-based answer that contained an evaluative component within it. This is something of what Hofmeyer and Spence seem to be asking in their seminal article entitled "Bridges to the Future" (Hofmeyer and Spence 1989). However, this present thesis specifically avoids an evaluative approach, but rather adopts a contextual analysis in order to examine this wide-ranging phenomenon evident in many universities and technikons in South Africa since 1980.

It is, in fact, so wide-ranging that some, in particular a Dean at Institution 3, have argued that Academic Development is the work of lecturers and that the academics in departments should take responsibility for it. This raised a problem for the researcher; where did the day-to-day business of the academic end and Academic Development begin? In order to retain the focus within the scope of a Master's thesis it was decided to include only those initiatives that were designated within the institutions as Academic Development.

The data upon which the thesis is based is the practice, experience and perceptions of people working in the area of Academic Development who are identifiable within their institution as working in a unit or department referred to as such. Hereafter they are referred to as Academic Development Practitioners. One of the features that becomes evident from that data is that practitioners themselves see Academic Development itself as a developing field and that there is a point at which Academic Development will reach maturity[2]. The third question seeks to examine what features promote that movement.

The 3 questions outlined above present an extremely broad framework for the research. It could be argued that they are too broad for the scope of a Master's thesis. The dilemma faced by a researcher in this field is that there is no existing, definitive work on which to build.

Furthermore the rapid change and diversity of approaches have led to some confusion as to the nature and parameters of the field. These features created a challenge for this researcher and it seemed there was a need to begin to explore the broad questions somewhere; to try to find some starting point. Within this framework it is acknowledged that the question could be more fully answered in a Doctoral study. This Master's thesis is an attempt to open the door. It represents an emerging picture and describes some of the processes behind that picture. It does not seek to survey or map the field in its entirety, nor to provide "the beacon."

1.2 Epistemological underpinnings

The method adopted for the research described in this dissertation was shaped by an epistemological view emerging in the field of Academic Development (Frame, 1994) that is strongly influenced by the work of Habermas. Habermas shows how the generation of knowledge is not a neutral process but is driven by certain key interests (Carr & Kemmis, 1986). These are; a technical interest which gives rise to

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2 This was described by one respondent as a "shared vision for Academic Development" (Group interview, *Institution 4).*

instrumental knowledge (found in the empirical-analytic or classical natural sciences), a practical interest which gives rise to practical knowledge (found in the hermeneutic or interpretive sciences), and an emancipatory interest which gives rise to emancipatory knowledge that is to be found in the critical sciences.

Early Academic Support initiatives operated from an instrumental position. An instrumental approach, as defined by Habermas, arises out of a technical interest, that represents a desire to be able to control the world around one (Carr and Kemmis, 1986: 34). In the case of Academic Support programmes the demand was to be able to control student failure (particularly black student failure) and keep it to a minimum. Thus Academic Support tutors and programme coordinators worked to support students and enable them to succeed in university studies by providing tutorials on reading and writing skills, time management, and "how to write exams"[3].

As the work developed, different areas of "expertise" were drawn on as practitioners struggled to come to an understanding of what the areas were in which students were under-prepared. Debates arose as to whether it was a language problem, whether linguistics was the discipline with which to interpret the field, or whether it was cognition, or learning theory. Within this framework, issues of cognition and linguistics were reflected in study skills, special Academic Support discipline-based tutorials, and EAP (English for Academic Purposes) programmes as Academic Development Programmes grappled to find ways to enable students to understand and meet the requirements of Academia (Bulman & Inglis, 1986; Chaskalson, 1986; Pandor, 1991).

There is some ambiguity in the mind of this author as to whether these initiatives were moving into the domain of practical knowledge or were also instrumental. A practical knowledge, according to Habermas, enables the knowers to understand and interpret the world around them (Carr & Kemmis, 1986). It could be argued that at that stage

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3 An example of this kind of programme was the "Reading to Learn" course run by the Language and Reading Centre at the University of Natal in Pietermaritzburg in the 1980s.

the programmes described above, that were seeking to facilitate the students' understanding the world of Academia, would have been practical. On the other hand, using Grundy's notion of curriculum as product (Grundy, 1987), Luckett argues that "the old 'add-on' academic support approach ... is symptomatic of 'curriculum as product'[4] rather than curriculum as practice" (Luckett, 1994: 338).

If one takes the view that the nature and requirements of the academic world are to be understood, but remain unquestioned, then this could be seen as supporting the view of curriculum as product. Luckett goes on to suggest that: "An integrated (or 'mainstreaming') approach to academic development demands that such conceptions about curriculum be restructured to take account of its context and students" (1994: 338). In her terms, an integrated or 'mainstreaming ' approach would have fallen within the hermeneutic or interpretive paradigm.

Within the hermeneutic paradigm it is argued that as human beings we construct meaning by interpreting our experience. "These interpretations, though guided by culturally influenced perspectives, carry the essence of individuality. ... It is this interpretation that counts as far as outcomes are concerned" (Woods, 1983: 3). This symbolic interactionist position acknowledges the importance of "contexts, perspectives, cultures, strategies, negotiation, and careers" (1983: 6). Individuals' perspectives influence their actions, and these perspectives are not uniform, but are in turn shaped by experience, context and culture.

Woods defines cultures as

> distinctive forms of life - ways of doing things and not doing things, forms of talk and speech patterns, subjects of conversation, rules and codes of conduct and behaviour, values and beliefs, arguments and understandings (1983: 8).

In this way it is argued that our construction of knowledge is influenced by our own culture within the varying contexts in which we operate. This argument takes greater account of the importance of contextual analysis (Montero-Sieburth, 1992). Contextual analysis facilitates the identification of the demands of the situation and the

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[4] Grundy locates curriculum as product within Habermas's technical paradigm.

need for the adoption of flexible and diverse programmes. Yet, at the same time, it must be acknowledged that a view that highlights the importance of cultural contexts can be seen to be maintaining the fragmentation of the status quo, entrenching people within specific cultural frames. This insight suggests the need for a more critical view.

Writing of the credit-bearing "English for Academic Purposes" courses, Hart & Jackson (1988) acknowledge that these courses serve

> "to strengthen the status quo in the universities and can demoralise students, creating and maintaining dependency relations, rather than empowering students towards independent action" (1988: 43).

Although Academic Development programmes have moved beyond an instrumental approach, they do not appear to have fallen within the critical paradigm of emancipatory knowledge that is concerned with power and empowering students[5].

Some of the programmes continuing at the time of the writing of this thesis could be classified as instrumental and others as practical, and in some places new programmes are being established based on these interests. However, these kinds of programmes remain in the margins of institutional process, and research, that focus on evaluating the effectiveness and efficiency of the work being undertaken, demonstrates that limited success had been achieved (Hofmeyer & Spence, 1989).

Alongside some disillusionment with instrumentalism, concern about the cost efficiency of the practical approach, and frustration with the way in which Academic Development has been marginalised, an approach based on experience and reflection on practice is surfacing. This view is more aware of the unequal power relations of the tertiary context and is more closely aligned to what Habermas describes as emancipatory knowledge.

A concern to take account of notions of power and empowerment appears to have influenced the South African Association for Academic Development (SAAAD) 1994

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[5] Hart and Jackson go on to outline how this could be done within their course.

Conference[6] Selection and Programming Committee in their paper (Frame, 1994) in which they look critically at issues surrounding the selection and submission of papers for that conference. A feature of this perspective is the acknowledgement of a tension created by constantly changing, and often competing, interests and demands (Frame, 1994).

It is these tensions of changing and competing interests that led this researcher to seek an epistemological position that is more inclusive, that allows for the contribution of different styles and approaches within a diverse framework.

Thus the epistemological position reflected in the present study adopts what Carr and Kemmis describe as a "strategic view" and operates from the premise that knowledge is historically located, has social consequences, is political in nature and is not unified, constant or uncontroversial (Carr & Kemmis, 1986: 39). In this it is acknowledged that all areas of the educational situation are problematic. The educational environment is not amenable to simple or single explanations and solutions. As other contexts impinge upon it, eg. the political or the economic, it is subject to ongoing change and thus is open to ongoing debate.

Within this context of ongoing change and debate, knowledge is therefore not seen as uniform or static, but is rather the subject of construction by individuals operating from a range of perspectives. As such it can be questioned, contested and is constantly subject to debate. Rowlands sums up this perspective:

> Educational theories and models, like analogies, should be treated with caution. They are all narratives. They each tell a story, but only one story. They may shed light on an aspect of teaching and learning but, in the process, cast other aspects into the shadows. (Rowlands, 1993: 16).

The analysis of Academic Development presented in the present research is the author's story, an interpretation made at the time, influenced by subjective

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[6] SAAAD has played a key role in the development of Academic Development thinking (Bulman and Naidoo). The annual conference, held from 1986 onwards, has served as the major forum for the exploration of emerging Academic Development knowledge. Many of the papers in the reference list of this thesis were presented at SAAAD conferences and published in the conference proceedings.

perspectives within the specific context described. Within the scope of work of this nature it was necessary to be selective and in so doing it is acknowledged that there were other theories, other models and other analyses, that could have presented other perspectives.

1.3 The researcher's location within Academic Development

Although the methodology is spelt out in Chapter 4, it is important at this point to indicate the sensitive nature of the relationships in Academic Development due to the often marginalised and precarious position of practitioners on short term contracts. This created some difficulties in this qualitative research project as it depended on the input from such practitioners.

At one level, having worked as a coordinator for SAAAD in the region for the last 3 years, the researcher had developed a relationship of considerable trust with many of the respondents. They were often very open in the research process, particularly in the interviews and in some cases appeared almost to find relief in the opportunity to be listened to. This meant that much of the data were particularly rich and in a number of cases highlighted many tensions existing within programmes and within institutions.

In fact during the final stages of writing up the research the situation at one of the case study institutions was extremely fragile and the tensions became very intense. At that point, 4 of the respondents expressed concern at the direction they perceived the research to have been taking and indicated that they might wish to withdraw "permission to use the data" (fax 8/2/1996). In order to respect their concerns a sentence and a reference were removed from the thesis and the case study data from those 4 individuals were not used.

At the same time many of the researcher's relationships with the respondents were strengthened during the research process and this researcher became engaged with the respondents to a considerable degree. A particular concern of this research was therefore to respect the dignity and rights of these respondents. In order to do this, in

writing up the research, it was necessary to remain very focused upon the data and to disinvest as much as possible from the individual personalities and relationships.

Therefore, every effort was made to ensure the anonymity of individuals and institutions. However, it was not possible to obtain complete anonymity as practitioners and academics in the region would know immediately which institution was being referred to and, in many cases, would be able to identify individuals. However, in a number of cases, there were quotations from papers published by the individuals and their names were included in the text.

The fact that individuals were identifiable meant that some statements made by them, and by others about them, could not be used. This was not done only to protect the individuals but more importantly was an attempt to guard against this research impacting negatively on working relationships within institutions, and between this researcher and the respondents. Unfortunately, as is indicated above, it did impact negatively on the relationship between the researcher and some of the respondents. It must be accepted that this is a risk faced by those undertaking qualitative research.

1.4 A regional study

As indicated in Section 1.1, the work of Academic Support goes far beyond the work of the individuals appointed to undertake that work. Furthermore in Chapter 3 the outline of the development of the tertiary sector during the past 40 years highlights how fragmented the tertiary sector became during the apartheid period. Thus, Academic Development represents a complex and very extensive area.

In view of this it was decided to limit the research to an examination of Academic Development in institutions in 1 region only. In this way it is hoped to provide a reflection of the range of contexts and programmes within reasonable parameters. It is acknowledged that a study of other regions or a national survey may produce very different findings.

1.5 Terminology

One of the difficulties of working in the area of Academic Development is the broad range of terms used and the lack of common use or concise definition of terminology. For the purposes of this thesis the terms used and the definitions thereof are provided below.

The terms **higher education** and **tertiary education** are used interchangeably. The study does not, however, extend to include Colleges so the terms are used, for the purposes of this thesis, to denote both universities and technikons.

The term **Academic Development** was seen to encompass all those programmes, projects, processes, and initiatives associated with the work of people employed in tertiary institutions who saw themselves as performing functions related to Academic Development.

Academic Support generally predated Academic Development but was more specifically focused on student development and tended to be used within a framework that viewed students as deficient and therefore needing support in order to succeed at university of technikon. This became associated with the "deficit model" when terms such as "under-prepared" and "disadvantaged" were used to describe students.

Within the broad-ranging activities of Academic Development and Academic Support some people were employed as tutors and others as lecturers. Some were referred to as coordinators, or officers, researchers or evaluators. It seemed that they fell into 2 main groups, those who fulfilled some kind of management function, and those who were involved in the day-to-day activities or practice in the field. It was therefore decided to adopt two terms not used in the field to describe these two groups. These were **managers** and **practitioners**. A further distinction was made between managers and **senior managers** and the latter term was used to indicate the individual who had overall oversight of the campus programme.

One of the key developments in the area has been the move to integrate the activities of Academic Development in the day-to-day teaching and learning of tertiary institutions. This became popularly known as "**mainstreaming**" (to include Academic Development in the mainstream activities) and this term has been used to indicate this integration. Essentially this process of mainstreaming was directed at integrating Academic Development in the curriculum and became associated with notions of curriculum development. The term **curriculum** here is taken to include all aspects of the teaching and learning process within a tertiary institution (Bulman and Parkinson, 1991).

A further term associated with the notion of integrating Academic Development was that of "**ownership**". As Academic Support was initially conceived as an adjunct programme, outside of departments, it was not seen to be the responsibility of departments. One of the key elements in the integration of Academic Development was an acknowledgement, on the part of Academics in departments, that the problems students were having concerned all staff in the university and not just the staff in Academic Support, or Academic Development. This process was popularly described as developing "ownership" of Academic Development.

Central in the debates around Academic Development were issues related to standards and quality and what was often seen to be a competing notion of equity. Definitions of **standards** and **quality** and the difference between them are addressed in Chapter 2. The notion of **equity**, within the debates often seen as being incompatible with quality, was described by one of the respondents as follows:

> the ideal would be equality, but you cannot have equality where people have historically had unequal opportunities. So equity comes in to say 'There are certain things that we, as an institution, have to do in order to ensure that everybody is having an equal opportunity at our institution' (*Group Interviewee 3/2*[7]).

In the late 1980s in South Africa the notion of reform became a central feature of state policy. It was change that may have led to some improvements but did not affect

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[7] This refers to research data. The system of identification of the data is spelt out in Chapter 4.

the essential features of the status quo. The notion of **transformation** (a key term in this thesis) contrasts with the notion of reform, and transformation is used in the present study in the sense of far-reaching, multi-dimensional change.

1.6 Conclusion

The intention of this study is to explore a field that has been largely unresearched. It is essentially a wide topic and throughout it was necessary to maintain a tight focus in order to prevent the work becoming unwieldy. Therefore, although a number of issues and areas for further research emerge during the present research, it has not been possible to do more than identify them within the scope of this master's thesis.

The purpose of this thesis is to answer the three questions outlined in 1.1 above and thus define the term Academic Development within its context, ie higher education or the tertiary sector, in order to suggest a theoretical framework. In order to do that the context had to be fully explored. This is done first through the literature survey in Chapter 2 and then in Chapter 3 through an overview of the tertiary sector and its development in South Africa.

Chapter 2 Literature survey

2.1 Introduction

Academic Development, a relatively new, and particularly complex feature of higher education (Frame, 1994) arose out of a response to the social engineering of the apartheid era (Drewett & Wood, 1991) and as such there are aspects of Academic Development that are uniquely South African. At the same time there are parallels and similarities with enterprises in the United Kingdom and the United States of America and in fact "debate about the future of higher education [is] being conducted energetically in virtually every country in the world"[8] (Turner, 1991: 40). In order to avoid a narrow, parochial focus and to locate Academic Development in a more global context (Gultig, 1994) these developments are included in this literature survey[9]. The exploration of the broader international field, however, necessitated a fairly wide ranging literature review that covers what may at first glance seem unconnected themes.

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[8] It is acknowledged that much work has been done in other countries in similar vein, but the focus of this survey was on the two mentioned above.

[9] Taylor's (1993) "response to this tension is to juxtapose the perspectives of international and local scholars ... in order to contribute to what we hope will be a mutually informative dialogue" (1993: 2). A similar approach is adopted here, hopefully resulting in a mutually informative dialogue, albeit on a somewhat different scale.

Figure 1, below, is an attempt to map out the area of current development in higher education in the USA, UK and South Africa and indicate how the themes and terminology describing the themes are connected.

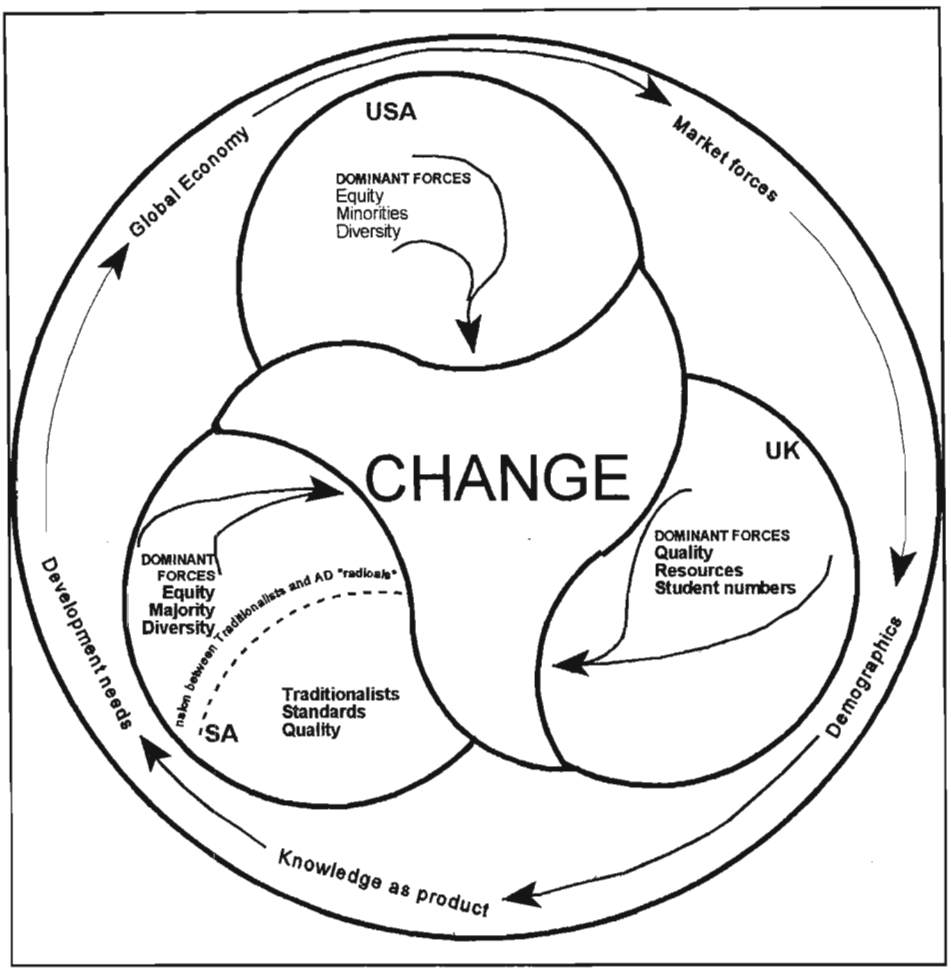

Figure 1 Locating the debates around Academic Development in the broader context.

It is evident that change, or innovation, is a central issue in higher education and the field has been described as, "a chronicle of responding effectively to a series of serious, but quite different, challenges rooted in demographics, economics, changing societal values and priorities ... " (Mayhew, Ford & Hubbard, 1990: 4). It is thus within this changing context, and associated with the notion of change, that academic development is situated. Others who point to change in higher education include Barnett (1990), Candy (1994), Fullan (1991), and Richardson and Skinner (1991).

2.2 The context: higher education

As change in higher education is a central theme, it is important to consider briefly the nature of higher education. Barnett (1990) argues that the idea of higher education, previously centred around themes related to freedom, openness, collaboration, dialogue and the search for truth, is now a "contested concept" (1990: 16). He provides a very useful overview of current issues relating to the key features of higher education and identifies pressing problems of funding, structure, resources and numbers of students. He also suggests that higher education is facing a fundamental shift in its relationship to society. His concern is that these developments affect the very core, purpose and future of higher education and that the ideal of liberal education is under threat. He acknowledges the need for change, and proposes four strategies that would restore the value of liberal education; critical self reflection, open learning, interdisciplinarity and a particular place being given to philosophical and sociological perspectives. For him "higher education" is that which enables an individual student to critically reflect on "his or her experiences, whether consisting of propositional knowledge or of knowledge through action" (1990: 202).

Kogan (1983) takes an institutional perspective. He examines how individual institutional identities are made up of their different perceptions of distinctive kinds of academic excellence, of the research functions performed, and the courses offered. This institutional view is a useful analytic tool for the South African context. Here literature on technikons, Fisher (1993) and Pittendrigh (1986), highlights differences between universities and technikons. Articles focused on HBIs (Badat, 1991; Gwala, 1988; Morrell, 1991; Nkomo, 1981; Tembela, 1985; van den Berg, 1991), and those focused on HWIs (Saunders, 1992; Behr, 1985; Vale, 1987; James, 1990), highlight other features of institutional difference. However, Gourley (1993) identifies the need for collaboration between institutions and argues that in relation to the costs of "educational development research as well as the research into student selection ... there is very little to be gained by universities individually inventing the wheel ..." (1993: 6)

Taking a broader view, Totemeyer (1987) explores the role of the university in an era where, he argues, the focus must be on development, while Orkin, Nicolaysen and Price (1979) maintain that "the university must change its ethos [becoming] primarily oriented towards South Africa" (1979: 36).

The work of Bourdieu provides a useful analysis of the relations between institutions and between the individual and institutions (Robbins, 1993). His argument that working class students are at an unfair disadvantage, linked to the notion of cultural capital, has been taken up in a South African context by Mandew (1993), who explored ideas of cultural capital within the notion of Africanisation. Others who address this theme of Africanisation of the curriculum include Benatar (1991), Bengu (1991), Budlender (1979), Makgoba (1995), and Moulder (reported by Robbins, 1989b) Adande (1995) asserts that "the task ahead is not just to change conditions but it is a challenge to cultivate a new mindset that will propel the process of educational reformulation in the right direction that will mirror African values" (1995: 422). Also arguing for a more African ethos, Makgoba (1995) suggests that the universities are the products of apartheid from every angle. He maintains that the "pursuit of knowledge and the truth for its own sake is a dead concept, untenable in most societies. ... The pursuit of knowledge and the truth with a purpose and social responsibility is what universities are about" (1995: 26).

This article by Makgoba raised considerable debate (Johnson, 1995; Mazwai, 1995) and contributed to a political crisis at the University of the Witwatersrand that, it was argued by some, was related to race (Garson, 1995).

Professor James Moulder argues that academic support programmes should be dropped in favour of Africanisation involving four main elements: changing the racial composition of the students, academics and administrators; changing the syllabus, or content; changing the curriculum; and changing the criteria that shape our research programmes (reported by Robbins, 1989b). Writing along very similar lines, Budlender (1979) raises the notion of relevance, arguing the importance of universities providing students with a better understanding of the political, economic

and social realities of South Africa. This notion of relevance is also taken up by Hunnings (undated), but he adopts a somewhat different position, cautioning against the use of relevance as a criteria for shaping university development.

One of the key elements of the Africanisation debate is access. In terms of affirmative action the question is asked: "Should university entrance and university standards be geared to the standards of a poorly developed secondary school system, or must they be set at some pre-conceived level apart from and irrespective of the school system?" (Budlender 1979: 29). Outside the South African context, issues of access are seen in terms of processes that could incorporate "a broad historical movement from *elite* forms of higher education, through mass higher education, towards universal access to some kind of post-secondary education" (Trow, 1981: 89).

The early prominence of access issues in South Africa was evidenced in the alternative access programmes established by the white liberal universities (Badsha, Shall and Yeld, 1990; Cloete, Culverwell and Young, 1990; Flockemann, 1992). In the American context the community college provided an alternative access framework (Albert, 1990). Taking this model Dr J Garbers proposes locating academic support (and therefore access) in "technical colleges, community colleges or edukons" (Garbers, Mehl, Reddy and Pandor 1991: 42). However, Mehl disagrees, arguing that "it will prevent the responsibility and accountability which people as AD practitioners have fought for so long [being] vested within universities and technikons" (1991: 43).

2.3 Academic Development and related terminology

The term Academic Development and the associated terms, Academic Support and Education Development that are used in this country, and specifically in the KwaZulu Natal region, are seldom found in the international literature. There are parallels however, and Tomlinson (1989) provides a useful overview of Post Secondary Developmental programmes in the USA. In the opening to an historical perspective he gives as "some of the more recent labels" (1989: 1) terms such as "academic

development", "student support services", "special studies" and "student development".

Essentially these parallels related to the purpose of such programmes being to deal with the problems of students not adequately prepared for university study (Gourley, 1993; Lodge, 1992; Tema, 1988). Adapting to the university is another theme: "to prepare so-called disadvantaged students to adapt to the university's course structures and 'cope' with their academic demands." (Khanyile, 1987: 3). These definitions all focus on "fixing the students", and this came to be associated with the use of the term Academic Support. However, the universities also had something to gain in the process, as Frame (1992) suggests "ASP's were initiated because the universities themselves had a stated interest in the accommodation of African students who had been prejudiced by the gross inequalities of apartheid education" (1992: 5), but she goes on to highlight the way these institutions located the problems in the students.

Approaching the issue as a student related problem has not been a sufficient response to underprepared students entering the university, and institutions are experiencing more and more problems with traditional curricula, structures and strategies. Hunter (1991) maintains that as early as, 1978, J. D. du Plessis, then Vice Chancellor of the University of the Witwatersrand, emphasised that responding to underprepared students would require adaption on the part of the universities. Hunter argues for the mainstream approach - but in a "both and" rather than "either or" relationship.

One of the difficulties with the "fix the students approach" of Academic Support is that it does "what the schools should do but do not"(Mehl, 1988: 17). There has, however, been a shift from "a peripheral activity to one which is attempting to affect the very nature of the universities themselves" (1988: 17) and in acknowledging this Mehl brings the terms Academic Support and Academic Development together and suggests 4 key issues that they have to address; "Assimilation versus Africanisation ... Accessibility ... Understanding the learner ... [and] The optimum teaching environment" (1988: 18). It is these notions that encapsulate for many Academic Development practitioners the essentials of Academic Development as opposed to

Academic Support which is seen to be doing, as Mehl suggests, "what the schools should do".

Frame sums up the shift:

> the nature of academic support initiatives should not be conceptualised as a smooth progression from identification of the difficulties experienced by African students through to solutions to these problems, but rather, ASP has been characterised by gradual redefinition of problems, based on data about student performance, re-examination of assumptions about learners and the institutions in which they were attempting to learn, and therefore continual adjustment of the initiatives for facilitating learning. (1992: 9)

This highlights something of the multifaceted nature of Academic Development and Walker and Badsha interpret it in terms of a multifaceted discipline that includes:

> the development of students' academic, personal and social skills. It encompasses the individual and collective professional development of academic staff. It means driving Academic Development as a research- and practice-based discipline. Finally, it demands the development of [the institution's] capacity to improve, thereby meeting the stated objectives of contributing to educational and social change (1993: 62).

The term "Education Development" has been adopted by the University of Natal and Hemson provides the following definition of that term

> The development that has to take place in our universities to enable them to respond more effectively to the diversity of our student population. This mismatch between inadequately prepared students and the demands made of those students in the maintenance of Academic standards is a major issue to be addressed. This inevitably involves students, staff and the institution itself (Hemson, 1991a: 1).

Frame uses "Education Development" interchangeably with "Educational Technology" and offers Rowntree's definition of the term:

> concerned with the design and evaluation of curricula and learning experiences and with the problems of implementing and renovating them. Essentially, it is a rational, problem-solving approach to education, a way of thinking sceptically and systematically about learning and teaching" (Rowntree, 1982: 1).

The latter descriptions are, however, later developments and initially the focus was on the underpreparedness of the student. Within the broad parameters of underpreparedness, there is evidence of the intersection of a number of different features of higher education that are reflected in the international literature. These

included recruitment and retention, diversity, quality, teaching and learning and curriculum.

2.4 Themes generated from the American literature

2.4.1 Retention

In the United States underprepared students were commonly seen as being "at risk" of dropping out of the higher education system. Jones (1990) points to underpreparedness as a characteristic of high risk students, arguing that attrition is a major problem for American colleges and universities. Lang (1988) supports this view describing the dropout rate of black students as a crisis.

Retention strategies include group work (Hyman, 1988), counselling and mentoring (Mickey, 1988), using senior students as tutors (Allen, 1988), and institutional linkage in a programme of early recruitment with summer school programmes (Culbert, 1988). Johnson (1988) also links special recruitment processes with retention programmes and indicates the value placed on the intervention by the appointment of a full professor as director of the programme.

In the South African context there was a definite link between concerns about the success rate of underprepared black students being admitted to the historically white universities and the establishment of Academic Support Programmes (Frame, 1992). Sewpaul and Hoosen (1992) describe the development of Academic Support programmes as a response to "failure and dropout rates" (1992: 84).

There are also parallels between the retention strategies and features of the academic development programmes in the United States outlined above, and the South African programmes, in the form of group work (Hartman, 1986), counselling (Barnsley, 1992), using senior students (Ntombela *et al*, 1994), and institutional linkage programmes (Strydom, 1991).

2.4.2 Diversity

A key force for change is the increasing diversity in the student population (Adams 1992). Cheng (1990) suggests that universities need to be realistic about their students who are "diverse in terms of cultural orientation, economic standing, and academic background" (1990: 265). She calls for a paradigm shift indicating the features of the two models, the old and the new, side by side:

Existing model	Paradigm Shift
Compensatory	Enhancement
Reduction	Addition
Standard	Diverse
Assimilation	Accumulation
Deficit	Asset
Tolerance	Acceptance
Disenfranchise	Empower

The shift that Cheng proposes has some of the characteristics of the shift from Academic Support Programmes to Academic Development/Education Development in the South African context (Khanyile, 1987; Sewpaul & Hoosen, 1992).

A different shift is described by Noronha (1992) who suggests that the programmes and resources, previously focused on the needs of foreign students studying in the United States, should be replaced with programmes to meet the needs of specific groups of students who are citizens of the country. These groups are generally referred to as minorities.

Two sets of case studies describe successful transformation for diversity. LaBare and Lang (in Adams, 1992) describe institutional transformation for multicultural education in two private colleges and indicate the importance of the role of the executive in initiating change. The successful process of transformation at these two small colleges (approximately 1750 students), involved the majority of the staff who gave enthusiastic support "The faculty response was dramatic ... the meeting had the

tenor of an awakening or religious revival" (1992: 134). The process was not as easy in the three public universities studied by Hunt, Bell, Wei and Ingle (in Adams, 1992). They identify the problems and possibilities rather than describe success, and list 7 "Intrinsic Impediments to Change in Academic Institutions" (1992: 102), that include many features similar to those evident on South African campuses during the, 1990s. They highlight the need for

> Faculty to become aware of new scholarship in their disciplines, to review the structure and content of courses, and to examine pedagogical methods to include the many different voices of students. Such change also requires strong institutional support for faculty development and innovation" (1992: 109).

Richardson and Skinner (1991) explore the notions of quality **with** diversity and argue that

> The belief that quality and diversity conflict is correct only to the extent that institutions accommodate greater diversity in student participation without changing their learning environments or the amount of time they provide for students to achieve learning competencies. Quality can be preserved if time and instructional methods are varied to take into account differences in student preparation (1991: xii).

The title of the 7th ASHE ERIC Higher Education Report, *Pursuing Diversity. Recruiting College Minority Students* (Astone & Nunez-Wormack, 1990), highlights the relationship between increasing the diversity of the student population and the recruitment of minorities in the United States. Although in the South African context the focus is on the majority[10], and not so- called minorities. A further interesting parallel in the work of Astone & Nunez-Wormack (1990) is evident in the call for equity underlying the establishment of these recruitment and retention programmes. This has political overtones similar to those expressed by the HWUs[11] in their resistance to apartheid legislation controlling student admissions (Taylor, 1990; Saunders, 1992; Bozzoli, 1977). However in describing the equal opportunities policies at the University of Cape Town, Herbstein (1993) makes only passing reference to Academic Support in relation to policy on student admissions.

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[10] It must be remembered however that this was a subordinate majority and therefore limited access to tertiary institutions meant that within most institutions they were a minority until very recently.

[11] These were the English language universities and the use of the term is explained more fully in Chapter 3.

Within the American context, Marchesani (in Adams, 1992), pursues the issue of responding to diversity through the teaching and learning processes within an institution. In exploring the relationship between teaching and learning, Whitman Spendlove and Clark (1986), make the point that teachers bring more than knowledge to the relationship: "they are motivators, experts, judges" (1986: 1). They emphasise the importance of reducing stress among students to increase learning and highlight the role teachers play in this.

Greenberg (1991) suggests a somewhat different response to diversity through improving the movement of students between institutions, and between different levels of education, pointing particularly to the discontinuity between secondary and tertiary education.

Many of the earlier responses to the increasing diversity of students in the white liberal universities in South Africa focus on this gap between secondary and tertiary education that is particularly wide for some students (Schuster, 1990; Tisani, 1988; Webster, 1988).

Concern with a similar gap is also evident in the American literature and Smith (1989) argues that diversity is a key issue in higher education, suggesting that this is particularly related to the extent of the gap experienced by students. She questions the capacity of institutions to function in a pluralistic environment and argues for the relocation of the problem from the student to the institution "too often the failure has been focused on the student and the student's background. But the issue can be found in the approach of the institutions to virtually all groups on the margin" (1989: 6).

Similar debates are ongoing in Academic Development in South Africa. Philpott and Hemson make the point that "the University of Natal has the appearance of being constituted to meet the needs of white upper/middle class students only" (1991a: 104).

2.5 Themes generated from the literature on the United Kingdom

The issue of pluralism seems less marked in the literature on the United Kingdom and developments there seem to have been more focused on diversity between institutions, with the status of Polytechnics changing as they became universities. There was some acknowledgement of diversity in the student population in the form of differences of social class, economic status, and status of the field of study (Ainley 1994). Watts (1972) examines institutional aspects, and posits the existence of a "hierarchy of esteem" which he argues inhibits the maintenance and development of diversity.

A "hierarchy of esteem" has certainly developed in the South African situation, particularly in relation to the HWUs, and HBUs (Badat, 1991; Gwala, 1988). Mehl phrases it very appositely, if somewhat colloquially: " ... we have got to get away ... from the hegemony of the Witsies and the UCT's. What qualifies as standards is driven by a few universities in this country and all the rest scramble with our fingernails up that very slippery slope to get there" (1991: 44). At this point he raises what has become one of the major areas of debate in higher education: "The issue is not what qualifies as standard along the way, the issue is what is the quality of the outcome?" (1991: 4).

Issues of quality of outcome are very evident in the United Kingdom. The focus of innovation in higher education there seems to be more related to state control of funding and a search for quality, rather than to issues of equity or diversity.

2.5.1 Quality

In their investigation into issues of quality in higher education, Ashworth and Harvey (1994) refer to increasing enrolment. They summarise the changes in the student population and note that these require changes in services which are likely to affect the quality of provision offered. According to their definition, quality is set by an educational institution within its own specification, or mission statement. They argue

that the two main objectives in this area are the maintenance of the quality of the students' experience and the standards achieved by the students. This is an interestingly student-centred approach that is further evidenced in chapters related to students and their support, as well as to teaching and learning.

Ramsden (1986) also links issues of quality in higher education to quality of teaching and learning. In particular he warns against the danger of measurement procedures becoming more important than the teaching they are supposedly measuring. Silver (1986) points to the difficulty of establishing performance indicators or comparable standards particularly in relation to the "interlocking and complex hierarchies" of higher education. Moving even further away from a student centred approach to quality, Williams (1986), adopts an economic measure in defining standards.

The issue of quality in relation to Academic Development in the South African context originated in a concern about increasing access, and, what some academics deemed to be, lowering admission criteria, and in this way lowering standards (Jackson, 1989). This tension between issues of access/equity and standards/excellence continues to be a central element of the debates around Academic Development and changes in higher education in the South African context. For example, Bengu (1991) alleges that ideas about high standards have been used to exclude black people from academic leadership.

A different perspective on the debate is introduced by Hemson who challenges the view that "standards" are a sacrosanct feature of higher education. He argues that standards are abstract and arbitrary and set "by a group of people to meet certain purposes and not others. ... We can propose them, negotiate them, and if we wish support or oppose the importance given to any particular standard" (Hemson, 1991a: 1).

The term "standards" applies to purposes within a specific context. Within a university, Hemson argues, standards should be linked to the purpose of the

institution. Work might be excellent (of exceeding high quality), but not meet the standards located within the goal of the organisation.

Hemson (1991a) and Agar (1995) have explored the notion that standards are not absolute, but negotiated and renegotiated. Yet the term "standards" implies something exemplary, a model, a prototype against which things might be measured, criteria that mark acceptance or rejection.

Generally the notion of excellence is associated with terms like "distinction", "merit", "quality" and "superiority". Within the term "superiority" lies the idea of comparison and that, it would seem, is at the heart of the issue for some academics. Concern about standards is linked to notions of quality of graduate that embody the concept of excellence and that "quality" or excellence enables any graduate to take a place in an international arena and to meet the criteria for acceptance.

The notion of quality is itself, however, not unproblematic. Webbstock, in exploring this notion in the South African context argues that "it would be sensible to move away from the idea, which has been inherited from the British system, that comparability ... across institutions must be assured" (Webbstock, 1993:82). If any kind of coherence is to be developed in the highly fragmented tertiary system that is the "*Legacy of inequality*" (Bunting 1994), then an approach to quality that is based on comparison can not be utilised.

What form of quality could have then replaced it? Agar summarises the wide range of conceptions of quality into three categories, the objectivist, the relativist and the developmental (Agar 1995). It is within the last of these, the developmental notion of quality, that equity and quality are brought together.

In arguing for a definition of quality which stresses quality of process, Agar (1995) maintains that to examine quality on the basis of input or output ignores the essential purpose of the institution, the development of the graduates. He explores Barnett's idea of higher education (1990), pointing to the "concept of quality higher education

[containing] at its core the ideal of critical reflection by the individual student" (Agar 1995:14). Webbstock (1993) concludes that "quality and diversity [are] not antithetical" (1993: 83). Supporting this view, Agar argues that at "the heart of quality higher education is the quality of teaching and learning - the educational process" (1995: 7).

More recently the debate has moved to issues of quality "to open up access and progression routes; and to do all this in a climate of diminishing unit costs, and without loss of quality" (*Times Higher Education Supplement*, 1995).

2.5.2 Teaching and learning

The shift in the debates from the maintenance of standards to the promotion of quality brought another shift. This moved the focus from the establishment of criteria, and the assessment of individuals attempting to meet those criteria, to a concern with how to develop quality. This in turn brought quality in teaching and learning to the centre stage.

A framework used to examine this area has been developed by Entwhistle (1981) in his work on styles of teaching and learning. In the introduction to their work, Raaheim, Wankowski and Radford (1991) suggest that it is in the interaction and co-operation of teaching, counselling and research that the development of student learning lies.

In his selective review of the field of teaching and learning Radford (1991) highlights the processes for measuring the outcomes of higher education, the processes that promote student success, and that promote the development of cognitive skills. He also includes non-cognitive factors that influence learning.

At its inception academic support in South Africa was essentially focused on improving the success rate of students. This meant that early programmes were concerned with the development of study skills and the improvement of student

learning (Pandor, 1991; Starfield and Hart, 1991). It was not long, however, before staff in academic support projects began to see that tackling the problem from one side only was not sufficient (Boughey, 1991; Inglis and Bulman, 1990).

Once the issues began to be seen as a combination of teaching and learning the curriculum itself becomes a focus (Bulman and Parkinson, 1991). Thus, although Frame acknowledges that the work of the academic support programmes is a "necessary and important phase" (1992: 14) she argues for a shift to educational development, presenting the following outline of this focus:

> Educational Development is concerned with the ongoing evaluation and development of the teaching-learning process, embodied in the notion of curriculum. The focus of an educational development approach is the creative search for alternative or modified approaches to teaching and learning, based on the knowledge and experiences of both teachers and learners, and drawing on the available debates in this area. It involves thinking critically and systematically about teaching and learning within a particular educational context, which educational context should be understood also in terms of the wider socio-political context within which it operates. (1992: 16)

There are difficulties in this approach, and Louis (1989) uses a term adopted from the work of Tichy when she refers to the "technical design problem" of change. Montero-Sieburth (1992) describes curriculum reform as the "preferred vehicle for educational reform" (1992: 175), but expresses concern at the predominance of a product-oriented approach, particularly in developing countries. She argues for a multi-faceted approach that goes "beyond the domain of subject matter" (1992: 178), and she emphasises the importance of context.

Working in a South African context, Robinson (1989) outlines a "process model of curriculum [which has] ... as its basis the promotion of students' understanding of an area of work" (1989: 6). She argues that such an approach can contribute to educational transformation and points to the importance of the role of the teacher in contributing to transformation. Taking this issue into tertiary education, Professor Gourley, Vice Chancellor of the University of Natal, highlights the importance of curriculum reform in the university's strategic planning (Seneque, Frame and Volmink, 1994). Frame (1992) argues that "within the South African context, the curriculum should be understood as being required to deal with questions of political,

racial, cultural and linguistic differences, thus re-enforcing the contested nature of the curriculum" (1992: 168). Because of the unique characteristics of the South African context, she argues for curriculum development to be located in a critical paradigm (Grundy, 1987).

Taking this process further Luckett proposes a model of "curriculum as practice" (1994: 339) and argues that Grundy's notion of "curriculum as praxis" although, compatible with curriculum as practice, is "not applicable to all teaching-learning activities in our context" (1994: 341). She describes the challenge of developing a curriculum that promotes equity, but maintains quality. Like Robinson she maintains the importance of context and points to characteristics of university structure and culture that might hinder curriculum reform.

2.6 Academic Development: a shifting paradigm

There is a generally recognised shift of Academic Development into the mainstream in the South African context. Frame (1992) locates the work of Academic Development firmly in the broader academic context. Hunter acknowledges that the, "call for mainstream change is valid and important" (1991: 5), and Mehl states that,

> discussion around issues like infusion, enhanced access, changing the nature of the academic mainstream, a greater accent on teaching and learning have become part of the vocabulary of the day (1992: 4).

This is confirmed by Scott (1995) who, writing a position paper for policy discussions maintains that:

> A major factor contributing to inequity and inefficiency in tertiary education is the rigid framework of traditional degree and diploma programmes, which makes little allowance for the needs of students from different backgrounds. Restructuring mainstream curricula to allow for flexibility at entry level and in pace of progress through the degree programme, as well as to promote coherence in the curriculum as a whole, has therefore become a central aspect of AD (Scott, 1995: 7).

The shift, however, is not complete. Drewett and Wood (1991) suggest that it might never be complete because "the activities of ASP are a rather dynamic sort of thing. At a particular moment, at a particular location, the activities of an ASP may be

focused in a particular direction" (1991: 10). Frame (1994) takes this even further arguing that we should not "attempt to achieve a hegemonic and normalising AD discourse" (1994: 5) She maintains that:

> It is, at this stage in its history, both a development field and a developing field. It requires multiple discipline-based discourses, working in unison, and a recognition that different discourses have relative strengths and weaknesses in tackling the multiple factors which require resolution in the process of transformation. (1994: 6)

She goes on to argue that instead of seeing

> AD as working to transform a monolithic tertiary education sector, we can understand the task of AD as being to transform individual tertiary contexts, where these individual institutional transformations together add up to the transformation of the tertiary sector (1994: 6).

Goodson (1983) believes that subjects are "shifting amalgamations of sub-groups and traditions" and suggests the possibility of interpreting curriculum debate in terms of a contest between subjects for status, resources and territory. Further, he suggests a range of concepts that are useful in attempting an analysis of the data on academic development initiatives. These include the concept of certain fields as being "pre-paradigmatic" where there is a considerable variety and range. This seems to link to the point made by Frame (1994), that we should not attempt to formulate a "normalising discourse". In addition Goodson points to a "relationship between political will [and rhetoric] and subsequent action [and rhetoric]" that led him to suggest a concept of curriculum as a "visible and well-documented litmus test of the political process in a country" (1987: 7). Here again it is possible to see a link with the debates around issues of equity and the redress of apartheid imbalances.

The notion of equity is explored by Ntshoe (1987) who identifies 3 approaches; the

> separate but equal, ... The liberal view with the basic premise that equity can only be fully realized in a 'free market system' ... [and] a 'radical' view that to attain equity necessitates a complete change of the political structure of the country (Ntshoe, 1987: 40).

He defines 3 kinds of equity, horizontal, inter-generational and vertical and argues for the adoption of systems to promote vertical equity as, in order " to improve their position, the blacks must make gains in relation to the whites" (1987: 41). Vertical equity promotes the concept of affirmative action and affirmative action has become a major area of debate. Dowling (1992) calls for affirmative action in the appointing of

academics and selection of students. Fresen (1993) refutes her claims maintaining that affirmative action is a "pending evil" (1993: 10) equal to the evil of apartheid. The need for affirmative action is acknowledged by the Vice Chancellor of the University of Natal, Professor Gourley: "the university will not introduce quotas ... [but] must compensate those who suffered from injustices and/or inequalities in the past." (1995: 18)

2.7 Change in higher education

A theme that recurs in the literature on academic development is change and transformation. Academic Development is seen as having a role to play in the transformation of the tertiary sector. Walker and Badsha take up this theme and maintain that Academic Development is "institutional change and capacity building, as much as individual (whether student or lecturer) development" (1993: 61). This is no small task as Mehl points out: "We know that educational institutions are by their very nature extremely resistant to change" (1992: 3). But he goes on "It is worth restating that ... educational change is at best a slow and gradual process. In the light of that, what academic development has accomplished over a period of twelve years is nothing short of remarkable" (1992: 5).

In exploring the notion of changes Seymour (1988) points to three areas that can provide a framework for innovation. They are strategic planning, the process of innovation itself, and evaluation. He asks the question, "Are Colleges and Universities Innovative?" and responds with a quotation: "The university is among the most traditional of all institutions of our society, and at the same time, it is the institution most responsible for the changes that make our society the most changing in the history of man" (Hesburg, 1971: 3).

Innovation is described as "something which has never previously existed [or] something quite new in our personal situation or capable of having a fresh use at the time that we become aware of it" (Spence, 1994: 25). He enlarges on the impact of

innovation describing how innovations "inevitably cause widespread repercussions far beyond their original intentions" (1996: 32).

The importance of innovation and change in relation to higher education is stressed by Wagner (1982) who points to the urgency for institutions in higher education to find ways to change in the light of economic and social changes. The impact of social change is examined by Bok (1982) who explores issues of academic freedom and institutional autonomy in relation to the universities' responsibilities to society.

A further development of the theme of institutionalising innovation is introduced in the concept of innovative organisations as learning organisations (Curry, 1992). This concept has been taken up at the University of Natal (Maughan Brown, 1995), and is being used as the framework for the development of strategies for lifelong learning (Candy 1994).

Earlier work on change and innovation in the local context was undertaken by Agar (1988). His review of international theoretical and research-based literature on planned change within universities was done with a view to identifying the implications for realistic change in our context. His findings point to the difficulties experienced by academic development staff attempting to bring about change.

A useful overview of the theory of change in relation to actual attempts to initiate change was provided by Louis (1989) who points to the political and cultural dynamics of change. Davies (1982) also examines the political nature of change in institutions and the resistance to change offered by departments. He highlights the role of power relations and describes decision making in higher education as being characterised by widely distributed power among numerous, semi-independent entities and by the, "complexity of joint action" (1982: 160). The notion of the politics of change is further addressed by Kogan (1982), who provides a useful model of higher education in relation to structure and how that facilitates interaction and change. He outlines four models of interaction but argues that there are no predictive models of

change, they merely point to likely outcomes of the different models of structure and interaction.

2.8 Conclusion

The literature that provides the framework for this thesis is essentially concerned with higher education in relation to a changing national and global context. Within this, the imperatives for that change were identified. These were student diversity and notions of equity, increasing numbers and economic pressures and the notion of quality in higher education.

Chapter 3 The tertiary sector

In order to locate the issues identified in the literature in the South African context, and in order to set the framework for the contextual analysis that is to follow, it is necessary to trace the development of the tertiary sector in this country. This Chapter highlights the origins of the fragmented nature of tertiary education in South Africa and describes the processes and changes that were to lead to the introduction of Academic Support and Academic Development programmes.

3.1 Defining the sector

In the South African context the term tertiary is taken to refer to the universities and technikons. Here tertiary institutions have been defined as "essentially entities whose nature and functions are prescribed by law" because as "creatures of the state" they have no powers or rights other than those defined by the state (Bunting, 1992: 10).

The power the state had in the establishment of tertiary education in South Africa over the last forty years, a period that saw a great growth in the size and functions of tertiary education, led to great fragmentation and "incoherence" (Badat & Wolpe, 1993: 5). Thus, each of the 6 Post-Secondary institutions in the present survey fell under a different ministry. In identifying this feature it is acknowledged that one of the outcomes of this differentiation was that there was far greater provision of tertiary education for whites, and these white institutions were better resourced (Bunting, 1992).

The functions as defined by the state tended to relate to the two types of institution (universities and technikons) rather than defining the tertiary sector as such. Thus the "primary function of technikons is that of training technologists - ie to train students

who are able to apply scientific principles within the context of some specific career or vocation" (Bunting, 1992: 10). On the other hand, the

> "main function of the universities is that of educating students in a range of basic or fundamental scientific or scholarly disciplines with a view to their being able to enter high level professions" (1992: 11).

However, these two definitions fail to locate the two kinds of education provision within a joint sector and perhaps the definition extracted from the van Wyk de Vries Commission by Pittendrigh (1986: 265) is more helpful in this regard. The Van Wyk de Vries Commission outline the difference in terms of "concentration on application of knowledge" in the technikon sector and "fundamental principles" in the university sector (Pittendrigh, 1986: 265).

Knowledge is the focus of the definition in the "Report of the NEPI Post-Secondary Education Research Group" (NECC, 1992). The National Education Policy Investigation (NEPI) group maintains that focusing on the functions of universities and technikons in modern society obscures the central issue of knowledge (1992: 1). Thus they argue that the identifying features of the tertiary sector are concerned with the production, transmission and acquisition of knowledge. However, the status and nature of knowledge are changing and this calls into question some of the current assumptions about what knowledge is produced, how it is produced, how it is transmitted and to whom, and who is actually acquiring the knowledge. At the heart of this debate lies the question of power in relation to knowledge (NECC, 1992).

Barnett (1990) takes up this theme. He gives Newman's definition of the purpose of higher education[12] as being "to open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to **give it power over its own faculties**, application, flexibility, method and critical exactness ... " Thus, he argues, the general effect of such a university education is an intellectual self-empowerment; this is "Higher" education (1990: 21). He further argues that higher education contains an "emancipatory element" that is being lost because it rests on the

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[12] Barnett uses the term in its British context to denote both the universities and the polytechnics in that country.

assumption that objective knowledge and truth are attainable whereas modern developments in philosophy such as post structuralism, relativism and critical theory undermine the concept of objective knowledge.

One of the most characteristic features that delineates the tertiary sector in relation to knowledge, is the production of knowledge, identified as the role of the sector in relation to research. Thus tertiary institutions are places where research is undertaken and the role of lecturers includes teaching as an adjunct to research (Becher, 1989).

A further differentiating characteristic is the educational underpinning of the sector. Thus, although Becher (1989) and Smit (1989) both refer to pedagogy in relation to this sector, it has been argued that androgogy has more to offer in guiding educational practice at this level than pedagogic principles, which are more suited to the emotional, social and cognitive development levels of the primary and secondary sectors of education (Bulman, 1992).

Unfortunately andragogic principles are most often spelt out in relation to adult basic education or further education or professional education and training[13]. Thus there is not a coherent framework against which to reflect the educational practices in the tertiary sector, but there is a growing body of work generally referred to as "Teaching and Learning in Higher Education". This includes the work of people like Entwhistle (1981), Ramsden (1985) and Rowntree (1982).

Writers such as Barnett (1990), in providing criteria for judging higher education, offer an indication of the principles of higher education. These are:

1. A deep understanding by the student of some knowledge claims;
2. A radical critique by the same student of those knowledge claims;
3. A developing competence to conduct that critique in the company of others;
4. The student's involvement in determining the shape and direction of that critique, i.e. some form of independent enquiry;
5. The student's self-reflection with the student developing the capacity critically to evaluate his or her own achievements, knowledge claims, and performance;

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[13] Moletsane (1992) also argued for the application of adult education principles to tertiary education and made some suggestions of how this might be done.

6. The opportunity for the student to engage in that enquiry in a process of open dialogue and cooperation, freed from unnecessary direction. (Barnett, 1990: 203)

According to Barnett these are the minimal educational conditions for an educational process to justify the title "higher" education.

There are two other characteristics that delineate tertiary from primary and secondary education. The first is that it is not compulsory, and the second that, at tertiary level, the cost is far higher for both the state and the individual (Bunting, 1992: 67)

This last feature had, and continues to have, a major impact on the shape and direction of the tertiary sector in general in South Africa and on the evolution of Academic Development in particular (Lodge, 1992), (Saunders, 1992) and (Gourley, 1993).

The tertiary sector in South Africa is not in any way homogeneous and, as will be seen, one of the features evident in the present survey is that the Academic Development programme in each institution is unique. However, in reviewing higher education from a theoretical perspective, it is possible to begin to see where the deeper differences arise.

3.2 Theoretical / ideological perspectives

The major concern of tertiary education, particularly in the universities, is the development and exploration of the theoretical. In examining the sector a very wide range of theories is evident in different forms and with differing impacts. However, in this study two theories are recognized as impacting on tertiary education in South Africa.

Liberal and positivist theories shaped the curriculum of higher education in South Africa over the last 75 years. This is seen through the liberal heritage of the old Cape

colonial government, and later, in the development at the Afrikaans universities[14], of the positivist or phenomenologist based fundamental pedagogics (Ashley, 1989: 8).

At the English universities, of major concern is the freedom of the individual to exercise autonomous reason and judgement, to learn and be educated to their full potential (Ashley, 1989). In particular at tertiary level the whole notion of the freedom to seek for truth, and with that the notion of excellence, is central (Bozzoli, 1977; University of Natal, 1989). Linked to this freedom is a tolerance of diversity of ideas, beliefs and cultures, and the concept of equal opportunity. However, with those concepts, and equally important, is the liberal notion that change should be gradual. Thus change is perceived as being desirable, but is linked to the notion of stability, and therefore should not be through a revolutionary process (Strike, 1989).

It could be argued that if "liberal" thought had held sway, there would have been an assimilationist process of integration in the liberal universities, whereby black students would have been admitted in increasing numbers, but in small increases. Thus, they would have been "brought up to standard", and become black professionals with liberal values[15].

Hofmeyer and Moulder (1988) suggest that the universities were concerned to remain neutral in the struggle between the government and the mass democratic movement. "In particular they do not find it easy to put their knowledge at the disposal of the black communities" (1988: 11).

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[14] Degenaar (1977) describes the Afrikaans universities as modelled "mainly on an ethnocentric basis" in his article on the Concept of a Volksuniversiteit.

[15] Pityana (1992) points to the way the "white minority dominates the research body and the intellectual discourse ... experiences of other situations have been cited to urge caution on the pace and speed of such changes and transformation" (1992: 18).

Frame took this a step further in her critique of the University of Natal's Mission statement:

> The University of Natal states that it wants to become a "South African liberal university" (UN, 1989: 5) which it elaborates to mean "a racially and culturally mixed university". But transformative change requires that even base-line values must be re-examined. What I have tried to demonstrate in this paper are the powerful reasons why effective change to the curricula of the university are possibly impeded by the liberal traditions on which the institution is based (Frame, 1993: 179).

That was the liberal position when the English universities began making calls for equity, for the admission of black students. With this came their stand on issues related to academic freedom.

On the other hand the Afrikaans universities adopted a phenomenological approach attempting to create "what they refer to as a universal science of education" (Ashley, 1989: 8). Although a positivist point of view argued that there was no such thing as a religious, theological framework, in fundamental pedagogics and its offshoot, Christian National Education, founded as they were on a Calvinist tradition, the religious and the "scientific" came together[16] (Grundlingh, 1990).

The use of the term pedagogics, and writing that included statements such as, "education towards modes of being responsible as an adult" (DeJager, 1985) raises questions about whether Fundamental Pedagogics has relevance to tertiary education. Smit (1989), a lecturer in a Department of Fundamental Pedagogics, raises the notion of adult students requiring "androgogic support which is different from the pedagogic support they received in school". However, what he describes and how he articulates it in phrases such as, "supported to keep touch with reality"; "in need of genuine guidance or accompaniment"; "the lecturer must not give support to spoil the student" and the "student must be trained as the trainer or teacher of tomorrow", suggests some link between fundamental pedagogics and the tertiary context.

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[16] Van der Walt (1977) argues that the scientist can never be absolutely bias free and "therefore, if the scientist is a neo-positivist, ore a neo-Marxist, let him say it. If he is a rationalist, a humanist, a phenomenologist, why conceal it? If he is a Christian - be it Protestant or Catholic, Anglican or Methodist, Lutheran or Calvinist - why be ashamed of it" (1977: 207).

It is necessary to note, in relation to the Afrikaans universities, the important role of concern for the preservation of Afrikaner culture[17] and, linked to that, the growth of Afrikaner nationalism (Ashley, 1989; Fick, 1971 in Van der Merwe and Welsh, 1972). Grundlingh (1990) gives an overview of the role of the history departments in Afrikanerization: "History was regarded as a crucial discipline; the past was needed to legitimize the present" (1990: 1). A further influence seems to have been the emphasis in fundamental pedagogics on the role of, and control exercised by, the teacher. Thus the teacher (or in tertiary education the lecturer), has the knowledge and teaches the students what is best for them. There is also linked to that the notion of rules and systems for better teaching (what Carr and Kemmis, 1986 described as "technical knowledge" p.38). This notion, of rules and systems for teaching, led to the development of bureaux of tertiary teaching at many Afrikaans universities, and at the technikons, which were also positivist in orientation.

3.3 The university sector

3.3.1 Definition

It can be argued that the essential characteristics of a university are that it has legal status as an autonomous educational institution, and that it is organised into faculties made up of separate discipline-based departments, with the primary goal of research (Bunting, 1992). Although faculties also award degrees, the evidence suggests that this is viewed by many in the universities as a secondary function.

In exploring this definition further it could be seen that, within the apartheid South African context, the legal status of institutions in the tertiary sector was used to undermine their autonomy. Bills such as the Universities Extension Act of 1959 and various policy documents issued by the Minister of National Education[18] served to

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[17] Degenaar (1977) refers to the work of Hugo (1941), "Die Afrikaanse Universiteit en sy Taak in die Volkslewe", in which he (Hugo) maintained that "the university should provide the Afrikaner student with the opportunity to express his Afrikaner soul completely" (Degenaar, 1977: 153).

[18] Bunting lists the following as the most important of these:
1. *Main Report of the Commission of Inquiry into Universities*, Department of National Education, 1974 (also known as the "van Wyk de Vries Commission Report").

provide the state with opportunities to regulate who could study, what courses could be offered and who could teach at the universities. Vale (1987) suggests that eventually this led to the universities being caught "Between a Rock and a Hard Place" as the state increased its efforts to control the universities and international pressure to isolate **all** South African institutions was stepped up.

The phrase, "the pursuit of scholarship" has been used to describe the purpose of our universities. Advocates of this position usually implied that this meant a combination of teaching and research. However, Barnett (1990: 105) argues that this was not the case and he quotes Scott (1984) who, describing "The Crisis of the University", maintains that "in the modern university, the product [has become] knowledge as much as students". Becher confirms this.

> However, if it is indeed the leaders in the field who set the norms, those norms do not for the most part appear to include pedagogic considerations ... relatively little ... [is said] ... about the transmission of knowledge, as against its creation and development and communication to fellow specialists (Becher, 1989: 3).

This knowledge he refers to is produced through research that is located within specific fields of specialisation operating within disciplines. Becher (1989) highlights the role of socialisation into the discipline which may begin in the undergraduate years but which becomes more intense in the post-graduate period. He quotes Taylor (1976) who singles out the "power of the discipline's own ideology", built up of "heroic myths" (Becher, 1989: 25).

Within the university structure the discipline is presented within the framework of a department. The department's power becomes a key factor in faculty structures (Boughey, 1993). That power is based on recognition, in a broader field, of the

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2. *Report of the Committee of Inquiry into the Training, Use and Status of Engineering in the Republic of South Africa*, Department of National Education, 1978 (also known as the "Goode Committee Report").
3. *An Investigation of Government Financing of Universities*, (SAPSE-110) Department of National Education, 1982.
4. *Die Doelwitte, Strukteer en Werking van die Na-Sekondere Opvoedingstelsel*, (SAPSE-108), Department of National Education, 1983.
5. *A Qualification Structure for Universities in South Africa* (Nated-02-116), Department of National Education, 1987.

research produced by individuals in the department. This recognition comes from "publication of one's research findings; excellence in teaching counts for little towards recognition by established colleagues in the same field" (Becher, 1989: 53).

The issue of recognition for research on a broader front was a key concern for universities in South Africa in the 1990s. After years of academic isolation opportunities for international recognition were highly sought after. At the same time there was considerable disparity between the research output both in quantity and quality between the different institutions (*Weekly Mail*, 1995). This disparity was particularly marked between the "Liberal English" universities and the HBUs (Pityana, 1992; Gerwel, 1992). The *Weekly Mail* article referred to above indicates that in the "Top ten research producers", the top three universities are Cape Town, Wits and Natal, with Stellenbosch behind Natal, but there are no other universities mentioned.

Although some of the universities resisted, they were not able to stay outside the implementation of apartheid[19]. James (1990) argues that the universities had been an "integral part of the nation's history of educational segregation." He sums up the broad grouping of universities in South Africa in the early 1990s in the following terms:

> the six Afrikaans universities (Stellenbosch, Rand Afrikaans, Pretoria, Potchefstroom, Orange Free State, and Port Elizabeth) [who] have explicitly endorsed apartheid policies ... The four English universities (Cape Town, Witwatersrand, Natal and Rhodes) [who] have consistently opposed apartheid policies in education ... [and] The universities that were created in the 1960s and 1970s for state-defined ethnic groupings (Durban Westville, North, Boputhatswana, Venda, Zululand, Fort Hare and Transkei), [who] with the exception of the university of the Western Cape, have tended to retain a segregated character (James, 1990: 20).

3.3.2 English or "open" universities

Within this framework of resistance to apartheid the four English universities opened their doors[20] slightly wider to black "disadvantaged students". Initially this could only

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19 Some writers (Pityana, 1992; Moulder, 1977; and Welsh & Savage, 1977) argue that in fact these universities contributed in many ways to the maintenance of the status quo.

20 Speaking at a conference on the role of the universities in South Africa, Professor G. R. Bozzoli said "I must explain my own attitude towards the openness of my university. As I see the situation, in a future of openness the enrolments of blacks and browns must increase until they represent appropriately the proportions of black and brown citizens in the 'interested community', namely the Witwatersrand" (1977: 194).

be done in terms of special permits that allowed students of other races to attend a "white" institution. Those permits were issued only if the subject the student wished to register for was not offered at the institution established for his or her own ethnic grouping (James, 1990).

The pressure of black applicants caused the permit system to become too cumbersome and virtually unworkable, and early in the 1980s the state attempted to replace it with a quota system. In this system institutions were permitted to admit students of other race groups, but only up to the quota granted by state officials. This system was vigorously resisted by universities and the Vice Chancellors of the universities of Cape Town, Natal, Rhodes and Wits issued a statement affirming their opposition to racially based criteria for admission (*Natal Mercury*, 1983). Protest meetings attended by academics, students and members of university convocations were held in a number of centres (*Natal Witness*, 1983).

At the heart of this resistance was a concern for Academic Autonomy and Academic Freedom. Taylor (1990) described the struggle to uphold institutional autonomy and academic freedom in the face of the "radical alternative" demands of apartheid. He illustrated their limited success in admitting black students in the graph below.

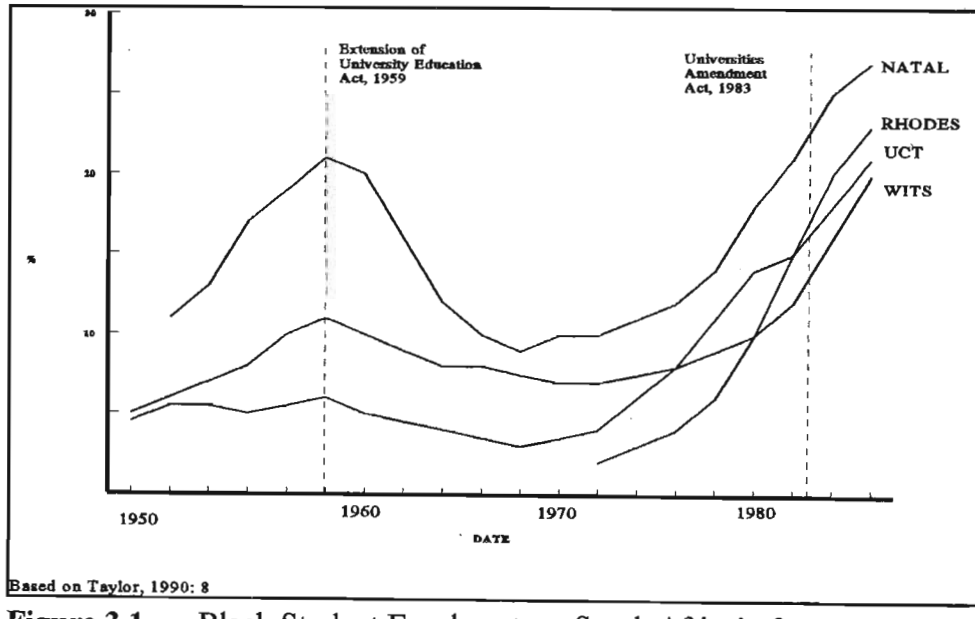

Figure 3.1 Black Student Enrolments at South Africa's Open Universities since 1950 (%)

The numbers of black students at the universities did increase. According to Hofmeyer, 25% of all university students at the "open" universities were black[21] by 1989 but, as the table below indicates, only a small minority were African.

University	% African
Unisa	35.4%
Black universities	32.6%
Vista	25.6%
"Open" universities	5.8%
Afrikaans universities	0.6%

(Based on Hofmeyer and Spence, 1989: 38)

Table 3.1 African student enrolment at universities - 1987

It was not surprising that so few African students were gaining admission to the "open" universities when the "disadvantage" they suffered in their earlier education was taken into account. Hofmeyer illustrates this disadvantage in the following table based on the *SAIRR - Race Relations Survey* of 1987/1988:

Features of Education Systems	White Education	Black Education
Pupil/teacher ratios	16:1	41:1
Under qualified teachers. (Not have Std 10 & 3 yr cert)	2%	87%
Per capita expenditure	R2 508.00	R476.95
Std 10 pass rate	94%	56%

(Based on Hofmeyer and Spence, 1989: 39)

Table 3.2 Comparison of White and Black Education features 1987/1988

[21] Hofmeyer takes the definition of black to include all students who were not classified as white.

Hofmeyer and Spence summed this up in terms of

> severe quantitative and qualitative problems ... [that] centre on the poor supply, lack of training and low morale of the teaching corps. Decades of segregation, ideological neglect and rising pupil numbers have resulted in huge backlogs of provision and gross inequalities between the white and black systems (Hofmeyer, 1989: 39).

Unfortunately, of the few African students who were gaining admission to the "Open" universities, less than half were succeeding, as the table below indicates.

	1984	1985	1986	1987
African	30,3	43,7	53,2	48,8
Coloured	62,3	62,7	69,2	64,0
Indian	60,9	60,5	66,6	64,0
White	66,3	68,8	72,1	76,7
Total	62,9	65,4	69,9	71,8

(University of Natal, 1989: 3)

Table 3.3 Percentage examination success rates amongst first-time first-year students in the four race groups at the University of Natal for the years 1984 to 1987.

This lack of success was put down to "deficiencies" in black education and, in an attempt to address these deficiencies, in the early 1980s "Academic Support Programmes" were established at the English, HWUs of the Witwatersrand, Rhodes, Cape Town and Natal. Essentially these programmes focused on language and extra tutorials that enabled students more "time on task". Some of these tutorials were skills oriented (Bell, 1988; Khanye College, 1988; Tisani, 1988; Van Aardt & van Wyk, 1991), while some dealt with content and others focused on language issues (Bulman, 1988; Hart & Jackson, 1988; Hondy, 1991; Kotecha, 1988; Makina-Kaunda, Leon & Bond, 1991; Shay & Manson, 1991). However, at this time there was an indication of a deficit view of the students and terms such as "language deficits", "disadvantaged students" and "under prepared students" were used.

The main task of these programmes was to enable students to "bridge the gap" between a disadvantaged schooling system and the university. For example Hofmeyer and Spence (1989) entitled their article "Bridges to the future", and their central question was: "Are ASP's bridges to the future?" (1989: 47).

A key element of the "bridging" view of Academic Support Programmes was a concern for the maintenance of standards in the universities. The issues of standards and the need to maintain faculties' international reputations was articulated as the reason for resisting the admission of black students and the Academic Support and Academic Development programmes established to assist them in the open universities (Jackson, 1989).

Essentially these "standards" were embodied in a "set of principles which are the lifeblood of the western university" (Vale, 1987: 11). There were a few academics who became engaged in broader research into education and they adopted a somewhat different view. For example, Professor James Moulder challenged the use of standards as a reason for maintaining the status quo, arguing that in the current South African context we could look more appropriately to levels of education rather than standards of education (reported by Robbins, 1989b). However, Moulder was an exception.

In spite of resistance from within, the "open" universities were able to enlist donor support, particularly from anti-apartheid donors overseas, for the funding of Academic Support initiatives. The funding brought into institutions and faculties went some way towards winning over some of the resistance, but the initiatives were seen very much as ways to "fix the students" and to avoid institutional change (Moulder, 1988).

Professor Saunders of the University of Cape Town went even further, suggesting that academic support should be located outside the universities in "technical colleges which have become, or were associated with, the development of new community colleges" (Saunders, 1992).

3.3.3 Afrikaans universities

South Africa's first universities were oriented towards the "traditions and values of western culture" (Vale, 1987: 11), but the motives for their establishment differed from institution to institution. Vale states that "the University of Potchefstroom, with its overt cultural leanings, aimed to foster and promote a specific Afrikaner view of the world" (1987: 11)

This Afrikaner view became enshrined in apartheid and the Afrikaans universities "retreated behind [this] ideological curtain" (1987: 11) and "explicitly endorsed" its policies (James, 1990) through the promotion of Christian National Education (Vale, 1987).

There were therefore virtually no black students at these institutions prior to the 1990s, as Hofmeyer's figures confirm (3.2), and much of the research undertaken in all disciplines was directed towards the support of the concepts of difference and separation and the superiority of the white group.

There was, however, research undertaken into teaching and learning in tertiary institutions, at the Afrikaans universities, whereas this was not happening to the same extent in the "open" universities. In effect this became an extension of Fundamental Pedagogics into the tertiary sector, and Smit made a case for "Academic support by means of the lecturer's teaching medium", that encapsulated this technicist position (Smit, 1989: 103).

Bureaux of Tertiary Education, or similar centres with strong technicist frames of reference, were established in a number of universities. These bureaux promoted the positivist technicist approach to teaching and learning and this view was then transmitted to the new black universities through the staff at these institutions who were graduates of the Afrikaans universities (Gwala, 1988; van den Berg, 1991).

3.3.4 Ethnic group universities

The ethnic universities were created in the 1960s and 1970s to ensure that a "separate" alternative at tertiary level was available for black students. Bhana (1977) sums this up as follows:

> Race and politics formed the basis on which the separate university colleges for Africans, Coloureds, and Indians were established. Such a rationalisation laid the foundation for fear and suspicion as to the real intentions of these educational institutions, and have made them vulnerable to political influences on and off the campuses (1977: 213).

These institutions fell into two broad groupings, those established for Indian and Coloured students who had no designated homelands and the "homeland" universities or "tribal colleges".

3.3.4.1 Universities for "Coloureds" and "Indians"

Although established under the same act[22] as the "tribal colleges" the Indian and Coloured universities, i.e. the Universities of Durban Westville and the Western Cape, were not as controlled by the state. Neither were they as disadvantaged as the tribal colleges, nor as autonomous or well resourced as the HWUs.

In the first place they were established adjacent to urban areas and were therefore less easily isolated from other developments in the country. Secondly, although less advantaged than the white population, provisions for schooling for Indians and Coloureds were far superior to those available to African students. Thirdly, the majority of these students were not learning in a second language to the same extent as African students. The Coloured students of the Western Cape were largely Afrikaans speaking so the medium of instruction was their home language. For the Indian students, English had, in many cases, become their first language.

A climate of resistance to apartheid education developed at the University of the Western Cape and later at the University of Durban Westville (Reddy, 1992), and there were moves towards transformation within these two universities that were more vigorously suppressed in the tribal colleges. Van den Berg (1991) describes

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[22] Bhana (1977) describes the controversy around the passing of this act.

changes in the Faculty of Education at the University of the Western Cape brought about as part of the general transformation of the university.

There were also attempts to build a non-racial university at the University of Durban Westville (Morrell, 1990). In his analysis of these attempts Morrell is more concerned with the broader issues of control and he describes the goals of this movement as

> to break with a past characterised by authoritarian procedures, hostility towards dissent, a lack of commitment to academic excellence and political support for the National Party (1990:50).

He argues that although the struggle was by no means won, "UDW had shrugged off the old identity of an 'Indian University'" (1990: 50).

It is noteworthy that neither of these writers makes any reference to issues of teaching and learning. They seem to be more located in the traditional discipline-oriented position of the academic described by Becher (1989). Both were working in Faculties of Education and it could be that their failure to comment is indicative of a gap between education faculties and academic development as there were academic development endeavours on both campuses at the time.[23]

3.3.4.2 The "tribal colleges"

The first university education for blacks in South Africa was at the South African Native College affiliated to Rhodes University. This later came to be known as Fort Hare and with the Extension of University Education Act in 1959 Fort Hare lost its association with Rhodes University and became an ethnic college for Xhosa students. This was to destroy the ethos, and autonomy Fort Hare had begun to develop as an "open" university (Kgware, 1977). Gwala (1988) describes how the establishment of the ethnic colleges impacted on Fort Hare: "At Fort Hare in 1959 there were 100 'Indian' students and 70 'coloured' students, but by 1968 there were only African and predominantly Xhosa-speaking students" (Gwala, in Corbett W & Cohen R, 1988: 165). Thus, through these ethnic colleges, African students were separated not only

[23] Some suggestion of this "gap" was evident in the survey data of the present research.

from other race groups but also from other black students of different ethnic groups (Balintulo, in Rex, 1981).

Writing on a notion of "particularism", Viljoen (1977), argued in defence of the Afrikaner academics who supported the imposition of ethnically separate universities, maintaining that "the Afrikaner academic agreed that particularistic Black universities should **paternalistically be imposed** upon the Blacks because it is to their own cultural benefit'" (1977: 185).

It has been suggested that these universities were established for two reasons, to legitimise the notion of separate development for different racial and ethnic groups and to ensure that the extension of a "racist pedagogy" into the tertiary sector secured the domination of Afrikaner nationalism (Gwala, 1988: 165). According to the Minister of Bantu Education the resistance appearing in some institutions in 1957 was not to be repeated in these ethnic colleges. "Control of [Black universities] by the government was needed as it was necessary to prevent undesirable ideological developments - such as had disturbed the non-White institutions not directly under the charge of the Government" (Minister of Education, House of Assembly Debates, Hansard as cited in Balintulo, 1981: 149).

Thus the universities were established "under the administrated control of an all-White Council which was appointed by the State President and answerable for its actions to the Minister of Bantu Education" (Kgware, 1977: 226).

"Amidst a wave of repression in the wider society" (Balintulo, 1981: 152), this control over the ethnic universities was implemented in a systematic way as the majority of the staff were white, "especially graduates of the Afrikaans medium universities" (1981: 152). Writing in 1992, Reddy maintained that "the state functionaries appointed to senior positions at these universities in the past are often inefficient and unsympathetic to new ideas, and remain obstacles to transformation" (1992: 59). This control was further consolidated through the appointments of the rectors, university councils and senates. For example, the 24-member council of the University of

Zululand "up until 1984 ... consisted of 8 members appointed by the State President, and 2 each appointed by the KaNgwane and KwaZulu bantustans" (Gwala, 1988: 169). The table below (reproduced from Gwala, 1988: 169) indicates how the domination of the Christian National Education ideology of the Afrikaans universities was carried through heads of departments into the membership of the senates of four of the ethnic universities.

University	UNISA	Afriks	English	Black	Other
Turfloop (1984)	16.6	53	3.03	16.6	10.6
Medunsa (1982)	-	70	20	-	10
Ngoye (1986)	19.5	47.8	4.3	4.3	21.7
UDW (1985)	8.6	29.3	24.1	5.1	32.7

Source: University Calendars for the years bracketed.

Table 3.4 Qualifications of Heads of Departments, by Place of Qualification (%)

This dominance of Afrikaner ideology was further consolidated through the curriculum as these institutions were first established as colleges falling under the academic purview of UNISA. Although they became independent from UNISA in 1969, nearly 20 years later it was noted that "most lecture material is still largely drawn from UNISA study guides" (Balintulo, 1981:147). Teaching in these colleges consisted largely of "dictating notes summarised from some outdated or politically 'neutral' American textbooks, and learning consists of being able to reproduce these notes" (Gwala, 1988: 173).

A graduate of the University of Zululand confirmed this when she commented in an interview with this researcher that she had passed her courses only because she had reproduced the material presented by the lecturer. Furthermore on entering a postgraduate programme at the University of Natal, she found herself completely at a loss as to how to approach independent study at university[24].

[24] Interview with a Postgraduate student in Information Studies at the University of Natal, August 1993.

Gwala was harshly critical of the graduates from the ethnic colleges, maintaining that these colleges had

> produced academics who border on 'intellectual sterility' ... [as demonstrated by the way these] ... politically radicalised students have no critical and analytical academic skills, and instead they unproblematically reproduce the very same neo-positivist and ideologically-laden conceptions of reality. ... students have generally acquiesced to the content and style of what they are taught (1988: 172).

Conditions for teaching and learning in the ethnic colleges were further exacerbated by the poor material conditions. Badat (1991), in describing the disparity between black and white universities, compares the case of libraries at the black universities established in 1960-61 with RAU established in 1968,

> His [Marcum's] comment on Zululand University library in relation to that of Rand Afrikaans University is even more illuminating: 'After more than 20 years, its library contains less than 100 000 volumes in contrast to the 300 000 volume, automated library of the much newer Rand Afrikaans University' (Marcum, 1982: 42).

In this situation in the tribal colleges, where all the students came from a similarly disadvantaged background, where material was presented in a way very similar to that which they had experienced at school, and where the resources provided for little more than limited information transfer, it would seem that there was little need for any "bridging" provided by any kind of Academic Support Programme. However, the behaviourist perception that it was possible to develop a technology of teaching and learning that would ensure efficient programmes of teaching and learning, led to the establishment of centres dedicated to the improvement of education in these tertiary institutions. An example of this is the Bureau for Tertiary Education at *Institution 2* in the survey. These Bureaux served to form the basis for many of the Academic Support and Development initiatives established later in these institutions.

3.3.5 Distance education

No review of university education in South Africa would be complete without some consideration of the role played by the University of South Africa (UNISA). Established in 1983 as the University of Good Hope, the university was later expanded to become the Federal University of South Africa and based in Pretoria. In

1946 a Division of External Studies was set up and by 1951 it was operating purely as an external university (*Standard Encyclopaedia of Southern Africa*, 1974).

UNISA was given oversight of the 5 "non-White universities" (1974: 86) and this was to have a major influence on the curricula of these colleges. A further influence was through the very high proportion of Black students enrolled at UNISA itself, as the table from Badat (1991) below indicates.

Year	Race	Type of University				
		Black	Engl.	Afr.	Unisa	Total
1977	African	4 695	488	6	6 320	11 509
	Coloured	2 637	719	1	2 000	5 357
	Indian	3 628	1 055	15	3 576	8 274
	Total	10 960	2 262	22	11 896	25 140
% distribution		43.6%	9.0%	0.1%	47.3%	100%
1988	African	53 454*	3 835	674	31 962	89 925
	Coloured	9 198	2 187	1 496	4 754	17 635
	Indian	5 203	2 402	131	10 496	18 232
	Total	67 855	8 424	2 301	47 212	125 792
% distribution		53.9%	6.7%	1.8%	37.5%	100%

* This figure includes 21 495 Vista students.

Table 3.5 "Racial" composition and distribution of students by type of university, 1977-88

It should be noted that Badat includes Vista University under the heading of Black Universities, but in terms of the curriculum the present study locates it as a distance education institution with UNISA. Vista was established in 1985 to meet the needs of urban blacks. The university was described as an "urban university ... established to cater primarily for the needs of local matriculants" (*Vista University Calendar*, 1991: 6). Although there was "contact tuition", tuition was elsewhere described as being by distance education (1991: 35). As was seen in the case of the other "Ethnic Colleges",

at Vista all the executive posts (apart from that of the Chancellor) were graduates of Afrikaans universities or Unisa.

3.4 The technikon sector

3.4.1 Establishment of the technikons

The Van Wyk de Vries Commission, in their report on the Inquiry into the Universities tabled in Parliament in October 1974, argues that the difference between a university and a College of Advanced Technical Education (the forerunner of the technikon) lies in their functions rather than at the level at which they operated. The functions of the College of Advanced Technical Education (CATE) are related more to

> the application of knowledge than ... knowledge itself. The approach is less academic and formal although a sound knowledge of science and technology must be built up. This knowledge is, however, acquired with its possible application constantly in mind (Pittendrigh, 1986: 265).

A more recent definition, taken from a Department of National Education document, is cited in the *USAID Tertiary Education Sector Assessment of 1992* (Fisher, 1993). According to this, the mission of technikons is to "prepare students for a specific profession or career and [was] aimed at the practice, promotion, and transfer of technology"(Fisher, 1993: 10). The Committee of Technikon Principals (1992) places the emphasis on career education and to some extent the student numbers seem to suggest that this reflects something of a move away from technological education (Fisher, 1993).

Before the Van Wyk de Vries Commission, however, in terms of the *Advanced Technical Education Act (No 40)* of 1967, the difference was defined by level of study. In this Act the Minister of National Education allowed for the formation of CATE's. "These were to be "semi-autonomous educational bodies catering for education between secondary and university levels" (Pittendrigh, 1986: 246). This placed a ceiling on the development of technical education in general.

Pittendrigh also points out that there was to be "stricter control in order that the State might have a hold on these semi-autonomous colleges" (1986: 246), Thus the Councils of the CATEs had severely limited autonomy.

In a similar Act, the *Indian Advanced Technical Education Act (No 12)* of 1968, the ML Sultan Technical College, then under the Department of Indian Affairs, was placed under even tighter control. Pittendrigh quotes the speech of one of the members of parliament at the time:

> .... the Minister retains a much stricter control over the development of the College than the Hon the Minister of National Education does in controlling the technical colleges for whites. (*Hansard* 23 February, col 1043, in Pittendrigh, 1986: 251)

This control was exercised not only through appointments, and requirements that the Minister approve a wide range of decisions and by financial control, but also by delays. For example the Schmidt Committee, appointed in 1969 to review staffing structures, produced a report in 1973 that was not implemented until April 1980 and then spread over 2 years. Pittendrigh comments that it was

> particularly noticeable ... that those decisions of the Minister which did not entail extension of the autonomy of the CATE councils were dealt with reasonably expeditiously.

The next major development was the technikons (National Education) Bill in 1983 which served "to grant greater autonomy to the technikons" (Minister of National Education, *Hansard*, 1983, No 19, col 9312, in Pittendrigh, 1986:296). Of particular relevance for the present study is the provision made in the Act for "the admission of persons of other race groups ... subject to quotas prescribed by the Minister" (Pittendrigh: 297). This act served to increase the autonomy of institutions and paved the way for the admissions of black students, but the technikons were still treated separately in terms of their being an "own affair of the population group concerned" (*White Paper on the Provision of Education in the Republic of South Africa*, 1983, in Pittendrigh, 1986: 303).

This would seem to suggest that the technikon sector has been very closely controlled by the government which reinforced the likely positivist and technicist approaches to education in the sector dealing with technical education.

Later, however, the technikons became largely autonomous institutions, governed by a council of approximately sixteen members, five of whom were appointed by the minister. The Council's autonomy was then limited only in relation to the letting of property, the basis for the staff establishment, and approval by the Minister of the appointment of the principal.

3.4.2 The structure of the Technikon sector

The divergence among the 15 technikons in South Africa was succinctly summarised by Fisher (1993: 9) who describes in some detail how unequally resources had been distributed between them. This range is illustrated in an examination of the funds available to the three technikons in KwaZulu Natal in 1990 where Natal Technikon (white) had R68.1 million, ML Sultan (Indian) R44.4 million and Mangosutho Technikon (Black) R16.4 million (Fisher, 1993: 18). He points out that this unequal distribution is evident in all aspects and it is not surprising that he suggests that there is an "expectation in some quarters that a future democratic government will be under an obligation to right past wrongs, and to commit significant resources to hitherto under-resourced institutions" (Fisher, 1993: 18).

3.4.3 Research into teaching

The Colleges of Advanced Technical Education were renamed "technikons" in 1979. At the same time the *Goode Committee Report* introduced the concept of research at technikons (Pittendrigh, 1986: 282). This meant not only that students could obtain qualifications by means of research but that staff would "also have to undertake research into their own field of study **as well as research into didactics** [my emphasis] (*1979 Annual report, The Association of Technical Colleges*, March 1980: 5, in Pittendrigh, 1986: 283). Thus the concept of research into teaching was

introduced in the technikon sector before Academic Development became an issue in tertiary education.

3.4.4 Staff development

In considering the students at technikons, Pittendrigh points to the development of "student affairs" departments that offer services such as psychometric and aptitude testing as well as counselling. He indicates that the counselling also takes into account the students' learning problems and study methods as well as psychological counselling. These services, he suggests, combined with the "rapidly growing staff development services aimed at improving teaching methods", should contribute to improving the average 73% pass rate (1986: 400).

However, even though Pittendrigh's research indicates that there was a "substantial body of competent lecturers available striving to improve the effectiveness of their teaching and to develop their own teaching philosophy" (1986: 413), he also expresses concern that "at the same time there were many teachers who still used outdated class teaching methods"(1986: 413). He goes on to suggest that as staff development is a reasonably new initiative, with time, it would have greater impact and "methods will continue to improve as these departments succeed in inspiring lecturers to improve their teaching methods" (1986: 413). He indicates that the reason they give for failure to do this is the heavy teaching loads they have.

The argument is made that lecturers in technikons need to develop a style of teaching that moves the student through developing a number of skills towards greater independence and autonomy. Thus the senior students should be working much of the time either in the laboratory or in the library (Pittendrigh, 1986). However, he suggests that the relatively low use of study guides (43% not used and 12% seldom used) and little use of printed notes indicates a "continued use of conventional teaching methods" (1986: 407).

The more recent study (Fisher, 1993), suggests that not only is the technikon sector itself uneven, but staff development programmes within the sector are very unevenly distributed, poorly resourced and have been able to make little contribution to solutions for dealing with the changing student population in the better resourced white institutions (Fisher, 1993: 3). He questions the "extent to which staff development, in the absence of a coherent strategy for systemic and institutional change, can offer more than a partial response" (1993: 40). In particular he highlights the lack of capacity in technikons to deal with "the wider political, economic and educational terrain" and argues for the need to address issues related to the influx of "underprepared students" and the need to improve teaching and learning in order to increase student success. He goes on to suggest among other things that this calls into question "the capacity, focus and relevance of existing staff development programmes at technikons" (1993: 40).

3.4.5 Admissions of students of "other population groups"

The *Technikons (Education and Training) Act* stated that "The Act provided, as does Act No 40 of 1967, for admission of students from other population groups ... " (Pittendrigh, 1986: 306). However, in Chapter 5 of his thesis, in referring to the opening of technikons to students of all population groups, Pittendrigh states that: "In the earliest years such potential students were refused admission" (1986: 441). In the late 70s there was increasing pressure from black students and in 1984 the quota system provided for admission of up to 6% of students from "other race groups". This still meant very small numbers of students as the following table from Pittendrigh shows (1986: 443). Further it should be noted from this table that ML Sultan seemed to be accepting the highest percentage of Black (African) students.

Technikon	Black	Coloured	Indian	White	Total	% own group
Cape*	4,88	64,34	2,40	3 165,96	3 237,58	97.8%
Natal	69,711	27,53	86,01	3 024,97	3 208,22	94.3%
OFS	-	1,38	-	972,09	973,47	99.9%
Port Elizabeth	52,72	127,78	30,35	1 747,67	1 958,52	89.2%
Pretoria	13,24	-	1,31	5 797,05	5 811,60	99.8%
Vaal Triangle	15,05	-	0,80	1 685,12	1 700,97	99.1%
Witwatersrand	30,467	13,39	24,26	5 141,71	5 209,83	98.7%
Sub-total	186,07	234,42	145,13	21 534,57	22 100,19	97.4%
ML Sultan	142,26	94,56	2 112,60	74,34	2 423,76	87.2%
RSA	693,41	143,49	117,26	2 642,53	3 596,69	73.5%
Total	1 021,74	472,47	2 374,99	24 251,44	28 120,64	

Source: SAPSE, 1985, Tables 2.9.1, 2.9.4, 2.9.7, 2.9.10 and 2.9.13. * Figures for 1984

Table 3.6 Student Admissions by Race, 1984

The *Technikons (Education and Training) Act*, 1981 was amended to take account of the only black technikon not falling under a Homeland Government at that stage. Mangosutho Technikon in the KwaZulu Natal region functioned under the *KwaZulu Technikon Act* of 1981. Although this was largely patterned on the *Technikons (Education and Training) Act*, yet again there is evidence of the fragmenting effect of the separation of education facilities on the basis of race group.

There are three technikons in the KwaZulu Natal region and as is the case with the universities, they all have very different histories with regard to academic development.

3.5 Challenges to the dominant "ASP" paradigm and shifting perceptions within historically black and historically white institutions

By the late 1980s the Academic Support Programme approach was being brought into question, challenged by educationalists, staff working in academic support programmes themselves[25] and staff in HBIs who questioned the relatively large amounts of money being put into programmes for a few "privileged" black students. Hunter and Scott (1990) summarise these criticisms as follows:

> Student-focused" programmes ... have, understandably not been found to be appropriate strategies in a context where the majority of the students come from educationally disadvantaged backgrounds ... ASPs have the effect of insulating their universities from the realities of black schooling and from the demands of black communities in general, and thus serve to inhibit the fundamental institutional change required to meet developing educational needs (1990: 137).

The HBIs argued that there were institutions where all the students were black and far less privileged in the first place than the few who had been accepted by the HWIs. Writing from this perspective, Professor R Moletsane of the university of the North argues that tertiary institutions need to move towards a continuing adult education mode, placing emphasis on teaching and curriculum development (Moletsane, 1992).

This shift in emphasis can be seen as a transformatory approach with movement from a purely peripheral activity to one which is directed to affect the very nature of the universities themselves. Mehl (1988) suggests that the old view of Academic Support is "a case of the universities themselves being deficient, if the vision of a non-racial, democratic South Africa is to be realised" (1988: 17).

He argues that the issues include not only teaching and learning within the universities but the very nature of the universities themselves. Thus he maintains that the central themes are:

1. Africanisation versus assimilation
2. Access
3. Understanding the learner.

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[25] Frame (1992) provides a concise summary of this process.

* alternative conceptions of different cultural and language groups
* cognitive aspects - research suggests that thinking skills lacking in the disadvantaged are in fact deficient across the population at large.

4. The development of an optimum teaching environment.

He, like Moulder (reported by Robbins, 1989b), argues that Academic Support Programmes enable an attitude of

> "business as usual" to prevail at institutions while the support programme did what needed to be done with regard to helping certain students, always black, to meet the requirements of the university (Mehl, 1988: 19).

In order to rectify this situation he proposes that "Academic Support Programmes" become University Development Centres and that the staff at these centres promote their work and develop research in conjunction with disciplines - eg science education, maths education, history education. This would place Academic Support activities within the fabric of the departments.

3.6 Funding and the role of the IDT

The Independent Development Trust (IDT) was formed to distribute funds from the State for social and economic development. The education sector of the trust, under the directorship of Professor M Mehl, provided funds for educational development in the universities and technikons which put in proposals for projects that would serve the needs of black students. Not all institutions that were eligible put in proposals, and not all proposals were successful[26].

The proposals were to be for

* Curriculum and staff development and tutor training
* Development of new undergraduate courses, particularly foundation courses
* Supplementary and alternative teaching
* Academic monitoring and counselling
* Evaluation of educational development initiatives (Philpott, 1991).

[26] The 5 institutions in this survey put in proposals for funding and one, *Institution 4*, was unsuccessful.

At a workshop to explore notions of research into Academic/Educational Development in Cape Town, Professor Mehl highlighted the importance of Academic Development because "it addressed access and could right historical imbalances" (Hemson, 1991b: 5). He went on to argue that "Academic Development needed status if it was to work, and status rested on high-level credible activity such as research and higher degrees" (1991b: 5).

In granting funding, a key issue was the long term sustainability of the programmes that were funded. In this Professor Mehl argues that institutions should, during the three-year funding period "make these activities - intrinsic to the success of universities in the future - something which will continue long after the end of IDT funding" (Mehl, 1991: 2). The data from the present research suggests that in some cases this has not happened and in others it has been very slow to happen.

3.7 The tertiary sector in KwaZulu Natal

With the exception of Afrikaans institutions, all the sections of the tertiary sector are reflected in KwaZulu Natal. In order to move beyond this broad analysis the regional survey, outlined in chapter 5, located each institution in terms of its own ethos.

This chapter indicates how governance of the tertiary sector during the apartheid years led to an increasing fragmentation which meant that notions of Academic Development were introduced in widely diverging contexts. Th extent of this divergence is acknowledged, and the need to locate the study contextually influenced the decision to embark on a regional study.

Chapter 4 Methodology

The legitimacy of all knowledge in Academic Development has been subject to considerable debate although there has been the beginning of some coherence round key issues (Scott, 1994). Working in the field of the development of science, Kuhn (1970) describes the notion of a paradigm as "the entire constellation of beliefs, values, techniques, and so on shared by the members of a given community" (Kuhn, 1970: 177). This description suggests the possibility of Academic Development being described as a paradigm but there did not seem to be, to use Kuhn's terms, a body of "standard literature" that delineated the field. Goodson (1987) suggests that curriculum history is "pre-paradigmatic" and this might more aptly have described the position of Academic Development at the time of the present research.

4.1 Use of grounded theory

The preparadigmatic nature of the field intimated a lack of agreed existing theory and therefore it was decided to adopt a grounded theory approach (Strauss & Corbin, 1990) to researching the phenomenon of Academic Development.

> A grounded theory is one that is inductively derived from the study of the phenomenon it represents. That is, it is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon. Therefore, data collection, analysis, and theory stand in reciprocal relationship with each other. One does not begin with a theory and then prove it. Rather, one begins with an area of study and what is relevant to that area is allowed to emerge (1990: 23).

Furthermore, this theoretical framework was used in order to avoid as much as possible (within the constraints of the subjectivity of the researcher) bias shaping the notion of Academic Development.

Thus the research did not proceed from a hypothesis but from the three research questions outlined in Chapter 1:

1. What is Academic Development?
2. Is any model or approach to Academic Development applicable or transferable to all higher education institutions?
3. What factors can be identified that facilitate the progress (or development) of Academic Development?

4.2 Survey

The present research sought to explore Academic Development as a whole in order to investigate the existence of the beginnings of common understanding and shared boundaries to the field. For this reason it was decided to undertake a survey within a defined geographic region thus capturing as much of the diversity and complexity as possible within reasonable limits. From this it was hoped to be able to identify common themes and core issues. It is acknowledged that the findings of a restricted survey undertaken in such a broad field will be limited and that the common themes and core issues identified in the study will be influenced by the limitations of the sample.

The survey served to initiate a process of systematic data collection that, after analysis, provided material to answer the 3 questions outlined above and thus began a tentative process for the development of some theory.

As was indicated in Chapter 1 my work is located in the field of Academic Development at an institution in the KwaZulu Natal region, the region of the study. My work for the SAAAD has brought me into regular contact with all the institutions and most of the practitioners in the survey region. This research therefore does not claim complete objectivity; it acknowledges opinions formed in the course of normal work outside the research exercise and from a longstanding engagement in the field and with the Academic Development practitioners who were the research subjects.

At the same time the research was based on a "view [of] the social world as being of a much softer, personal and humanly created kind" (Cohen and Manion, 1994: 7). Therefore, through qualitative ethnomethodology (Taylor & Bogdan, 1984) the close relationship with the context and the subjects has been used to enhance insights[27].

4.2.1 Use of a pilot questionnaire

In the absence of an hypothesis to shape the survey questionnaire, and in the light of the pre-paradigmatic nature of the field, it was decided to undertake a pilot survey. This was done in another region so that institutions other than those in the main survey could be used. Therefore, the questionnaire was piloted at three institutions in the Transvaal: an HBU, a technikon and an HWU in April 1994.

The aim of the survey was to provide a broad grid indicating the development, structure, activities and perceptions of Academic Development as it operated in the respondents' institutions. The pilot questionnaire was based on the researcher's own experience of the field, SAAAD Conference papers describing programmes and projects since 1986, and the seminal survey "Bridges to the Future" (Hofmeyer and Spence, 1990). It was further guided by comments from colleagues[28].

In developing the questionnaire it became evident that the subjects would fall into 2 categories as the activities and field of operation of programme coordinators and directors differed quite markedly from that of Academic Development tutors. It was decided therefore to use separate questionnaires[29]. One was directed to those in Academic Development coordination and management, and this questionnaire included questions on the initiation and development of the programmes, and other more macro issues. The other, addressed to the practitioners, focused more on micro

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27 Cohen & Manion outline Kierkegaard's argument that the "capacity for subjectivity, ... [is] the ability to consider one's own relationship to whatever constitutes the focus of enquiry" (1994: 23).

28 In particular C Hemson of the Department of Adult Education at the University of Natal, Durban, and J Sudworth of the Psychology Department at the University of Natal, Pietermaritzburg.

29 Copies of these questionnaires can be found in Appendices 1 and 2.

aspects. Both included a common set of perceptions statement responses which were based on examples from the Wits University Academic Support Programme Unit. Furthermore both sets of respondents were asked to define 3 key terms considered as identifying different approaches to the field. These were Academic Support, Academic Development and Education Development. The respondents were asked to locate their institution in relation to 5 possible models of AD based on the work of Hofmeyer and Spence (1990).

The pilot questionnaires highlighted a number of areas where the use of terminology and framing of questions required refinement. In particular, the use of acronyms was found to be problematic as was the limited terminology options provided in the questionnaire. Thus the main difficulty in developing the questionnaire as a whole lay in identifying similarities and points of comparison. It became evident, even at this stage, that there was wide divergence not only between institutions, but within institutions.

One particular example of this divergence was evident in the perceptions/attitudes section. It appeared that in many cases the practitioners perceived their attitudes to differ from the general attitudes in the institution. In order to address this divergence, and in an effort to sharpen the focus of the questionnaire, the research question and ancillary questions were reviewed. The items in the questionnaire were then evaluated against these ancillary questions and checked for relevance to the main research question. In addition, a number of questions were regrouped so that the linear flow of the questionnaire clarified the meaning of questions. In particular, the respondents were asked to complete the perceptions section once in terms of their own perceptions, and a second time in terms of the attitudes in their institution.

4.2.2 The Questionnaire

The end result was a somewhat longer questionnaire with a number of open ended questions and opportunity for respondents to add additional categories to the multiple

choice questions[30]. In spite of efforts to ensure that the questions were clearly phrased, a number of respondents indicated that they found the questionnaire difficult to answer and were not sure what information was being sought in some of the items. A central issue, in operating within grounded theory, was to ensure, as far as possible, that the data was generated from the field. This meant that the questions were general rather than specific and where multiple choice options were given the category "other" always included to allow for alternative articulations. At the same time an attempt was made to elicit information on as many aspects of the work as possible. The effect of this attempt to avoid shaping the responses by framing the questions too specifically did unfortunately lead to some ambiguity. It also meant that specific items related to the questions of transferable models or factors contributing to success were specifically not included.

4.2.3 Distribution of the questionnaire

The KwaZulu-Natal region has 6 tertiary institutions, 3 universities and 3 technikons. Furthermore these reflect the framework of the apartheid structures for education. Thus there are *Institution 3*[31] and *Institution 4* previously for white students, *Institution 1* and *Institution 5* for Indian students, and *Institution 2* and Mangosutho Technikon for "Zulu-speaking" students. Mangosutho Technikon was not included in the present study as there had been no Academic Development or even staff development related initiatives on that campus before 1995.

The questionnaires were distributed through personal contacts in each of the Academic Development Programmes on 8 of the university and technikon campuses in KwaZulu-Natal. It had been hoped to collect them back from participants directly.

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30 See appendix 3 and 4.

31 In order to preserve anonymity each institution was numbered and referred to only by number and each returned questionnaire was allocated a number and tracked by only by number. Furthermore the group interview (or report-back meetings were identified by the same institutional number and contributions were recorded by number. In addition the interviews in the case studies were identified by randomly allocated numbers.

However, this was not possible, and eventually the completed questionnaires were collected by a secretary or coordinator in each programme.

This led to some problems with returns as it became evident that some respondents on one campus appeared to be hesitant to return their questionnaires to an intermediary. These individuals arranged to return them directly by mail. A further difficulty with the questionnaires was that two of the campuses, *Institution 1* and *Institution 5*, experienced severe campus disruption during the latter part of 1994 and very few returns were obtained from these two campuses.

Institution	Managers	Practitioners	Total	% return
Institution 1	3	5	8	11%
Institution 2	2	8	10	59%
Institution 3	5	13	18	45%
Institution 4	1	6	7	100%
Institution 5	2	2	4	27%
Total	13	34	47	32%

Table 4.1 Total number of returns

4.3 Analysis procedure

The data analysis was done in 2 phases. The first was an analysis of all the data together, providing a total picture of responses in the region. The second was done by taking each institution as a separate case. This provided an overview of the region and then the institutional responses were reflected against that overview.

Each returned questionnaire was numbered according to the institution concerned and then in sequence of receipt. This meant that even when undertaking the overall analysis it was possible to see emerging institutional trends.

The open-ended responses were analysed by first identifying the central issues in each response and then by grouping them in categories around those issues[32]. Although it was not necessary to use a database for the open-ended material, it was particularly useful to be able to do the analysis with a computer. The ability to group and regroup material quickly and flexibly made it possible to identify the themes that the survey provided as a grid for the analysis of Academic Development in the region.

4.4 Report back procedure

In order to maintain dialogue with the subjects it was decided to report back at a seminar or discussion meeting on each campus. This was undertaken once the institutional analysis was complete. The purpose of these sessions was fourfold. Primarily for ethical reasons it was felt to be important to provide the respondents with an overview of the data received and with the preliminary findings (Simons, in Burgess, 1989). Secondly, this gave an opportunity for the respondents to challenge anything in the summary that they believed to be incorrect. Thirdly, the process also enabled the researcher to check the data and findings with the subjects themselves i.e. triangulation. Finally, it was also an opportunity to gain further information needed to fill identified gaps in the data.

This process proved to be an extremely rich source of material and very useful, particularly in the two institutions where the returns had been low. At one of these, the participants in the report back meeting indicated that the data seemed to confirm their perceptions, but they expressed concern at the limited number of responses from their institution. The other group suggested that in fact the limited data presented an incomplete view of the Academic Development programme at their institution. In the process of the meeting they provided what they perceived to be a more holistic picture. It must be acknowledged however that some of the respondents may not have felt free to express their responses in an open meeting; in the same way that they were

[32] See Appendix 5 and 6.

unhappy about returning their questionnaires through an intermediary in the Academic Development unit.

4.5 Case studies

A further benefit of this set of seminars was that it facilitated the selection of the sites for case studies and provided the researcher with an opportunity to obtain consent from the respondents at the institutions selected for the case studies. It was decided to use case studies in order to facilitate understanding of the "contextual variations" (Pavlich and Orkin, 1993: 13), and to provide a more detailed illustration of this complex field.

Because the sector was so fragmented, it was considered important to examine examples that reflected the different features. Thus the two case studies were selected in such a way as to provide a view of both an HBI and an HWI, and a university and a technikon. In this way the university also provided material on an HBI and the technikon provided material on an HWI. In addition, in the overview, it was evident that one of the most prominent themes was that of short term and long term provision, so the institution that seemed to have made long-term provision for Academic Development was selected to enable a closer examination of that feature.

In view of the ongoing turmoil at tertiary institutions across the country it was also decided to try to select institutions that presented a currently stable context. Although one of the institutions concerned had experienced major disruption and undergone major change since the questionnaires had been sent out, at the time of gathering the case study material, both institutions were functioning normally[33].

It was also decided not to use either of the campuses of the researcher's own institution. This was for two reasons. First, having been a practitioner in that

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[33] As the case study data will show, it is somewhat problematic to use this term to describe the operations at one of the institutions chosen as a case study. However, in this context it is taken to mean that at the particular time there were no major disruptions to the process of teaching and learning.

environment for a number of years, most of the data on the development of programmes and current operations and policy was readily available to her. Thus, by selecting two different institutions, data on three of the institutions in the survey would be available. Secondly, having acknowledged the personal role of the researcher in her place of work, it was practical to try to balance her possible institutional bias with a closer engagement with, and examination of, two other institutions in the survey.

The purpose of the case studies was to provide additional detail regarding the themes identified in the broad survey and to explore views in relation to specific contexts and histories. It was not the intention to validate or correlate the data, as this was not appropriate for such divergent data.

Thus the procedure adopted was to pursue issues identified in the survey data or raised in the report back seminars in informal, and largely unstructured, interviews (Cohen & Manion, 1994: 271). In using the data from these interviews it is important to acknowledge that at times the interviews began to develop a non-directive[34] ethos. This raised issues of confidentiality and there was some information that could not be used directly (Burgess, 1989: 71), but that did inform the theoretical arguments presented in later chapters of this thesis.

The researcher spent two full days on one of the campuses and interviewed all the staff employed in Academic Development. These included a member of the executive who, it had been indicated, would be in a position to provide information on early initiatives at this institution. Three separate visits were made to the other institution and there, apart from interviewing all the staff in Academic Development, one staff member from an allied programme who had participated in the report back seminar was also interviewed. At the same time, copies of relevant documents were obtained.

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[34] Cohen and Manion indicate that "the non-directive interview is characterized by a situation in which **the respondent** [my emphasis] is responsible for initiating and directing the course of the encounter and for the attitudes she expresses in it" (Cohen and Manion, 1994: 187). They quote the therapeutic interview as a typical example of this.

Although, as was indicated earlier in this chapter, claims of validation and correlation have not been made for this research, it could be argued that the process included some triangulation within the institutional contexts. This was done through the questionnaire, report back group seminars, and from documentary material. In addition in the case studies this was further developed through the interviews and in close examination of documents.

4.6 Limitations of the Methodology

The questions central to this research are broad and it is acknowledged that, in using a regionally based survey, the sample was limited by the uneven distribution of returns from the 6 institutions. This sample, drawn from extremely diverse contexts (as Chapter 3 illustrates) was further divided into 2 sections, the practitioners and the managers. It was thus not possible to break down the data further by separating the practitioners into work related groups such as those involved in tutoring, or employed to do research. Furthermore a decision was made not to differentiate between full-time and part-time tutors as this would have fragmented the sample even further. This meant that there were weaknesses in the data and certain distinctions within data categories were blurred.

A further limitations of the methodology was in the process of triangulation where poor attendance at the group interviews at some institutions hampered the process. At one institution the data from the group interview could have been skewed by somewhat tense interpersonal dynamics although individuals in the group who felt certain aspects needed to be examined further found opportunities to indicate this to the researcher. Furthermore with the large number of individual interviews in the two case studies (21 all together) it was not possible to check the interpretation of this data with each interviewee.

These acknowledged limitations restrict the certainty with which the broad questions of the research may be answered. But, they do not negate the pertinence of the research or the relevance of attempting to explore the issues in this pre-paradigmatic stage of Academic Development.

4.7 Conclusion

The research approach adopted for this present inquiry is an acknowledgement that this a new field of study and the work is exploratory rather than conclusive.

Chapter 5 Academic Development in KwaZulu-Natal - a broad overview

5.1 Introduction

In undertaking the first overall analysis of the data on Academic Development in KwaZulu-Natal it soon became evident that the most prominent characteristic in the field was diversity. This diversity was reflected in every facet of Academic Development from philosophy and structure to structure and terminology. For example there was great difference in the names given to describe the Academic Development Programmes, sometimes even within the same institution as is reflected in the table below.

Terms	No. of responses
Academic Support Programmes	5
Academic Skills Programmes	5
Academic Development	6
Education Development	8
Teacher Education Development	1
Potential Development	1
Staff Development	8
Student Development	7
Other	3

Figure 5.1 Terms used by Academic Development practitioners to describe units or programmes in KwaZulu-Natal

There was also difference between the responses of the managers and the practitioners. For example in the definition of the term provided above, apart from one or two cases, the managers' responses were not congruent with those used by the practitioners in defining the same terms. Thus the managers made no reference to "mainstream", "course evaluation", "change", "transformation", or "diversity", whereas the practitioners did use those terms[35].

Differing levels of activity on different campuses are another reflection of the diversity. Some campuses established initiatives in the early 1980s (English Language Development Scheme on the Pietermaritzburg campus) while another respondent indicated that their programme had been established in May 1994.

This diversity is perhaps best reflected in terms of an analysis of the data from the 5 individual campuses and the 2 case studies. The campuses were numbered in random order and the order that follows relates to the amount of data obtained from each campus and not numerical data. Thus, the responses to the survey from *Institutions* 5 and 1 were low. There was a higher response from *Institution 3* and *Institutions* 2 and 4 were used as the case studies.

5.2 Indian technikon -*Institution 5*

During 1994 there were severe crises relating to the governance of *Institution 5*. At the same time, some of the staff were under considerable pressure with work relating to processes of recurriculation and certification[36]. This resulted in the questionnaire

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35 The reason for this difference is not clear. It could have been that the practitioners, more directly in contact with the students, felt more in touch with the "vision" for Academic Development (Group interviews 2 and 4), and that managers, more aware of institutional constraints, were less "idealistic" about the progress Academic Development was actually making. On the other hand these differences could be interpreted within Keddie's notions of the "educationist" and "teacher" context (Keddie 1971). In these terms it would appear that the practitioners were presenting an "educationist" view of what they believed should be there while the managers were presenting the practical "teacher" view of day to day reality.

36 The CERTEK (Certification Council for Technikon Education) was set up in 1986 to evaluate standards at technikons (Letter to the Rector, Commencement of CERTEK's Evaluation activities in 1991). This required that "a whole lot of things in your institution and in your department and in

response from this technikon being very small (only 2 managers and 3 practitioners). Thus, only a very tentative analysis of *Institution 5* was possible. It was hoped that through the group interview it would be possible to check, and perhaps fill out, the limited data. Unfortunately only three Academic Development Staff attended the discussion, and these were the same individuals who had completed the questionnaires. Although they were able to confirm that the interpretations of their data were correct, they were not able to indicate whether these data in any way reflected the institutional situation.

A feature of the 2 technikon programmes in the present study was the division of staff development and student development. At *Institution 5*, one management respondent worked in the area of staff development, and the other 4 respondents (1 management and 3 practitioners), worked in student development. The level of interaction between these 2 divisions seemed to depend on individual personalities there and philosophical viewpoints as a change in management led to less interaction between the two sections. During 1992 a workshop had been run which focused upon academic development issues. This was a joint exercise facilitated by the staff development unit and the staff member responsible for training the student development tutors. However, by 1994 the focus had shifted somewhat and in examining the 2 managers' responses to the question on the focus of their programmes, there were only 3 points of convergence. In the remainder, those the Student Development manager indicated as important, the Staff Development manager indicated nil, or if a feature was important for Staff Development, then it was a minor focus for Student Development.

Although the Staff Development manager saw his work as allied to Academic Development, structurally it was separate and as such the unit did not fall within the ambit of this study. However, in terms of the institutional context the staff

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relation to every single programme that is offered [was] documented" (interview 20). The evaluation considered aspects such as "administration of examination sections; stocking and staffing of the library and integration of library services and instructional programmes; and arrangements for and control of experiential training in the instructional programme concerned" (Letter to the Rector 1991). This was largely a quantitative exercise and undertaken through completion of tables and questionnaires followed by an evaluation visit and much of the time of the staff development staff were spent assisting departments with completing the paper work for this process. .

development units could not be ignored, nor could the impact of this separation be discounted in examining academic development. This structural separation had a major impact on the evolution of Academic Development at the technikons and therefore a closer examination of staff development is included in the White technikon case study (*Institution 4*).

It seemed that the student development work (referred to as the Education Development Programme by the management respondent, but not by the practitioners) fell into the ambit of Academic Development. The data seemed to point to the Academic Development programme at *Institution 5* as being a faculty -based, subject-oriented exercise, aimed at assisting students by reinforcing mainstream work. There was also reference to workshops with topics ranging from "Use of the Calculator" to "Job applications and CV writing".

The activities were largely tutorial based with some lunchtime workshops. While 2 of the respondents worked in departments, the third described his/her function as "Coordination and running of tutorials, workshops and seminars." The major focus of the work was extra content tutorials with a strong emphasis on skills (note making, reading, writing skills and mathematical skills) and monitoring of students. According to the practitioners there appeared to be no environmental support or work in the development of course guides, curriculum development, course or lecturer evaluation. However the manager indicated that, apart from environmental support, these were important features of the programme. This was an example of the dissonance between responses referred to in the introduction to this chapter. It was also quite marked in *Institution 1*, the Indian university, and is briefly examined under that heading although common themes rather than differences are the focus of this survey.

There was something of a debate in higher education circles about what constituted an HBI at the SAAAD Annual General Meeting in December 1994. At one level it was argued that all institutions that were not white (ie in terms of Hofmeyer's definition of black), were disadvantaged, but others argued that African black people were more disadvantaged and therefore there was a need to differentiate between the tribal (black

African) Colleges and the Indian and Coloured institutions. The data on *Institution 5* seemed to confirm this. Thus the respondents reflected that they were reaching most of their potential clients, and that these numbers of potential clients were relatively small. While 1 respondent spent 80% of the time with 34 students, the other 2 worked 50% of their time with 60 and 140 students. These figures contrasted markedly with the tribal college, *Institution 2*, where the potential target group was indicated as "the whole university". Thus at *Institution 5* the respondents were able to work with small groups, with between 6 and 30, and be available for individual consultation on a daily basis.

In this intensive tutorial programme at *Institution 5* the practitioners recorded some positive responses to the programme, but this was not an unqualified response "a small number have responded well, most are indifferent" Questionnaire 5203. At the same time they saw their work having little impact on the programme of the institution, but 2 respondents (working in the same department), noted quite considerable changes in the teaching, curriculum, and learning of that specific department. In relation to teaching, these included the incorporation "of practical applications ... into the lectures" and that the lecturers were "always engaged in improving teaching methods" though one respondent noted a "major portion of applications, support and development done by tutor."

This institution was the only one that indicated strong agreement with the statement "It [the Academic Development Programme] was established because donors offered the resources" (2 strongly agreed, 1 agreed). This emphasis on the role of donor funding was confirmed in that all 13 of the education development posts were contract posts funded by IDT. This was yet another example of the short-term response that Academic Development embodied.

In exploring the focus of the programme at *Institution 5* the structural division between Staff Development and Student Development highlighted the concern of AD practitioners for a broader student/staff approach. Thus the evidence suggested that the practitioners in the student development programme could not separate the staff

and student issues to the same extent that the staff development programme did. This trend was also observed in the data from the technikon case study.

Conclusion

Academic Development, in the form of the Education Development Programme at this technikon, largely established in response to donor funding, was a student oriented, small group tutorial programme based in departments. There did not seem to be a very coherent thrust and, although there had been some reported success, it could be described as rather scattered.

This lack of coherence could have been due to the separation of education development and staff development that gave rise to something of a dual focus at the broader institutional level.

5.3 Indian university: *Institution 1*

The highest number of questionnaires was distributed at *Institution 1* (47 practitioners[37] and 8 managers), but the returns were extremely low, only 5 returns from practitioners and 3 from managers. There were, however, several factors that could be identified as contributing to the poor returns.

The number of questionnaires distributed reflected something of the large number of tutors employed in departments in very minor part-time posts. Thus the rather tenuous nature of both their employment, and their connection to the academic development management structures in the institution, could have been the reason for the low returns. The tenuousness of their employment was exacerbated in 1995 during the period when the report back meetings for this research were being held. At that time the Academic Development staff were in something of a crisis. During the year there had been an outside evaluation conducted by Professor Ian Scott from the University

[37] This did not include all the practitioners as there were 68 tutors, many of them working only 1 or 2 hours per week. Those tutors deemed by the programme coordinator to be sufficiently involved and therefore aware of what Academic Development was, were sent the questionnaire.

of Cape Town and in August there were rumours about changes that did not take his recommendations into account. These rumoured changes would have radically affected most, if not all, the full time Academic Development staff (meeting, *Institution 1*, 1 September 1995).

In addition, during 1994 and 1995 there had been several rapid changes at executive level at *Institution 1*, and a number of the executive were functioning in an acting capacity. This had hindered Academic Development staff obtaining answers to the questions that had been generated by the rumours. It was evident that this tense situation had existed at various levels over the previous year, including the period when the questionnaires were distributed.

Although there had been a poor response in the survey it was hoped that the research report back meeting might increase the representation of this institution, and to some extent this was possible. In spite of there being only 3 people at the meeting (1 of whom had completed the questionnaire), they were able to provide different perspectives on several of the key issues. Thus they indicated what they saw to be several gaps in the picture drawn up on the basis of the survey data and they suggested that the original data had, in some instances, been skewed.

This distortion was largely in relation to the suggestion that the data indicated that the programme at this institutions was predominantly tutorial-based, student-oriented, and focused on the "traditional skills". One participant in the group, *Group Interviewee (GI) 1/1*, was particularly concerned that this did not reflect the current situation, nor was it a fair reflection of the situation in 1994. "I would agree that it has been more that way, more student-oriented and lots of tutorials ... [but] even last year, there would have been a range of things because definitely curriculum efforts had started".

The interviewee went on to list four faculties, Life Sciences, Health Sciences, Theology, and Education and also made reference to the Physics department where extensive curriculum development had taken place. On the other hand from the questionnaire data, only 1 of the management respondents indicated curriculum

development of any importance. It is difficult to interpret these somewhat conflicting views. A feature of the programme was the extent to which it was located in faculties and it could well be that the conflicting views arose because the questionnaire respondents were working in faculties other than those quoted by the interviewees. Perhaps only the 1 respondent, who was also at the group discussion, was associated with the faculties mentioned by *GI 1/1*.

The supposed gap between the survey and the group discussion could also be explained in terms of major shifts over the previous 12 months. The group talked at some length of the experience of having had Professor Scott undertake an evaluation of the Academic Development initiatives and of an even more recent initiative (July 1995), when a major conference on modularisation was held at *Institution 1*. Thus GI 3/1 commented "one of the things ... was that the emphasis is now going towards modularisation ... what stood out was ... the redesign of the course, and redesign with AD as an important element of the course".

Thus although the interviewees acknowledged that the programme had previously been dominated by tutorial programmes, they maintained that the institution was currently "moving definitely towards a small core group rather than masses of people out there". At this point the interviewees highlighted the impact of the cessation of IDT funding as the key reason for these changes.

It must therefore be acknowledged that from this institution two different sets of data were obtained 12 months apart. Unfortunately both sets of data were based on a limited number of responses, but it was possible to identify specific features that indicated the rapidly changing nature of both Academic Development and its context, and that highlighted the fragmented nature of Academic Development even within a single institution.

The questionnaire data presented a picture of a programme that was largely faculty-located, student-oriented and tutorial-based. Much of the work in tutorials was concerned with the development of not only the traditional skills, but also others such

as drawing skills, examination skills, interview skills and time management. There also appeared to be some content-based tutorials in the programme.

Generally the respondents perceived a positive response from their clients, but were less certain of the impact of this on their programmes or their institution. Thus 2 said the response was very positive, a further 2 described it as "positive", and the 5th pointed to "noteworthy progress". However, only 2 saw this impacting on the institution and described the programme as having "directed and informed policy on AD" and as, "entrenching" the programme and increasing the "credibility" of the faculty. At the same time one of the other respondents seemed to feel quite despondent due to "lack of interest, apathy, coordination and support from management, faculties and Senate level".

This suggested that both practitioners and managers were seeking a stronger response on the part of the institution.

Thus in reflecting the impact of Academic Development for change in the managers' responses, 1 respondent gave no indication of any noteworthy changes, and in the other 2 responses, one focused on evidence from students in the statement "performance of students improved, creation of enthusiasm among students, students are better equipped with skills." The other focused on a broader programme view of change; "The programme has become less 'ad hoc' and a clearer conceptualization of academic development has been reached". Further evidence of this was seen in the statement "more collaboration of projects, seminars, w/shops and by attempts at integration by staff." This last respondent added a somewhat negative note: "However, this has been achieved by minimal endorsement by management."

All 3 management respondents identified the "curriculum and institutional change to meet changed needs" model as being the one that most closely fitted their institution's programme. This, however, seemed to be at odds with the figures they gave relating to staffing of the programmes, indicated in the table below. Such high numbers of

staff, many on short, part-time contract posts, seemed to indicate a tutorial programme.

Respondent	Total Staff	Establishment	Contract
1101	12	3	9
1102	7		7
1103	45		45
Total	64	3	61

Table 5.2 Proportion of Establishment Posts in Relation to Contract Posts at *Institution 1*

The contradiction identified above was to some extent clarified in the group interview. The interviewees indicated that the programme had undergone quite a radical change of focus over the previous months. This was partly precipitated by the impending cessation of IDT funding and facilitated by evaluation/review process referred to earlier.

Initially the programme had operated with extremely large numbers of temporary part-time contract tutors. In 1994 the number of contract tutors had been reduced, and tutor facilitators were introduced. These tutor facilitators were to assist the departments in developing their tutorial programmes within the department. This strategy met with limited success as departments "maintained the old tutor forces as well" (*GI 2/1*).

There were, however, several faculties that moved at an early stage into a curriculum development process. For example in "Education, for 2 years now the entire first and second year curriculum, [has incorporated Academic Development] and it is moving into third year, [the curriculum] ... has been restructured with all the lecturers concerned, and the skills have been totally integrated to the extent that there is no such thing as a separate AD tut" (*GI 1/1*).

This movement towards a curriculum approach had been greatly accelerated by a decision taken at institutional level to modularise.

> Ian Scott spoke [at the modularisation conference] and he saw the shift in the scale from this big group of tutors now doing the work, as opposed to one or two specific people who was [*sic*] going to develop the curriculum and the whole structure ... (GI 3/1).

Thus the role of Academic Development practitioners at *Institution 1* was seen to be likely to change quite markedly over the next year as

> there should be less direct teaching, as in AD staff going and taking lectures and tutorials, but there should be more developmental work. In fact if there is a core group of AD policy makers, practitioners, or whatever, they would be facilitating change in curriculum and teaching, ... (GI 1/1).

However, it must be noted that this was what was perceived **should** happen, but some of the Academic Development staff were somewhat unsure that it would.

> In principle it has been accepted, but this is where the practice starts and we are wondering about the role we are going to play ... because it is obviously integral ... If they are going to just adjust first year curriculums, they are going to have to see the kinds of things we have been dealing with ... in skills and content tutorials, that they might shift some of that ... [into the programme] (GI 2/1).

Institution 1 would seem to illustrate the notion of a shift from tutorial-based, student-oriented, short-term programmes, to the holistic, integrated, longer-term conception of the curriculum approach. At the same time this data analysis indicated the possibility that respondents were articulating an idealised notion of practice as opposed to actual practice (Keddie, 1971).

5.4 White English university: *Institution 3*

The programme at this institution had been established in the early 1980s. This was initially in the form of a language and skills-based tutorial programme on the one campus, a second language unit that developed a credit-bearing language and skills-based programme on another, and a senior student mentoring programme on the third campus.

This institution appeared to be further into a holistic curriculum development approach and there was less emphasis on tutorial programmes although these were

still operating in a wide range of departments. That this had been particularly accelerated during the past year was illustrated by the way in which the group interview took up the themes evident from the survey data. Thus the questionnaires indicated a programme that was fairly substantial, widespread, and located within departments. Although at that time much of the work was based in a tutorial programme, the overall focus seemed to be towards an institutional curriculum-oriented response. This focus was confirmed in the report back meeting where one of the interviewees linked changes in Education Development to the Vice Chancellor's review (VCR[38]),

> Whilst in reality many activities are still at the tutorial based level, because there is a plan, even though it is not fully operationalised, it is there ... and in the meantime we carry on running all the (tutorial) programmes because we must"(GI 2/3).

This reflected something of a change from the situation at the time of the survey.

The programme at *Institution 3* was referred to as Educational Development and in defining this term the respondents pointed to the broader curriculum focus in terms such as "curriculum development", "educational issues", and "transformative". However, at the same time, the activities of the programme still had a very high tutorial representation (16 phrases) and 5 relating to special or bridging courses. Furthermore, although there was a strong indication of staff development, and curriculum development, it was clear that student development remained an integral part of the work.

This notion of a broader and holistic response was also evident in the range of work undertaken that included "course evaluation", "a credit-bearing course", "curriculum development", "develop mainstream", "institutional development", "language course", and "selection procedures" as well as 6 phrases indicating activities relating to staff development. An interesting feature of this institution, perhaps indicative of a larger and older initiative, is that 11 phrases indicated what could be termed "central functions" ie not related to specific departments, courses, or teaching and learning

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[38] The VCR was a strategic planning process set in motion at *Institution 3* in 1991. In phase I the management and administration were reviewed and in phase II, after a focus had been chosen for the university, academic planning guidelines were drawn up.

activities. These included coordination, evaluation, administration, research, and resource development.

However, in spite of this seemingly progressive position, at the time that the survey was undertaken, there was an underlying concern. Although the practitioners reported many changes in relation to the curriculum, teaching, and learning, there was a sense that they believed the broader response across the institution would not, at that time, have supported the implementation of the kind of institutional curriculum focus that they believed was needed. There was also some confusion as to the role they were playing. This was encapsulated in the following statement, "My job has never been clearly defined - thus far I have responded to expressed needs - initially at department level, more recently at institutional level".

At the report back meetings a year later the interviewees picked up on this notion, pointing to the espoused strategy, in the VCR, that had not yet been concretised (*GI 1/3*). At the same time another member of the group pointed out that "curriculum development and main-streaming and institutionalising it ... is actually what is taking up our time at the moment in terms of how we are going to respond to the VCR" (*GI 2/3*). The current phase was interpreted as interim or transitional by the interviewees.

The notion of the role of the VCR in these changes was discussed at some length and *GI 2/3* suggested that it was the process of review that had brought about the change rather than the particular recommendations of the Review[39]. It was acknowledged that Education Development had been able to contribute to and influence some of the processes, but the role of key decision makers in taking the issues forward was seen as critical. This was supported in the Group Interviews on the second campus of this institution and it was suggested that the decision taken fairly early to establish structures that could be located appropriately within the broader institutional

[39] "The process of developing the policy is what is creating the change, not the policy" GD 1/3.

framework[40] had also been critical. This confirmed the view, expressed in all the responses from all the institutions, that to be successful Academic/Education Development needed clear and unequivocal support from management.

It seemed therefore that the process of review, and the support of senior management, described by the group as "risk taking", "investing their energy", and "putting their credibility at stake", had been key factors in the progress made in Education Development in this institution. Furthermore the agreed strategy articulated in the VCR had served to maintain the focus and direction of the change. As 2 of the group discussants described it, "it acts as a back stop" or a "safety net" and although the norm was that where plans should be "Strategic and operational, the vision and reality are often some way apart ... [However in the VCR] instead of there being a dissonance between vision and reality ... the vision becomes the point of departure."

In this they were reflecting on the role of the VCR in influencing the general ethos on campus and they described a definite shift that had allowed many academics to come out more openly in support of a transformative position, and that had led to considerable innovation in curriculum and university policy.

It should be noted that questionnaire responses were received from all 3 campuses of this institution, and report back meetings were held on 2 of them. There was general agreement with the data and with the initial interpretation of the data from both campuses that had the meetings.

One feature of the report back meetings was the extent to which the groups explored the reason why the institution seemed to be making such progress in moving toward an institutional, curriculum-based paradigm. It was acknowledged that Academic Development practitioners had made a contribution, but the critical factor was the

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[40] The Chairman of the University Senate Reported that Boards for the Education Development Programmes had been constituted in order to deal with matters of institutional development, curriculum development, staff development and student development within the university (Minutes of the University Senate, 8 May 1991. Item 3.5, p. 8/320).

commitment and engagement of Senior Executive. This engagement and ownership had enabled *Institution 3* to move this far into curriculum development.

5.5 Black "tribal" university: *Institution 2*

The Programme at this institution was one of the last to use the title Academic Support. From the survey data it appeared that, at *Institution 2,* the programme, as a coherent exercise, was fairly new[41]. Previously there had been a Bureau of Tertiary Studies that had originated in the notion that lecturers could be assisted to improve their teaching within a technical framework. This had later been seen to be unsuccessful (Interview 19) and the staff had turned more and more to assisting students, focusing mainly on reading (McLarty1986) and computer-assisted learning in a Plato Centre.

The approach in the current Academic Support Programme was fairly broad and holistic including learning-related student development as well as staff development. Thus the activity appeared to involve a fair amount of tutorial work, and was student oriented. However, there was also evidence of staff development and a strong emphasis on a holistic teaching/learning approach with Academic Development staff working with lecturers in the mainstream[42] course programmes.

This new programme was established in 1993 with the appointment of a senior manager who had previously been working at another HBI, the University of the Western Cape (UWC). Influenced by his experience at the University of the Western Cape he therefore came with a clearly-developed notion of Academic Development and of how it could work in an HBI. This seemed to contribute to a fairly consistent

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41 The Coordinator of the programme for the external campus was only appointed in May, 4 months prior to the questionnaire distribution.

42 The term mainstream became commonly used in Academic Development discourse to define the lectures and course work of the courses offered by departments. It was also used to define the community of lecturers and tutors teaching those courses as opposed to the Academic Development practitioners who are not perceived to be teaching the mainstream work.

set of responses that indicated a coherent programme with a clear element of curriculum development.

The programme was implemented through four units or programmes:

1. strengthening and expanding the Computer Supported Education [43](CSE),
2. consolidating the work of the 3 specialists in listening, reading and writing and increasing the staff to develop an Academic Literacy Unit (ALU)
3. establishing faculty-based Teaching-and Learning Support personnel (TEALES)
4. establishing an Academic Support and Counselling Programme (ASC).

Thus the function of the CSE was to include computer-aided learning for students, an out-reach programme to local schools and "[Personal Computer] support (for Academic staff)". The ALU was to "offer campus-wide support in the teaching of academic literacy; to be a resource at Faculty/department level; and to investigate alternative academic literacy programmes" (Boughey 1993: 2). The TEALES were to assist faculties in responding to teaching and learning needs, and the ASC was to provide tutorial support, based in the residences, primarily for Kagiso Bursary holders[44], but was also accessible to any student who wished to make use of the support.

However in spite of the apparent coherence of the programme and the emphasis on curriculum development, it was also evident that this programme, like most of the others in the region, was a short-term project. It did not at first appear to be as short-term as some of the other institutions in the region as the proportion of the contract staff to permanent staff was 14:3.

These perceptions, based on the survey, were shown at the report back meeting to be somewhat erroneous. The senior manager had not included the large number of temporary part-time tutors who operate in the programme (well over a 100 such posts

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[43] This had grown out of the work of the Plato Centre.

[44] The Kagiso Trust provided additional funding to institutions for the support of their bursary students.

operated on the 2 campuses). This then shifted the proportion of permanent staff to contract staff quite markedly (3:114). It should be noted that at this institution even the senior manager occupied a contract post. Furthermore at the time of the report back meeting, in August 1995, the staff did not know whether or not their contracts would be extended for another year.

When the short-term nature of the programme was raised in the group interview one of the respondents indicated quite strongly that it was very important that it be noted that the Academic Development staff did not, themselves, have a short-term approach. She pointed out that theirs was a long-term vision that was constrained by financial and institutional pressures. This view particularly highlighted the tension practitioners encountered when their experiences and understanding directed them towards a long term, holistic and integrated response, but the institutional structure provided only for a short-term adjunct programme.

Later in the group interview it was intimated by another participant that the programme was not as coherent as the data seemed to indicate. It was suggested that there were other practitioners who were not present at that time, nor had they completed the survey questionnaire, but who had very different opinions. The emergence of these tensions seemed to suggest that it would be useful to explore this programme in more detail. Furthermore, the coherent integrated framework of the programme, imported as it were from another HBI, presented an opportunity to examine the notion of replicability as well. These features served to make this institution the first choice as a case study.

5.6 White technikon: *Institution 4*

The most characteristic feature of the analysis of this institution was the sense of a group of people working together as a team. The programme on this campus, referred to as Education Development, had a small staff, 6 practitioners and a senior manager, so it would seem it was possible to build a team approach. This was indicated by the

high level of coherence evident among the practitioners and further reflected in coherence between the manager's and practitioners' responses.

The programme at *Institution 4* was a subject-oriented language and maths skills-based tutorial programme. The practitioners believed it should, and the manager believed it did, contribute to transformation through a broader base of an institutional response that involved curriculum development and all teaching staff. However the practical reality was that at the time of this research the programme was a student oriented, adjunct tutorial programme.

Thus, all but 1 of the practitioners were tutors. The one who was not a tutor was responsible for the development of a computer learning centre. The number of students the Academic Development practitioners worked with ranged from 50 to 120, and 2 respondents indicated that there were "500 EDC students ... 210 work with ESL". This range was also reflected in the potential clients identified as 1 respondent gave as few as 110, and 3 others indicated 3000. The Technikon Annual Report indicated that in 1994 there was a total of 9000 students, of whom 28% were black. Thus the figures provided by the latter respondents suggested that they viewed their clients as being mainly the black second language students.

The bulk of the practitioners' time was spent directly with students in tutorials and one to one consultations. They worked with fairly small groups of students, between 10 and 25.

In the practitioners' assessment of the impact of the programme, and interaction within the institution, a certain unevenness was evident. The respondents seemed uncertain of their success, with one respondent indicating "very enthusiastically", but the others qualifying their responses in terms such as, "depends on subjects offered at that term", and "attendance is erratic". This uncertain response was confirmed by the suggestion that there had not been much impact, but 1 respondent recorded that some lecturers were "recommending" the work and another that some improvement in marks had been noted. However, 2 other comments perhaps summed up some of the

loneliness and frustration expressed by many Academic Development practitioners: "departments have not taken ownership of the problems experienced with course content", and: "Reports and memos to departments, and Rectors, about problems raised by students usually go unanswered".

The unevenness of these responses was confirmed when 2 respondents indicated a fairly high level of contact with lecturing staff in relation to feedback, guidance and even curriculum development, but the other 3 indicated little or none. This highlighted one of the major difficulties of an adjunct programme where Academic Development had to induce departments and the lecturing staff to participate in the process. This was also reflected in their failure to see any noteworthy changes in the teaching and the curriculum.

Perhaps counteracting some of the frustrations represented in the above situation was the sense of a team working together and supporting each other that emerged from the data. Although some of the congruity in responses from this institution was due to some of the respondents discussing sections of the questionnaire they found vague, the sense of a team was not just a result of that, but was confirmed later in the interviews and from observation of the way the unit operated.

This sense of a shared vision and cooperative approach contributed to the researcher's decision to use this institution as the second case study as it suggested a coherence of focus that was not evident anywhere else except in *Institution 3*. A further feature was that *Institution 4* was the only one where a long-term approach seemed evident in that all of the Academic Development staff had permanent posts.

The team approach was confirmed in the Group Interview at the report back, but the notion that the institution had a long-term approach was discounted. It was pointed out that in fact, at this technikon, the permanent posts served to make a short-term approach permanent. Thus the institution that had seemed to have a long-term approach was in fact institutionalising the short-term adjunct approach.

A particular feature of the data from this institution was that like the other technikon in the region, there was a clear separation of staff and student development with the Education Development staff working only with students.

These features combined with the unstable situation in the other technikon served to identify *Institution 4* as a case study.

5.7 Overview of the Academic Development in the institutions in KwaZulu Natal

From the analysis of the combined data, and with an overview of the institutional analyses, it was possible to identify certain themes in spite of the great diversity. These themes could be reflected on a continuum that was to some extent chronological. Most programmes began in adjunct, student-oriented tutorials and some had changed to become more curriculum oriented. There had been considerable diversity in the rate of development and the extent of change. This was reflected in the table below.

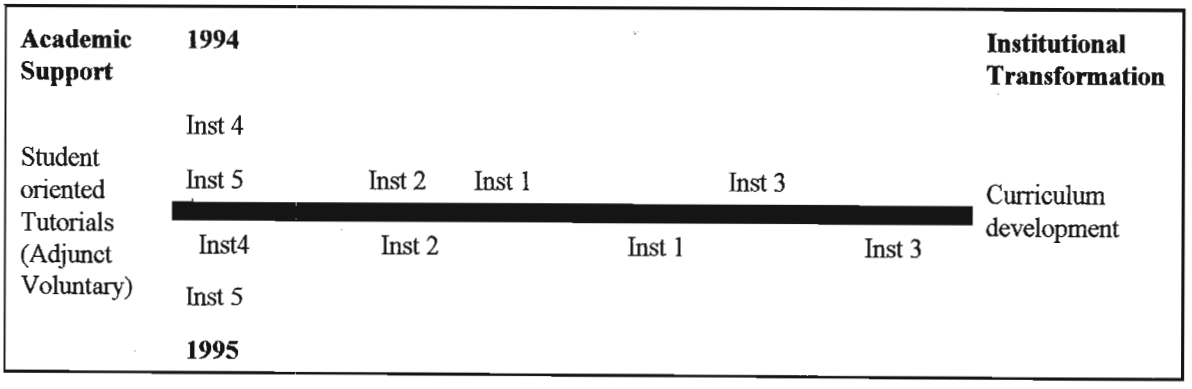

Table 5.3 Continuum illustrating the changing positions of Institutions in the KwaZulu Natal region in relation to support-based programmes and curriculum development between 1994 and 1995.

With this notion of diversity in the rate and extent of change there was also evidence of obstacles and resistance to that change. This diversity and change and the features that inhibited that change are more closely examined in the 2 case studies that follow.

5.8 The case studies

The two case studies both reflected programmes where there was a certain amount of tension over differences in approach. They both also appear to be located in the student-oriented, tutorial-based, academic support mode, though for slightly different reasons. At the same time many of the practitioners and the managers of both programmes had a transformatory vision. It was in the tension between these two notions of Academic Development, the student-oriented, tutorial-based support and the transformation of the curriculum, that Academic Development seemed to be located.

5.8.1 Case study I: Historically Black University, *Institution 2*

The Bureau of Tertiary Education at *Institution 2* was established in 1985 with the appointment of a director who had previously been Professor of Didactics at the institution. The central idea of this Bureau was "to promote and facilitate teaching and learning" (interview 19) and according to a member of the University Senate at the time, it was located within a technological framework (interview 19).

The interviewee indicated that the Bureau had been largely unsuccessful because it had only one staff member and was under-resourced and because: "We were assuming that the academics would be ready to accept it. We did not reckon with the various resistances and opposition" (interview 19). Because of this resistance lecturing staff failed to participate in workshops or seminars and then, because they had not attended, the staff member in the Bureau "was not able to deliver, [and] a vicious cycle of non-delivery/non-support developed" (interview 19). When the incumbent resigned, the university appointed an *ad hoc* committee to review the situation.

An examination of the *Report of the Ad Hoc Committee, appointed by Senex* in 1992 to investigate Academic Support for Students at the university, revealed that the staff at that institution anticipated the establishment of a programme that was focussed on

student needs, that would operate through extra tutorials for students and not impact on the academic staff in any direct way. The report listed 6 areas:

> subject support
> skills support
> personal support
> community support
> research and evaluation of the Academic Support Programme
> facilitation of ongoing curriculum examination and modification. (*Report of the Ad Hoc Committee*, 1992: 1)

Although the committee stated that these were not necessarily listed in order of importance, from the way in which the items were dealt with more fully in the report it would seem that not as much thought had been given to curriculum development as to tutorials and the subject and skills support they were to provide.

It was to meet these expectations that the current Senior Manager of the Academic Support Programme at *Institution 2* was employed. He described himself as having eight and a half years of experience "in the design and implementation of Academic Development Programmes at the University of Sana'a [in the Middle East] and the University of the Western Cape" (Boughey, 1993: 1). Within his position, indicated by his proposal for the structure of the Academic Support Programme at the University of Zululand, was evidence of his intention to replicate insight, practice, and even possibly models from his experiences in other places and his interaction with others in the field in South Africa.

The proposal, prepared by him on his appointment, indicated that he had a very different perspective from that of the *Ad Hoc Committee*. He outlined the role of Academic Support as being "to assist mainstream academic staff and their students in making ... teaching and learning more effective". In this he was not proposing a "traditional programme of staff development ... [nor] separate skills courses for students"but was arguing for a programme "**requiring** the **joint cooperation of lecturers**,[45] students and academic support personnel" (1993: 2). This was to be a

[45] My emphasis.

programme to assist the Faculties in "achieving [their] teaching-and-learning objectives, through the integration of student, staff and curriculum development" (1993: 3). This notion of an integrated collaborative approach was repeated in phrases such as "collaboration with mainstream staff" (1993: 3), and "**collaborative**[7] undertakings" (1993: 4).

This paper formed part of a seminar series produced by the staff of the Academic Support Programme at *Institution 2* in 1994 and this series provided a view of the attitudes, perceptions and activities of the staff in that unit. In particular it was possible to identify conflicting views on the role and functioning of the programme.

For example there was evidence of a divergent view in a seminar paper written by one of the Academic Literacy Unit (ALU) staff who described herself as having been "involved in adjunct academic support work at this university since 1985" (Pritchard, 1994: 30). In this paper she indicated her shifting perceptions of her role from that of devising "study skills programmes containing listening, discussion, reasoning and writing activities" (1994: 30) to a realisation that students "are expected to demonstrate the skills and abilities that are associated with academic literacy, yet most curricula (primary, secondary and tertiary) do not provide the student with the opportunity to develop into an academically literate person" (1994: 31). In the same paper she went on to describe the approach of the new Senior Manager and the head of the ALU as "well-founded, sensible and very feasible" (1994: 31).

Her "new vision of academic support and [her] own part in it" (1994: 31), was not held by all the staff. In another paper in the series, Makhathini, another member of the Academic Support staff employed in the Academic Support Programme prior to 1992, described his work in the "Achieve" course at that time as "a more sophisticated, collaborative and goal-directed version of language teaching ... the course was a great success" (Makhathini, 1994: 25). Thus he seemed to be uncomfortable with the new, post 1993, programme approach and described the change as "frustrating, confusing and [it] sometimes [had] led to a lack of direction" (1994: 25) He stated that he had "not yet managed to define the term Academic Literacy **... academic** literacy, which

means to be a specialist in a particular field ... one must specify in which part of the academy we are literate " (1994: 27).

This evidence of unease with innovation was reiterated in another paper, this time from a new staff member in the Academic Support Programme. He maintains that the situation at this university ... is different from "HBUs like UWC and UDW" where the "majority of their *Black* students are definitely not from such disadvantaged backgrounds as those who are admitted [here]". He maintained that "whatever they have developed I cannot simply take up and apply here" (Makhambeni, 1994: 53).

Thus resistance to replication and to certain notions in the new programme appeared among the Academic Support Programme staff during 1994, quite an early stage in the development of the programme. This resistance and the resulting division among the staff were reflected even more clearly in interviews with the staff of the unit in September 1995. In some ways it appeared that the resistance had incorporated some of the academic staff resistance to the attempts of the Bureau of Tertiary Education. Thus several of the staff indicated that their primary aim was to "win" the support and acceptance of the lecturers and they viewed the "bulldozing" attitude of the staff who supported the position of the senior manager as counterproductive (Interviews 1, 16 and 17).

In this group there was some ambivalence as one interviewee demonstrated. On the one hand she was concerned about solutions imposed on departments from outside, but on the other hand she wanted a "guide or 'help book'" (interview 16).

A feature of the different perspectives that emerged was that there was a division along lines of race, with most of the white staff supporting the model proposed by the new senior manager, and a group of the black staff concerned with winning the support of the academics. This latter group saw the academic staff as resistant because they had gone to a "workshop to investigate ways they thought would suit [*Institution 2*], only to find that the minority - the moderates and the whites accepted the

programme (being imposed by the new senior manager). Most of the Blacks, especially the Black South Africans refused to accept it" (interview 17).

There was a third group of black staff who seemed to be uncomfortable with the approach adopted by the "staff winning group", but who also were unable to align themselves with what they saw as being a group whom they perceived as unwilling to compromise. This group seemed particularly sensitive to things being "imposed" upon departments" (interview 16).

The racial element in these tensions must be acknowledged and one interviewee indicated that this went beyond the Academic Support Programme Staff (interview 14).

At this point it became important to take cognisance of the personalities involved. Almost all the respondents in the survey identified the need for Academic Development to have a powerful head with access to the institution's executive. This was seen as being important for Academic Development to function effectively (in the survey 28 agreed, of whom 18 agreed strongly) and the senior managers of most programmes appeared to have been key figures in the development of the field. The contrast between the styles of leadership of the programme at *Institution 2* and the other case study (*Institution 4*), is marked. Thus, the senior manager at the *Institution 2* was an outspoken, directive leader with clear goals and a sense of urgency about achieving them. This urgency was increased by the awareness that there was funding for only a further 2 to 3 years and his goals were informed by his work on a PhD thesis that was nearly complete at the time of his appointment. His was one of the first PhDs to be awarded in this country for Academic Development-related work and thus he could be considered as an expert in the field.

It seemed therefore that he was the kind of powerful head who, with access to the executive, would enable the programme to function effectively. This, however, did not seem to have happened. His attempt to replicate a model that he knew worked had rather alienated, not only academics, but also, as was evident from some of the

interviews, a number of his own staff. At the time that data was collected for this case study the situation was close to an impasse with one particular member of staff who had written an open letter in May 1995 to all Academic Support Programme staff that indicated extreme distrust of the senior manager. In spite of a firm, but open response from the senior manager, the staff member followed his letter with almost open rebellion by arranging to be off campus when an important evaluation of his programme was scheduled (interviews 13 and 14). This seemed to suggest that the personalities of some of the other staff in the programme had also contributed to the divergence.

It was not possible to analyse fully the impact of the style of leadership of the senior manager on the relationship between the Academic Support Programme and the academic staff they sought to serve, and this is an area that warrants further examination but is beyond the scope of this thesis. The seminar papers and the case study interviews were evidence of the impact of the leadership approach on the programme staff. A very different style of leadership is identified in the other case study and the ethos in that unit is evidence of its impact.

5.8.2 Case Study II: Historically White Technikon, *Institution 4*

Institution 4 had a total of 9 000 students in 1994, 56% of whom were white, 4% coloured, 12% Indian and 28% Black. In an interview in September 1995 interviewee 4 indicated that only 49% of their students were white. If one considered that as recently as 1989 the institution was still operating under the quota system whereby not more than 8% of the students could be of "other" races,[46] then this change in student population has been particularly rapid.

It was the admission of the first black students within the quota in the mid 1980s that led to calls for a "Bridging English Centre at the Technikon, to help counter the problems experienced by Black students entering a tertiary institution" (History of the ESL unit, 1995). In 1990 the Bridging Centre became the English Second Language

[46] See Chapter 3 section 4.5, Admission of students of "Other population groups".

(ESL) Unit and at the end of an extended period of research into Education Development needs in 1993 the ESL Unit was incorporated into the new Education Development Centre. Thus it could be argued that on this campus Academic Development had its roots in English Second Language work.

The basic philosophy of the Education Development Centre was spelt out in a document entitled "Proposal for an Education Development Strategy" (1993). In that document it was evident that the focus was on students "to facilitate the educational development of students who, due to disadvantaged educational backgrounds, find difficulty in coping with the rigours of tertiary study" (1993: 52). In expanding on how this was to happen, it was evident that it was planned as a collaborative venture with departments (1993: 54). It also appeared from the bibliography that the work of local researchers in the field such as Agar (1986), Hofmeyer and Spence (1989), Hunter (1990), and Mehl (1988), had informed the proposals.

This suggested that there was an openness to alternative notions of Academic Support[47] and a willingness to utilise or replicate strategies of programmes that had been seen to be effective in other institutions. Thus, like *Institution 2,* at *Institution 4* there was also some notion of the benefits of replicating successful strategies or programmes. However, within this lay a major problem for the practitioners at this institution. The model that they supported and would like to have replicated, namely an integrated staff and student development process impacting on the curriculum through an institutional response, did not fit with the existing institutional ethos.

In the first issue of the in-house newsletter *Eduforum* (referred to in the survey data as a channel of communication and interaction with academic staff), 3 issues that influenced the approach of the Centre were listed. These were, firstly the complexity and controversial nature of issues relating to the changing student population,

[47] It is interesting to note that at this stage, with the exception of the Bulman & Frame (1991) article (which refers to Education Development), the term used in the titles of the articles is Academic Support not Academic Development.

secondly the need to examine educational policies and thirdly there was acknowledgement that "change is inevitable." (*Eduforum* No. 1, 1993).

This last theme of change recurred throughout the 6 issues of the newsletter up to December 1995 and in the 6th edition, in an article entitled "The new reality at Technikon Natal" (Hutchison, 1995), academics were urged to acknowledge the need for "concomitant change in attitudes, methodology and even curriculum" (1995: 1). Although the article title referred to reality, the reality at the time was that most of the work of the centre was focussed on student development through language, skills, and content tutorials. The staff interviewed had all indicated levels of frustration at their failure to promote change in teaching or curriculum.

In 1994 the Centre staff consisted of 7 Academic Development staff all on permanent appointments. These were a senior manager and 6 education development lecturers:

* working in the area of language support (3)
* running a science development subsection with bridging programmes for prospective students, outreach programmes to potential students in local high schools and tutorial programmes for registered students (1)
* running a mathematics development programme(1)
* managed a computer-aided learning laboratory (1) (*Eduforum* No. 5, 1994).

Initially the survey data indicated that this was a programme that could be defined as long-term with no contract staff and a broader view of Academic Development as relating to educational issues and institutional transformation (Appendix 6, item1b, educational performance and institutional transformation: pp6.2-6.3). However at the report back meeting it was pointed out that there was an even stronger indication that the practitioners' work was located in a student-focused, content and skills-oriented tutorial programme and it was suggested by one of the participants that the short-term response of "fix-it" tutorials had been institutionalised (GI 3). It was argued that having these permanent posts increased the academics' antagonism toward Academic Development as they saw Academic Development practitioners competing with them for the limited pool of promotion posts (GI 2/4).

On the other hand the permanent nature of the Education Development Centre meant that the academics were able to place responsibility for assisting students permanently upon the shoulders of the Education Development Centre staff. This contradiction highlighted the dilemma that Academic Development practitioners found themselves in as they were forced to continue working within structures that required that they undertook exercises that they perceived to be worthless; "except for 1 or 2 departments ... the rest of the time I think I am wasting my time" (Interview 4).

This raised two questions:

a) Why did the Academic Development practitioners believe that they were wasting their time in the tutorial programmes?

and

b) Why did they not embark on implementing more effective programmes?

The first reason why practitioners in this institution questioned their own effectiveness was that they saw only 500 students per year, i.e. 500 out of a potential total of 3 000 second language learners many of whom had failed (Interview 4), and many more who did not even get the required class marks. Those without the required class marks were not allowed to write the examinations and so did not feature in the failure rate (Interview 3).

Another reason for the practitioners' concern with the work they were doing and their urgency to work in an integrated programme with staff impacting at curriculum level was that they were often "privy to all sorts of complaints and positive factors" (Interview 4) because they were working with small groups and got to know the students. However, they were not able to feed this information back into the development of the teaching and learning process. "We see from working with students that the old traditional ways are no longer working" (GI 3/4). Furthermore, in order to grapple with their task of helping these second language learners the practitioners, through reading, and their engagement in conferences and regional discussions, had become aware of the current debates around teaching and learning in higher education. However, with the separation of staff development from student

development they were not able to take the debates into the staff rooms and academic forums.

As was indicated in the HBU case study, one of the reasons for the lack of engagement with academic staff around such issues was the resistance from academics. The cause of this was generally identified by the technikon Academic Development practitioners as being the adjunct nature of the programme. In one of the interviews the difficulties of developing a working relationship with the academics were very vividly described as follows:

> If you don't have that connection [with a department] it won't work, and it [getting that connection] is hard work, and establishing the relationship has to come from me. ... They don't register [with the Centre], they don't phone back when you leave messages; there is no reply to memos; classes are suddenly put into your times; when you phone they say "Sorry, but this takes priority"; you never hear from them, and in fact they generally don't know who you are! (Interview 4).

Another of the interviewees described the difficulties in terms of the credibility of Academic Development:

> We hoped that if we became a formal centre like the EDC ... our credibility would increase. I am not sure that has happened because resentment has built up ... I am also worried about our role. Being a kind of consultative role, which we're trying to be more and more, having all the answers and advising lecturers on possible solutions to overcome problems ... But we don't have to cope with the large numbers of students they have to. I find it difficult to come up with real, practical, helpful solutions to their problems with students (Interview 7).

It would seem that this practitioner was not as comfortable as interviewee 4 and she questioned her own abilities, going on to describe herself as diffident in the face of the difficulties experienced by academics in the departments which she referred to as "the jungle" (Interview 7). This highlighted the notion that Academic Development work was not the real work of the institution but also pointed to the tension and competition that existed in many academic departments as Moses suggests when she asserts that "departments rarely are very happy places" (Moses, 1986: 622).

The difficulty in integrating their work with the mainstream courses in the departments described by both these staff was exacerbated by the structural separation of staff and student development. This led to the formation of what interviewee 8

described as "an almost impermeable barrier between staff development and our other work". The origins of the separation were historical and briefly referred to in Chapter 3, but the reasons for the continuation of this separation were described by interviewee 20 as "more for reasons of structural preservation than for philosophic or academic reasons." Later in the same interview he referred to "territorial protection", where individuals do not want to see "what they have established ... changed or diluted under some other management structure" (Interview 20). This was confirmed by interviewee 8 who suggested that the implementation of an agreement to integrate the activities of the 2 units would depend "on the personalities involved".

The separation of these two aspects of the curriculum in the technikons (it was also evident in the data from the other technikon in the region) impacted greatly upon the work of the Academic Development practitioners in these institutions. Thus one practitioner captured the fragmentation of the system as follows:

> I see the students and I see us, then I see the academic departments. We ought to be a bridge between the students and the academic departments, but I see the gap widening between the academic departments on campus and the students. I am not sure we can bridge that (Interview 7).

However another interviewee indicated that she believed that if they were allowed to interact with the departments, the staff of the Education Development Centre could make a major contribution to enabling the institution as a whole to bridge the gap:

> If you can really help the staff, then you don't need to see the students as much (even though I hardly see them now - only for 2 periods a week). If you can make more and more changes in the curriculum and the methodology, etc. of the main-stream lecturers and develop material with them and even team teach with them, then you don't need to have extra tutorials. Maybe the students can't get by without extra tutorials, but they can have them run by fellow students - they won't need an ESL specialist to run the tuts. If the ESL specialist is working with the lecturer to try and do whatever is necessary to ensure that it is understood the first time in the classroom (Interview 4).

This reflected the tension between commitment to change (and the vision for what that change should bring) and the realities of the resistance to the integrated process the Academic Development practitioners sought to implement. A reason for the difficulty posed by this resistance was identified by interviewee 8:

> The reality is that you have a threatened species - the 'chalk and talk' lecturer who is used to dealing with a cultural group that he/she is familiar with, in a language that is his/her own. In this

> institution, and most institutions in South Africa, this is no longer a reality. What is happening is that as people are threatened by the transition, they start intensifying the barriers around them and this makes it a little bit more difficult and it takes us longer to try and get through to them (Interview 8).

Three other reasons for the resistance were identified, firstly that academic staff did not see the relevance of resources the EDC was offering, secondly that they were not prepared to invest the energy required by the changes, and thirdly that they had become territorial. Thus, he identified the existence of boundaries

> that have been created between the various academic, non-academic - academic support, and academic proper - those boundaries, which in essence should have only been a matter of convenience for pragmatic, logistical reasons, have become permanent, impenetrable and territorial. I would imagine that those kinds of boundaries are magnified in any institution under threat (interview 8).

During the year between the survey and the case study interviews this technikon had experienced a major governance crisis and by August 1995 a transformation exercise was under way that provided an opportunity for change of the kind advocated by the Academic Development staff. However, this was not happening and the 2 practitioners who were involved in work on the transformation programme (Interviewees 4 and 7) both expressed concern at the way the process was becoming "bogged down" and "politicised" in a way that distracted the participants from implementing real change.

The notion of change and response to change were common themes in the interviews and in the *Eduforum* the senior manager of the programme had sought to challenge "people and the whole institution to change, otherwise it is the end of us [as an institution]" (interview 8). There is in this a sense of urgency that was repeated in a later statement "I purposely use the word 'enforce' because those who don't want to make the shift or are uncomfortable where they are and don't want to make the transition must be forced to do it" (Interview 8). However in spite of this urgency for change, this senior manager seemed less frustrated and not as impatient as other managers had seemed.

It appeared that he, like many others in the field, had an almost missionary zeal: "I am currently on a mission to try to get the whole of student affairs, student support services to begin to think systemically[48] and from there I am hoping to be able to influence the whole institution" (Interview 8). Yet he had identified the need for a low key approach and expressed very definite optimism that change of the kind he sought would come "Even if I have to bide my time whilst other people come to grips with what has to happen" (interview 8). The fact that he and his staff were all in permanent posts facilitated this patience. Furthermore, this seemed to be part of his particular style of leadership (he specifically chose to use the term "leadership" rather than "management"). In this he identified the following as being features that had contributed to the development of the shared vision that had been largely[49] evident from the practitioners of this institution:

* the existing staff participated in the selection of new Academic Development staff
* he did not consider himself an expert in Academic Development and therefore relied on the staff for guidance
* this he believed increased their sense of worth
* his primary role was to develop his staff
* he operated from a systemic view and organised social functions that included the partners and families of his staff as "What they are doing here impacts on their home and vice versa" (interview 8).

Operating within this framework there was a definite sense of a team operating within this institution in a way that was not evident anywhere else. The key to this appeared to be the style of leadership of the senior manager and the fact that all the staff had permanent positions. They were therefore in a position to take a longer-term view of their role even though the institution had constructed them into a programme that offered only the short-term response.

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[48] It is noteworthy that he indicated the influence of the work of Senge (1990) and that leadership at *Institution 3* also acknowledged its impact on institutional thinking.

[49] There was one practitioner who indicated less conviction of the viability of the shared vision, but still acknowledged appreciation of the particular style of leadership adopted by the senior manager.

Chapter 6 Some trends in Academic Development in the 1990s

In spite of the diversity evident in the data from the 5 institutions there were common trends. Although these trends were reflected in different ways and at different levels in the institutions studied an attempt is made in this chapter to reflect their development and the effect of their interaction.

6.1 Tutorial programmes

The most pervasive was the broad emphasis on a tutorial-based, student-oriented, response. All programmes reflected some evidence of this, particularly in the early stages. This was part of the "strategy to raise under-prepared students to an acceptable level" (Moulder, 1988) This aspect had in many ways remained linked to a "support element" in academic development that was present even though many programmes no longer used the term, nor viewed themselves as providing Academic Support. Thus many of the practitioners who responded to the questionnaire were employed to tutor in, or organise, such programmes.

One of the original difficulties of the "Academic Support" approach was that these tutors and coordinators were responsible for assisting students with their English through extra tutorials that were run outside the departments.[50] This was still the way a number of programmes were operating at the time of the survey, and in one case the coordinator of a programme was running about 62 tutorials, for 700 students, utilising post graduate students, 3 as full-time tutors and others as part time tutors (case study interview 1).

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[50] The English Language Development Scheme at the University of Natal and English Second Language Unit at the Natal Technikon were examples of this approach.

First-year students (generally), met weekly with the tutor to deal both with syllabus content and academic skills as well as with broader issues such as learning needs, problem-solving, relationships, and in order to provide opportunities for discussion (responses from 19 practitioners' questionnaires). In many cases tutors found themselves in very difficult situations with students demanding that they reteach the course content (case study interview 2). Thus on the one hand they were told by the academics that all that was needed was for them to teach language and study skills - remediation - and on the other they were faced with students who maintained that they could not understand the lectures at all and they demanded that the tutor reteach the material. Very often the tutor was aware that reteaching the material could at least give the students some understanding of the major issues and knew that if they resisted this pressure to reteach the material the students would give up attending the sessions. This highlighted the tutors' powerlessness where on the one side they faced pressure from the students and on the other they were marginalised by the academics in the departments where the real solution to the students' difficulties lay.

The extent to which such tutorial programmes continued varied from institution to institution and in the overview of the different campuses one of the features identified was a continuum that included programmes that were almost entirely tutorial-based at one end, and at the other programmes where the focus had shifted onto curriculum.

6.2 Growing concern about the efficacy of these responses

This shift toward curriculum development came about largely as a result of concern at the efficacy of academic support initiatives[51]. Thus Hofmeyer argued that Academic Support could work within certain constraints (Hofmeyer 1989), but Moulder (reported by Robbins, 1989b) maintained that this was unrealistically expensive once one moved beyond a few black students entering the university every year. This view

[51] Pavlich and Orkin (1993) maintain that at the University of Natal the shift came about as a result of [an acknowledgement of] flaws in a 'student deficit' model of academic development ... impetus ... from the newly revised Mission Statement based on a document that assessed the university's changing position in society ... [and] the appointment of a three member Deans' Review Committee" (1993:3 - 12).

was supported by Pavlich and Orkin (1993), in their somewhat controversial *Case Study Evaluation of Academic Development*. At the same time the practitioners experienced considerable difficulty in achieving more than temporary success (Sanders 1986). Thus they came to the position that Academic Development should be more than a tutorial programme to assist students, as the table below, based on the survey data, indicates.

Statement (Total responses = 35)	**Disagree**	**Agree**	**Neutral**
AD should be an institutional response	0	32s[52]	3
AD is to help all students	3	32s	0
AD has to impact on the curriculum	3	29s	3
All teaching staff should be involved	4	29s	2

Table 6.1: Perceptions of Academic Development most strongly supported by practitioners.

However, although the Academic Development practitioners and managers saw the limitations of the "add-on" tutorial approach they did not perceive that view to be held by the decision makers in their institutions. *Institution 4*, where tutors in permanent posts had been appointed to address students' needs, was seen to have been "building into the long-term a short-term response" (Group Interview 4/4). Also a number of respondents reported that they still had difficulty obtaining support from the academics for anything more than an add-on tutorial and the academic staff took little interest in those (interviews 4, 11, and 13).

6.3 Movement towards an holistic approach

The desire for, if not an actual movement towards, an approach that took in broader institutional and curriculum factors, was evident in all responses. Thus even interviewee 1, while maintaining that the extra tutorial programme needed to become

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s denotes the majority of the respondents strongly agreed with the statement.

part of the institutional programme, acknowledged that there should be broader change in teaching and learning.

The case studies illustrated the factors that influenced the Academic Development practitioners' shift in perception. Initially, the argument for adjunct extra tutorials was that the underprepared students needed more time on task and that this was provided in the extra Academic Development tutorials. However, in some institutions all the students could have been classed as underprepared, and Bunting (1994), shows that even in those that had a largely white student body there had been unacceptably low success rates, particularly for first-time entering students (1994:76).

Thus one feature that became very evident, and that was highlighted in 3 of the group interviews, was the conflict experienced by Academic Development practitioners who were required to provide a short-term solution to what they knew to be a long-term problem. Furthermore, the experience of working in the short-term area served to confirm for them day after day, that what they were doing was superficial and not really addressing the issues.

They dealt with this dilemma in a number of ways. Some moved into the affective domain, building relationships with the students whom they tutored and in that way the success of those students became the reward for their work (interviews 3 and 4). Others became engaged in every way that they could in institutional processes seeking to use their influence, either to change the status quo, or in the case of one practitioner, to stabilise and reinforce the position of the tutorial programme within the institutional structure (interview 1).

There were still others who, through frustration, became cynical, questioning the idealism of their colleagues and doubting the possibility of any solution. There were also those who adopted the short-term view and used the time to build other careers or sought to use Academic Development work as a form of access into the mainstream teaching programmes.

The key issue in all of this, however, was that the extra tutorial programmes run by contract tutors, even when they were attached to the departmental programme, were not sustainable unless they were fully integrated and part of the curriculum within the department.

The impact of this was the emergence of a growing number of practitioners who maintained that academic development needed to be happening at the interface of the teaching and learning process and that meant in the curriculum (Bulman & Parkinson, 1991; Frame & Seneque, 1991; Millar & Boughey, 1991; Rajah 1991).

6.4 Resistance to the integrated approach

From the survey conducted for this study it would appear that the call for the integration of Academic Development had met with little success. In fact many respondents reported resistance to their efforts to get any kind of "ownership" of the extra tutorial programmes from many academic departments, let alone integration of these into the mainstream courses.

It was in the academic departments, and through them into the Faculties, that the bulk of the decision-making power with regard to the curriculum lay. Thus the councils may have made policy decisions, and the executive may have controlled funds, but what was taught, and how it was taught, what was learned, and how it was assessed, lay in the hands of the departmental committees and sometimes in the hands of individual academics. This was where the resistance to Academic Development was located because, in the form that it was evolving, Academic Development sought to impact on the heart of the departmental function, the curriculum.

At the 1994 SAAAD Conference delegates were challenged by one of the speakers in an open session over the way in which, by the very language they used, they had constructed academics into an adversarial position. Thus, by constant references to "mainstream academics" the Academic Development community separated the lecturers out from the field of "academic development". It could be argued from the

other side, however, that this divide was there by virtue of the current struggle, on the part of Academic Development, for an opportunity to impact on the curriculum. This was reflected in the work of Academic Development practitioners and in the response to that work from the departments, as the examples quoted in the previous chapter illustrate.

It is acknowledged that the resistance described above was the trend but there appeared to be departments in all of the institutions where the response was holistic, incorporating Academic Development work into the courses that were offered. However, such departments tended to be clustered in certain fields and in certain institutions and this gave rise to the pattern reflected in the continuum illustrated on page 94 in Chapter 5.

In general Academic Development claims for a place within the curriculum were countered by a number of key arguments.

6.4.1 Teaching versus research

The first of these arguments was that Academics were employed on the basis of their+ expertise in the discipline and, by extension, their research and publication. They were therefore not trained teachers, and were employed to lecture, not to teach. The perception, confirmed in a number of the interviews, was that teaching, in universities in particular, was a secondary function. As was noted in Chapter 2 Becher (1986), confirmed this view although Barnett (1990) challenged it. Also, academics maintained that they needed to be up to date in their fields in order to teach effectively so they had no "spare" time to spend learning about how to teach. That kind of work, they argued, should have been done by the Academic Development specialists who were employed to help the students.

However, there was another group who argued that the funds being allocated for Academic Development work could more usefully have been utilised to increase the number of lecturers and that would have freed them to maintain the quality of their research output. With the possibility of a restructuring of higher education there has

been much concern with research reputations and there has been pressure on academics to improve their research output. At the same time, institutions face reduced funding, posts have been frozen, and student numbers increased, giving some lecturers higher teaching and marking loads. Thus some maintained they had no time to take on any further responsibilities.

This issue of research output was linked with the notion of "excellence". This was a central issue in the debate. One of the key concerns in many tertiary institutions in South African at that time was that, through developing equity and the opening of the universities and technikons to a new, and differently-prepared student population, there was a danger that they might no longer produce graduates and diplomates of an international quality. This was most often expressed as a concern about falling standards. Academics expressed this concern, while students pressed for increased access, and institutional executives grappled with a tension between transformation and equity.

6.4.2 Institutional goals and academic autonomy

The purpose of higher education is the development of the graduates (Agar 1995), and it would seem that, by its focus, Academic Development is located within the purpose of higher education. However, being located in the broad purpose or **institutional** goals merely serves to identify yet another dichotomy as the discipline, or departmental goals, take precedence for most academics in terms of their professional development. Thus the academics experience the institutional goals as conflicting with their more specific and focused disciplinary goals (Agar, 1988:6). At the same time the structure of tertiary institutions means that the departmental goal might be an interpretation of the institutional goal, but may not directly reflect it (Webbstock, 1994:210). In many ways the structure of universities combined with the notion of academic freedom means that the interpretation of the goals is left in the hands of the faculties and departments. Essentially that leaves the individual academics free to interpret the goals for themselves as there do not seem to be accountability mechanisms monitoring the interpretation or implementation of the goals.

Within this framework the notion of academic autonomy (particularly in the liberal universities) increased the power of the department and the individual academic to resist the institutional forces. Thus although Academic Development was most often aligned within the institutional goals, it was seldom seen to receive much support or have much relevance for the achievement of those goals.

6.5 Impact of the short-term response

As a result of the arguments described above, the work of Academic Development became a contested terrain centred around scarce resources. Academic Development practitioners, faced with increasing numbers of students needing development, and the reality of short-term employment contracts, believed that the work they were doing ultimately had to be located within the curriculum by the academics. But the question that remained for most of them was how this would come about when their contracts ended. Who would take responsibility for the students, and how would the changes that had to be brought about in the curriculum be generated?

6.6 Implementation processes of Academic Development

The overall picture from the analysis of the data presented in the previous chapter was one of complexity, accelerating change, and resistance to that change. The resistance to change came mainly from academics in the departments and was exacerbated if the executive of an institution was not in a position to assume responsibility for the issues related to Academic Development.

A synthesis of the data from 2 of the universities and the white technikon illustrates complexity, change and resistance to that change. The processes in which the perceptions of Academic Development practitioners changed, and different approaches emerged, were neither continuous, smooth, nor uniform. The diagrams below seek to extract overall movement and do not attempt to illustrate the diversity within institutions and the uneven progress that was evident in the data. This was

acknowledged in the data analysis and was examined in some detail in the previous chapter.

Thus at *Institution 3*, the HWU (illustrated below) calls for equity (1) led to the admission of black students, who were perceived to have been disadvantaged (2). These new students were not successful (3), and the reason for their high failure rate was identified as being due to the fact that they were not adequately prepared for university study. In order to address this, Academic Support programmes (4) were initiated. These proved to be only marginally successful (5), and the pressure of increasing numbers of black students, combined with research and evaluation in Academic Development (5) (Agar, 1992; Sanders, 1986), led to calls for the integration of new approaches to teaching and learning into the undergraduate courses (the curriculum), of the university.

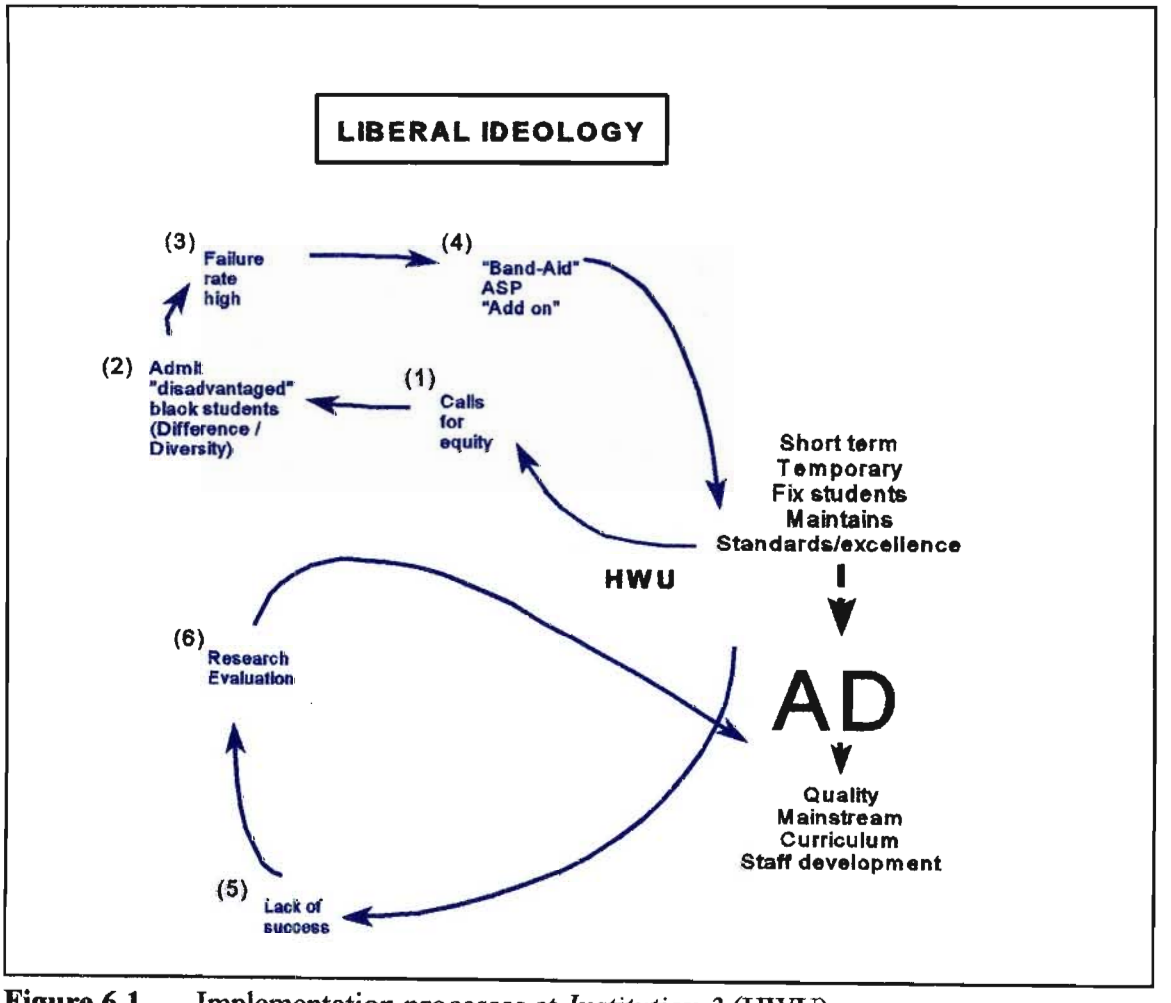

Figure 6.1 Implementation processes at *Institution 3* (HWU).

At *Institution 2*, the HBU (illustrated below), influenced by the positivist approach, the Bureau for Tertiary Education (1) was set up to improve teaching technique. It soon became evident, however, that there was a pressing need for assistance for students and the Academic Support Programme (2), focusing on language and study skills, was established. Funding from the IDT (3), led to the appointment of a new senior manager for the programme (4). The new manager attempted to implement a curriculum-based approach supported by an Academic Literacy Unit.

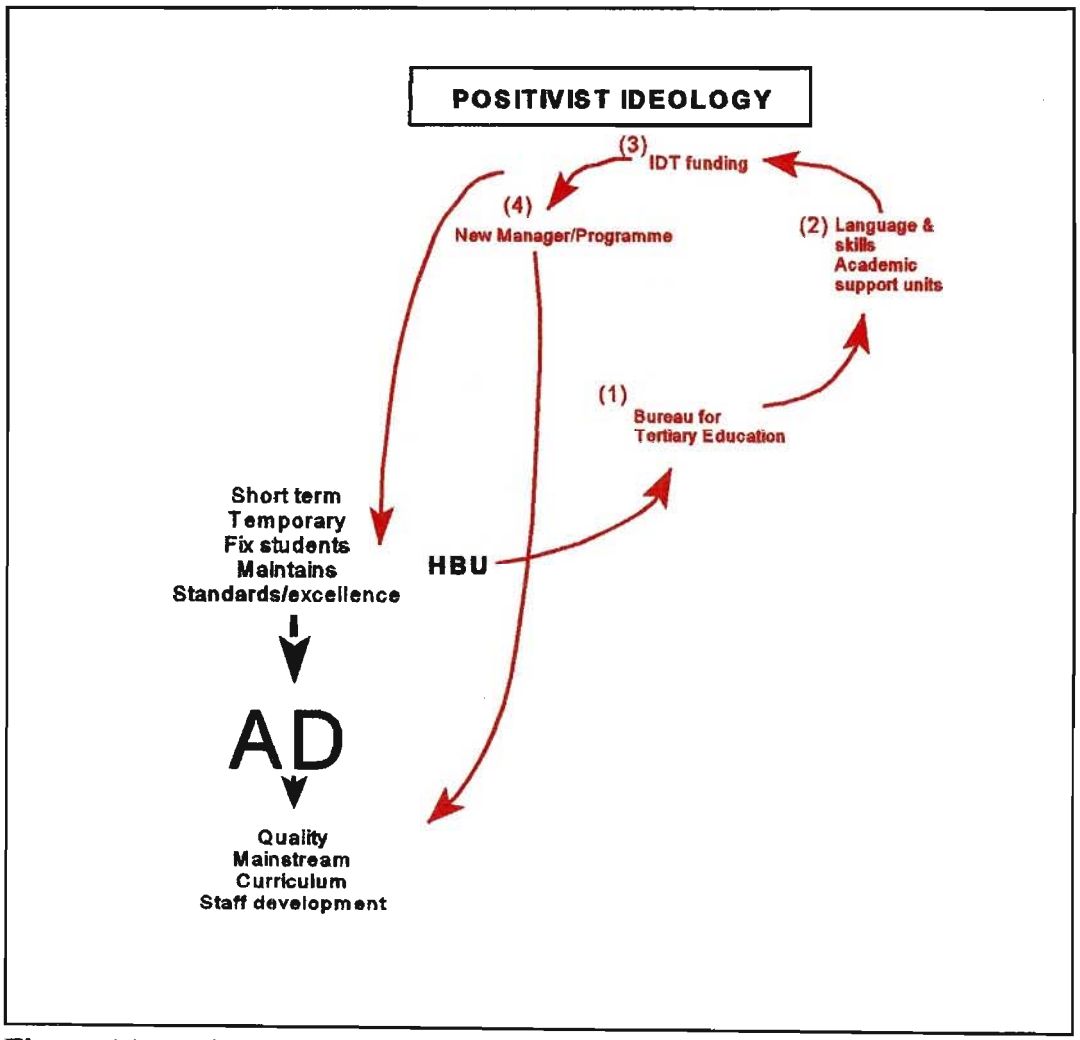

Figure 6.2: Implementation processes at *Institution 2* (HBU).

However this proposal met with resistance from some of the Academic Development practitioners themselves and, at the time of the research, had resulted in a somewhat diffuse focus with some staff wanting to maintain the support approach, while others sought to move into a curriculum approach.

At *Institution 4*, the white technikon (illustrated below), a division between student development and staff development had been embedded in the institutional structure. Thus a staff development programme (1), was established. It was oriented to provide staff, who had come from commerce and industry, with teaching skills. The establishment of the CERTEK process, and this, combined with the move to degree-awarding status as an option for departments, had impacted to some extent on curricula (2). However, this took little account of a changing student population. In the 1990s, faced with a changing socio-political climate (3), new students who were second language learners (4) were admitted to the technikon. In order to assist these students a language-based tutorial programme (5), with some specialised mathematics and science support, and computer-assisted learning programmes, was established. At the time of this research, although the Academic Development practitioners in the student development programme had a commitment to a long-term, curriculum - based solution, they were operating largely separately from the staff development and curriculum initiatives.

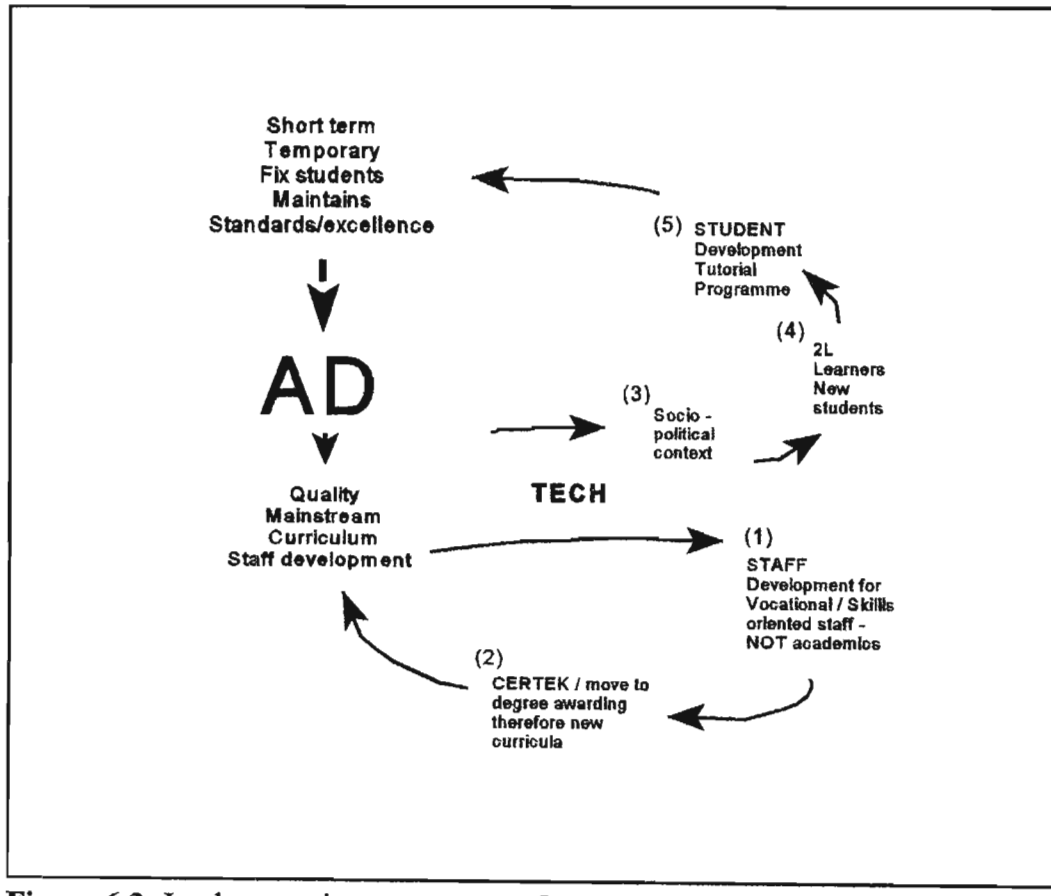

Figure 6.3: Implementation processes at *Institution 4* (HWT).

If these three examples are superimposed onto a common framework, a broader perspective is evident.

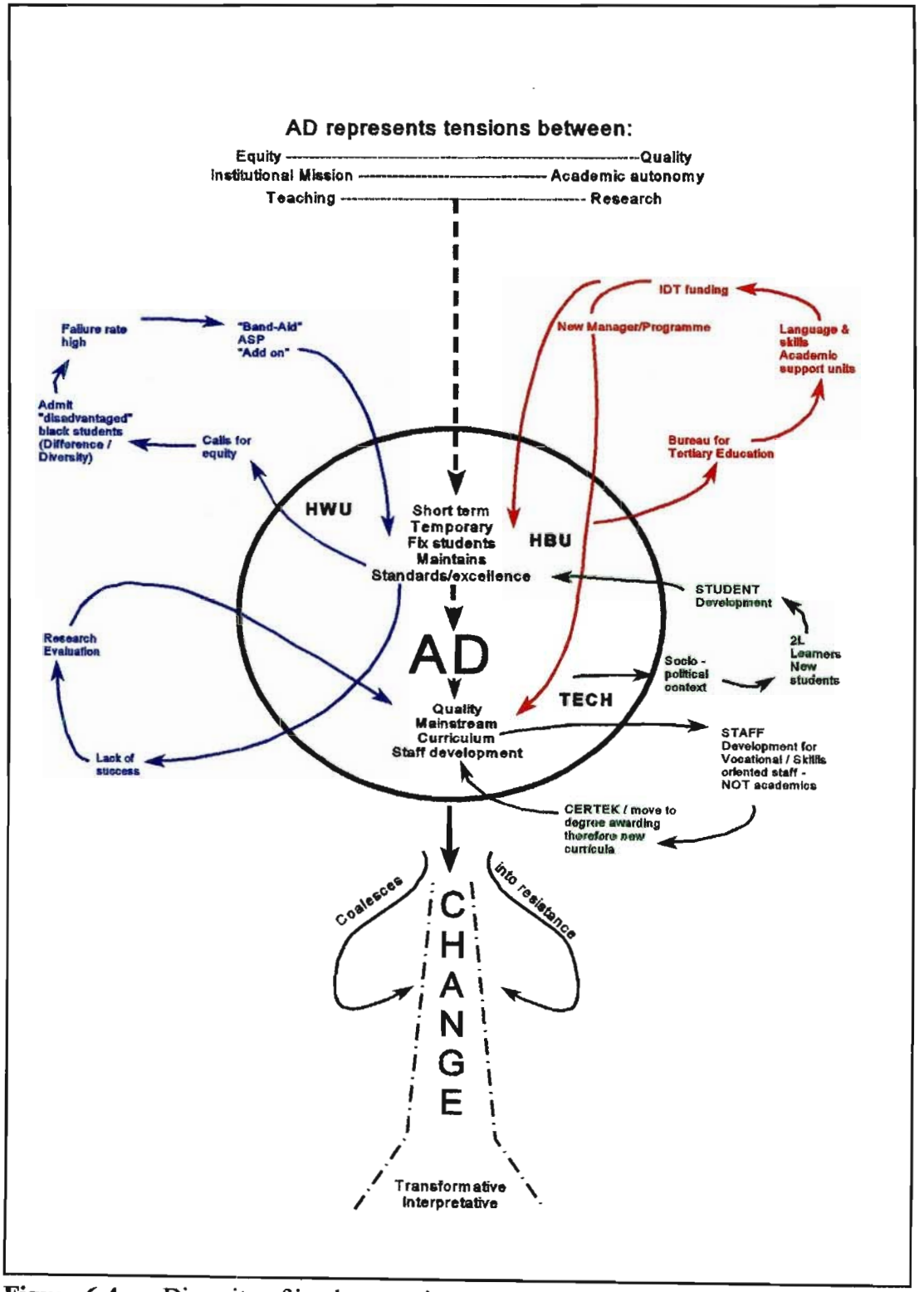

Figure 6.4: Diversity of implementation processes of Academic Development in KwaZulu-Natal.

The overview above suggests that Academic Development, given its location within the tertiary sector, had the following characteristics: it was (and still is in some institutions) a short-term, temporary exercise to change disadvantaged students, to enable them to meet the existing institutional norms (or standards) and obtain their degrees. In this way the institutions believe they have been able to maintain their "excellence". This has been the focus of ongoing debate around issues of equity and quality (Gerwel 1991), institutional mission and academic autonomy, and the tension between teaching and research.

As they gained experience and began to evaluate their work and undertake research, the Academic Development practitioners began to develop a very different concept of the field[53]. The emerging concept was no longer congruent with the origins or the institutional concept of Academic Development. The characteristics of this new notion are that Academic Development is not some separate activity but part of the ongoing business of teaching and learning in tertiary education. Thus it is concerned with the curriculum, and that is a broader view of the curriculum that encompasses the teacher and the learner as well as the content. Therefore, it includes staff development as well as student development and materials development. As such it is part of the mainstream academic programme of every department and every discipline. In this view the purpose of Academic Development is seen to be to ensure quality teaching and learning in higher education rather than to ensure that certain pre-existing notions of standards are maintained. It is essentially concerned with a process of change in higher education.

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53 This process was stimulated by the debates within SAAAD that occurred most particularly at the annual conference of that organisation. It is thus most clearly evident in the papers of the ASP conferences (1985 -1988) and in the Collection of SAAAD papers up to 1989, in the papers of the Conference on the Intermediate Tertiary College, and in the papers from Conferences 1991 onwards. In this it is also important to note the unevenness of the change. Individuals have entered and left the debates at different stages and there are still some practitioners who have considerable commitment to add-on tutorial programmes while there are others who totally reject a tutorial approach.

6.7 Conclusion

The heart of the answer to the question, "What is Academic Development?" lies in these almost opposing definitions of Academic Development. On the one hand it is a short-term exercise focussed on a particular group of students and concerned with norms and the maintenance of standards. On the other it is not a separate entity, but part of the curriculum; of teaching and learning (in the tertiary sector) and is concerned with quality.

These views reflect a continuum rather than a dichotomy and are the result of changing perceptions on the part of Academic Development practitioners at almost all levels. This continuum is the result of a gradual process of step-by-step change at varying paces, at different institutions, over an extended period of time. This can be summarised as a process of evolutionary change.

> Only when there is a continuous movement, often in a step-by-step manner, is it really possible for us to talk about a process. A **process** implies going from one state or stage to another. When, in addition to continuity, there is also a change of direction or emphasis then other terms such as 'evolution' can be used. Evolution implies some sort of gradual growth in form or nature as well as in size. It is usual to think of this as on a forward or upward scale. (Spence, 1994: 16)

Within this concept of an evolutionary process the work of Academic Development practitioners could be defined as an impetus for change. Thus, from its origins as Academic Support a different interpretation of its location, purpose and methodology has been generated. In the process of this, dichotomous tensions were generated around a dualistic approach that has become the focus of resistance to change. This is epitomised in the notion that admitting students who had previously been excluded by virtue of race or educational opportunity, ie equity, would mean an inevitable lowering of standards and a loss of quality. Furthermore it is perceived that institutional mission statements that call for shifts in the focus of the work of the institution are undermining the autonomy of the academics. Finally, the long standing dichotomy of teaching and research has become another feature of the contested

terrain as Academic Development calls for a changed view of the role and responsibilities of lecturers.

At the centre of these tensions was a pressure for change in teaching and learning in the tertiary sector, pointing to a new direction in higher education.

Chapter 7 Academic Development in relation to change

The position of each institution[54] could be plotted on an evolutionary continuum in relation to the extent of change[55], and the form of change envisaged[56], thus:

Limited Discrete Change	Inst 5	Inst 2	Inst 1	Inst 4	Inst 3	Extensive Systemic change
	CERTEK accreditation	Coping with increasing pressure	Modularisation	Transformation process and ongoing CERTEK	VCR process	

Table 7.1 Extent and form of change envisaged.

Examined from an institutional perspective, what seemed to be motivating or driving these changes was the pressure of an increasingly competitive market for funds, resources and students[57] alongside growing political pressure for previously white

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54 It should be noted at this point that it is the institutional position that is being plotted **not** the position of the Academic Development programme within that institution. The comment made in the report back meeting at *Institution 2* highlighted the fact that many Academic Development practitioners found themselves in very different places to the institutional position (see Section 5.5, page 90).

55 The spacing of the institutions along the continuum is equidistant and represents only the relation of each institution to the others. The data have not been sufficient to indicate quantitative change and it was not the purpose of this research to be in any way evaluative.

56 This is the position of the institution and not necessarily what the Academic Development practitioners believe should be the goal or direction of the change. Furthermore the positions of *Institutions 1* and *4* could have been interpreted in reverse had *Institution 1* been the case study and more information on that institution been available.

57 Attracting students was the most important of these as student numbers, at some levels, provided access to funds. However it should be noted that the way the state subsidy worked it was successful students who provided access to the funds. Admitting first-year students who then failed was extremely costly for the institution.

institutions to admit black students. However within the institutions the debate focussed around the form the change should take.

7.1 Emergence of a transformative view

The limited data available on *Institution 5* and the information from *Institution 2* suggested that, as institutions previously severely disadvantaged by apartheid, much of their current focus was on gaining a recognised place in the tertiary sector. Exactly how this was to be done, and in what theoretical framework, was not evident within this research. An investigation of that would have extended the scope of the research beyond the boundaries outlined in the topic of this dissertation but it could form the focus of further research.

Institution 1 seemed to have begun to adopt a broader institutionally-based approach with curriculum development focused on modularisation, but an examination of the institutional structures seemed to suggest that it was in *Institutions 4* and *3* that the change was most evident[58]. It could have been that these, the two previously "white" institutions, had made more change because they were aware that they could lose their privileged position in the changing political and educational scenarios in South Africa unless they changed. At the same time, because they were better resourced, they were in better positions to set up the structures to explore change.

At *Institution 4* this process was described as a transformation exercise undertaken through a series of subcommittees grouped together into a Transformation Forum. The process at this institution illustrated that students did begin to organise wider resistance to "being changed", and it was as the result of student action that the Transformation Forum was established in April 1995. This was initiated at an open meeting with approximately 144 participants "representing a cross-section of the Technikon's population" (Report: Technical Committee on Transformation Form, [*sic*]). The committees reviewed every aspect of technikon life from access to

[58] Again it is asserted that this researcher does not claim to have clearly determined the relative positions of *Institutions 4* and *1*.

governance and academic efficiency. As the interviews in the case study indicated, at the time of the writing of this thesis the transformation process was not yet complete and the outcomes of the process were not fully articulated. Although institutional change had been initiated, there was evidence that in the eyes of many staff the institutionalisation of the short-term response was seen to be sufficient.

At *Institution 3*, however, the situation was somewhat different. In 1994 and 1995 there were several executive statements that gave some indication of what that change was to be. The first of these was indicated in the presentations by the Vice Chancellor on the implementation of the Vice Chancellor's Review.

The second such statement was in March 1995 in a University Lecture presented by the Deputy Vice Chancellor on the Pietermaritzburg campus. In this he spelled out what he perceived to be a new paradigm for higher education.

> What I am going to suggest in this lecture is that if one really takes the implications of lifelong learning seriously, as the White paper[59] and our own *Planning Guidelines* do, it has far-reaching implications across the whole range of our activities. I believe it should, fundamentally, involve a change in our institutional perception of ourselves - a paradigm shift - from seeing ourselves as an institution dedicated to teaching, research and development, to a conception of ourselves as an institution dedicated to learning[60] (Maughan Brown, 1995: 2).

A complementary view of the goal of change was spelled out by Boughey in a position paper prepared for the working group of the Regional Institute for Tertiary Studies in KwaZulu Natal. In this paper he argued for a transformational, rather than a reproductive, conception of learning. He explained transformational learning as "a constructive process of interpreting and understanding our personal reality" (Boughey, 1994a: 1). In a later paper Boughey suggests that the way to solve the problems identified by Academic Development was not "to institutionalise AD but for the institution to redefine itself" (Boughey, 1994b: 186).

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59 Department of Education. *Education and Training in a Democratic South Africa*: Draft Policy Document for Consultation.

60 Maughan Brown went on to describe this in terms of the notion of a Learning Organisation referring at some length to the development of Lifelong Learners (Candy, Crebert and O'Leary, 1994) and to Learning Organisations (Senge, 1994).

These views support the notion of Academic Development as contributing to the process of change. In calling for changes in the curriculum, Academic Development points the way for changes in the whole fabric of tertiary education. This has challenged not only the positivist, technicist position of the apartheid era, but also the liberal ideals of many who resisted state encroachment on academic freedom and autonomy in the sixties and seventies and who, it would appear, would continue to resist it even if it came from a different direction[61].

7.2 The position of Academic Development

Resistance to the changes proposed through Academic Development had been one of the major features of the work in this field. Academic Development has called for a shift in higher education that suggests it could be described in terms of change theory.

A university or technikon could be described as a social organisation (Agar, 1988) and as such exhibits the properties of social systems (Agar, referring to the work of Berg and Ostergen, 1988: 3):

* membership composition
* ideology
* technology
* organisational structure
* relations with the environment

Agar argues that "real change needs to be seen as a change in one or more properties of the social system" (Agar, 1988: 3). In Chapter 3 of the present thesis it was suggested that the tertiary sector in the 1990s was facing change in all of these properties and particularly in relation to membership, composition, ideology and organisational structure. This meant that the members of those systems were left in uncertainty as the framework, on which they relied to make sense of things, shifted. They therefore had to "unlearn" the things that they previously depended on. The

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61 Writing in response to Professor Ian Scott's proposals for the role of Academic Development Programme in the Reconstruction and Development of Higher Education, Professor M H Prozesky, then Dean of Arts on one of the campuses in the survey wrote "it would be seriously counter-productive to contemplate any centralised directing of Academic Development because it cuts into the heart of university autonomy" (SAAAD News Vol 1 No. 4, 1994).

process was uncomfortable[62] and gave rise to feelings of "uncertainty, loss, and anxiety". To avoid this discomfort the members (in this case academic staff) resisted the change that threatened their existing framework.

Marris (1986) explained this threat in terms of "loss". Members of an organisation have an occupational identity which:

> ... represents the accumulated wisdom of how to handle the job, derived from their own experience and the experience of all who have had the job before or share it with them. Change threatens to invalidate this experience robbing them of the skills they have learned and confusing their purposes, upsetting the subtle rationalizations and compensations by which they reconciled the different aspects of their situation (Marris, 1986: 16).

Fullan (1991: 31) points out that "the meaning of change will rarely be clear at the outset, and ambivalence[63] will pervade the transition." He goes on to cite Marris, suggesting that this ambivalence was compatible with growth or progress because: "It seeks to consolidate skills and attachments, where secure possession provides the assurance to master something new" (Fullan, 1991: 31). Thus it could be argued that Academic Development was subject to this ambivalence and was actually seen as a threat by many academics because it was part of a process of change.

Resistance was revealed in the survey, particularly in the report back meetings with the respondents where, in all but one case, they confirmed the institutional insistence on a short term "fix the students" approach, but also insisted that this conflicted with their longer term, more visionary solution. It could be argued that this long-term vision is the paradigm shift that is being resisted in many quarters.

Academic Development practitioners are caught in a double bind. On the one hand, in the earlier stages of work within the Academic Support framework, they focused on

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62 Klein (1985) points out that: "Few social changes of any magnitude can be accompanied without impairing the life situation of some individual or groups" (1985: 99).

63 Ambivalence evident in the data serves to reinforce the description of Academic Development in terms of change.

changing the students who were seldom in a position to resist "being changed"[64]. However, research and experience has indicated to the Academic Development practitioners that problems generated in the learning environment by an increasingly different student population could be addressed only through the teaching **and** learning in an institutional response. As Boughey maintains what is needed is "for the institution to redefine itself" (1994b: 186).

This emerging view of the centrality of change in relation to Academic Development was confirmed in data from the research. The continuum presented at the beginning of this chapter (figure 7.1, page123)was seen by practitioners as indicating that some institutions had moved closer to desired practice "a forward or upward process, a process of improvement" (Spence 1994: 16). Spence describes this as implying evolutionary change in that it encompasses a "movement towards some final or desired goal" (1994:16).

This desire for change to an institutional response and a curriculum approach, perceived by the majority of respondents as the ideal (Table 6.1 on page 110) suggests the role of Academic Development practitioners as linked to that of change agents. A change agent is described by Spence as "the involvement in a problem-solving situation of an independent person whose expertise can assist in a particular process of bringing about change" (1994: 105). He goes on to identify the essential aim of the change agent as "not so much to do something for people who need assistance as to help them do what is necessary for themselves" (1994: 106).

During the early phase Academic Support tutors were seen as doing something to assist students who had been disadvantaged but these tutors came to reject this as their primary role. They began to move more and more towards a role of facilitator helping students help themselves. In this process it became evident that the "problem-solving situation" included the teaching as well as the learning and so the focus of

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[64] It should be acknowledged, however, that many students did resist "being changed" either through resisting specific aspects of the system, as was evidenced in many student protests on all campuses during the early 90s, or by opting out and not using the "voluntary" support programmes offered.

these "change agents" was inevitably drawn beyond the tutorial programmes they were initially employed to administer.

7.3 The role of Academic Development practitioners in innovation

Within that new role as change agents, the Academic Development practitioners were enablers, facilitating or assisting others, academics and administrators, to make the changes (Spence, 1994). Spence suggests that change agents generally worked with people whose "abilities are at least equal to their own" (1994: 106). However, Academic Development practitioners, in the role of change agents, were most often in situations where they were working with people perceived to be above their "level". So, although they were able in some cases to "provide a sounding board for the formation of judgements", they were not able to "act as a catalyst for action" (1994: 106). This has been the major inhibiting factor in preventing Academic Development practitioners from facilitating the change they have viewed as necessary.

It could be argued that only academics themselves could act as change agents (particularly in relation to initiating change in the curriculum), because of their "level", but many, if not most, academics maintained that it would disadvantage their careers to take on Academic Development work[65]; and institutional reward procedures confirmed that view.

A theme that emerged through the responses in the survey and in interviews was frustration on the part of Academic Development practitioners at their lack of success in bringing about the change they perceived to be necessary. The reasons for their failure in this regard lie beyond the scope of this research and could fruitfully be the focus of further research . It is possible on to touch briefly on some that were highlighted in the data.

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[65] In 1995 no academic, in a large faculty on one of the campuses surveyed, felt able, or was willing, to accept nomination as deputy dean with responsibility for oversight of Academic Development work in the faculty. One candidate indicated that he needed to finish a publication and another had a number of overseas conferences and visits.

One reason sometimes suggested for the failure of Academic development practitioners to fulfil the role of change agents has been that the practitioners have had an inappropriate style of operation. Spence (1994) suggests that change agents required 2 very different kinds of ability. To be able to establish

> ... easy relationships with other people by demonstrating both empathy and sympathy ... [and] ... Being able to pursue objectively a reasonably scientific analysis of a situation (1994: 107).

The ability of the Academic Development practitioner with regard to the former was difficult to assess although the interview data in the case studies would suggest that they had not often achieved the "easy relationship" described by Spence. The attitude of academics has at times seemed to suggest that this failure could be attributed to the attitude or personality of the Academic Development practitioners. If the lack of "easy relationships" were to be largely attributable to inappropriate attitude or personality, then it would seem that nearly all Academic Development practitioners presented such attitudes, or had difficult personalities as most reported problematic relationships with departments with whom they worked.

It could be argued that, in terms of the ability to "pursue objectively a reasonably scientific analysis of the situation", Academic Support practitioners were not sufficiently objective or rigorous in their analyses. However, the data from the survey, and the material available in the publications of SAAAD indicate an increasingly analytic approach over the years.

The development of this more analytic approach could be examined in terms of Spence's depiction of the fundamental roles of the change agent (1994: 107).

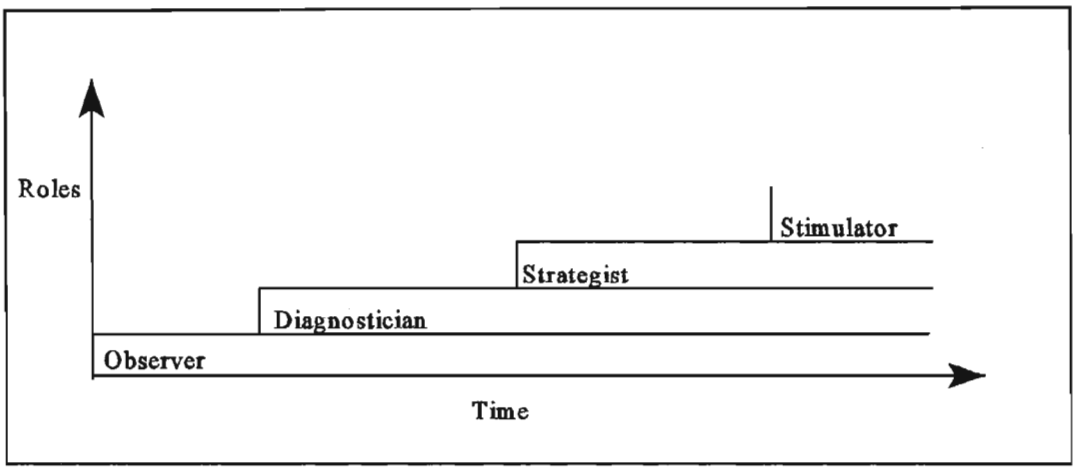

Table 7.2 The roles of the change agent (Spence, 1994: 107)

Within this framework Spence suggests that over time the role of the change agents develops incrementally from observer, through diagnostician and strategist until they are able to stimulate change. Development along these lines can be observed in the roles adopted by Academic Development practitioners. Thus the earlier period of Academic Support saw the practitioners only in a position to observe the issues related to learning and teaching. As a result of these observations they began to call for context-related rather than adjunct models (Bulman, 1992) in this way moving into the diagnostic role.

The frustrations expressed at their inability to achieve their goals suggest that very few practitioners had been able to move into the strategist role although there was some evidence of it in the publications of institution 4. Thus In terms of the continuum presented at the beginning of this chapter it could be suggested that in *Institution 4* practitioners were moving into strategic roles, while in *Institution 3* there was the beginning of evidence of the stimulator role (Frame, 1994).

7.4 The context for change

The analysis presented above then raises the question, why had *Institutions 4* and *3* been able to initiate change to a greater extent than the other institutions in the region?

Spence suggests that the essential features of an environment conducive for change are:

> Entrepreneurship
> Mobility of labour
> Effective communication
> Democratic structure
> Market orientation (1994: 35).

He explains the use of the term entrepreneurship as indicating:

> an **underlying motivation**[66] to sell, persuade, convert or in some way influence others to the benefit ... Preferably of both. The entrepreneur is often an innovator (1994: 35).

Further he suggests that risk-taking is a critical characteristic of entrepreneurship. In this study of Academic Development, risk-taking is highlighted in relation to the senior management by the group interview at *Institution 3*. There was also an indication of it in the decision to embark on a process of open meetings at *Institution 4*, and a suggestion of it in a question raised by a member of senior management at *Institution 2*. It is doubtful, however, with the pressure of student numbers and the subsequent strain on the administrative infrastructure, whether this could have gone much further than an expressed interest at *Institution 2*. At *Institutions 1* and *5* other pressures (see chapter 5), inhibited this.

The notion of mobility of labour, according to Spence, incorporates "versatility of attitudes and values in respect of issues such as training" (1994: 36). It could be argued that the need for concentrated focus upon the requirements of the discipline and the urgency of research inhibit this kind of versatility among academics and makes

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[66] My emphasis.

them particularly resistant to notions of "reskilling" (1994: 36). This had appeared to inhibit mainstreaming of Academic Development in almost all institutions with a few exceptions.

Communication within complex and diverse organisations can be very problematic and the hierarchical nature, and complex structure, of tertiary sector institutions, with their strong bias towards a discipline-based departmental focus, clustered in faculties, appears to have inhibited the development of effective communication. Academic Development practitioners tried to address the issue of communication through newsletters (*Institutions 4* and 3), and through the publication of a series of seminar papers (*Institution 2*). However, it was at *Institution 3* where the senior executive embarked on a process of extensive communication and broad institutional engagement through the Vice Chancellor's Review process, that most evidence of change was indicated[67]. This (the VCR) was partly motivated by a broader market orientation[68] and can thus be seen as applying within Spence's definition of factors supporting innovation.

In Chapter 3 it has been suggested that not all institutions in the tertiary sector in South Africa have operated on similar systems of governance. The HWUs have had the most democratic system to date but governance in the universities has located decision-making power in the departments through the Faculty Boards, who largely control curriculum, and whose Deans form the majority in the Senate. This had an inhibiting effect on the ability of Academic Development to promote change in the curriculum. It was in the departments, responsible for teaching, but also experiencing the pressures of the discipline, where the uncertainty and discomfort of change generated the greatest resistance to change.

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67 This supports Boughey's argument that "what is also needed is for top management to create the institutional conditions in which desired changes can take root and flourish" (1994: 189).

68 In a publication entitled "Strategic Initiatives for the University of Natal", it is acknowledged that the new strategy means " meeting the challenges of an increasingly integrated, competitive and technological world" (undated publication).

It could be suggested from this analysis democratic structure has played a role in inhibiting the progress of Academic Development rather than providing an environment supportive of it. However the institution with the most democratic structure by the early 1990s was identified by the Academic Development practitioners as having reached levels of integration of Academic Development closest to the ideal. It must also be acknowledged that the Vice Chancellor's Review process at *Institution 4*, though strongly resisted by many academics was widely consultative and the recommendations, which were to have far reaching effects in respect of curriculum change, were debated and agreed by all the faculty boards and the senate.

7.5 Conclusion

It could be argued that generally the tertiary context in South Africa in the 1990s was not conducive to change because of its fragmented complexity, and inequalities in both resources and status. Furthermore, Academic Development practitioners were generally not accorded sufficient status nor had sufficient credibility to overcome the inherent resistance to change in their organisations. It was this resistance to change that prevented Academic Development practitioners from achieving their broader visionary goals. In view of this the frustration and disillusionment expressed by some of the respondents is not to be wondered at.

It was in the institution where the senior management undertook the initiation of change processes that the greatest movement took place. This would seem to confirm the perception of Academic Development practitioners that "to function effectively it [Academic Development] needs a powerful head with access to the institution's executive" (Practitioners Survey questionnaire, item 22). This was not identified as an essential feature by Spence but he did highlight the role of "opinion leaders" .

At this point it is necessary to return to the broader, global context. In the literature survey in Chapter 2 it was indicated that the current process of change in higher education was not a uniquely South African phenomenon. The international literature indicates a wealth of research into higher education, particularly in the United

Kingdom, the United States and to some extent Australia. This material provides a frame indicating the global forces for change in which to locate the South African Academic Development initiatives. What is unique to South Africa is the position of Academic Development in relation to the current socio-political changes and in particular to the broader national reconstruction and development processes (Scott, 1995).

Chapter 8 Conclusion

It was hoped that this study could begin to provide a broader perspective on Academic Development. The highly contextual nature of the Academic Development initiatives has meant that perceptions of Academic Development have tended to be limited to very focused aspects. Apart from the work of Scott, undertaken for the Independent Development Trust in 1994, there was no broader perspective available against which to reflect the specific. The scope and complexity of the field, and the rapid pace of change in that field, meant that it has been possible to do no more than suggest an outline and point to areas where future researchers might pursue the issues raised in this broader analysis.

This thesis did not set out to formulate recommendations, but rather to answer three key questions. In doing so, certain factors that promote Academic Development were identified.

8.1 What is Academic Development?

In examining Academic Development in the context of 5 tertiary institutions within a specific region it became evident that what was termed Academic Development included many different features ranging from "course evaluation" (*Institution 3*), to "lunch time workshops" and "CV writing sessions for students" (*Institution 5)*. Although it was indicated at the beginning of Chapter 5 that in the KwaZulu-Natal region the terms Academic Development, Education Development and Academic Support were used interchangeably, there did seem to be a specific difference between Academic **Support** and Academic **Development**.

The support notion was the initial response in most institutions and it was focused on enabling or facilitating change in "underprepared" or "disadvantaged" students (the

deficit model). In this initial stage (reflected on the left end of the continuum in Table 5.3), the effort was directed toward providing students with study skills and second language skills. Later, the focus was redirected to language, cognition and environmental support. However all these initiatives were directed towards a specific target group - black students - and all were essentially Student Development initiatives.

Even during this early stage of support-oriented initiatives neither Academic Development nor Academic Support were coherent programmes. Academic Support could more accurately be described as a process of problem solving that involved some investigation and research, but was more often a reactive response to a particular crisis, that of student failure or attrition. Thus the impetus within the Academic Support Programmes was toward change, but it was change in only one part of the organisation, the students. Furthermore, initially, Academic Support Programmes were developed in the HWUs and it was only one group of students at those institutions, black students, who were seen as needing to change. At that stage it was perceived by some academics to be "remediation", but this definition was strongly resisted because of the connotations of the term and because it was argued that such work did not belong in higher education. Changing a particular group of students at the HBUs was not to remain the focus as the need for change was seen to include all the students. In addition, at the HWUs, Academic Support Programme staff were beginning to question the feasibility of offering adequate support as the numbers of target students increased. At the same time Professor Moulder, then Head of the Philosophy Department at one of the institutions in the region, challenged the notion that only black students needed support, and he made a case for quite radical[69] curriculum change (Moulder, 1988).

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[69] He proposed changing the content of what was taught; leaving behind the "Geriatric cultures of the Northern Hemisphere", and changing the way in which teaching and learning were organised.

This coincided with the shift[70] from a support approach to Academic Development (described in Chapters 3 and 6). With the shift, the focus of the change processes promoted through Academic Development became more oriented to organisational and institutional change, drawing in notions of change relating to teaching as well as learning. This incorporated staff development and general teaching, and the development of learning and teaching materials, ultimately all encompassed in curriculum development.

Goodson's argument that curriculum is an indication of political processes in a country (Goodson 1987) reinforces the notion of Academic Development as being related to change processes. The 1990s have seen, and are still seeing, great changes in all aspects of South African society, not least in political processes. Furthermore, Scott (1995), and Frame (1994), both highlight the fluidity, process and multiplicity of responses that comprise Academic Development. It became evident from the literature, the data of the survey, and from the interviews in the case studies, that any definition of Academic Development needed to take these features into account.

It is thus argued in this thesis that Academic Development is not a tutorial programme, nor is it a remedial programme. It is not, as Scott (1995) suggests, a field of study. Academic Development is a process of innovation, stimulated by calls for equity, that points to a new line of enquiry in education. It is higher education that is that new line of enquiry in the South African context, and higher education is the field of study. Furthermore that innovation is largely context specific with factors relating to history, governance, management and the ethos of the institution shaping the pace, form and direction of the change.

The work of Spence (1994) was critical in the development of the above definition. He identifies certain key figures operating in the process of innovation, and these were also identifiable in the Academic Development process where it had been able to

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[70] Again it should be noted that this shift was not uniform and it could be seen as a series of shifts, uneven and diverse in different contexts.

overcome resistance and move from Academic Support, however limited that movement may have been.

The first of these "figures" were the Academic Development practitioners who acted as innovators or change agents. It was evident that where Academic Development practitioners had been able to make headway, beyond assisting students in an adjunct model, they had done so by establishing empathetic and sympathetic relationships with the academic staff with whom they worked. At the same time there was evidence of movement within the Academic Development community that promoted objective and "a reasonably scientific analysis of a situation" (Spence 1994:107). They had also demonstrated the importance of being open, flexible and risk takers.

The other evident role players were those Spence termed the "Opinion Leaders" (1994:123), those members of the senior management, or executive, of an institution who supported and promoted a vision of the goal of change. Theirs seemed to be the key role in establishing an environment in which Academic Development could fulfil its role in innovation.

8.2 Is any model or approach to Academic Development applicable or transferable to all Higher Education institutions?

The question of transfer of models of Academic Development was first raised by the education officer of one of the major programme donors at a meeting at *Institution 3* in 1990[71]. His argument was that as this HWU had received funding over 2 years, and had made application for a further 2 years' funding, the justification for that funding would lie in whether the programme developed with the funding was "replicable" in other institutions in the country.

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[71] S Weissman, Education Officer, Ford Foundation at a meeting with Deans, August 1990.

The implication of this research is that particular models of Academic Development are not transferable from one context to another. The deep fragmentation of the sector, and the intensely competitive climate, combined with the concern for equity in an environment of shrinking resources, do not seem to make transfer of a particular model an option in the region in which the current research was conducted. The research seemed to suggest that in a society where for the past 40 years development decisions have been imposed from outside in order to fulfil the requirements of a national ideology, attempts to transplant success from other institutions would not succeed. They would be likely to be seen as another imposition from "outside" The imposition of an outsider's model appears to have generated even greater resistance and that included resistance from within the Academic Development Community at the institution. Furthermore, Chapters 3 and 5 of this thesis have illustrated the great diversity of contexts within the tertiary sector and it is argued that research suggests that a model developed in one context would carry with it too many context specific features to succeed in another.

A further factor limiting the transferability of any specific model arises from the fragmentation referred to above. Academic Development practitioners are not a homogeneous grouping with uniform views on a new paradigm. They have come into the field from diverse backgrounds and have not been socialised into a particular discipline as have the academics in established disciplines.

Although there does seem to be a new paradigm that is evolving in higher education[72] which this thesis has attempted to outline, Academic Development is rather to be seen as a collection of beliefs held by individuals, in more or less similar positions, facing more or less similar problems and constraints. In response to these problems and constraints Academic Development practitioners are evolving, through grounded experience, more or less similar beliefs about the form which Academic Development should take i.e. the kind of change needed in their institution. From the data it would seem that the kind of broad-based, institutional curriculum development process

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[72] Maughan Brown (1995) pointed very definitely to that.

evolving at *Institution 3,* and alluded to in the Group Interview at *Institution 1,* is seen by the respondents, to encapsulate the form that change should take.

8.3 What factors can be identified that facilitate the progress of Academic Development?

The present thesis has pointed to various characteristics of this, as yet uncodified, body of beliefs. One of these characteristics is that it is not formally recognised as a body of knowledge and these beliefs are held by Academic Development practitioners and managers who, as this thesis has shown, often hold precarious positions in higher education.

To progress, any movement, programme, or innovation requires a power base. Yet, as has been indicated in Chapter 3, in higher education power largely lies with the departments and that is where the strongest resistance to Academic Development has been. A power base for Academic Development could come, in the first instance, from institutional acceptance of a vision for transformation of the institution. The argument here is that it is not a predetermined model replicated from another context but rather a committed ownership of a vision of a transformed institution that facilitates progress. From the evidence of the survey, case studies, and report back meetings, developing that ownership seemed to be dependent on the role of opinion leaders in senior management[73]. This was not a guarantee of success, as was indicated in an examination of *Institution 3.* Although that institution had been the most successful in developing such a vision, there were still large pockets of very strong resistance.

Therefore, although a specific model of Academic Development is not transferable, it is possible to identify a number of what factors that could promote the development of innovation within specific contexts.

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[73] This was particularly evident in *Institution 3.*

Essentially these were that:

I) The Academic Development practitioners need to be able to innovate at a micro level and at that level they need to be open, flexible and risk takers (Spence 1994).

ii) The style of leadership adopted by the "senior AD managers" plays an important role in enabling the AD practitioners to develop as innovators.

iii) Innovations are established through the support and vision of senior management in the institution, those whom Spence (1994) terms "Opinion Leaders", who facilitate the development of an environment in which innovation can occur.

iv) Academic Development is viewed as an holistic approach - including student and staff development in an interdependent system.

v) Academic Development is an institutional response.

vii) Academic Development takes **all** students into account and therefore is oriented towards curriculum development rather than adjunct programmes designed for specific groups.

viii) The strength of Academic Development lies in an ongoing process of research, and reflection on experience, on the part of both Academic Development practitioners and academics.

ix) Although donor funding provided space for academics to review and reflect on their experience in order to change the curriculum, in did not necessarily facilitate "ownership" of the change, on the part of the academics, and by the institution as a whole.

x) Academic Development is not viewed as a separate activity, or the work of a specific unit or specialist practitioners only, but that it becomes a process of change embedded in the curriculum.

Within this framework it is evident that Academic Development can grow, and is growing, far beyond the *ad hoc*, reactive response to student diversity and poor pass rates that the universities, and later the technikons, faced in the 1980s. If it is viewed as a process of research, innovation, and change within the broader

teaching and learning context of the institution, it can make a major contribution to the reconstruction and development of higher education in South Africa.

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Appendix 1 Pilot Questionnaire for a Regional Survey of Academic Development : Managers

The pilot questionnaire for managers, as distributed, is reproduced on the following pages.

Pilot Questionnaire for a Regional Survey of Academic Development.
(Managers)

This questionnaire is part of a pilot project being undertaken to prepare for a regional survey of Academic development for a Masters Research project in Education. The data gathered in this process will be used to refine the questionnaire and not as part of the general research data. I would be very grateful for your assistance with this work and would welcome any suggestions, criticisms or comments.

Please answer these questions as best you can. If you do not have an answer or find the questions not clear please could you indicate this and make any comments you wish on the questionnaire itself.

Thank you for your assistance with this.

Fiona Bulman
Arts Education Development Programme Coordinator
University of Natal
Private Bag X01
Scottsville

If you wish to be informed of the general summary from this pilot please indicate you name and address below.

Name .....

Postal Address .....

1a. Please indicate the category to which your institution belongs.

Historically Black Technikon	
Historically White Technikon	
Historically Black University	
Historically White University	
Historically Black College	
Historically White College	
Other:	

1.b What activities constitute academic development as you understand it, on your campus.

.....

2. In what year was the first AD or ASP initiative established on your campus? 19.....

3.

Where was AD/ASP located in your institution then ?	
In a separate unit	
Attached to student counselling	
Attached to student affairs	
Attached to a faculty	
Attached to staff development	
Other, please detail:	

4. Are there **documents** that could provide information about the development of AD/ASP at your institution?

Yes	No

If Yes what specific **documents** could provide the best information on:

a. the origins of the programme? .....

b. the current status of the programme? .....

c. AD/ASP policy? .....

5. Who would be the best **person** in your institution to provide information about:

a. the origins of the programme? .....

b. the current status of the programme? .....

c. AD/ASP policy? .....

6.

Where is AD currently located in your institution?	
In a separate unit	
Attached to student counselling	
Attached to student affairs	
Attached to a faculty	
Attached to staff development	
Other, please detail:	

7. How many people currently employed in AD/ASP report to you in your capacity as AD/ASP manager?
.....

8. How many of these posts are on the establishment .....

How many of these posts are contract posts .....

9. What are the criteria for selection to such posts? Tick more than one if necessary.

Criteria	Critical	Very Relevant	Relevant	Not Relevant
Post Grad qualifications in a discipline				
2nd Language qualifications				
Educational qualifications				
Teaching experience				
2nd language teaching experience				
Experience of student issues				
Commitment to student development				
Political commitment				
Openness to change				
Other				

Please add to, or elaborate on, these criteria if you wish.

10. What sectors do you have interaction with on AD/ASP related issues:

Sector	A lot of contact	Some contact	A little contact	None at all
Executive				
Deans				
Heads of Departments				
Lecturing staff				
AD/ASP specialists				
Student Counselling Centre				
Staff Development Unit				
Student Affairs				
Academic Affairs				
Student structures				
Students				
Other institutions				

11 Please indicate in a percentage the time you spend on the following:

Activities	%
administration	
committees and internal liaison	
fundraising	
training/staff development	
research	
programme design and development	
student contact	
teaching	
Other:	

12. Please indicate in approximate percentages the form of the **current** AD/ASP projects in your programme?

AD/ASP Form	%	None
Extra content tutorials		
Separate Language courses		
Separate Study skills courses		
Credit bearing courses		
Individual counselling		
Improved course communication		
* Materials development		
Inclusion of language/skills in Curriculum		
** Redevelopment of the curriculum		
Course evaluation		
Lecturer evaluation		
Staff discussion and workshops		
Environmental support		
*** Data/needs analysis		
****		

* Materials development could include student guides, course guides, tutorial materials, workbooks.

** Redevelopment of the curriculum involves the department directly involved in reworking the curriculum to improve the facilitation of student learning.

*** Data/needs analysis could include student monitoring, analysis of course results

**** Please indicate any other form of AD/ASP work in your institution

13. What has changed in the way the institution operates since AD began in the institution

. . . . . .

. . . . . .

. . . . . .

14. How would you define:

Academic Support . . . . . .

. . . . . .

. . . . . .

Academic Development? . . . . . .

. . . . . .

. . . . . .

Education Development? . . . . . .

. . . . . .

. . . . . .

15. Hofmeyer outlines 4 models of AD. A fifth has been added in. Which one best fits your institution?

1. Identifies what students didn't get at school and adds it in	
2. Says the curriculum and some institutional structures should change to meet changed needs	
3. Students need to acquire life and work skills	
4. The learning environment needs to value and develop problem solving	
5. Teachers at Tertiary level need training in new methods	

16. Does your institution have a mission statement?

Yes	No

17. Is there any reference to AD related work in that statement?

Yes	No

18. How would you relate to these perceptions of Academic Development?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
AD is a specialist field for experts					
AD is the work of language specialists					
All teaching staff should be involved in AD					
Ad is an institutional response to a problem					
Ad is an institutional response to a need					
AD requires a degree of institutional reflection					
AD is to help disadvantaged students					
AD is to help all students					
It is not possible to have AD on campuses where all students are disadvantaged.					
AD is essentially a support programme for students in addition to their lectures					
AD is essentially a bridging programme to enable disadvantaged students to catch up to University level					
AD has to impact on the curriculum to be successful					
The need for AD will disappear with time					
AD has been established because donors would only offer resources for AD projects					
AD is best operated out of a well resourced unit					
AD should locate resources in departments					
To function effectively AD needs a powerful head with access to the institute's executive					
AD is primarily about Student development					
AD is primarily about Staff development					
AD is primarily about teaching and learning					
AD is to give students extra help with their subject					
AD is to give students study skills					
AD is a priority in my institution					
My institution has not been able to respond adequately to meet the need for AD					
AD reflects changes taking place in Tertiary education world wide					
AD has the support of the decision makers in my institution					
In my institution resources that could have provided a really good AD programme have been earmarked for research					

Thank you for your assistance.
Fiona Bulman

3 June 1994

Appendix 2 Pilot Questionnaire for a Regional Survey of Academic Development : Practitioners

The pilot questionnaire for practitioners, as distributed, is reproduced on the following pages.

Pilot Questionnaire for a Regional Survey of Academic Development.
(Practitioners)

This questionnaire is part of a pilot project being undertaken to prepare for a regional survey of Academic development for a Masters Research project in Education. The data gathered in this process will be used to refine the questionnaire and not as part of the general research data. I would be very grateful for your assistance with this work and would welcome any suggestions, criticisms or comments.

Please answer these questions as best you can. If you do not have an answer or find the questions not clear please could you indicate this and make any comments you wish on the questionnaire itself.

Thank you for your assistance with this.

Fiona Bulman
Arts Education Development Programme Coordinator
University of Natal
Private Bag X01
Scottsville

If you wish to be informed of the general summary from this pilot please indicate you name and address below and I will forward this to you.

Name .....

Postal Address .....

.....

.....

1.

Historically Black Technikon	
Historically White Technikon	
Historically Black University	
Historically White University	
Historically Black College	
Historically White College	
Other:	

2. What are your functions within the AD/ASP programme at your institution?

.....

.....

3. Is your work located in a specific discipline?

YES	NO

4. Do you have interaction with other AD/ASP personnel in your institution?

NONE	OCCASIONAL	REGULAR	FREQUENT

5. What role does the AD/ASP management play in your aspect of the programme?

.....

.....

6. During the last year has there been training or development workshops for AD/ASP staff at your institution?

NONE	OCCASIONAL	REGULAR	FREQUENT

7. Approximately how many students are you potentially responsible for providing with AD/ASP?

50	150	200	250	300	350	400	450	500	more than 500

8. Approximately how many students actually make use of the AD/ASP resource you are responsible for?

50	150	200	250	300	350	400	450	500	more than 500

9. How much of your time is spent in direct contact with students?

100%	75%	50%	25%	None

10. What size are the groups you work with? .....

11. Do you have consultation times?

None	Once weekly	Twice weekly	More than twice	Daily

12. What are the main problems your students are encountering?

Main problems students are encountering.	Extent to which Programme addresses these				
	100%	75%	50%	25%	0
Not proficient in the language of instruction					
Notemaking					
Reading					
Writing skills					
Mathematical skills					
Can't understand lectures					
Adjustment to Tertiary study *					
Use of equipment in the course					
Other					

* Please outline briefly. .....

.....

.....

13. What assistance do you receive to undertake your project?

.....

.....

14. What resources are available to you?

.....

.....

15. What aspect(s) of your work is/are with or alongside lecturers?

.....

.....

16. What interaction do you have with departmental staff in relation to what you are doing in the programme?

NONE	OCCASIONAL	REGULAR	FREQUENT

17. What do you regard as the most important characteristics of and AD/ASP practitioner?

Characteristic	Critical	Very Relevant	Relevant	Not Relevant
Post Grad qualifications in a discipline				
2nd Language qualifications				
Educational qualifications				
Teaching experience				
Second language teaching experience				
Experience of student issues				
Commitment to student development				
Political commitment **(REWORD?)**				
Openness to change				
Other				

18. How much of your time do you spend on the following?

AD/ASP Form	100%	75%	50%	25%	None
Extra content tutorials					
Separate language courses					
Separate study skills courses					
Credit bearing courses					
Individual counselling					
Improved course communication					
Materials development *					
Inclusion of language or study skills in Curriculum					
Redevelopment of the curriculum **					
Course evaluation					
Lecturer evaluation					
Staff discussion and workshops					
Environmental support					
Data/needs analysis ***					
****					

* Materials development could include student guides, course guides, tutorial materials, workbooks.
** Redevelopment of the curriculum involves a department reworking the curriculum to improve the facilitation of student learning.
*** Data/needs analysis could include student monitoring, analysis of course results
**** Please indicate any other form of AD/ASP work in your institution

17. Has anything changed in the way the department or unit in which you are located operates since you began your work within AD/ASP?

YES	NO

If so how? .....

.....

.....

.....

18. How would you define:

Academic Support .....

.....

.....

.....

.....

Academic Development? .....

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Education Development? .....

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Appendix 3 Natal Regional Survey of Development Initiatives in the Tertiary Sector : Questionnaire for Managers

The questionnaire, as distributed, is reproduced on the following pages.

NATAL REGIONAL SURVEY OF DEVELOPMENT INITIATIVES IN THE TERTIARY SECTOR.

Questionnaire for Managers

Preamble

Over the past 10 to 15 years initiatives have been established in many of the tertiary institutions to redress the inequalities that developed during the apartheid era. This research project seeks to explore the nature of these initiatives in order to identify the framework, and begin to point to some theoretical understanding.

The NEPI report highlights the institutional nature of the responses to the inequalities that developed during the apartheid era and this is confirmed in the very different names given to the units or programmes in different institutions.

These include:

Academic Support Programmes	
Academic Skills Programmes	
Academic Development	
Education Development	
Teacher Education Development	
Potential Development	
Staff Development	
Student Development	

1 a. Please indicate above which term (or terms) apply to the initiative on your campus. Please add in terms if necessary.

b. Please give a definition of the term describing your programme: .....

.....

.....

.....

.....

From here on the questionnaire will refer to programme, work or field rather than naming individual initiatives.

c. Please indicate the category to which your institution belongs.

Historically Black Technikon	
Historically White Technikon	
Historically Black University	
Historically White University	
Historically Black College	
Historically White College	
Other:	

2. In what year was the first AD or ASP initiative established on your campus? 19 .....

3. Where was this field of work located in your institution then?

In a separate unit	
Attached to student counselling	
Attached to student affairs	
Attached to a faculty	
Attached to staff development	
Other, please detail:	

4. What **documents** could provide the best information on:

a. the origins of the programme? .....

.....

b. the current status of the programme? .....

.....

c. institutional policy regarding the programme? .....

.....

5. Who would be the best **person** in your institution to provide information about:

a. the origins of the programme? .....

.....

b. the current status of the programme? .....

.....

c. policy in regard to this work? .....

.....

6. Where is AD currently located in your institution?

In a separate unit	
Attached to student counselling	
Attached to student affairs	
Attached to a faculty	
Attached to staff development	
Other, please detail:	

7. How many people currently employed in this work report to you in your capacity as manager? .....

8. a. How many of these posts are on the establishment at the present time? .....

   b. How many of these posts are contract posts at the present time? .....

9. What are the criteria for selection to such posts? Tick more than one if necessary.

Criteria	Critical	Very Relevant	Relevant	Not Relevant
Post-grad qualifications in a discipline other than education				
2nd Language qualifications				
Qualifications in education				
Teaching experience				
2nd language teaching experience				
Experience of student issues				
Commitment to student development				
Socio-political sensitivity				
Openness to change				
Other				

Please add to, or elaborate on, these criteria if you wish. .....

10. With what sectors do you have interaction on issues related to this work?

Sector	A lot of contact	Some contact	A little contact	None at all
Executive				
Deans				
Heads of departments				
Lecturing staff				
Specialists in the field				
Student Counselling Centre				
Staff Development Unit				
Student development work				
Student Affairs				
Academic Affairs				
Student structures				
Students				
Other institutions				
Other				

11. Please indicate, as a percentage, the time you spend on the following:

administration	
committees and internal liaison	
fundraising	
training/staff development	
research	
programme design and development	
student contact	
teaching	
other:	

12. On what does the programme focus?

Focus in the Programme	Major	Important	Minor	Nil
Language of instruction				
Notemaking				
Reading				
Writing skills				
Mathematical skills				
Study skills				
Understanding of lectures				
Extra content tutorials				
Credit bearing course				
Autonomous learning				
Individual counselling				
Course guides etc				
Use of equipment				
Environmental support*				
Materials development				
Language in the curriculum				
Curriculum development				
Course evaluation				
Lecturer evaluation				
Staff discussions				
Workshops				
Monitoring student progress				
Needs analysis				
Other aspects - Please outline briefly.				

13. Could you describe any noteworthy changes in the institution in which you work since the programme began.

.....

.....

.....

.....

.....

14. Hofmeyer outlines 4 models of AD. A fifth has been added in. Which one best fits your institution?

1. Identifies what students didn't get at school and adds it in	
2. Says the curriculum and some institutional structures should change to meet changed needs	
3. Students need to acquire life and work skills	
4. The learning environment needs to value and develop problem solving	
5. Teachers at tertiary level need training in new methods	
6. None of the above. I would describe our model as:	

15. Does your institution have a mission statement?

Yes	No

16. Is there any reference to this work in that statement?

Yes	No

17. If your institution were to make a statement on this field of work to what extent do you think it would coincide with your views?

Entirely	
Almost entirely	
Largely	
In all the key areas	
In some of the key areas	
In only a few areas	
Marginally	

18. How do you relate to these statements about the field of work?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students					
It is to help all students					
It is essentially a support programme for students in addition to their lectures					
It is essentially a bridging programme to enable disadvantaged students to catch up to tertiary level					
It is to give students extra help with their subject					
It is to give students study skills					
It is the students who need development					
It is the staff who need development					
It is primarily about staff and student development					
All teaching staff should be involved in it					
It is a field for experts					
It is work for language specialists					
It has to impact on the curriculum to be successful					
It should be an institutional response					
It requires a degree of institutional reflection					
It is a priority in my institution					
It has the support of the decision makers in my institution					
My institution has not been able to respond adequately to meet the need					
In my institution resources that could have provided a really good programme have been earmarked for other things					
It was established because donors offered resources for it					
It is best operated out of a central unit					
It should be located in teaching departments					
To function effectively it needs a powerful head with access to the institution's executive					
At my institution we identify what students didn't get at school and add it in					
At my institution the curriculum and structures are changing to meet changed needs					
At my institution the programme focuses on helping students acquire life and work skills					
At my institution the programme works to promote a learning environment that values and develops problem solving					
At my institution the programme focuses on the need for training in new teaching methods					

Appendix 4 Natal Regional Survey of Development Initiatives in the Tertiary Sector : Questionnaire for Practitioners

The questionnaire, as distributed, is reproduced on the following pages.

NATAL REGIONAL SURVEY OF DEVELOPMENT INITIATIVES IN THE TERTIARY SECTOR.
Questionnaire for Practitioners

Preamble

Over the past 10 to 15 years initiatives have been established in many of the tertiary institutions to redress the inequalities that developed during the apartheid era. This research project seeks to explore the nature of these initiatives in order to identify the framework, and begin to point to some theoretical understanding.

The NEPI report highlights the institutional nature of the responses to the inequalities that developed during the apartheid era and this is confirmed in the very different names given to the units or programmes in different institutions.

These include:

Academic Support Programmes	
Academic Skills Programmes	
Academic Development	
Education Development	
Teacher Education Development	
Potential Development	
Staff Development	
Student Development	

1 a. Please indicate above which term (or terms) apply to the initiative on your campus. Please add in terms if necessary.

b. Please give a definition of that term: .....

.....

.....

.....

From here on the questionnaire will refer to programme, work or field rather than naming individual initiatives.

c. Please indicate the category to which your institution belongs.

Historically Black Technikon	
Historically White Technikon	
Historically Black University	
Historically White University	
Historically Black College	
Historically White College	
Other:	

2 a. Please outline below what activities constitute the programme on your campus.

.....

.....

b. What are your functions within that programme on your campus?

.....

3. In some institutions this work is located in a faculty or department, in others in a separate unit. Where is your work located?

.....

4. Some programmes are student oriented, others are staff oriented. Who are your clients?

Students	
Lecturers	

5. On what does the programme focus?

Focus in the Programme	Major	Important	Minor	Nil
Language of instruction				
Notemaking				
Reading				
Writing skills				
Mathematical skills				
Study skills				
Understanding of lectures				
Extra content tutorials				
Credit bearing course				
Autonomous learning				
Individual counselling				
Course guides etc				
Use of equipment				
Environmental support*				
Materials development				
Language in the curriculum				
Curriculum development				
Course evaluation				
Lecturer evaluation				
Staff discussions				
Workshops				
Monitoring student progress				
Needs analysis				
Other aspects - Please outline briefly.				

* Environmental support includes finance, accommodation etc

6 a. Approximately how many potential clients do you have? .....

b. Approximately how many clients actually use the programme? .....

6 c. Approximate % of time you spend in direct contact with clients? .....

7. With what size groups do you work? .....

8. Do you have consultation times?

None	Once weekly	Twice weekly	More than twice	Daily

9. How have your clients responded to the programme? .....

.....

10. Has their response had an impact on the programme or your institution?

None	Very little	Some	A great deal

Please specify the nature of this impact .....

.....

11. If your clients are students, to what extent, and in what areas, do you work with lecturers?

.....

.....

12. What do you regard as the most important characteristics of an AD/ASP practitioner?

Characteristic	Critical	Very Relevant	Relevant	Not Relevant
Post-grad qualifications in a discipline				
2nd Language qualifications				
Qualifications in education				
Teaching experience				
Second language teaching experience				
Experience of student issues				
Commitment to student development				
Socio-political sensitivity				
Interpersonal skills				
Presentation skills				
Facilitation skills				
Planning and design skills				
Openness to change				
Other				

13. Please indicate structures that facilitate your interaction with other personnel in the field at your institution.

Workshops	
Seminars	
Forums	
Management meetings	
Unit committees	
Institutional Boards	
Team teaching	
Cooperative research	
In-house publications	
Other:	

14. To whom are you directly accountable? eg Head of department, Director of a programme, Dean etc.

15. What interaction do you have with the person named above?

.....

.....

16. During the last year has there been training or development workshops at your institution for staff in this field?

None	Occasional	Regular	Frequent

17. Could you describe any noteworthy changes in the department or unit in which you are located in relation to:

a. Teaching approach: .....

.....

b. Curriculum: .....

.....

.....

c. Student learning: .....

.....

21. Practitioners often feel that their perceptions of the field differ from those of the institution. This question gives you an opportunity to indicate this difference.
How do you relate to these statements about the field of work?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students					
It is to help all students					
It is essentially a support programme for students in addition to their lectures					
It is essentially a bridging programme to enable disadvantaged students to catch up to Tertiary level					
It is to give students extra help with their subject					
It is to give students study skills					
It is the students who need development					
It is the staff who need development					
It is primarily about staff and student development					
All teaching staff should be involved in it					
It is a field for experts					
It is work for language specialists					
It has to impact on the curriculum to be successful					
It should be an institutional response					
It requires a degree of institutional reflection					
It is a priority in my institution					
It has the support of the decision makers in my institution					
My institution has not been able to respond adequately to meet the need					
In my institution resources that could have provided a really good programme have been earmarked for other things					
It was established because donors offered resources for it					
It is best operated out of a central unit					
It should be located in teaching department					
To function effectively it needs a powerful head with access to the institution's executive					
At my institution we identify what students didn't get at school and add it in					
At my institution the curriculum and structures are changing to meet changed needs					
At my institution the programme focuses on helping students acquire life and work skills					
At my institution the programme works to promote a learning environment that values and develops problem solving					
At my institution the programme focuses on the need for training in new teaching methods					

22. To what extent do these statements reflect the general attitudes in your institution in the field of work?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students					
It is to help all students					
It is essentially a support programme for students in addition to their lectures					
It is essentially a bridging programme to enable disadvantaged students to catch up to Tertiary level					
It is to give students extra help with their subject					
It is to give students study skills					
It is the students who need development					
It is the staff who need development					
It is primarily about staff and student development					
All teaching staff should be involved in it					
It is a field for experts					
It is work for language specialists					
It has to impact on the curriculum to be successful					
It should be an institutional response					
It requires a degree of institutional reflection					
It is a priority in my institution					
It has the support of the decision makers in the institution					
This institution has not been able to respond adequately to meet the need					
Resources that could have provided a really good programme have had to be earmarked for other things					
It was established because donors offered resources for it					
It is best operated out of a central unit					
It should be located in teaching department					
To function effectively it needs a powerful head with access to the institution's executive					
At this institution we identify what students didn't get at school and add it in					
At this institution the curriculum and structures are changing to meet changed needs					
At this institution the programme focuses on helping students acquire life and work skills					
At this institution the programme works to promote a learning environment that values and develops problem solving					
At this institution the programme focuses on the need for training in new teaching methods					

Appendix 5 Natal Regional Survey of Development Initiatives in the Tertiary Sector : Manager data totals and level 2 analysis of open ended questions

Coding convention
Each returned questionnaire was numbered according to the institution concerned and then in sequence of receipt. This meant that even when undertaking the overall analysis it was possible to see emerging institutional trends.

The open-ended responses were analysed by first identifying the central issues in each response and then by grouping them in categories around those issues. Although it was not necessary to use a database for the open-ended material, it was particularly useful to be able to do the analysis with a computer. The ability to group and regroup material quickly and flexibly made it possible to identify the themes that the survey provided as a grid for the analysis of Academic Development in the region.

Question 1a Term (or terms) which apply to the initiative on your campus.

Academic Support Programmes	5
Academic Skills Programmes	5
Academic Development	6
Education Development	8
Teacher Education Development	1
Potential Development	1
Staff Development	8
Student Development	7
	3

Question 1B Definition of the term describing AD programme

Students

Students

1102 in three main areas : curriculum, students, and staff.

1103 Providing students (and staff) with

3103 which amounts to a holistic approach (staff, students, and curriculum) of development at faculty level.

4101 It was "The educational support and development of underprepared students

All students

1101 bring AD to all students

Disadvantages/Underprepared

4101 It was "The educational support and development of underprepared students

Support Students

2102 Our aim is to support students and staff

4101 It was "The educational support and development of underprepared students

Staff references but no reference to staff development

Staff

1102 in three main areas : curriculum, students, and staff.

1103 providing students (and staff)

3103 which amounts to a holistic approach (staff, students, and curriculum) of development at faculty level.

Support Staff

2102 Our aim is to support students and staff

Responses on "traditional lines"

Academic skills

1101 it was a limited tutorial-based initiative. Academic Development

1103 providing students with additional skills-based tutorials.

5102 To develop language competency, critical thinking and independent learning through learner centred strategies.

Tutors

2101 tutors are an additional resource;

Tutorials

1103 currently means with additional skills-based tutorials.

Standards

4101 It was "The educational support and development of underprepared students to be able to cope with the demands of tertiary studies".

Content based

1103 Much of the work is sometimes very much content-based however.

Curriculum

1102 in three main areas : curriculum, students, and staff.

3103 which amounts to a holistic approach (staff, students, and curriculum) of development at faculty level.

Special Courses
3101 Students progress more slowly through the first year.

Faculty based
1101 (making it available) in all departments/faculties.
1103 ADP in the faculties
3103 development at faculty level.

Language
5102 To develop language competency

Teaching and learning
Teaching and Learning
1103 Providing students (and staff) with a more effective teaching and learning environment.
2101 An approach that focuses on the teaching learning process,
2101 and tutors are an additional resource; for learning for the students and for teaching for the lecturer.
2102 Our aim is to support students and staff in their negotiation of the teaching-and-learning process.

Learning
4101 There is currently a strong move to change it to "The Learning Centre" - centre for students who wish to improve the effectiveness and efficiency of their learning.
5102 To develop language competency, critical thinking and independent learning through learner centred strategies.

Different Terminology - more abstract
Holistic
3103 which amounts to a holistic approach (staff, students, and curriculum) of development at faculty level.

Inclusive
1102 The Academic Development Programme is an all inclusive programme that is made up of development

Institutional
1101 became synonymous with a campus-wide initiative to

Interaction
1102 These three facets must interact and develop in a process thus presenting the dynamic of Academic Development.

Integrated
3103 UN(D) in the development programme attempts an integrated approach

Tripartite relationship
2102 Lecturers "own the process" which is a strategic tripartite relationship between student, lecturer, and tutor.

Negotiation
2102 Our aim is to support students and staff in their negotiation of the teaching-and-learning process.

Resources
2102 tutors are an additional resource; for learning for the student;

Question 2. In what year was the first AD or ASP initiative established on your campus?

Institution 1
1101 1986 (ASP). 1991 (AD)
1102 1992
1103 1991

Institution 2
2101 1994 (Campus b) 1st May.
2102 1993 ala IDT, but there were a couple of small ad hoc initiatives, and a well-developed PLATO Centre operating before that, reporting to a bureau for Tertiary Education.

Institution 3
3101 ?
3103 I have very recently arrived, and thus am unaware of the history of Education Development at this institution
3104 1991
3105 1988 ASP as such - but NB ELDS had set up five years before, and been running the credit-bearing course for 4 years by then.

Institution 4
4101 1987 (?)

Institution 5
5101 1989
5102 1989

Question 3. Where was this field of work located in your institution then?

In a separate unit	7
Attached to student counselling	1
Attached to student affairs	2
Attached to a faculty	3
Attached to staff development	0
Other, please detail:	2

Question 4 and Question 5 provided information on documentary sources regarding the programme.

6. Where is AD currently located in your institution?

In a separate unit	7
Attached to student counselling	1
Attached to student affairs	0
Attached to a faculty	5
Attached to staff development	0
Other, please detail:	2

Question 7 and 8 Total number of people currently employed in this work under this manager and number of establishment and contract posts.

Number	Total	Establishment	Contract
1101	12	3	9
1102	7	None	All
1103	45 - partly to me, partly to their HOD		45
2101	None	None	1
2102	16	3	14 (including my own)
3101	3 staff + 4 temp part time lecturers	4 (temp pt)	3
3102	N/A	N/A	N/A
3103	None	Which area? Fedo's are contract posts	5

Number	Total	Establishment	Contract
3104	2	Nil	2
3105	4	1	3
4101	6	6	
5101	1	1	0
5102	13	None	All

Question 9. What are the criteria for selection to such posts?

Criteria	Critical	Very Relevant	Relevant	Not Relevant
Post-grad qualifications in a discipline other than education	2	2	4	3
2nd Language qualifications	1	2	6	1
Qualifications in education	4	2	5	0
Teaching experience	5	4	2	0
2nd language teaching experience	4	3	2	2
Experience of student issues	2	3	5	0
Commitment to student development	7	1	3	0
Socio-political sensitivity	6	3	2	0
Openness to change	5	4	2	0
Other	0			

Question 10. What sectors do <u>you</u> have interaction on issues related to this work?

Sector	A lot of contact	Some contact	A little contact	None at all
Executive	2	4	1	3
Deans	5	6	1	0
Heads of departments	4	6	2	0
Lecturing staff	7	4	1	0
Specialists in the field	6	3	3	0
Student Counselling Centre	1	2	6	2
Staff Development Unit	2	4	0	3
Student development work	4	3	1	0
Student Affairs	1	4	3	2
Academic Affairs	2	3	3	2
Student structures	0	4	5	2
Students	5	2	4	0
Other institutions	4	4	0	1
Other	0	1	0	0

Question 11. Managers allocation of time.

	Percentage time per respondent										
Respondents:	1	2	3	4	5	6	7	8	9	10	11
administration	50	30	20	40	50	5	10	10	20	80	10
committees	20		20	25	35	5	5	7	20	5	10
fundraising	5		5			5			5	1	
staff training/dev			20	5	10				5	10	30
research	5		20	5	5	20	50	33	5	4	30
programme design and development	15		5	5		5	10	33	15		
student contact	5	35	5	5		5	5	15	15		
teaching		35	5	5		20	20		5		20
other				10		35			15		

Question 12. On what does the programme focus?

Focus in the Programme	Major	Important	Minor	Nil
Language of instruction	4	2	2	1
Notemaking	1	4	3	1
Reading	3	3	2	1
Writing skills	3	6	0	1
Mathematical skills	2	0	2	5
Study skills	0	7	2	0
Understanding of lectures	4	5	1	1
Extra content tutorials	3	3	3	2
Credit bearing course	1	1	2	3
Autonomous learning	2	5	2	0
Individual counselling	1	4	5	0
Course guides etc	0	5	3	1
Use of equipment	1	2	2	4
Environmental support*	0	2	4	3
Materials development	0	6	3	0
Language in the curriculum	2	6	1	0
Curriculum development	3	5	2	0
Course evaluation	1	7	2	0
Lecturer evaluation	1	3	4	2
Staff discussions	2	7	1	1
Workshops	2	4	3	0
Monitoring student progress	0	1	1	0
Needs analysis	0	5	1	1
Other aspects - Please outline briefly. 0				

Question 13 Noteworthy changes in the institution since the programme began.

Abstract

Conceptualisation

1101 The programme has become less 'Ad Hoc', and a clearer conceptualization of Academic Development has been reached.

2101 ASP is the new buzz word amongst staff and students. As this institution is a HBI, the problem of underdevelopment and disadvantage is a majority phenomenon, and in serious need.

5102 A greater interest in the broader issues affecting education, and change. Technikons are very technical focussed, Education Development is making a major impact on the educational processes.

Collaboration

1101 This has been articulated by more collaboration on projects, seminars, workshops,

Integrated

1101 by attempts at integration by staff.

Traditional

Curriculum Development/Materials Development/Course guides

3103 Change is ongoing - included in curriculum development/course design which

3105 Definite move away from a 'Fix the students' mode to more emphasis on Curriculum and Staff Development.

4101 An increasing number of academics are accepting the need to change methodology and curricula.

Student Performance/Student Body

1102 Performance of students improved. Creation of enthusiasm among students. Students are better equipped with skills.

4101 Racial composition of student body has changed dramatically.

Student Skills/Student Development

1102 Performance of students improved. Creation of enthusiasm among students. Students are better equipped with skills.

3103 includes .... student development.

3105 Definite move away from a 'Fix the students' mode to more emphasis on Curriculum and Staff Development.

Staff Development

3103 Change is ongoing - included in curriculum development/course design which includes staff development, and student development.

3105 Definite move away from a 'Fix the students' mode to more emphasis on Curriculum and Staff Development.

Credit bearing

3101 Programme has changed from pure "Bridging" to blend of credit bearing, + supplementary subjects.

General

2101 ASP is the new buzz word amongst staff and students. As this institution is a HBI, the problem of underdevelopment and disadvantage is a majority phenomenon, and in serious need.

5102 A greater interest in the broader issues affecting education, and change. Technikons are very technical focussed, Education Development is making a major impact on the educational processes.

Movement

3101 Programme has changed from pure "Bridging" to blend of credit bearing, + supplementary subjects.

3105 Definite move away from a 'Fix the students' mode ... Reduction in the number of extra tutorials, and increase in materials development within the course.

4101 Shift from support for 'disadvantaged' students, to any student who is seeking to improve. Increased use of C.A.L.

Negative

1101 However, this has been achieved by minimal 'endorsement' by management.

Question 14. Hofmeyer outlined 4 models of AD. A fifth has been added in. Which one best fits your institution?

1. Identifies what students didn't get at school and adds it in	2
2. Says the curriculum and some institutional structures should change to meet changed needs	3
3. Students need to acquire life and work skills	0
4. The learning environment needs to value and develop problem solving	1
5. Teachers at tertiary level need training in new methods	0
6. None of the above. I would describe our model as:	1 & 5 1 & 5& 4 2 & 3 2 & 5

Question 15. Does your institution have a mission statement?

Yes	No
12	

Question 16. Is there any reference to this work in that statement?

Yes	No
8	4

Question 17. If your institution were to make a statement on this field of work to what extent do you think it would coincide with your views?

Entirely	0
Almost entirely	4
Largely	3
In all the key areas	0
In some of the key areas	2
In only a few areas	2
Marginally	0

Question 18. How do you relate to these statements about the field of work?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students	0	1	3	6	1
It is to help all students	1	1	4	5	0
It is essentially a support programme for students in addition to their lectures	2	3	1	3	2
It is essentially a bridging programme to enable disadvantaged students to catch up to tertiary level	3	3	3	2	0
It is to give students extra help with their subject	0	2	3	6	0
It is to give students study skills	0	0	6	5	0
It is the students who need development	0	2	5	4	0
It is the staff who need development	0	0	4	6	1
It is primarily about staff and student development	0	1	1	9	0
All teaching staff should be involved in it	0	0	2	8	1
It is a field for experts	1	4	0	3	3
It is work for language specialists	1	5	2	1	2
It has to impact on the curriculum to be successful	0	1	1	8	1
It should be an institutional response	0	0	3	8	0
It requires a degree of institutional reflection	0	4	4	2	1
It is a priority in my institution	0	2	6	1	2
It has the support of the decision makers in my institution	0	2	5	2	2
My institution has not been able to respond adequately to meet the need	0	2	5	2	2
In my institution resources that could have provided a really good programme have been earmarked for other things	1	2	4	0	4
It was established because donors offered resources for it	1	2	4	4	0
It is best operated out of a central unit	1	5	2	1	2
It should be located in teaching departments	0	1	5	4	1
To function effectively it needs a powerful head with access to the institution's executive	0	3	3	4	1
At my institution we identify what students didn't get at school and add it in	1	3	2	2	3
At my institution the curriculum and structures are changing to meet changed needs	0	2	6	1	2
At my institution the programme focuses on helping students acquire life and work skills	0	2	7	0	2
At my institution the programme works to promote a learning environment that values and develops problem solving	0	2	8	1	0
At my institution the programme focuses on the need for training in new teaching methods	0	4	5	1	1

Appendix 6 Natal Regional Survey of Development Initiatives in the Tertiary Sector : Practitioner data totals and level 2 analysis of openended questions

Coding convention
Each returned questionnaire was numbered according to the institution concerned and then in sequence of receipt. This meant that even when undertaking the overall analysis it was possible to see emerging institutional trends.

The open-ended responses were analysed by first identifying the central issues in each response and then by grouping them in categories around those issues. Although it was not necessary to use a database for the open-ended material, it was particularly useful to be able to do the analysis with a computer. The ability to group and regroup material quickly and flexibly made it possible to identify the themes that the survey provided as a grid for the analysis of Academic Development in the region.

Terms applied to the initiative on campuses in KwaZulu Natal

Academic Support Programmes	10
Academic Skills Programmes	4
Academic Development	28
Education Development	20
Teacher Education Development	15
Potential Development	0
Staff Development	1
Student Development	8

Question 1 b Definition of the term describing AD initiatives.

Students

All students

1203 of all students

4202 operated to include all students needing extra help

Disadvantaged/Underprepared Students

3208 help disadvantaged students

4202 assist underprepared and disadvantaged students

4203 assisting underprepared/disadvantaged students

4204 assisting underprepared students

4205 assisting underprepared students

Diversity of students

3210 enable students from a diversity of backgrounds to succeed at academic study

4201 context of a demographically changing student intake

Help Students

2201 help out students with difficulties

2205 help given to students

3208 help disadvantaged students

4202 underprepared and disadvantaged students achieve better quality of education

4203 assisting underprepared/disadvantaged students in meeting....

4205 assisting underprepared students

5201 Students are assisted

5202 Students are assisted

Student Development

1203 student development

2206 student development assisted by ASP

3201 in real terms students rather than staff tend to be dominant focus

3207 implies also student development

3210 student development

Student Needs

4203 changes to accommodate the changing needs of students

4204 to meet the needs of students

Support Students

2208 emphasise role to support staff and students

3206 extra subject oriented, academic support is provided in time arising out of half load

Broader conception

Curriculum Development

1203 curriculum development

3204 provide frameworks for development of

3207 is synonymous with curriculum development provided that the curriculum is broadly defined

3210 and curriculum development

3213 coherent and planned programme aimed at improving and enhancing teaching and learning by impacting on the curriculum

Develop Mainstream courses/programme

3207 the development of mainstream courses

Educational Issues/endeavour

3202 ensuring ED issues high on the agenda

3207 is aimed at the total educational endeavour

Educational Performance

3201 signal commitment to broad understanding of educational performance
3208 cope with the university expectations of them
3210 enable students from a diversity of backgrounds to succeed at academic study
4201 maintain and improve standards
4202 achieve better quality of education
4203 meeting the academic demands of their courses
4204 to cope with the educational demands of their studies

Institutional Transformation

3202 ensuring ED issues high on the agenda of the institution
4203 challenging the institution to make the necessary changes to accommodate the changing needs of students
4204 challenging institutional structures

Institutional Change

3210 institutional change necessary to accommodate a diversity of students

Transformation

2208 process of transformation encompassed in most definitions of AD
3210 programmes and reform/and or transformation
4203 challenging the institution to make the necessary changes to accommodate the changing needs of students
4204 challenging institutional structures

Change

3201 change relating to both staff & students
4203 to make the necessary changes to accommodate changing needs of students

Teaching and Learning

3204 provide frameworks for development of ... teaching and learning materials
3213 aimed at improving teaching and learning

Activities/focus

Content Oriented

Content/Syllabus/Content Problems

1201 help students in content where problems arise
3206 extra subject oriented, academic support is provided in time arising out of half load
4202 operated to include all students needing extra help in their subjects
5201 in specific subjects
5202 tutorials generally cover syllabus work

Skills oriented/Academic Skills

1201 promote skills
1202 programme of academic skills
3208 aimed at giving students the necessary skills namely: reading and writing skills, critical thinking skills, skills to access a textbook, etc.

General

Discussion

2202 able to ask questions/contribute to discussion (not yet)

General Development

5202 Topics for workshops range from "Use of the calculator" to "Job applications and CV writing".

Learning Needs

1203 addressing learning needs

Problem Solving

2201 opportunity to identify problems and have them solved

Reinforce Mainstream

5203 The reinforcement of the knowledge the student has already gained in mainstream work.

Supplementary

2201 Supplementary to the main lecture

Relationships

3203 extra opportunities for students to develop in terms of education, personal growth and inter-relationships with staff members

Special Courses

English for Academic Purposes

3212 to develop English for academic purposes - includes language development in the context of demanding academic tasks

Special/Augmented/foundation/Bridging Courses

1205 Bridging programme

3205 attend mainstream, only half load

3206 attend mainstream, only half load

3209 Science Foundation Programme: The emphasis on "foundation" implies that a new thing is intended to replace old habits of learning and means of understanding

Group orientation

Tutorials/Small group/consult

2202 small tutorial groups

5201 through the medium of group tutorials and individual consultation

5202 by the means of tutorials and workshops

Change/remould students to meet standards

Up to standards/standards

1205 bring students up to standard

4201 maintain and improve academic standards

Adapt to the University

1202 adapt to university

3208 cope with the university expectations of them

Change Habits

3209 implies that a new thing is intended to replace old habits of learning, and means of understanding.

Staff

Staff Development

1203 staff development

3201 in Arts faculty now a growing commitment to exploit staff development

3204 staff development

3210 staff development

Support Staff

2208 emphasise role to support staff and students

Teaching Needs

1203 addressing teaching needs

Miscellaneous

Faculty based

3201 in Arts faculty now a growing commitment to exploit staff development

5201 in the relevant faculties

Reform

3210 programmes and reform/and or transformation

Course Evaluation

3204 assessments, course evaluation

Research

3204 relevant research thereof

Selection Process

3204 selection processes

Tutors and Lecturers

2205 through tutors and lecturers

Question 2a Outline of activities that constitute the programme on the campus.

Tutorials

Tutorials/Small group/consult

1201 Tutorials twice a week for small groups of first year students -aimed at students with low matric point scores. Consultation available at any time.
1202 A voluntary weekly tutorial per subject
2201 Extra tutoring outside lecture times.
2202 Supplementary tutorial groups
2204 Giving tutorials to first year students
2205 Division of students into groups and their tutor. Marking of register.
2206 by way of forming group discussion on topics dealt with.
2208 tutorial programmes.
3205 Additional lectures and tutorials in Maths, Physics, Chemistry, Biology, and Computer Science to augment mainstream courses; plus Language and Learning, and Computer Literacy.
3206 Additional lectures/tutorials/practicals to augment mainstream courses in Biology, Chemistry, Maths, Computer Science, Physics, and Language/Learning/Computer Literacy components.
3207 additional tutorials for students;
3208 Add on tutorials. Extra classes on Saturdays.
3210 EDP tutors who run tutorials, and individual consultations.
3211 Tutorials, lectures, meetings, resource development
4201 Science, Maths, and English support through tutorials and computer-aided learning.
4202 Give tutorials in Science, Maths, and English Second Language, Computer-based programmes.
5201 Tutorials are incorporated into the timetable
5202 Tutorials are incorporated into the timetable and tutorials which I conduct are compulsory. Workshops are held during lunch breaks (app. 1 hour), and are not compulsory.

Additional

3205 Additional lectures and tutorials in Maths, Physics, Chemistry, Biology, and Computer Science to augment mainstream courses; plus Language and Learning, and Computer Literacy.
3206 Additional lectures/tutorials/practicals to augment mainstream courses in Biology, Chemistry, Maths, Computer Science, Physics, and Language/Learning/Computer Literacy components.
3207 additional tutorials for students;
3208 Add on tutorials. Extra classes on Saturdays. Revision lectures;
4204 Predominantly add-on classes for students

What happens in tutorials

Content/Syllabus/Content

1202 per subject - which would include general study skills as well as information directly dealing with the subject concerned.
1204 teaching study skills, subject-specific comprehension, understanding content, etc.
2204 giving tutorials to first year students in different courses
2206 by way of forming group discussion on topics dealt with.
3205 Additional lectures and tutorials in Maths, Physics, Chemistry, Biology, and Computer Science

3206 Additional lectures/tutorials/practicals to augment mainstream courses in Biology, Chemistry, Maths, Computer Science, Physics,
3209 A year-long course in Maths, Physics, Biology, and Chemistry, and 3L, and ...
4201 Science, Maths, and English support through tutorials and computer-aided learning.
4202 Give tutorials in Science, Maths, and English Second Language, Computer-based programmes.
4203 ESL, ... Maths, Science, Computer support - subjects might be extended in the future.
4204 Predominantly add-on classes for students in English, Science, and Maths (voluntary attendance).
4205 English, Science, Maths, and Computer support.
4206 Science, Maths, English, and Computer support.

Computer literacy/aided learning

3205 and Computer Literacy.
3206 Computer Literacy components.
3208 Computer learning packages.
4201 support through tutorials and computer-aided learning.
4202 Give tutorials in Science, Maths, and English Second Language, Computer-based programmes.
4203 ..... Computer support - subjects might be extended in the future.
4205 English, Science, Maths, and Computer support.
4206 Science, Maths, English, and Computer support.

Academic Skills

1202 A voluntary weekly tutorial per subject - which would include general study skills
1203 Skills development - faculty based
Curriculum and materials development
1204 Teaching study skills,
1205 Academic skills - notetaking, study, language, reading (text books), etc.

Motivation

2201 Extra tutoring outside lecture times. Motivational sessions.

<u>Purpose of tutorials</u>

Development

3213 Student Development.

Supplementary

2202 Supplementary tutorial groups held after initial lecture.
4202 Running supplemental instructions to selected pilot groups.

Support

2203 Academic Support Programme
2206 Rendering academic support to learning students
5201 Tutorials are incorporated into the timetable and academic support and development is provided by the tutor to a group of 20-25 students.
4201 Science, Maths, and English support through tutorials and computer-aided learning.
4205 English, Science, Maths, and Computer support.
4206 Science, Maths, English, and Computer support.

<u>Special/Augmented/foundation/Bridging Courses</u>

1205 Maths, Applied Maths, Physics, Chemistry, Engineering Drawing lectures. Engineering awareness/orientation/projects.
3201 Science Foundation Programme,

3205 Additional lectures and tutorials in Maths, Physics, Chemistry, Biology, and Computer Science to augment mainstream courses; plus Language and Learning, and Computer Literacy.
3206 Additional lectures/tutorials/practicals to augment mainstream courses
3207 foundation courses;
3209 A year-log course in Maths, Physics, Biology, and Chemistry, and 3L, and Counselling make up a full programme of laying a new foundation for learning.

Broader approach

Course Evaluation
3204 To provide a framework for .... course
3210 a central unit which aims to provide evaluation and research services to the campus.

Credit
3212 A credit-bearing language development course for ESL students (in practice the vast majority are Black students).

Curriculum
1203 Curriculum and materials development
2208 Language across the curriculum
3204 To provide a framework for .... the development of curricula,
3207 mainstream curriculum development;
3213 Curriculum Development,

Develop Mainstream courses/programme
3207 mainstream curriculum development;

Counselling
3209 ..... Counselling make up a full programme of laying a new foundation for learning.

Institutional Change
3207 Influencing institutional policy;

Internships
3203 Academic Internships. Vocational Internships and Students Mentor Internships.

Language
1203 Language development - centrally aimed
2208 Language across the curriculum
3205 Language and Learning,
3206 Language/Learning
3212 A credit-bearing language development course for ESL students (in practice the vast majority are Black students).
4203 ESL, ...

Materials Development
1203 Curriculum and materials development
3204 To provide a framework for ..... teaching and learning materials,

Selection Process
3204 To provide a framework for .... selection processes and procedures,
3207 alternative access;

Teaching and learning
3204 To provide a framework for ..... teaching and learning, and relevant research thereof.

Staff

Staff Development
2208 staff development tutorial programmes.
3204 To provide a framework for .... evaluation, staff development,
3207 staff development;

3213 Staff development,
4204 Staff workshops to assist academics to meet the educational needs of all their students.

Tutors and Lecturers

2205 Division of students into groups and their tutor.
3201 "ED" tutors on contract posts (externally funded) in some Arts and Social Science departments;
3207 tutor development;
3210 Departmental level programmes - EDP tutors
5201 Tutorials are incorporated into the timetable and academic support and development is provided by the tutor to a group of 20-25 students. Students are also encouraged to consult the tutor on an individual basis for further assistance.
5202 Tutorials are incorporated into the timetable and tutorials which I conduct are compulsory. Workshops are held during lunch breaks (app. 1 hour), and are not compulsory.

Mentors

2204 Giving tutorials to first year students in different courses, by senior students of the university.
3203 Students Mentor Internships.

Central Functions

Central Unit

3202 There are various faculty-based initiatives, and the Centre for Education Development.
3210 CUED - a central unit which aims to provide evaluation and research services to the campus.

Administration

3201 faculty coordinators; administrator attached to Centre for University Education Development

Faculty based

1203 Skills development - faculty based
3201 faculty coordinators;
3202 There are various faculty-based initiatives,
3210 Faculty-based coordinators who oversee EDP at faculty level.

Research

3201 ED researchers
3204 To provide a framework for .... relevant research thereof.
3207 ..... research.
3210 research services to the campus.

Resource Development

3211 Tutorials, lectures, meetings, resource development

Question 2b What are your functions within that programme on your campus?

Dept tutor

1201 Botany tutor
1202 Academic Development Programme Tutor - for Psychology 1 students.
2204 I am one of the English tutors for AEN 125, and APE 125 students.
2205 As a tutor I work together with my group to solve problems encountered in the course/subject.
3201 A university-funded tutor's post in the Department of Historical Studies (as far as I know, this is the only university post on this campus with an explicitly "ED" brief).

4202 Give tutorials in Science to applied Health Science students. Supervising Supplemental Instruction Programme.

4203 English tutor (mainly ESL).

4204 English language tutor. Participant organiser of staff workshops on lecturing to ESL students.

4206 Maths tutor - assists pupils who are underprepared.

5201 I am a faculty tutor in the Department of Chemistry, and I am responsible for tutorials in all subjects for level 1,2, and 3 students.

5202 I serve as a tutor for students registered for the Augmented National Diploma : Analytical Chemistry. These are students who did not meet the points required to enter the mainstream courses.

AD Tutor (Not dept?)

1204 AD tutor

2201 Conduct tutorials, liaise with course lecturer, give report on the students progress.

3202 I work in a faculty-based programme. The "umbrella" organisation attempts to mainstream educational development - in addition, we run an alternative selection programme for B Com students.

3211 EDP tutor - teaching, passing on skills, facilitation between students and staff.

4201 EAL tutors, managing a computer laboratory where Science, Maths, and English computer programmes are made available to students.

4205 English language tutor. Organiser of staff workshop to assist lecturers in lecturing in a multilingual classroom.

Skills

1203 Development of skills around skills teaching and coordination of programme.

Mainstream Teaching/ ED Research

1205 Teach Physics and Chemistry, and Administration for Bridging Programme. MSc research on programme success, and go-between/representative of/for general Academic Development on campus.

3205 I am the Mathematics lecturer (expert) in the programme.

3206 I provide the Chemistry part of the programme.

3209 Mathematics lecturer.

Tutor/help students

2202 To lead a small group of students through a particular text.

2203 To assist students in solving problems in Maths which were not clearly understood in lectures.

2206 A tutor.

3208 Do revision lectures, and take Saturday class.

Coordination

2208 Coordinator of LAC initiative. Engaging with mainstream staff to provide LAC.

2209 Recruiting and selecting tutors
Coordinating academic support initiatives in the Faculty of Commerce

2210 As a Coordinator of the Programme (ASC), train tutors, prepare reading materials for tutors, preparing and designing stationery for the project, supervision and evaluation of the effectiveness of the project, write reports and submit them to stakeholders

3203 Coordinator of the Internship Programme. Ensure placement and selection of "disadvantaged" students into various types of internships.

3207 Based in the Faculty of Economics and Management, and teach in our extended curriculum programme; organise additional tutorials; develop tutors; work with mainstream staff on curriculum development; am conducting research into foundation course/core curriculum.

3212 I coordinate the course, and teach one group. There are about eight teachers involved in teaching one or more groups each.

5203 Coordination and running of tutorials, workshops, and seminars.

General

3204 Course evaluation research, Staff Development - workshops, materials development.

3210 Researcher in the central unit.

3213 Resource person, consultant/dialogue partner, innovator.

Question 3 Where work is located?

Separate/Central Unit

1201 Separate unit - Science Academic Development Programme....

1203 Central unit, but work with faculties and departments.

1204 Separate unit - Centre for Academic Development....

2203 Separate unit

3203 In the University Education Development Programme - a centre that runs autonomously.

3210 Central unit.

4201 Separate unit.

4202 In a separate unit - EDC.

4203 Education Development Centre (separate unit).

4204 Separate unit.

4205 Separate unit.

4206 EDC - separate unit.

5203 Separate unit.

Autonomous Unit but faculty/department work

2207 Unclear - we form an autonomous unit, but work in faculties as much as possible.

2208 Separate unit which works with mainstream staff in all faculties.

3209 Separate unit, and in the Maths Department.

5201 A separate unit which services the relevant department.

5202 I belong to the Educational Development Unit, but I am based in and service the Chemistry Department.

Faculty

1205 Faculty of Engineering.

2206 Faculty

3202 Faculty

3204 In a unit in a faculty.

3207 Faculty

Faculty and Department

3213 Faculty and department.

Department

1202 Location (physical) - with the department concerned.
2202 English Department
2204 In the Department of English
2205 Located in a department.
3201 Department
3205 In the Mathematics Department.
3206 Chemistry Department.
3208 Department, but we works closely with CUED (a separate unit).
3211 Within a department.
3212 In a department in the Faculty of Education.

4. Some programmes are student oriented, others are staff oriented. Who are your clients?

Students	23
Lecturers	2
Both	10

5. On what does the programme focus?

Focus in the Programme	**Major**	**Important**	**Minor**	**Nil**
Language of instruction	9	14	7	1
Notemaking	4	12	10	5
Reading	9	18	2	3
Writing skills	14	14	1	4
Mathematical skills	10	7	3	10
Study skills	8	15	6	1
Understanding of lectures	11	16	1	2
Extra content tutorials	10	8	7	5
Credit bearing course	3	7	3	14
Autonomous learning	7	13	6	5
Individual counselling	4	15	9	3
Course guides etc	2	9	5	11
Use of equipment	6	5	7	12
Environmental support*	4	2	5	18
Materials development	2	16	7	5
Language in the curriculum	7	16	8	2
Curriculum development	11	6	5	11
Course evaluation	7	5	7	12

Focus in the Programme	Major	Important	Minor	Nil
Lecturer evaluation	2	7	3	17
Staff discussions	9	13	9	1
Workshops	6	11	10	6
Monitoring student progress	13	9	6	2
Needs analysis	7	10	5	5

* Environmental support includes finance, accommodation etc

Question 6 a, b and c
Potential clients and the actual number of clients who use the programme combined with a review of the amount of time practitioners spend in direct contact with those clients.

	Actual clients	Potential clients	% Time
Under 100			
2201	4	8	
2205	10	10	80
2203	13	25	5
2204	20	20	
1205	30	60	60
3209	34 in 1994.	unknown	30
5202	20 + 14	20 + 14	80
2206	All of them - 35	35	
3210	I do not run a programme - but 50 staff members have shown interest in my work.	all staff	10
4201	50		60
5203	60	100	50
3205	33 Science Augmented Programme. 39 Engineering Bridging.	72	40
3213	70	70	45
4202	75	110	60
3208	80	10	80
4203	95	3000	60/80

	Actual clients	Potential clients	% Time
4204	Out of a total 500 EDC students, 95 work with me. 210 work with ESL.	3000	60/80
100 - 200			
1201	100 have attended at some stage. 40 have been to over 50% of the tutorials.	150	3 (2x45 min)
3203	100 per year	half the total black students enrolled in the university	
4205	120 (self); ESL - 210; EDC - 500	3000	60/80
2202	120	unkown	3
5201	140	160	50
3207	25 tutors; 10 staff; 100 students; 25 sponsors.	50 staff, 150 extended curric students, all tutors in fac, 25 sponsors	60
3201	150-200. The programme is embedded into the course; it is not optional.	150 - 200	30
200 - 500			
1204	200	250	22
3212	210 students in 1994	numbers have doubled in the last 3 years	11
1202	300	400	42

	Actual clients	Potential clients	% Time
Over 500			
1203	1000	10 000	60
3202	One department (950 students); 20 staff; 43 students on alternative selection programme.	all students and staff in the faculty	40
2208	After 6 months, approximately 10 departments.	whole university	20
Unknown			
2207	Lecturers?	Lecturers?	
3204	Difficult to determine overall figure.	1500	

Question 7 Size of groups.

Very small

3203 Work with individuals largely, and small groups of 3 or 4.
2201 4
4206 Between 2-10.

Small group

5201 6-30
3204 Up to 8 depending on context.
2205 10
2202 12
1202 Between 3 and 12
4202 < 12
4203 Maximum of 15.
4204 8. Maximum 20.
2204 15
1204 15
4205 15-20
5202 20 + 14
5203 20
2206 20
3206 20
1201 10-25
4201 A maximum of 25.

Large group

1205 30
3205 33/39
3209 34, and groups of 2-3 within the large group.
3208 45
3207 Between 1 and 45

Wide Range

3202 15-100
2208 30-300
3201 Lectures - 100 people each
Tutorials - 7 people each
2203 Small
3210 Small - research seminars
3211 Varies 1-65
3212 Mostly < 20; 2 groups : 34-39
3213 20, 30, 5-10
1203 A range : Individuals - 1/2
Small groups - 20+
Lectures - 600+

Question 8. Do you have consultation times?

None	Once weekly	Twice weekly	More than twice	Daily
8	5	3	2	14

Question 9 Client response to the programme or institution.

Very positively

1201 Very positively.
1203 Very well.
2205 Very positive.
2206 Very positive.
3202 Alternative Selection Programme - very positive.
3203 Very positive and cooperative.
3204 ... difficult to determine, but response among students to course evaluation research reports have been enthusiastic.
3205 Some magnificently;
3209 Very well. They are highly motivated, and most are open to transformation.
4201 Very enthusiastically.
3213 Mixed response; some are enthusiastic and positive,
3210 A few have responded enthusiastically to my research.

Positively

1202 Positively.
2203 Positively.
1204 Positively - though weaker ones need to be encouraged to attend.
3201 Qualitative assessment in course evaluation questionnaires and individual feedback has generally been positive to praiseworthy.
3206 Quite well.
3205 ... reasonably well on average.
3211 Positively - with interest.
3212 Generally positive.
4205 Some favourably.

5201 Most students feel that the programme has been beneficial (students who attend 80-100% of the tutorials).

5202 Most students are benefitting from the Augmented Programme, and are coping very well. There are also a few students (approximately 3) who are still performing poorly.

5203 A small number have responded well ..... most are indifferent.

Progress

1205 Have made noteworthy progress.

2208 Initially negatively because we offer an understanding of 'the language problem' which differs to traditional perceptions. A recent workshop in Arts has brought a much more favourable response.

Unknown

2201 N/A - programme still new.

2202 Unknown.

3204 I do not see myself as 'having clients' as such. Response among students and faculty is difficult to determine, but response among students to course evaluation research reports have been enthusiastic.

Vary

1204 Positively - though weaker ones need to be encouraged to attend.

2204 They are always present in class. They participate in discussions. They are lazy to do written work, and prefer oral discussions.

2207 We live on an emotional roller coaster - some days are good, some bad. Some clients climb on board, some don't.

2208 Initially negatively because we offer an understanding of 'the language problem' which differs to traditional perceptions. A recent workshop in Arts has brought a much more favourable response.

3202 Alternative Selection Programme - very positive. Work with faculty - limited, only one department responds well.

3205 Some magnificently; reasonably well on average.

3207 Highly variable - one department uses us extensively for participation in curriculum development and staff development, but others haven't. Students' participation is high in the tutorial programme we offer.

3208 Some are very interested, they come voluntarily either as individuals, or as groups. Others are very reserved, and keep quiet.

3213 Mixed response; some are enthusiastic and positive, others indifferent, others feel that they do not really need the programme.

4202 Fairly well. The response varies from time to time, semester to semester. Depends on subjects offered at that term.

4203 Some positively, some negatively for numerous reasons.

4204 Very favourably, but attendance is erratic.

Limited

3202 Work with faculty - limited, only one department responds well.

Negative

3213 ... others indifferent, others feel that they do not really need the programme.

4203 ... some negatively for numerous reasons.

5203 A small number have responded well, most are indifferent.

5202 ... There are also a few students (~3) who are still performing poorly.

Question 10 Impact of client response on the programme or institution.

None	Very little	Some	A great deal
3	4	17	8

The nature of this impact.

Yes

Policy

1203 It has directed and informed policy on AD.

3212 The university uses this course as part of the foundation 'package' in three faculties.

3213 Institution is seriously considering the question of foundation courses which is the route our department has taken.

Integrated programmes in curriculum

1205 Student response has been very positive, thus firmly entrenching the "Bridging" as an essential at UDW. Increased the "credibility" of the Engineering Faculty.

3201 Endorsement of specific 'skills' tutorials and lectures; introduction of 'review' lectures; end-of-year questionnaires responses have led to modification of teaching approaches by individual lectures.

3202 Redesigning first year course through process of Curriculum Development.

3210 Some departments altered their courses. Textbook research is being followed up by research communities.

3212 The university uses this course as part of the foundation 'package' in three faculties. Students support the course although they are becoming more critical of it than in earlier years.

3213 Institution is seriously considering the question of foundation courses which is the route our department has taken.

Changed strategies

3201 Endorsement of specific 'skills' tutorials and lectures; introduction of 'review' lectures; end-of-year questionnaires responses have led to modification of teaching approaches by individual lectures.

3205 Teaching strategies altered as the need arises.

3206 Teaching strategies altered to meet perceived needs of students.

4201 Students informed lecturers of their positive experience with software - some lecturers now recommend/advertise the laboratory to other students.

Changed Attitudes and Perceptions

2204 They have opened to one another, and formed study groups.

2205 Great understanding between students and lecturers.

2207 Getting people thinking.

3201 Endorsement of specific 'skills' tutorials and lectures; introduction of 'review' lectures; end-of-year questionnaires responses have led to modification of teaching approaches by individual lectures.

3204 There are signs of the beginning of the development of a culture of education development in the faculty.

3207 The Dean and Assistant Dean have clearly changed their perception of our role - we now participate fully in faculty structures.

3209 SFP students in years 1-3 of their BSc are noted for their good attitude, and often better than average results.

4202 Although not much research has been done (just started), it has been noticed some marked improvement in some cases.

Student Numbers

3211 Growth in student numbers at first year level through to Honours - with regard to English Second Language speakers.

No

1202 Their response has not been formally measured to have any impact on our institution.

1204 Lack of interest, apathy, coordination and support from management, faculties and Senate level.

2203 None so far as the programme is still new.

2208 Our institution is still at the stage of believing Academic Support is fixing up students for an unchanged order. AD ideas are very new, and therefore we are still challenging. However, we are prepared to offer more "sops" to get them to do AD.

3203 The institution does not take into account the students need for this programme, and therefore does not support it in any way.

4204 The programme changes to focus on the needs of particular groups of students as expressed by those students. Reports and memos to departments and Rectors about the problems raised by our students usually go unanswered.

4205 Very little on the institution as departments have not taken ownership of the problems experienced with course content.

5201 Despite students' feelings, the institution has as yet not made a permanent commitment to incorporating student development tutorials into it academic programme.

Not known

4203 Difficult to specify or describe.

5202 The Augmented Programme has only been implemented since the beginning of this year (1994). It is still a new programme, and has not been given priority. Presently, the programme is on a trial basis.

Not relevant

3208 We prefer working in small groups so that we reach to each and every student - this is however not always possible.

2206 It helps them understand the contents of the material taught.

Question 11 When clients are students, extent, and areas, in which practitioners work with lecturers.

Feedback

1201 Report back on lecturers, how students are coping, areas of student difficulty, give ideas on how to put across information to students more effectively.

1203 On issues pertaining to students;

2201 Identify problem areas of students, identify students below average.

4202 Curriculum Development and teaching styles.

4206 ... and to identify pupils with problems.

Guidance

1202 Brief discussions with lecturers on areas of emphasis.

1205 In selecting content and standards. Exam papers moderated by lecturers.

2202 Closely - supplement lecturers.

2204 We get tasks to do with students from lecturers. We have meetings to discuss students progress.

2205 If the lecturer had done theory in class, then tutors and student will do practical work.

2206 In the content they (lecturers) convey to students.

3205 Frequent discussions to enable me to keep abreast of mainstream course.

3208 Ask lecturers what do they expect from students, and what are the important and difficult sections that students need to emphasise.

4202 Examination paper moderation, plus test papers.

4206 Constant contact with lecturers with regards to course content,

5201 Liaison with lecturers occurs continuously. I consult with them to ascertain what theory has been covered in lectures so that I can continue with applications.

5202 I liaise with lecturers on a daily basis regarding work covered during lectures and relevant tutorials.

5203 I follow the syllabus closely.

Curriculum

1203 On issues pertaining to students; on incorporating skills into curriculum.

3206 A great deal of work with lecturers - curriculum development, specification of learning objectives. Analysis of exam results; impact of feedback on students in the context of large group teaching.

3211 development ideas / curriculum - work with staff to a great extent generally.

3207 work with mainstream staff on Curriculum Development; am conducting research into foundation course/core curriculum.

3213 Course design and development/evaluation.

4202 Curriculum Development and teaching styles.

Planning and organisation

3211 Planning - overseeing worksheets / materials / meetings / development ideas / curriculum - work with staff to a great extent generally.

3207 organise additional tutorials; develop tutors;

2210 I work with lecturers in the selection of the tutors and in certain meetings lecturers do come

Tutor Selection

2209 Tutor selection is done with them

2210 I work with lecturers in the selection of the tutors and in certain meetings lecturers do come

Teaching

2208 Team teaching.

3207 Based in Faculty of Economics and Management, and teach in our extended curriculum programme;

Research

3207 am conducting research into foundation course/core curriculum.

Evaluation

3213 Course design and development/evaluation.

Lecturers mentor students

3203 Lecturers are invited to participate as mentors to students hence a fair amount of contact is made with lecturers.

Teach Lecturers

4201 Introductory lessons for lecturers on the use of CAL software are presented on a weekly basis.

Varies

3201 My interaction with lecturers is an important aspect of my work; the nature of this interaction is shaped by the personality of individuals; and it ranges from collaboration in course design to brief and superficial interchanges.

General

2203 To a large extent.

2207 We only work with students AND lecturers.

3201 My interaction with lecturers is an important aspect of my work; the nature of this interaction is shaped by the personality of individuals; and it ranges from collaboration in course design to brief and superficial interchanges.

3202 In the faculty-based programme we work extensively with lecturers.

3211 work with staff to a great extent generally.

3209 I interact with all members of the Maths department daily. There are sound relationships both academically, and otherwise.

Little or None

3212 Very little. Two lecturers who teach the course for two faculty-based programmes are involved in Language Across the Curriculum issues.

4203 Work with lecturers to a limited extent.

4204 Very little - we work with them in workshops quite well, but little individual contact.

4205 Not to a great extent. I do have contact with lecturers in some departments, and have been asked to give classes in certain departments, but the approach isn't integrated, and is not satisfactory as it is not holistic.

1204 None

Not clear

3204 I do not see myself as 'having clients' as such. Response among students and faculty is difficult to determine, but response among students to course evaluation research reports has been enthusiastic.

Question 12 What do you regard as the most important characteristics of an AD/ASP practitioner?

Characteristic	Critical	Very Relevant	Relevant	Not Relevant
Post-grad qualifications in a discipline	5	12	15	3
2nd Language qualifications	0	11	17	5
Qualifications in education	3	16	12	3
Teaching experience	12	13	9	1
Second language teaching experience	5	8	11	10
Experience of student issues	4	15	14	1
Commitment to student development	21	9	5	0
Socio-political sensitivity	13	9	11	2
Interpersonal skills	16	12	7	0
Presentation skills	11	16	8	0
Facilitation skills	10	19	4	2
Planning and design skills	11	15	8	1
Openness to change	22	7	5	1
Other	3	1	0	0

Question 13 **Please indicate structures that facilitate your interaction with other personnel in the field at your institution.**

Workshops	22
Seminars	17
Forums	10
Management meetings	13
Unit committees	13
Institutional Boards	5
Team teaching	7
Cooperative research	13
In-house publications	11
Other	0

Question 14 **Accountability of practitioners to:**

Director

1201 Director of a programme.
2203 Director of programme.
2208 Director ASP.
3210 Acting Director.

Committee

1205 Committee; Dean.
3213 EDP Committee (Head); Director.

Coordinator

1202 Coordinator of ADX programme.
2201 Coordinator of programme.
2207 Director ASP -> Coordinator ALU.
1204 Faculty Coordinator; Head of Department.
3207 Directly to programme coordinator. Directly to Faculty Educational Development Committee. Indirectly to Head of UEDP.
3209 Coordinator of Programme; Head of Maths department; Dean.

Head of Department

1203 HOD.
2204 Head of Department; Director of a programme.
2205 Head of Department.
2206 Head of Department.
3201 HOD.
3204 Head of Department.
3205 Head of Department.
3206 Head of Department.
3208 Head of Department.
3211 HOD; Director of programme.
3212 Head of my academic department.
4201 HOD.
4202 HOD.

4203 Head of department.
4204 Head of department.
4205 Head of department.
4206 HOD.
5201 Head of department (ED).
5203 Head of department.
5202 Head of department

Other

3202 Unit Head; Dean.
3203 University Education Development Officer.
2202 Lecturer; Director of programme.

Question 15 Practitioners' interaction with the person to whom they are accountable

Regular

1201 Exchange ideas on a regular basis; get suggestions for tutorials.
4203 Daily contact.
4204 Daily contact.
4205 Regular - not specifically on AD matters.
4206 Daily contact.
2207 Interactive - all the time.
3201 Daily, usually, and ranging from administration to education matters.
3202 Unit Head - daily. Dean - via meetings/committee.
3204 Daily contact.
3206 Frequent, usually on demand; good contact on a regular basis.
3207 Daily with coordinator; in meetings and informally with members of committee; in meetings and informally with Head, UEDP.
3209 (I) Regular, discussion and meetings.
(ii) Sporadic and very supportive.
(iii) Seldom - very supportive.
3211 Frequent/regular with HOD. Other when needed.
3213 Regular meetings
4201 Daily contact.
5202 All AD staff meet with the HOD on a fortnightly basis to discuss issues relating to our respective programmes. In addition, each tutor meets with him at least every term for a more comprehensive discussion.

Adequate

1202 Adequate.

Not much

5203 Not much.
2206 We do interact.

Meetings

3210 Staff meetings, research committee.
1203 Monthly meetings - formal.
3207 in meetings and informally with members of committee; in meetings and informally with Head, UEDP.
3209 (I) Regular, discussion and meetings.
5202 All AD staff meet with the HOD on a fortnightly basis to discuss issues relating to our respective programmes. In addition, each tutor meets with him at least every term for a more comprehensive discussion.
5201 Meetings to discuss problems and progress of programme.

Reporting

2203 Giving report back once a month. Also contactable in case I have a problem during the course of time.

3207 Daily with coordinator; in meetings and informally with members of committee; in meetings and informally with Head, UEDP.

3208 Report occasionally on progress/problems experienced in any of the components of EDP.

4202 Report back on the programmes run. Planning of future projects.

5201 Meetings to discuss problems and progress of programme.

Informal

3210 Staff meetings, research committee. Informal discussion.

1203 Monthly meetings - formal. Informal interaction - daily.

3207 Daily with coordinator; in meetings and informally with members of committee; in meetings and informally with Head, UEDP.

Exchange

1201 Exchange ideas on a regular basis; get suggestions for tutorials.

Problem solving

1204 Meetings to discuss problems.

3205 Discussion whenever necessary on course content, any problems arising, etc.

3208 Report occasionally on progress/problems experienced in any of the components of EDP.

5201 Meetings to discuss problems and progress of programme.

Consultation/planning

1205 Consultation on decision-making and planning.

2201 Planning of sessions, discussions on progress.

3203 Interaction in terms of consultation regarding decisions, etc, in terms of programme.

4202 Report back on the programmes run. Planning of future projects.

Guidance/information

2202 Information session/briefing/some guidance.

2205 Discussions are made before going to students.

2204 We get tasks to work on from the lecturers. We claim remuneration through the Director.

Management/administrative

2208 Managerial. I feel I am experienced in AD, and therefore need less of the 'guidance' he gives to other less experienced AD staff. We are constructively critical of each other's work.

3201 Daily, usually, and ranging from administration to education matters.

Staff member of dept

3212 I am part of the team of permanent staff members of the department.

Remuneration

2204 We get tasks to work on from the lecturers. We claim remuneration through the Director.

Question 16. During the last year has there been training or development workshops at your institution for staff in this field?

None	Occasional	Regular	Frequent
15	11	1	0

Question 17 **Noteworthy changes in the department or unit in relation to, teaching approach, curriculum and student learning.**

Teaching

1201 Staff are becoming more aware of difficulties facing students in lectures, and amending their lecturing methods according.

1203 To contextualise written discipline more effectively

1205 More independent learning.

2208 From adjunct to mainstream. People in our unit are now unwilling to teach adjunct skills classes.

3201 Development of clearer, more detailed course outlines; designing assignments that interact with and reinforce lectures; introduction of review lectures; Training of graduate tutors, and coordinating them; development of an integrated 'ED' tutorials-essays programme. (Interlinked to B. Curriculum, and C. Student Learning).

3206 Introduction and use of course aims and objectives; used study guides and detailed objectives for each lecture. Improved coordination of practical and theory.

3207 Not really a change, but we have focused on developing small-group interaction for application in large class situations.

3209 The Maths department are open to examining new ways of teaching. They are concerned about their teaching.

3211 Awareness of language - need for definitions / structures / procedures to ensure learning.

3213 Moves towards team teaching.

5201 Lectures have incorporated practical applications of theory into their lectures. However, major portion of applications, support and development is done by the tutor.

General

2205 It is improving.

5202 Staff members are always engaged in improving teaching methods. New staff members are advised to attend workshops that will help improve their teaching techniques.

No

1202 None

1204 None

2201

2202

2203

2204 It is still too early to notice any changes.

2206

2207 Too early to assess.

3202

3203 N/A

3204

3205

3208

3210 N/A

3212

4201 Tutors at EDC are not integrated into academic departments

4202

4203 N/A. EDC's activities are not departmentally integrated.

4204 Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.

4205 Not departmentally situated, therefore limited influence on teaching approach.

4206

5203

Curriculum

1203 New areas explored: informal logic, critical thinking
1205 Changes based on 'feedback' from students now in first year
2205 Group discussions are encouraged.
2208 The Arts Faculty is working towards establishing a working group to put writing in all curricula.
3201 Integrating 'ED' concerns more centrally into courses; bringing in a South African history component into 'first year'; allocating marks to tutorial assignments; the work of ED tutor has become a constant thread in two courses in which lecturers come in for defined slots. (Interlinked with A. Teaching Approach, and C. Student Learning).
3204 Massive vote among staff in favour of rejecting Problem Based Learning as a basis of Curriculum Development.
3206 Review of curriculum and specification of learning objectives in collaboration with mainstream staff.
3207 Involved for the first time in mainstream curriculum development in Economics 1.
3208 Has undertaken the task of evaluating the load of the 100 course, and also curriculum development for one part of the 120 course for this year (1994).
3211 Course content - relevancy and practicality, and amount in course.
3213 Staff willing to let others scrutinize their course without feeling that academic freedom is being compromised.
5201 To some extent, curriculum has been streamlined. A lot of detail has been eliminated.
5202 Curriculum has been revised. The B.Tech degree will be implemented next year (1995).

No

1201 None as yet
1202 None
1204 None
2201
2202
2203
2204
2206
2207 Too early to assess.
3202
3203 N/A
3205
3209
3210 N/A
3212
4201 Tutors at EDC are not integrated into academic departments.
4202
4203 N/A. EDC's activities are not departmentally integrated.
4204 Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.
4205
4206
5203

Student Learning

1201 Students are structuring learning more efficiently thanks to skills learned in ADP.
1205 Introduction of textbooks.
2205 Problem-solving method is encouraged.
2206 Has been improved greatly.

3201 Commitment to small tutorial groups (max. 7); attempt to make the 'discourse' of academic history as clear as possible; markup templates for essays. (Interlinked to A. Teaching Approach, and B. Curriculum).

3204 Demands for improvements in the quality of formal teaching as a result of evaluation reports.

3205 Introduction of Plato Computer programmes to assist weaker students.

3206 Acceptance by the department that Black students like a workshop environment, and the provision of a room to undertake workshops.

3207 Ongoing focus on student autonomy/independence, and fostering a culture of learning - but this isn't new.

3208 Other readings other than textbook (eg. journal articles), have been prescribed. Class tests are written every two weeks.

3213 Some peer study groups are more consistent, and sustained.

5201 Students are coping more easily since they have the support programme to assist them.

5202 No noteworthy changes. However, staff members (Chemistry), are always willing to assist in students' learning, and make themselves available whenever necessary.

No

1202 Not noticeable.

1203

1204 None.

2201

2202

2203

2204

2207 Too early to assess.

2208

3202

3203 N/A

3209

3210 N/A

3211

3212

4201 Tutors at EDC are not integrated into academic departments.

4202

4203 N/A. EDC's activities are not departmentally integrated.

4204 Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.

4205

4206

5203

Question 17 **Table comparing noteworthy changes in the department or unit in relation to, teaching approach, curriculum and student learning.**

Record	Teaching	Curriculum	Student Learning
1201	Staff are becoming more aware of difficulties facing students in lectures, and amending their lecturing methods according.	None as yet.	Students are structuring learning more efficiently thanks to skills learned in ADP.
1202	None	None.	Not noticeable.
1203	To contextualise written discipline more effectively	New areas explored : informal logic, critical thinking.	
1204	None	None.	None.
1205	More independent learning.	Changes based on 'feedback' from students now in first year.	Introduction of textbooks.
2201			
2202			
2203			
2204	It is still too early to notice any changes.		
2205	It is improving.	Group discussions are encouraged.	Problem-solving method is encouraged.
2206			Has been improved greatly.
2207	Too early to assess.	Too early to assess.	Too early to assess.
2208	From adjunct to mainstream. People in our unit are now unwilling to teach adjunct skills classes.	The Arts Faculty is working towards establishing a working group to put writing in all curricula.	

Record	Teaching	Curriculum	Student Learning
3201	Development of clearer, more detailed course outlines; designing assignments that interact with and reinforce lectures; introduction of review lectures; training of graduate tutors, and coordinating them; development of an integrated 'ED' tutorials-essays programme. (Interlinked to B. Curriculum, and C. Student Learning).	Integrating 'ED' concerns more centrally into courses; bringing in a South African history component into 'first year'; allocating marks to tutorial assignments; the work of ED tutor has become a constant thread in two courses in which lecturers come in for defined slots. (Interlinked with A. Teaching Approach, and C. Student Learning).	Commitment to small tutorial groups (max. 7); attempt to make the 'discourse' of academic history as clear as possible; markup templates for essays. (Interlinked to A. Teaching Approach, and B. Curriculum).
3202			
3203	N/A	N/A	N/A
3204		Massive vote among staff in favour of rejecting Problem Based Learning as a basis of Curriculum Development.	Demands for improvements in the quality of formal teaching as a result of evaluation reports.
3205		3205	Introduction of Plato Computer programmes to assist weaker students.
3206	Introduction and use of course aims and objectives; used study guides and detailed objectives for each lecture. Improved coordination of practical and theory.	Review of curriculum and specification of learning objectives in collaboration with mainstream staff.	Acceptance by the department that Black students like a workshop environment, and the provision of a room to undertake workshops.
3207	Not really a change, but we have focused on developing small-group interaction for application in large class situations.	Involved for the first time in mainstream curriculum development in Economics 1.	Ongoing focus on student autonomy/independence, and fostering a culture of learning - but this isn't new.
3208		Has undertaken the task of evaluating the load of the 100 course, and also curriculum development for one part of the 120 course for this year (1994).	Other readings other than textbook (eg. journal articles), have been prescribed. Class tests are written every two weeks.

Record	Teaching	Curriculum	Student Learning
3209	The Maths department are open to examining new ways of teaching. They are concerned about their teaching.		
3210	N/A	N/A	N/A
3211	Awareness of language - need for definitions / structures / procedures to ensure learning.	Course content - relevancy and practicality, and amount in course.	
3212			
3213	Moves towards team teaching.	Staff willing to let others scrutinize their course without feeling that academic freedom is being compromised.	Some peer study groups are more consistent, and sustained.
4201	Tutors at EDC are not integrated into academic departments	Tutors at EDC are not integrated into academic departments.	Tutors at EDC are not integrated into academic departments.
4202			
4203	N/A. EDC's activities are not departmentally integrated.	N/A. EDC's activities are not departmentally integrated.	N/A. EDC's activities are not departmentally integrated
4204	Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.	Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.	Not integrated into departments - we do not (apart from ad hoc workshops), have any impact on these issues.
4205	Not departmentally situated, therefore limited influence on teaching approach.		
4206			
5201	Lectures have incorporated practical applications of theory into their lectures. However, major portion of applications, support and development is done by the tutor.	To some extent, curriculum has been streamlined. A lot of detail has been eliminated.	Students are coping more easily since they have the support programme to assist them.

Record	Teaching	Curriculum	Student Learning
5202	Staff members are always engaged in improving teaching methods. New staff members are advised to attend workshops that will help improve their teaching techniques.	Curriculum has been revised. The B.Tech degree will be implemented next year (1995).	No noteworthy changes. However, staff members (Chemistry), are always willing to assist in students' learning, and make themselves available whenever necessary.
5203			

Question21. Practitioners often feel that their perceptions of the field differ from those of their institution. How do you relate to these statements?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students	1	3	18	10	2
It is to help all students	0	3	14	18	0
It is essentially a support programme for students in addition to their lectures	10	3	7	13	1
It is essentially a bridging programme to enable disadvantaged students to catch up to Tertiary level	8	10	9	5	2
It is to give students extra help with their subject	5	7	10	12	1
It is to give students study skills	2	3	18	11	1
It is the students who need development	6	0	20	5	3
It is the staff who need development	3	3	15	8	4
It is primarily about staff and student development	1	2	7	17	8
All teaching staff should be involved in it	1	3	9	20	2
It is a field for experts	2	12	15	2	3
It is work for language specialists	3	12	6	2	12
It has to impact on the curriculum to be successful	0	3	11	18	3
It should be an institutional response	0	0	13	19	3
It requires a degree of institutional reflection	0	0	11	16	5
It is a priority in my institution	6	12	6	5	6
It has the support of the decision makers in my institution	3	9	11	3	8
My institution has not been able to respond adequately to meet the need	1	10	13	5	4
In my institution resources that could have provided a really good programme have been earmarked for other things	0	11	9	2	10
It was established because donors offered resources for it	2	4	10	12	6
It is best operated out of a central unit	2	7	10	2	10
It should be located in teaching department	1	9	10	5	9
To function effectively it needs a powerful head with access to the institution's executive	0	3	10	18	3
At my institution we identify what students didn't get at school and add it in	3	7	15	2	7
At my institution the curriculum and structures are changing to meet changed needs	2	9	14	0	7
At my institution the programme focuses on helping students acquire life and work skills	0	11	13	2	7
At my institution the programme works to promote a learning environment that values and develops problem solving	0	7	16	8	3
At my institution the programme focuses on the need for training in new teaching methods	2	9	9	2	9

Question 22. Extent to which the statements reflect the general attitudes in the institution in the field of work?

Statement	Strongly disagree	Disagree	Agree	Strongly Agree	Neutral
It is to help disadvantaged students	1	2	14	12	1
It is to help all students	2	13	5	6	4
It is essentially a support programme for students in addition to their lectures	0	1	14	14	0
It is essentially a bridging programme to enable disadvantaged students to catch up to Tertiary level	0	5	14	8	2
It is to give students extra help with their subject	0	0	17	11	2
It is to give students study skills	0	1	16	11	2
It is the students who need development	0	0	14	16	0
It is the staff who need development	6	14	5	0	5
It is primarily about staff and student development	5	11	5	0	8
All teaching staff should be involved in it	6	13	3	1	5
It is a field for experts	2	7	10	7	3
It is work for language specialists	1	8	7	8	5
It has to impact on the curriculum to be successful	3	9	9	3	6
It should be an institutional response	3	10	11	1	5
It requires a degree of institutional reflection	2	11	10	1	5
It is a priority in my institution	6	5	10	2	6
It has the support of the decision makers in the institution	4	7	10	4	4
This institution has not been able to respond adequately to meet the need	4	3	13	2	4
Resources that could have provided a really good programme have had to be earmarked for other things	5	8	1	3	9
It was established because donors offered resources for it	1	7	10	4	5
It is best operated out of a central unit	3	2	6	4	11
It should be located in teaching department	2	7	7	3	9
To function effectively it needs a powerful head with access to the institution's executive	1	4	11	4	8
At this institution we identify what students didn't get at school and add it in	0	2	15	7	5
At this institution the programme focuses on helping students acquire life and work skills	5	6	7	4	7
	0	4	13	2	11
At this institution the programme works to promote a learning environment that values and develops problem solving	0	3	16	3	7
At this institution the programme focuses on the need for training in new teaching methods	3	14	6	0	5

Appendix 7 Initial analysis : Managers' Questionnaire

This appendix is included in this form as it illustrates the process of interrogation of the data adopted for the present research.

Question 1a Term (or terms) that apply to the initiative on campus.

The table below indicates that from the 12 questionnaires returned all the terms given except for teacher education development, and potential development, were deemed appropriate to describe the initiatives on the campuses in Natal. A campus based analysis may shed further light on this.

Academic Support Programmes	5
Academic Skills Programmes	5
Academic Development	6
Education Development	8
Teacher Education Development	1
Potential Development	1
Staff Development	8
Student Development	7
Other	3

Question 1B Definition of the term that applies to the initiative

In the management questionnaires there appeared to be a higher level of variety with 25 categories represented from only 10 questionnaires. Thus there was a much higher level of single responses within a category.

In grouping the responses into themes there were many, (32 out of the 40 response phrases identified) that fell into a range one could describe as being on more traditional lines. There were 8 responses referring to **students** in similar categories to those identified in the analysis of the practitioners questionnaire, with reference to **under-prepared students, development,** and **support**. However there was no reference to helping or assisting students. This, perhaps, is a reflection of managers' lack of personal relationship with the students.

There were also responses referring to **staff,** and, like the practitioners' questionnaire, there were fewer (only 4) and they were grouped under **development** and **support.**

In a broader grouping there were 13 responses that were similar to those given by the practitioners, and these included **skills, curriculum, content**, **special courses**, and **tutorials**. However, in referring to the development of skills, one manager referred to terms rather different from those used by the practitioners; "To develop language competency, critical thinking and independent learning.. ".

A further feature identified was increased reference to **"teaching and learning"**, rather than "student and staff", as had been evident in the practitioners' survey. Thus there was reference to, "An approach that focuses on the teaching and learning process" and "Our aim is to support students and staff in their negotiation of the teaching and learning process".

Although these responses echoed the terms used in the definitions of the practitioners, a number of categories were not represented at all in the managers' survey. For example there was no reference to mainstream, course evaluation, change, transformation or diversity. Nor was the same strong thrust, towards a broader curriculum approach as evident from *Institution 3* and *Institution 4*.

At the same time the terminology used by the managers brought in a number of different categories of a more abstract nature. These included terms such as **holistic,** in the statement "which amounts to a holistic approach," **inclusive**, in "an all inclusive programme", and **integrated** and **interaction,** in "These three facets must interact and develop in a process thus presenting the dynamics of Academic Development". One respondent referred to the aim as "to support students and staff in their **negotiation** of the teaching-and-learning process", and another referred to tutors as, "an additional **resource**; for learning for students; for teaching for the lecturer".

Question 1c Indication of the category to which the institution belongs.

On reviewing the data it was evident that this question was superfluous, and that what was of relevance was an indication of which institution the respondents came from. In examining the total number of responses from each institution it was noted that this was an indication of the data gathered through the questionnaire, rather than an indication of the number of managers in the field in Natal.

Institution	Number of responses
Institution 1	3
Institution 2	2
Institution 3	6
Institution 4	1
Institution 5	2
Total	14

Question 2 The year in which the first AD or ASP initiative was established on campus.

The data on this question again highlighted the continuum beginning to become evident. Even within the same campus different initiatives have been set up at different times, with some respondents pointing to the establishment of ASP as early as 1986, and the English Language Development Scheme on the Pietermaritzburg campus 5 years before that, but with other initiatives only set up in May 1994.

Question 3 & 6 Location of the field of work.

From these questions (as the table below indicates) it would seem that the majority of programmes were initiated in separate units, but the next column indicates some movement to faculties.

It would probably be better to undertake the analysis of these two questions on the basis of a comparison of individual scripts.

Location	Orig	Now
In a separate unit	7	7
Attached to student counselling	1	1
Attached to student affairs	2	0
Attached to a faculty	3	5
Attached to staff development	0	0

Question 4 & 5 Possible documentary sources for information on the origins of the programme on the campus, and names of people to interview for further information.

This section of the questionnaire provided some information of possible documentary sources to follow up and of possible people to interview.

Question 7 & 8 Total number of people currently employed in this work, under this manager, and number of establishment and contract posts.

The data in the table for questions 7 and 8 highlighted the wide diversity in AD with one manager having 45 people reporting to her, and another only 1. It was not possible to see patterns within institutions (Appendix 5 p.5.5).

However, a trend did begin to emerge when comparing the number of establishment posts with contract posts in the same institution. In all the universities the greater majority of posts were contract posts, (at *Institution 1* the manager who had 45 staff reporting to her indicated that all were contract posts). The picture was somewhat different at *Institution 4* where all 6 staff were in establishment posts. However, at *Institution 5* the only staff person in one unit/department was in an establishment post but, in the unit where there were 13 staff, they were all in contract posts. It would be interesting to follow up in the interviews the reason why *Institution 4* chose to appoint all 6 staff in their Education Development Programme to establishment posts. It may have been because they did not receive, or even apply, for IDT funds which it seemed had paid for most of the contract posts elsewhere. It is evident that it will be necessary to pursue these matters further in the interviews.

Question 9 The criteria for selection to such posts.

The criteria for selection to posts in the initiatives seemed to be more related to attitudes, rather than qualifications. Thus commitment to student development, sociopolitical sensitivity and openness to change were ranked as critical and very relevant, whereas qualifications in education, and second language qualifications were only ranked as relevant, with three respondents indicating that post graduate qualifications in other disciplines were not relevant at all. Second language teaching, experience was not very highly ranked either.

Question 10 Sectors the managers have interaction with on issues related to this work.

The main interaction that managers of AD initiatives had was with Deans, Heads of departments, lecturing staff, and other specialists in the field with some interaction with student development units, students themselves and less with executive. Managers had some contact with other institutions, staff development units and student affairs, but relatively little with student counselling centres, academic affairs, and student structures.

Question 11 Manager's allocation of time.

Generally the managers spent the greater proportion of their time attending to administrative tasks with research and committee work taking up second and third places. There was some teaching and student contact, but the managers seemed to have little responsibility for fundraising.

Question 12 Programme focus.

In reviewing the data for this question, it was necessary to reformulate it, and in the restructured table the major foci of the programmes seemed to fall into three main groupings. First were those concerned with the development of practical skills for students, as demonstrated in the writing skills, understanding of lectures, study skills and autonomous learning projects. The second focus related to staff in the form of staff discussions, and course evaluation; and the third focus was related to curriculum. The remaining categories seemed to have relatively little importance.

Question 13 Noteworthy changes in the institution since the programme began.

Of the 13 respondents, 5 did not consider there to have been any noteworthy changes in their institution since their programme began. It did seem possible that this lack of comment may have been a reflection of the longevity of the programmes but this did not seem to be the case as respondents who had indicated that their programmes began as early as 1989 and as recently as 1993 gave no indication of noteworthy changes, but the respondent whose programme began in May 1994 did; "ASP is the new buzz word amongst staff and students".

Among those who could identify changes there were 11 categories. These could only be loosely grouped in common themes. The first of these were the more abstract changes of **conceptualisation,** "a clearer conceptualization has become evident", "Education Development is making a major impact on the educational processes", with reference to **collaboration** and **integration**.

The second grouping included the more traditional **curriculum,** student and staff related categories such as **student performance**, "Performance of students improved", and the changing **student body**, "Racial composition of student body has changed dramatically", **student development**, "Students are better equipped with skills", and **staff development**.

There was a reference to the development of a **credit bearing course**, 2 general comments and 3 who highlighted the **change from something**, as in "Definite move away from the 'fix the students' mode..", and "Shift from support for 'disadvantaged' students, to any student who is seeking to improve".

There was a respondent who, in indicating that there had been changes, added the **negative** comment, "However, this has been achieved by minimal 'endorsement' by management".

Question 14 Identifying a model of AD that fits the operation at the institution.

In most cases respondents chose to identify combinations of the models. Although some respondents selected the "what students didn't get at school and adds it in," model, (2) more selected the curriculum model (3), with one combining it with the "life and works skills" model and one the "tertiary level teacher training and methods" model. Two others included this "teacher training" model with the first model, "what students didn't get at school".

The response to this question however became a little clearer when the open ended responses were taken into account with the responses in the table. There were 6 respondents who opted to provide their own models, but of these, 3 gave combinations of the given models, and 2 indicated that the model should include aspects of all the models provided. Only 1 respondent provided a different model as follows "An attempt to challenge the liberal model of adjustments - require a radical change of education and learning". Perhaps one of the inclusive responses best captured the sense emerging from this section in the model "Holistic - student centred".

Question 15 and 16 Institutional mission statements.

All respondents indicated their awareness of their institutions mission statements and 8 indicated that there was reference to this work in the statements.

Question 17 The extent to which a statement on this field of work from the institution would coincide with respondents' views.

From the table below it is evident that the majority of the managers in AD saw their view of AD coinciding with that of their institution to a greater extent. Only two expressed a limited congruence.

Entirely	0
Almost entirely	4
Largely	3
In all the key areas	0
In some of the key areas	2
In only a few areas	2
Marginally	0

Question 18 Response to statements about the field of work.

The management respondents perceived AD to operate at an institutional and structural level, and to be for all students and all staff. However they also gave considerable weight to the role of skills development for students in their perception of AD. There was fairly strong disagreement in terms of the role of a central unit and language specialists.

Appendix 8 Initial analysis : Practitioners' Questionnaire

This appendix is included in this form as it illustrates the process of interrogation of the data adopted for the present research.

Question 1a Term applied to initiative

From the table given below it appeared that the primary term used was "Academic Development" while a sizeable group favoured "Education Development". The use of this latter term could however have been the influence of the strong returns from *Institution3.* There was also a fairly strong indication of the term "Teacher Development" and it could be interesting to examine how this and the term Academic Development were reflected within particular institutions. There was still a fairly definite indication of the latter with 10 respondents including Academic Support Programmes. However the "other terms" offered are not yet included and may show other influences. It was also important to note, when looking at this question, that respondents did not select only one term. This suggested that they saw the initiatives in a multifaceted way.

Academic Support Programmes	10
Academic Skills Programmes	4
Academic Development	28
Education Development	20
Teacher Education Development	15
Potential Development	0
Staff Development	1
Student Development	8

Question 1b Definition of the term

The analysis of this section was done by identifying phrases that related to specific aspects, or categories, within the responses. The material was then regrouped into those categories and thereafter the categories were themselves grouped into 5 main themes with 6 responses simply identified as miscellaneous.

There was a total of 37 categories at the initial analysis and, although it has been possible to bring these together into 5 themes, it indicates the wide ranging perceptions of the field. The 5 themes identified are as follows:

Student related
Student deficits and standards
Staff related
Broader conceptions of change and development
Specific activities/focus of the work

Student related
Within this first theme, perhaps the theme with the strongest focus, there were 7 categories. There were those indicating that AD was for **all students**, (2) those that highlighted **disadvantaged or underprepared students**, (5) and those that pointed to the **diverse and changing student population**, (2).

Five respondents referred to "**student development**" although one had indicated "staff and student development" and then qualified it by the statement, and "in real terms students rather than staff tend to be the dominant focus." There were two respondents who referred to **student needs,** and two others who referred to **supporting students.** However, the greatest number of respondents referred to **assisting or helping students** (8), in phrases such as "help out students with difficulties" and "help underprepared / disadvantaged students achieve better education."

Student deficits and standards
There were two respondents who referred to standards, "bring students up to standard", and two who referred to adapting to the university; "adapt", and "cope with the university expectations of them." A fifth respondent said that their programme, "implies that a new thing is intended to replace old habits of learning, and means of understanding."

These five responses were separated from the student related theme as they seemed to imply a different attitude to the students.

Staff
In contrast to the student theme there was a much smaller number of responses that referred to staff development or support (7), but of those, 5 referred to staff or teaching in relation to students or learning needs. One other respondent referred to it in relation to curriculum development in broader terms; "it implies also staff development", and only one referred to staff development without reference to student development but did relate this to, "teaching and learning."

Broader conceptions of change and development
Within this theme there were 9 categories that could be seen in four broader groupings.

The first referred to **curriculum development** and **mainstream courses**. In this grouping there were 5 respondents who referred to curriculum development, and one who described

her work as, "the development of mainstream courses". There was reference to the provision of, " a framework for the development of curriculum", and a "coherent and planned programme aimed at improving and enhancing teaching and learning by impacting on the curriculum".

The second grouping related to **educational issues**, (2) and **educational performance**, (7). The phrases within these two categories tended to be included in other categories as well but seemed to contain a broader conception of what AD was about. Thus it included statements such as, "aimed at the total educational endeavour", "signal commitment to broad understanding of educational performance", "achieve a better quality of education", but also "cope with the university expectations", and "maintain and improve standards".

Within the third grouping were the categories of **institution**, (3) **institutional change**, (1) **transformation**, (2) and **change**, (1). Thus there were comments such as, "ensuring educational issues are high on the institutional agenda", "challenging institutional structures", and "challenging the institution to make the necessary changes to accommodate changing needs of students".

The last grouping in this theme were those responses that linked **Teaching and learning**, (2). They referred to AD as providing a "framework for the development of ... teaching and learning" and aimed at "improving teaching and learning."

Specific activities/focus of the work
This theme described what it was that practitioners saw themselves as doing with the students they "helped".

Within this theme there were 10 categories which pointed to the diversity of activities under the umbrella of academic development. These categories were placed in 5 groupings.

The first of these was **syllabus content oriented**, (6) and included "extra subject oriented, academic support is provided..", "includes students needing extra help in their subjects", and "tutorials generally cover syllabus work." The second, **Academic Skills**, (3), referred to promoting, "skills" and was "aimed at giving students the necessary skills namely: reading and writing skills, critical thinking skills, skills to access a textbook, etc."

Then there was a grouping of general categories that included **learning needs**, (1) **problem solving**, (1) **relationships,** (1) and **discussion** (1). In this last category the respondent commented that the programme should enable students to, "ask questions and ideally contribute to discussion (although they haven't yet)".

Then there was one respondent who referred to **general development** in workshops where the "topics range from, use of the calculator to Job applications and CV writing."

In contrast to this broader grouping were those responses that referred to **special courses**, (4) such as bridging, foundation and augmented programmes as well as **English for Academic Purposes**, (1).

The final grouping under this theme related to **group size**, (3) and included "through the medium of group tutorials and individual consultations".

Conclusions:
Apart from the broad themes identified it was not possible to say this was what AD is, or even this was what was happening in one particular institution as AD.

However, having said that, it was interesting to note that institutions 3 and 4, University of Natal and Natal Technikon, who both referred to their initiatives as Education Development, were the most represented in the theme that encompassed the broader conception. At the same time, apart from special courses, seemingly a feature at the University of Natal, these two institutions made little reference to activities or specific syllabus based work.

Question 1c

Essentially question 1c made no real contribution to the data. It became evident when processing the data that the specific institution the respondent was referring to was more relevant than the kind of institution.

Question 2a Outline of activities that constitute the programme on the campus.

In this section there were 29 categories in relation to 33 responses. These were grouped into 7 themes with a particularly strong clustering around three of them related to tutorials, what happens in tutorials, and the purpose of tutorials. Thus although there was some divergence in relation to what AD is there was considerable congruence on what AD actually does.

On being invited to outline the activities that constitute the programmes on their campuses 19 of the 33 practitioners who responded to this question indicated that they involved **tutorials.**

This showed a very strong response in comparison to all other questions, particularly when it was considered that a further 5 phrases indicated the nature of these as **additional**. A further 13 described what happened in the tutorials as related to the **syllabus/content**, another 8 indicated **computer literacy and computer aided learning**, another 4 referred to **academic skills** and another 1 to **motivation**, as being the focus of tutorial sessions. Thus there were a total of 50 references related to and detailing tutorials.

A reasonable spread of respondents from **all** the institutions included reference to the tutorials and all, except *Institution5*, indicated that these were at least to some extent subject specific. As there were only 2 responses from *Institution5* it would have been important to follow through on this. It was possible that in fact their tutorials were also subject related.

From this it appeared evident that the main activities of academic development were tutorial based.

The other four themes identified were, the broader approach, staff, special courses and the central function.

In the broader approach 5, (all from universities) referred to **curriculum** and 6, (5 from universities) referred to **language**, one of which indicated a "credit-bearing language development course for ESL students". In addition there was reference to the development of **mainstream** courses, (1), **course evaluation**, (2), **materials development**, (2), **teaching and learning**, (1) and **counselling**, (1). Further, from *Institution 3*, there was **selection,** (2), **institutional change** and **internships**, with 1 each.

This broader approach, although not as strongly represented as the tutorial approach, seemed to exist largely in the university programmes as did the **special courses**. There were 6 references to these, one from *Institution 1*, and the remainder from *Institution 3*.

The staff theme consisted of three categories, **staff development**, (5) reference to **tutors**, (6), and senior students who in one institution acted as **mentors**, (2).

All the references to central, administrative or coordinating functions except one, were from *Institution 3* respondents. These included the categories, **central unit**, (2), **administration**, (1), **faculty based** work, (4), **research**, (4) and **resource development**, (1).

Question 3 Where work is located.

All the institutions had separate units for AD work and 13 respondents (6 from the Universities and 7 from the 2 Technikons) indicated that their work was located there. However 5 more, (3 University and 2 Technikon) were located in central units but worked directly with faculties or departments. All the remaining university practitioners, (16) were located in faculties, (6) or departments (10).

Again the question arose, "Was this a reflection of the age of the programme on the campus?" and was it also a factor of the number of staff available in that institution. This could be checked against the data provided in the managers' questionnaires number 7.

Question 4 Programme clients, students or staff.

By far the greater number of respondents indicated that their programmes were student oriented (23 out of 35), but there were 10, ie one third, who indicated both.

Students	23
Lecturers	2
Both	10

Question 5. Programme focus.

Out of the 23 categories 15 were given weight as either important or major aspects of the programme focus. However of these 15 there were 8 that seemed to indicate the core of the programmes in the eyes of the practitioners. These were ranked in order of emphasis:

Writing skills	28
Reading	27
Understanding of lectures	27
Language of instruction	23
Language in the curriculum	23
Study skills	23
Staff discussions	22
Monitoring student progress	22

This seemed to suggest that practitioners had a fairly strong sense of what they were meant to be doing.

There were 6 categories where the weight fell in the nil response. These were as follows:

Environmental support	18
Lecturer evaluation	17
Credit bearing courses	14
Use of equipment	12
Course evaluation	12
Course guides	11

A review of these suggested that the programmes in the region had generally moved away from the traditional ASP positions (environmental support) and staff development positions (lecturer and course evaluation) as such, although there were 4 respondents who indicated that environmental support was a major feature.

There were two questions that elicited a divergent, mixed response. These were curriculum development where 11 indicated it was a major focus and 11 gave a nil response, and mathematical skills where 10 indicated it was a major focus and 10 gave a nil response. A clearer picture may emerge when an institutional analysis is undertaken.

Other fairly spread responses were extra content tutorials, workshops and needs analysis. This raised the question as to whether these were aspects of ASP that the majority of programmes had moved away from, while some remained closer to ASP. Would it then be possible, on the basis of this question, to begin to draw up a tentative continuum that shows the categories for a range of options from current AD initiatives to early ASP initiatives and then plot particular institutions, units or programmes on it?

Or would the ends of the continuum be between staff development focus and student development focus indicating that AD actually still belongs firmly in a student development area? Could it look something like this:

Current AD: Core		Student Development
Writing skills	28	
Reading	27	
Understanding of lectures	27	
Language of instruction	23	
Language in the curriculum	23	
Study skills	23	
Staff discussions	22	
Monitoring student progress	22	
Current AD		
Autonomous learning	20	
Individual counselling	19	
Materials development	18	
Extra content tutorials	18	
Workshops	17	
Needs analysis	17	
Divergent		
Curriculum development	11/11	
Mathematical skills	10/10	
Not current AD		
Course guides	11	
Use of equipment	12	
Course evaluation	12	
Credit bearing courses	14	
Lecturer evaluation	17	Staff Development
Environmental support	18	* But environmental support definitely belongs with ASP rather than Staff Development!

This does not work as items like, use of equipment, and environmental support, do not seem to relate to a staff development model.

6Question A, B & C. **Potential clients and the actual number of clients who use the programme combined with a review of the amount of time practitioners spend in direct contact with those clients.**

Although an earlier question, (number 4) had inferred that students and staff could be considered to be "clients", one or two of the respondents seemed to have found the attempt to use a neutral, or inclusive term in question 6 somewhat disconcerting. Whether it was that they found it difficult to consider students as "clients" was not certain.

The responses to this question once again highlighted the diverse nature of programmes. Potential clients ranged from 8 to 10 000, or "all students and staff in the faculty", or, "the whole university". Actual clients ranged from 4 to 1000 or, "One department (950) students); 20 staff; 43 students on alternate selection programme."

It would appear that to some extent those respondents who had very high numbers for potential clients were looking at the potential within the institution rather than the potential for them as individuals and this may be because the institution had not clearly defined their working areas. This seemed to be particularly the case with *Institution 4*, where 3 of the 5 respondents identified 3000 as the potential.

However, as the table in appendix 6 indicates, apart from those very high potential assessments, respondents appeared to be reaching a fairly high percentage of their potential clients.

There appeared to be little relationship between number of clients, and percentage of time practitioners spend in direct contact with clients. For example one, who had only 10 clients, spent 80% of their time with students, although this could well be a part time tutor who would therefore be spending the bulk of their employment in tutoring those 10 students. Here perhaps it was unfortunate that the questionnaire did not ascertain whether staff were in part time, or full time, employment.

A review of the responses ranked by percentage of time spent with clients would seem to indicate that there were relatively few initiatives that operated entirely as tutorials or workshops where practitioners were face to face with clients for most of their time, (only 5 of the 31 respondents indicated 70% or more of their time was with clients).

Question 7. Size of groups.

Although there were 9 respondents who indicated that they worked with a range of groups, from small groups to lecture size groups of between 100 and 600, and 5 who indicated that they worked with large groups, (between 30 and 45), the majority worked with small groups, (17 with groups of 6 - 25 and another 3 with groups of under 10). This seemed to confirm the very strong bias in Academic Development towards a tutorial approach.

Question 8. **Consultation times.**

The table below suggests that although there were some practitioners who did not have consultation times, the majority had at least two times per week when they were available (19), while 14 were available daily. Does this support a view that AD is student centred in nature?

None	Once weekly	Twice weekly	More than twice	Daily
8	5	3	2	14

Question 9 & 10 **Clients response to the programme and impact of this response.**

The practitioners' questionnaires indicated that generally clients had been very positive (12 very positive, 13 positive, 2 becoming positive) with only 4 indicating a negative response, 1 referring to a limited response and 1 not able to gauge the response.

There was however quite a strong indication that the response varied, "We live on an emotional roller coaster - some days are good, some bad. Some clients climb on board, some don't". In some cases it was changing with time, "Initially negatively because we offer an understanding of 'the language problem' which differs to traditional perceptions. A recent workshop in Arts has brought a much more favourable response". In other cases it depends on which clients, "Alternative Selection Programme - very positive. Work with faculty - limited, only one department responds well seasonally".

Two of the respondents saw their clients as generally indifferent evident in a response that stated "feel that they do not need the programme", but the other respondent identified it as poor performance on the part of only a few in the group with most of the others benefitting.

In spite of the positiveness of the majority of clients it would seem that this had not always had much impact, (8 - no impact, 1 not able to specify or describe and 1 - the programme is too new.) However to balance this there were 23 instances cited where impact was evident.

This appeared to be at institutional, departmental and individual levels. At institutional and departmental level "policy issues" were referred to 3 times, "integration of programmes and programme aspects into the curriculum", (6 times), and one respondent cited growth in student numbers at all levels through to the post-graduate programme. In relation to departments and individuals 4 indicated evidence of changed strategies with regard to teaching, "end-of-year questionnaires responses have led to modification of teaching approaches by individual lectures". and "Students informed lecturers of their positive experience with software - some lecturers now recommend/advertise the laboratory to other students". Others, (8) referred to changes in attitudes and perceptions, "Greater understanding between students and lecturers", "Getting people thinking" and "There are

signs of the beginning of the development of a culture of education development in the faculty".

All the institutions indicated some positive responses to the programmes, but at *Institution 5* the positive response was somewhat limited, "most students are benefiting," and, "a small number have responded well.... most are indifferent". Nor did the respondents think that their programme had had any impact, "Despite students' feelings, the institution has as yet not made a permanent commitment to incorporating student development tutorials into its academic programme", and, "It is still a new programme, and has not been given priority".

Question 10 The impact of clients' response on the programme or institution.

At the most basic level this data in the table below speaks for itself but it needs to be considered with the open ended questions 9 and 10 and will be more meaningful when integrated at the next stage of analysis.

None	Very little	Some	A great deal
3	4	17	8

Question 11 When clients are students, extent, and areas, in which practitioners work with lecturers.

There were only 5 respondents who indicated that they worked very little, or not at all, with lecturers, and 1 whose response was unclear. The remainder (20 instances), did work with lecturers. The greatest number received guidance from lecturers with regard to content in such areas as "areas of emphasis", "selecting content and standards", or they found out from lecturers what "they expect from students". In addition, 5 gave lecturers feedback in relation to "how students are coping, areas of student difficulty, give ideas on how to put across information to students more effectively", or "Identify problem areas of students, identify students below average".

There were however a number of other responses that indicated a more equal relationship referring to curriculum development (6), planning and organisation (2), teaching "team teaching" (2), research, evaluation, and providing "introductory lessons for lecturers on the use of CAL software". A further 6 practitioners indicated that they worked with staff, but did not provide specifics.

Question 12 The most important characteristics of an AD/ASP practitioner.

Of the 13 characteristics of the AD/ASP practitioner provided, 4 were identified by the respondents as critical and of these, openness to change (22) and commitment to student development (21) carried the greatest weight. The other two were interpersonal skills (16) and socio-political sensitivity (13). It was possible to establish a broader overview by taking the two values, "critical" and "relevant" together, where the weight of responses fell on either of these two. Thus it was possible to draw the following table of weighting:

	Crit.	Very	Total Rel.
Commitment to student development	**21**	9	30
Openness to change	**22**	7	29
Facilitation skills	10	**19**	29
Interpersonal skills	**16**	12	28
Presentation skills	11	**16**	27
Planning and design skills	11	**15**	26
Teaching experience	12	**13**	25
Socio-political sensitivity	**13**	9	22

In terms of characteristics it was seen that skills and attitude seemed to play a greater part in equipping the AD practitioner than qualifications. Within the qualifications grouping responses were mixed as to the importance of qualifications in the discipline, or in education. However, no one saw a second language qualification as critical, and 5 saw it as not relevant. In the overview, second language experience seemed to be the least important characteristic to this group of respondents. Although 5 saw it as critical, only 11 saw it as relevant, and 10 saw it as not relevant. Teaching experience did seem to be important and experience of student issues reflected a fairly even spread of support.

This initial analysis seemed to indicate that the more general interpersonal, group process and communication skills, were seen as more necessary than those more traditionally viewed as belonging to Academic Development. This raised questions about the role of AD in terms of human resource development of a very specific kind within such educational institutions.

Question 13 The structures that facilitate interaction with other personnel in the field of AD at that institution.

The data presented in the table below indicates that the term Workshops was obviously seen to describe most accurately the structures that facilitated interaction within the AD field. This was a term that was beginning to be used in some academic areas but does not seem to be widely understood by lecturers as being a valid academic activity. Academics would recognize the term "seminars" which has the connotation of an individual or small group of individuals sharing their new understandings in a field. The main difference is that in workshops the knowledge is being jointly developed. What these two structures have in common is usually a fairly focussed topic or objective whereas forums, meetings, boards and committees seem to deal on a broader base. It is interesting to note that relatively few of the respondents saw team teaching as promoting interaction and it could suggest that there is

relatively more team work in research, whereas teaching remains essentially an individual exercise.

Workshops	22
Seminars	17
Forums	10
Management meetings	13
Unit committees	13
Institutional Boards	5
Team teaching	7
Cooperative research	13
In-house publications	11

Question 14 Accountability of practitioners.

From the responses to this question it seemed that the major potion of work being done by AD practitioners placed them in a relationship with departments. Of these, 20 (out of 34) indicated a responsibility to a head of department, although 2 indicated a programme coordinator as well as an HOD. A number of those who indicated accountability to a programme coordinator or unit head (8), also indicated accountability to a director of the programme or dean (4). A further 2 respondents referred to committees, and 4 are directly accountable to the Director of the programme.

Question 15 Practitioners' interaction with the person to whom they are accountable.

The respondents interpreted this question somewhat differently so some indicated frequency of interactions, others the nature, and others the purpose of the interaction. From the frequency of responses it was evident that regular and ongoing interaction with the "manager" was a feature of much of this work, (16).

There were 10 responses that indicated the formal nature of the interaction (6 - meetings, 4 - reports), and a further 3 who indicated that the interaction was informal. In terms of the purpose of interaction respondents referred to, **exchange** of ideas (1), **problem solving** (4), **consultation and planning** (4)* and **receiving guidance or information** in the interaction, (4). A further category was those responses that indicated interaction of an **administrative or general management** kind (4), such as "ranging from administration to education matters", and "part of the team of permanent staff members".

Question 16 Training or development workshops at institution during the last year for staff in this field.

In spite of the indication that workshops were the most effective structures for promoting interaction in the field, it would seem from the table below that there were relatively few development opportunities for staff in the field. The majority indicated that there had been none and only one respondent indicated that there had been regular workshops. It would be interesting to compare this respondent to other responses from the same institution.

None	Occasional	Regular	Frequent
15	11	1	0

Question 17 Noteworthy changes in the department or unit in relation to, teaching approach, curriculum and student learning.

This question was directed towards identifying the extent to which AD was, or was becoming, integrated into the mainstream programme of the institutions. From the analysis it would appear that practitioners perceived this to be happening to a fairly limited extent, (13 of the 35 respondents), in specific institutions (none at *Institution 4*, only one at *Institution 2)*.

From the responses that indicated changes had taken place, it was not possible to identify any common themes in which to group these changes. Thus changes in teaching included "Staff are **becoming more aware of difficulties** facing students in lectures, and **amending their lecturing methods** according", and "Introduction and use of **course aims and objectives;** used study guides and detailed objectives for each lecture. **Improved coordination of practical and theory**", as well as, "team teaching". The responses on the curriculum included, "Changes based on feedback," "Integrating ED concerns", "curriculum has been streamlined", as well as the rather surprising, "Massive vote among staff in favour of rejecting Problem Based Learning as a basis of Curriculum Development." On the other hand another respondent indicated that the, "problem solving method is encouraged", in the institution when asked to identify changes in student learning. Other responses in this section included, "Some peer study groups are more consistent, and sustained", and "Students are coping more easily ...". There was also reference to, "Demands for improvements in the quality of formal teaching as a result of evaluation reports".

Thus once again this section seemed to confirm that although many practitioners believed AD had a transformative role within the tertiary sector. In fact it had little or no impact on teaching, curriculum or student learning in a number of institutions and even in those institution where respondents indicated there was impact, it was to some extent patchy.

Question 21 How do <u>you</u> relate to these statements about the field of work?

There were only three statements that elicited any level of disagreement in this question, and one of these essentially reflected a divergence because 10 respondents disagreed strongly with the statement that AD "... is essentially a support programme for students in addition to their lectures" and 13 strongly agreed with the statement. The broadest level of disagreement came with the statement "... it is a priority in my institution" where 12 disagreed, 11 agreed and 6 were neutral. In contrast, although 6 strongly disagreed with the statement "it is students who need development", 25 agreed with the statement.

Perhaps the patterns become more evident if they are grouped in terms of the agreement weighting, leaving out those that reflect a fairly even spread and those that reflect a relatively neutral position.

Statement	Disagree	Agree	Neutral
institutional response	0	32 s[1]	3
help all students	3	32 s	0
has to impact on the curriculum	3	29 s	3
all teaching staff should be involved	4	29 s	2
study skills	5	29	1
needs powerful head/access to executive	3	28 s	3
help disadvantaged students	4	28	2
requires institutional reflection	0	27 s	5
students who need development	6	25	3
about staff <u>and</u> student development	3	24 s	8
values/develops problem solving	7	24	3
staff who need development	6	23	4
extra help with their subject	12	22 s	1
donors offered resources	6	22 s	6
a support programme adds to lectures	13	20 s	1
institution not respond adequately	11	18	4
what students didn't get at school	10	17	7
field for experts	14	17	3
should be in teaching department	10	15	9
students acquire life/work skills	11	15	7
curriculum/structures changing	11	14	7
has the support of the decision makers	12	14	8
best operated out of a central unit	9	12	10
resources earmarked for other things	11	11	10
training in new teaching methods	11	11	9
a bridging programme	18	14	2
priority in my institution	18	11	6
work for language specialists	15	8	12

In reviewing this grouping of responses there seemed to be a trend towards a perception of a global or holistic response rather than a specific response. Thus it seemed to be an institutional response that impacted on the curriculum, involving all teaching staff and for all students.

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1 s denoted that the majority of the respondents strongly agreed with the statement.

This was also supported in two of the next groupings in the support for the suggestion that AD required institutional reflection, and needed a powerful head with access to the executive. However, the other two statements in this grouping seemed to have echoes of the Academic Support Programme in them with the emphasis on study skills for disadvantaged students. (It will be interesting to redo this analysis within an institutional grid.)

It became evident in the next grouping reflected in the table that the difference was not as clear-cut if one calculated the difference between the agreement and disagreement with the statements (in brackets) thus:

	Dis.	Agr.	Ntr.
students who need development	6 (19)	25	3
about staff & student development	3 (21)	24s	8
values/develops problem solving	7 (17)	24	3
staff who need development	6 (17)	23	4
extra help with their subject	12 (10)	22 s	1
donors offered resources	6 (16)	22 s	6
a support programme adds to lectures	13 (7)	20 s	1

Perhaps this grouping, and the one below it, where the difference dropped even further, would be best re-viewed within an institutional grid as well.

The final grouping was those where the trend was to disagree with the statement, although it should be noted that none of the cases reflected a strong disagreement, nor was the difference between those disagreeing and those agreeing sufficient to suggest that any conclusions could be drawn from them.