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SELF EVALUATION AS A METHOD OF IMPROVING TEACHING PRACTICE AT THE UNIVERSITY OF THE WITWATERSRAND

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A Research Report submitted to the Faculty of Humanities at the University of the Witwatersrand, Johannesburg in partial fulfilment of the requirements for the degree of Master of Education.

Johannesburg, Gauteng, April 2005.

ABSTRACT

This research report investigates the relationship between critical self-evaluation and improved teaching practice. A sample of nine lecturers at the University of the Witwatersrand were identified, and, by means of a questionnaire and semi-structured interviews, participants were asked to disclose their attitudes towards performance evaluation as a practice at the University, and their personal views in relation to critical self reflection. Critical reflection involves an appraisal of that which is being reflected upon. When such appraisal involves assumption or presupposition, it "holds major potential for effecting change in one's established frame of reference (Mezirow, 1998). This reflection leads to improved teaching practice. Lecturers at the University all support the notion of self-evaluation, but in practice only one of the nine participants actively and critically reflected upon his teaching. Most of the subjects sanction self-evaluation as a concept, do not practise critical reflection. The reasons for this are numerous as the conclusions to the study reveal, but most significant is that lecturers do not see any reason to reflect upon their own performance, nor see any benefit in doing so.

DECLARATION

I declare that this Research Report is my own work. It is being submitted for the Degree of Master of Education at the University of the Witwatersrand, Johannesburg, Gauteng. It has not been submitted to any other university for any degree or examination.

Signed: _____

At: _____

On the _____day of _____, 2005.

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CHAPTER ONE

INTRODUCTION

1.1 The Research Problem

Evaluating staff performance at the University of the Witwatersrand is problematic. The University's performance management process, introduced during 2001, has presented the University with some difficulties in its implementation (identified in preliminary discussions with Professor Margaret Orr, Head of the University's Centre for Learning and Teaching Development). These difficulties resulted in the suspension of lecturer assessment during 2004.

The evaluation of academic staff at the University of the Witwatersrand is a contentious practice and, through this research, I hope to shed light on some of the reasons for this, with a view towards the improvement of lecturer teaching practice. I have chosen to study self-evaluation as part of the larger performance management process at the University.

It should be acknowledged for the reader that the terms, "self-evaluation", "self- reflection", and "self-appraisal" are used interchangeably through the course of this Report. These terms have the role of the individual as their primary focus, and I consider evaluation, reflection and the appraisal of self to be the primary interest of this research. The terms denote an element of self-appreciation and "an appraisal of that which is being reflected upon" (Gravett, 2001:26).

The purpose of this investigative inquiry is to better understand staff attitudes towards the practice of self-reflection to improve professional practice. The question is whether "the people involved are accomplishing what they want to accomplish" (Patton, 2002:10). By making use of critical incidents and personal descriptions by respondents of how self-evaluation for each individual takes place, the practice of self-evaluation may be better understood. However, "whether the people involved are accomplishing what they

want to accomplish" (Patton, 2002:10) as opposed to what the University expects and demands that they accomplish, is an entirely different matter.

The University Policy on Lecturer Evaluation quite rightly stipulates that self-evaluation is one of the three lecturer evaluation processes which the University has resolved as a means to assess staff performance. Margaret Orr lends strong support to this stipulation in stating that,

> Teaching should be treated as meticulously as research is…The impending quality review of the University …will expect us to demonstrate accountability in assuring quality teaching…it is accepted and uncontroversial practice to submit our research outputs to public, mandatory, and disclosed evaluation. Why, then, should our teaching deliverables be treated with any less rigor?"
>
> (University of the Witwatersrand, 2004a:4).

Improving lecturer-teaching performance, by means of evaluation by others or by oneself, is recommended in recent policies such as the National Plan for Higher Education, (Department of Education 2001):

> Traditionally, the professions have held a strong service value orientation. They have been based on an unspoken social contract that professionals exercise specialist knowledge and expertise disinterestedly and for the common good. In exchange, society has granted the professions the power of self-regulation and it has been assumed that reflection and self-improvement are integral to being a professional. … It is important that academics reclaim their professionalism and one way to do this may be to revive a commitment to learning in the classroom as a professional value and an intrinsic "good" of higher education. This commitment to learning could be pursued deliberately by academics who, as professional educators, take control of their teaching practice and seek to reflect research and improve it, supported by communities of good teaching practice. Such educators would be in a position to use quality assurance measures to improve their teaching and learning, provided they were given the institutional space to use evaluation as part of a participatory action research cycle
>
> (Department of Education, 2001 in Orr: 2004b:1).

The theory of “performance evaluation” is complex. It instills in its recipients fears of academic quality control and micro-management. Boughey (2001) describes three tensions inherent in the process of evaluation itself:

> The first tension involves the necessity to “police” with the desire to develop if the quality of teaching and learning is to be assured…Arriving at a system of evaluation which ensures that problems in teaching and course design are identified and addressed while, at the same time, providing a safe space for individuals to examine and develop their practice is thus a matter of concern. The second tension inherent to evaluation pertains to the relationship between surveillance and autonomy…By participating in the evaluation of their own courses and teaching (even if this only involves handing out questionnaires to students); academics become agents in their own surveillance. Whilst calls for accountability and transparency might be appropriate to professional (and therefore contemporary versions of academic practice), involving academics in the surveillance of their own practice has the potential to result in evaluation being placed in a somewhat sinister tension with the traditions of academic autonomy and freedom. A third tension relates to the contrast between corporate management and academic governance...Protecting the individual academic’s right to develop curricula and teach according to her own understanding of the discipline is thus in tension with the need for efficiency, throughput, and core business associated with corporate management. All too often, evaluation is implicated in this process.
>
> (Boughey, 2001:19).

Lemmer (1998:29) in Boughey (2001:19) “notes that pressures at national and international levels have resulted in universities being forced into adopting internal operation modes from business. These “corporate management” styles tend to sit uncomfortably with traditional modes of academic governance as “professional” Heads of Departments and executive Deans deal with issues more at home in industry than academia, such as quality assurance”.

In addition to this serious reservation regarding the role of managerialism in higher education, is the uncertain status of self-evaluation as a part of the larger evaluation component within performance management systems. Self-appraisal is contentious, and often viewed with suspicion by employees.

> Many staff have been anxious about the potentially negative consequences of unsatisfactory teaching evaluations for their morale and their career. In counterpoint to this has been the concern expressed by Heads who would like to be able to deal assertively with problematic teaching performance by their staff. The University has a clear obligation to deliver quality teaching…Lecturers are paid to teach, and the legitimate expectation of them by the University is that teaching will be done well.
>
> (University of the Witwatersrand, 2004c:6).

The University's Draft Policy on Lecturer Evaluation (2004b) stipulates three mandatory kinds of lecturer evaluation:

1) Student evaluation of lecturer performance - by means of the ALP (Assessment of Lecturer Performance) questionnaire, Small Group Instructional Diagnosis, the Qualitative Questionnaire and the Student Electronic Feedback System.
2) Peer Review Procedures, Second Examining processes, and Head of School or Mentor Reviews of teaching
3) The lecturer him/herself – who should maintain a Professional Development / Teaching Portfolio – which should include a Self-Evaluation.

(University of the Witwatersrand, 2004b:3).

Self-evaluation is viewed by the University as one of the three crucial components which comprise lecturer evaluation policies – peer and student evaluation feedback form the other two criteria.

> University lecturers are intrinsically motivated to teach well as a matter of professional duty and pride. Evaluation of teaching enables lecturers to become reflective practitioners through a process of receiving feedback about, and observing their own practice and their assumptions about teaching and learning. Rigorous self-evaluation enables lecturers to identify areas for improvement and strengths which can be built upon and to set professional development goals for themselves.
>
> (Policy on Lecturer Evaluation, 2004a:2).

Fry et.al (1999:8) point out that it is the majority of practitioners in higher education who are committed to excellence in teaching. Warwick (1999, in Fry et.al, 1999:9) has shown that, “there is little evidence…after years of teaching quality assessments in higher education to suggest that poor teachers constitute a higher proportion of practitioners than in other comparable occupations”.

It is my understanding that there has been very little investigation regarding self- evaluation as a means of improving teaching practice. Having spent eight years in a multi-national Management Consulting Firm, my own interest in self-evaluation as a means to improve performance stems from my role as a performance management and career development practitioner. In addition, I was responsible for the training and professional development aspects of the client service staff at the firm, and therefore have had significant adult education and training experience as a human resources specialist. My focus on self-evaluation, by making use of critical incidents experienced by academic staff, will I hope reveal the benefits of self-evaluation as a tool for improved teaching practice, and foreground some of the problematic aspects of self-criticism as an evaluative instrument.

1.2 The Research Aims and Questions

This research has two aims:

To review current staff evaluation practices and procedures, with a specific emphasis on self-evaluation, and gauge to what extent critical self-evaluation is supported and practiced by academic staff at the university.

To reveal (if any) current staff attitudes towards a performance model which regulates evaluation, and requires a process of critical review of professional behaviour.

And Questions:

To what extent do the lecturers at the University engage in critical reflection during the course of their own assessment of their teaching practice?

Do staff perceive that self-evaluation leads to improvements in their teaching, and if so, how?

1.3 Organisation of the Remainder of the Study

The remainder of the study is divided into a Literature Review, a Chapter describing the Research Design, and a presentation and discussion of the research results. A final chapter discussing my conclusions and recommendations conclude this Research Report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Critical Reflection as Assessment Criterion

Questioning critically the value of self-evaluation and reflective teaching in education writing puts educators themselves in a vulnerable position. They are expected (by virtue of their position as critical educators) to present their own assumptions and perceptions about the world. Brookfield (1996) makes this point, by quoting Freire:

> A crucial aspect of critical practice is the educator's public readiness to place his or her biases for learners' scrutiny. In education for critical reflection this means that the ideological outcome of a critical dialogue must always be open, and that educators must accept the possibility that engaging in this dialogue may cause them to alter some of their most strongly held, fundamental assumptions.
>
> (Brookfield, 1996:78)

Brookfield sums up by saying, "critical teachers must be seen to be critical learners too". (Brookfield, 1996:78).

"Teaching" is a problematic term – fraught with pedagogical connotations and misconceptions. I concur with Gravett's (2001) views on the use of the term:

> Some authors in adult education literature shy away from the term "teacher" (and its accompanying verb "teach"), owing to its school connotation that seems to evoke images of autocratic, prescriptive behaviour. It is unfortunate and unwarranted that the terms "teach" and "teacher" carry negative connotations on account of misconceptions about teaching generally, and school teaching specifically, is necessarily authoritarian, content-centered and learner-centered. Unfortunately, Knowles with his early assumptions about pedagogy and andragogy (see Knowles, 1980) has done much to entrench this misconception in adult education circles.

> There are without doubt many examples of school teaching that exhibit the characteristics mentioned. However, I agree with Apps (1991:17) that there are also many exemplary teachers in schools from whom adult educators can learn much…I am quite comfortable with the term "teaching"…I use "teaching" to refer to teacher conduct that "has the conscious intention of, and potential for facilitating learning in another"
>
> (Leamnson, 1999:3 in Gravett, 2001: X)

This introduces the first theme of my literature review – lecturers as "teachers", and the notion that they too, are "learners". Given this, it follows that teachers (like learners) ought to be subjected to evaluative measures. These measures may be self-imposed (as with self-evaluation), or imposed by the institutions within which they work. Seldin (1991) emphasizes the point:

> An historic change is taking place in higher education: teaching is being taken more seriously. At long last, after years of criticism and cries for reform, more and more colleges and universities are re-examining their commitment to teaching and exploring ways to improve and reward it. As for faculty, they are being held accountable, as never before, to provide clear and concise evidence of the quality of their classroom teaching. Why? Perhaps it is the result of the growing chorus of complaints from those who serve on tenure and promotion review committees that they are given little factual information about teaching performance. They argue that the typical curriculum vitae describes publications, research grants, and other scholarly accomplishments but says very little about teaching. It is no surprise that committee members are pressing for more information about what professors do in the classroom and why they do it. Without such meaningful information, they argue, how can they be expected to judge a professor's performance? And how can they give the teaching function its rightful value?
>
> (Seldin, 1991).

In the University's "Policy on Lecturer Evaluation" (2004:1), the view that academics are required to make a "commitment to learning" is made explicit:

> Traditionally, the professions have held a strong service value orientation. They have been based on an unspoken social contract that professionals exercise specialist knowledge and expertise disinterestedly and for the common good. In

> exchange, society has granted the professions the power of self-regulation and it has been assumed that reflection and self-improvement are integral to being a professional. … It is important that academics reclaim their professionalism and one way to do this may be to revive a commitment to learning in the classroom as a professional value and an intrinsic "good" of higher education. This commitment to learning could be pursued deliberately by academics who, as professional educators, take control of their teaching practice and seek to reflect research and improve it, supported by communities of good teaching practice. Such educators would be in a position to use quality assurance measures to improve their teaching and learning, provided they were given the institutional space to use evaluation as part of a participatory action research cycle.
>
> (Orr, 2004a:1).

This view is supported by Ashcroft and Foreman-Peck (1994), who point out that:

> Tutors new to teaching in colleges and universities are increasingly involved in new contracts requiring study and qualifications to develop basic and advanced teaching skills and an understanding of the learning process. More experienced tutors are facing a changing climate of quality control and academic standards. Some tutors recognize their need for professional updating. Many are interested in continuing professional development as part of their continuing quest for excellence in teaching. Yet others are leading professional development programmes for colleagues.
>
> (Ashcroft and Foreman-Peck, 1994:1)

Both Orr (ibid) and Ashcroft and Foreman-Peck (ibid) stress the importance of self-improvement and continuing professional development. If one prescribes to Popper's view (1972 in Solomon and Tresman, 1999:354), "we can act on our beliefs", then it is in fact teachers themselves who should seek to further improve their own professional performance. "The practical theory (of teachers) refers to a person's private, integrated, but ever-changing system of knowledge, experience and values, which is relevant to teaching practice at any particular time" (Handal and Lauvas, 1987: 79 in Solomon and Tresman, 1999:354). A "changing system of values" implies that teachers should be critical learners involved in reflective evaluation. Cox reasserts this:

> Self-evaluation is probably the most important aspect of the evaluation process, providing it is done honestly, by a valid, reliable and objective process. Not only does it include careful, informed self-criticism of every aspect of the teaching activity, but it involves pulling together and correlating all the components of evaluation from other sources...Schon (1983) has used the term reflective practitioner to refer to the way in which professionals monitor and enhance their performance by proactive self-evaluation…good teachers are always thinking about their teaching, as they do it, analyzing and evaluating it, and looking for improvements.
>
> (Cox, 1994:115).

As teachers experience classroom incidents, coloured by their own beliefs, values and previous experiences and become part of a "community of practice" in which they can discuss and reflect upon teaching practice, the image of oneself as a professional emerges (Solomon and Tresman, 1999:354). This is expanded upon by Harré (1983 in Solomon and Tresman, 1999:354), who says that "self knowledge becomes a kind of continuously changing autobiography, a narrative that organizes memories and values into a collage image of the self that makes sense of one's actions, if only retrospectively!" Brown, M, Fry, H and Marshall, S (1999) echo this outlook:

> When looking at the range of activities that a teacher in higher education might be involved in, it is appropriate to consider reflective practice as an activity which will take place continuously…To assist the "novice" to become an "expert", reflective practice must be linked to action (Kolb, 1984, Freire, 1985)…The individual teaching and learning activity would appear to be the logical starting point for developing the skills of reflective practice for practitioners…further to the delivery of a lecture, consideration of success or otherwise of the activity could lead the teacher to focus on …areas about which they have concern…Reaching a conclusion – further to such "contemplation"(Jarvis, Holford and Griffin, 1998) is what distinguishes reflective practice from the process of thinking. Repeated practice…will assist the practitioner to move along the continuum beyond novice…to expert. Furthermore, such an approach will assist the practitioner in moving from reflection-on-practice at one end of the continuum to reflection-in-practice at the other end. (Schon, 1987).
>
> (Brown et.al, 1999:209).

Continuing professional development – indeed the notion of professionalism in teaching, has been contested. Solomon and Tresman (1999) claim that, "service to others, once the hallmark of the professionals, is now a public right". They continue by saying that battle for the right to teach (as the teacher sees fit) and the right to regulate the standards and quality of their own profession, "appears to have been already lost". Teachers are "tightly managed" by teams of more senior teachers, or managers and by administrative boards, committees, and other bureaucratic structures and government bodies (Solomon and Tresman, 1999). This "managerialism" is seen by Solomon and Tresman (1999) to be a derogation of personal professional responsibility. The inherent opposition between autonomy of the institution, the individual and the veracity of government funding is a fragmentary tension, not likely to be resolved in the foreseeable future.

2.2 Resistance to Critical Reflection

In addition to reservations regarding the role of managerialism, is the uncertain status of the role of self-evaluation, as a part of the larger evaluation component within performance management systems. Performance management systems are by nature contentious, and often viewed with suspicion by employees upon which they are imposed.

As Brookfield (1995) observed, "we must never forget the basic principle that this process [critical reflection] can't be forced on unwilling teachers…Ultimately…the decision to enter the critical process is the teacher's alone" (p.260). He continues by pointing out that "resistance to critical reflection needs to be respected and understood" (p.261). "Getting people to see that it is in their own best interests to pay attention to the process is the key to reducing resistance to critical reflection" (Brookfield, 1995:261).

Brookfield (1995) suggests a number of ways of reducing resistance to critical reflection, which are summarized below:

FIGURE 1: Brookfield's (1995) "Reducing Resistance to Critical Reflection"

1. Presenting Former Resistors	"Convincing proponents of the idea of critical reflection are teachers who were previously resistant to the process, but who now recognize its importance, and can talk passionately about what it has meant for them"(p.261).
2. Providing Real-Life Evidence	"Visits to actual sites where critical reflection is seen to be working favorably for those involved are likely to mean much more than any amount of logical argument" (p.262).
3. Using Simulations and Cases	"We can arrange for teachers to participate in simulations in which it becomes clear that if they do not question their assumptions or explore alternatives to their usual ways of teaching, they are heading for catastrophe" (p.262).
4. Monitoring the Reflective Effort	"Participants' reactions to the process need to be researched constantly, and the catalyst, mirror or critical friend needs to be able to change tack very quickly" (p.262-263).
5. Avoiding Conversational Obsession	"A state in which we become obsessed with converting the hard-core skeptics…Each must choose to embark on the reflective journey in her own time" (p.263).

Critical reflection, as used by Brookfield, can mean thinking critically about educational theory, or practice in an objective way, but self-evaluation is a term that narrows the focus of critical reflection. It is the concrete business of interrogating ones own teaching practice, and is akin to intense (and often uncomfortable) introspection. Such contemplative, conscious criticism of one's own behaviour requires a high level of emotional maturity, personal integrity and "the negation or transformation of inadequate, false or limited meaning perspectives or schemes" (Mezirow, 1991:62).

Brown et.al. (1999) highlight the importance of reflection:

> Reflection is a valuable but much abused concept. It has a central part to play in transforming and integrating new experiences and understanding with previous/existing knowledge. It has gained most currency as a key part of learning from experience (Kolb, 1984). However, it is often viewed as a very passive and overly "navel-gazing" activity.
>
> (Brown et.al.1999:207).

Self-evaluation is viewed by the University as one of the three crucial components which comprise lecturer evaluation policies – peer and student evaluation feedback form the other two criteria.

> University lecturers are intrinsically motivated to teach well as a matter of professional duty and pride. Evaluation of teaching enables lecturers to become reflective practitioners through a process of receiving feedback about, and observing their own practice and their assumptions about teaching and learning. Rigorous self-evaluation enables lecturers to identify areas for improvement and strengths which can be built upon, and to set professional development goals for themselves.
>
> (Policy on Lecturer Evaluation, University of the Witwatersrand, 2004a:2).

Some commentators have pointed to the inherent dangers in self-evaluation as an assessment format. According to de Vries (1997), self-assessment is often undertaken "for compliance sake". In the interests of accountability, quality control and organizational demands driven by external forces (government for example), self-assessment is performed, but with no real intent. These assessments are sometimes referred to as "write-ups". The individuals or department have no interest in the improvement of their own personal styles, values and assumptions in their teaching practice, but simply engage in a "tick-box" exercise to ensure compliance with policy.

De Vries (1997) also points out that self-assessment data is likely to be contested by peers or superiors, and as such, is difficult to review with any kind of real objectivity. Self-assessments inevitably are about a contestation of values – in groups or departments where the evaluations of staff members are combined to

form a departmental report. Often certain values are over prescribed, and disagreements ensue about what should be included and excluded in outside reports (de Vries, 1997).

Despite these rather obvious reservations about the process of self-evaluation, it is my contention that self-evaluation can lead to improved teaching practice. My last theme of this literature review will reveal what it is about self-evaluation and critical reflection which encourages better teaching performance.

Brookfield (1995) asserts that, “not to live and teach this way [by continuously critically reflecting on ones own behaviour] is to see yourself as a victim of fate, to be open to exploitation, to live with no sense of promise or forward movement, to be unable to say why what you’re doing is important, and to think that what you do when you show up to teach makes very little difference to anyone or anything” (Brookfield, 1995:263).

Brookfield (1995) refers to Freire’s (1993) notion of “magical consciousness” – “where classroom life is seen as completely beyond [teachers] control. What happens is governed wholly by the vicissitudes of fate and caprice” (Brookfield, 1995:264). Instead, Brookfield (1995) advocates [reflective practitioners] that “their enquiries into themselves, their students and their practice turn the classroom into a laboratory for purposeful experimentation” (Brookfield, 1995:264).

2.3 Principles of Critical Reflection

Gravett (2001) clarifies the importance of critical reflection during the process of adult learning clear:

> Mezirow (1991) considers…critical reflection as the distinguishing characteristic of adult learning” (Taylor, 1998 in Gravett, 2001:25). “Critical reflection involves an appraisal of that which is being reflected upon. When such appraisal involves assumption or presupposition, it “holds major potential for effecting change in one’s established frame of reference". (Mezirow, 1998:186 in Gravett, 2001:26).

Mezirow (1998) distinguishes between CRA (critical reflection on assumptions) in the instrumental domain that involves "object reframing" and critical self-reflection on assumptions (CSRA) that involves "subjective reframing". He discusses objective reframing by referring to two kinds of CRA (Gravett, 2001:26):

> **Narrative CRA** involves, for example, the analysis of texts, art criticism and the examining of assumptions underlying theories and practices – things that are typically done in university education.
> **Action CRA**, on the other hand, pertains to improving performance or taking more informed or effective action.
>
> (Gravett, 2001:26).

> CSRA is the kind of critical reflection that could effect significant personal and social transformations. CSRA involves critical analysis of the "psychological or cultural assumptions that are specific reasons for one's experiences and beliefs" (Mezirow, 1998:193). It also includes approaches aimed at attaining major perspective transformations, such as conscientisation and consciousness-raising.
>
> (Gravett 2001:26).

Critical self-reflection on assumptions (CSRA) is therefore what we are most concerned with during the course of this research.

Mezirow (1998:196) considers "discourse" as a major theme in his adult learning theory – described as:

> …that special function of dialogue devoted to presenting and assessing the validity of reasons by critically examining the widest possible range of evidence and arguments in the context of attempting to find understanding and agreement on the justification of beliefs…CRA may be the product of discourse, but it also may be the way in which an learner [sic] gains insight into dealing with a disorientating dilemma.
>
> (Gravett, 2001:26).

Mezirow (1998) suggests that it is during the course of critically reflecting upon one's own professional and personal practice that one is often faced with these dilemmas:

> Critical discourse…should be stimulated to assist [adult learners] in reappraising these assumptions, as well as determining their roots and consequences. Only then should the critical dialogue move towards exploring alternatives, allowing or assessment of evidence for and against competing viewpoints.
>
> (Gravett, 2001:27).

Brookfield (1986:36) describes ten principles upon which good adult education rests, these principles are summarized below, and constitute the foundation of a self-evaluation procedure.

In self-evaluation, an educator must ask herself if her teaching enables her to:

a. Progressively decrease the learner's dependency on the educator;

b. Help the learner engage in reciprocal learning relations, and help the learner to use the experiences of others as learning resources;

c. Assist the learner in defining his or her own learning needs, as well as the cultural and psychological assumptions underlying those needs;

d. Assist learners in assuming increased responsibility for defining their own learning objectives, planning their own learning programmes and evaluating their progress;

e. Organize what is to be learned in relationship to his/her personal circumstances and levels of understanding;

f. Foster learner decision-making;

g. Encourage the use of criteria for judging which are inclusive and differentiating in awareness, self-reflexive and integrative of experience;

h. Facilitate problem-posing and problem-solving;

i. Reinforce the self-concept of a learner as a learner and as a doer, by providing for progressive mastery;

j. Emphasize experiential, participative and projective instructional methods.

Mezirow (1991) directs us to a number of key factors which affect adult learning:

- Our understanding of the world is determined unconsciously during childhood through socialization – we develop culturally determined perspectives, which remain unrecognized in adulthood, but which determine the way in which we view experience.
- Modern living inherently involves the weakening of traditional authority structures, and a marked acceleration of change in the lives of adults. Changing circumstances require adults to solve a wider range of problems than ever before and culturally prescribed values and belief systems acquired through socialization may no longer be adequate for these tasks.
- Meaning is an interpretation; to make meaning is to construe experience and give it coherence. We make interpretations through both perception and cognition; we make meaning both intentionally and unintentionally.
- We internalize symbolic models through the process of socialization, and construe imaginative projections of these models in order to perceive objects, events and states. Rather than a state of awareness, consciousness may be understood as the form of action of our construing these perceptions.
- Construal involves projecting our symbolic models, as filtered by habits of expectation, onto objects and events in terms of:

  Time and space, direction, dimension, entity, feeling and punctuation of events, and / or;

  The concepts, categories and metaphors that come with language mastery;

- Meaning perspectives (sets of habitual expectation) act as perceptual and conceptual codes to form, limit and distort how we think, believe and feel and how, what, when and why we learn.
- Interpretation involves making a decision that may result in confirmation, rejection, extension or formulation of a belief or meaning scheme, or in finding that belief or scheme presents a problem…Meaning schemes are the specific beliefs, attitudes and emotional reactions articulated by an interpretation. They are derived from earlier, often unreflective interpretations. Meaning schemes serve as specific habits of expectation.
- Learning is a process of construing and appropriating a new or revised interpretation of the meaning of an experience as a guide to awareness, feeling and action…There is much evidence to support the assertion that we tend to accept and integrate experiences that comfortably fit our frame of reference and discount those that do not.
- Learning involves five interacting contexts: a meaning perspective, the communication process, a line of action, a self-concept, and the external situation. Other critically important factors in understanding learning include previously learned meaning schemes and the "frames" or paradigms (shared meaning perspectives or definitions of a situation) that organize and govern social action.
- Our interpretations are fallible and often are predicated upon unreliable assumptions. Examining critically the justification for our interpretations and the meaning schemes and perspectives that they express is the major imperative of modern adulthood.
- Most significant statements involve sets of assumptions that need to be validated through reflection and discourse.

- Remembering how we have interpreted objects and events in the past involves repeating the making of an imaginative projection to interpret sensory stimuli…The stronger the affective (emotional) dimension of an interpretation, and the more frequently it is made, the easier it is to remember.
- Perception, interpretation, learning, problem-solving, remembering and reflection are all significantly influenced by our line of action, which involves intention, purpose and conation. (Mezirow, 1991:35).

If one is to consider "the learner" in the context above as a trainee in a developmental setting, i.e. a workplace learner or a corporate employee in a skilling programme then it is my view that much of the recent literature on current evaluation practice supports strongly these adult learning principles. These principles should be made applicable to employee performance management criteria. The literature proposes an active role on the part of learners (i.e. employees) to define, and take responsibility for career development and progression. Few adult education specialists would suggest that individuals do not have an active role to play in the evaluation of their own performance. A crucial question arises though: are sound educational assessment practices applicable to, and reconcilable with performance appraisal in corporate and commercial contexts?

> Teachers for the 21st century must have unique professional knowledge, personal qualities and attitudes and effective instructional strategies. Furthermore, they must leave their professional education with the skills of self-renewal, reflective practice, and habits of mind that will assure that they will continue to grow and learn as their career progresses.
>
> (Johnson et.al.1996).

CHAPTER THREE

THE RESEARCH DESIGN

3.1 The Research Approach

My approach to adult education is governed by a progressive view of adult learning. A learner-centered, "safe" and exploratory environment creates opportunities for adults to "learn by doing". It is perhaps for this reason that I find this research relatable – self-reflection and critical evaluation of one's own performance is, in my own view, the best way to learn.

As Brookfield observed, "we must never forget the basic principle that this process [critical reflection] can't be forced on unwilling teachers…Ultimately…the decision to enter critical process is the teacher's alone" (1995:260). He continues by pointing out that "resistance to critical reflection needs to be respected and understood. Getting people to see that it is in their own best interests to pay attention to the process is the key to reducing resistance to critical reflection" (Brookfield, 1995:261).

It was my intention, during the course of this research, to be a "critical learner" – I was hoping to provide some insight into the extent to which critical reflection on teaching behaviour is practiced by lecturers at Wits University, and whether this has led to improved teaching performance. A qualitative method was best employed during the course of this research, given the nature of my research questions and aims. This "interpretive paradigm" (Cohen and Manion, 1994) characteristically has the following elements:

- The individual is the primary subject;
- It is subjective in its nature;
- Non-statistical;
- Involves an understanding of actions and meanings, rather than causes;
- Illuminates micro-concepts – the individual perspective, personal constructs, negotiated meanings, definitions of circumstances.

(Cohen and Manion, 1994: 39).

My personal mode of enquiry supports a qualitative approach to research. Below, I have reproduced a table offered in Maykut and Morehouse (1994:12) to reflect the postulates of a qualitative research approach:

FIGURE 2: The Postulates of a Qualitative Research Approach

QUESTIONS	POSTULATES OF A QUALITATIVE RESEARCH PARADIGM
How does the world work?	There are multiple realities which are socio-psychological constructions forming part of an interconnected whole. These realities can only be understood as such.
What is the relationship between the knower and the known?	The knower and known are interdependent.
What role do values play in understanding the world?	Values mediate and shape what is understood.
Are causal linkages possible?	Events shape each other – every action has a reaction – multi-directional relationships can be discovered.
What is the possibility of generalization?	Only tentative explanations for one time and place are possible.
What does research contribute to knowledge?	Generally, the phenomenologist seeks to discover or uncover propositions.

(From Maykut, P and Morehouse, R (1994) **Beginning Qualitative Research**, Chapter 2,*Before Beginning Research: A Philosophic Perspective,* p.12).

I consider my educational philosophy and my own view of this research to be consistent with each other. The table below illustrates (in summary) my understanding of the relationship between the two:

FIGURE 3: My Educational Philosophy and a Qualitative Approach to Enquiry

MY EDUCATIONAL PHILOSOPHY	QUALITATIVE RESEARCH APPROACH (Adapted from Maykut and Morehouse: 1994, 12).
Adult learning is guided journey of discovery – an exploratory series of events.	A learner's relationship with the world defines how, what and why learning takes place.
I try to provide an unstructured, free and safe learning environment.	Multiple realities – each individual should be free to explore what is true for themselves. This translates into applicable individual learning acquisition.
I believe in a learner-centered and facilitatory approach.	The knower and the known are interdependent. Values mediate and shape what is understood.
I try to encourage "learning by doing".	Possible explanations for one time and one place only. Learning is specific to individual time and personal space.

3.2 The Rationale for the Research

Human beings have a strong need for new experiences. Knowles (1980) identified six "basic human needs", and the "need for new experience" is listed amongst them:

> While human beings seek security, they also crave its opposite – adventure, excitement and risk. People tend to become bored with too much routine…when their need for a new experience is frustrated; they tend to develop such behavioral symptoms as restlessness, irritability, impulsiveness, or indifference. Because of the need for new experience, people are motivated to seek new friends, new interests, new ways of doing things, and new ideas
>
> (Knowles, 1980:85).

According to Knowles (1980), adults have need of critical self-assessment and performance appraisal – it is these processes which ultimately facilitate "the need for new experiences" to which he refers [such as additional tasks and responsibilities in their jobs for instance, or the drive to perform better at their teaching].

It is a drive toward personal growth and individual achievement which begins the need to perform better. This formed the rationale for my research – the desire which is inherent in all of us to try to go beyond our prior experience, and actively seek out experiences which are new and challenging.

Given this, the emergence of the field of Adult Education rests upon the human "need for new experience". However, this was a problematic position to be in, for my own views and assumptions about the world were challenged by my (often more experienced) learners. Brookfield (1996) makes this point in his article, by quoting Shor and Freire, 1987:

> A crucial aspect of critical practice is the educator's public readiness to place his or her biases for learners' scrutiny. In education for critical reflection this means that the ideological outcome of a critical dialogue must always be open, and that educators must accept the possibility that engaging in this dialogue may cause them to alter some of their most strongly held, fundamental assumptions.

Brookfield sums up by saying, "critical teachers must be seen to be critical learners too". (Brookfield, 1996:78).

3.3 Research Methodology

The study was descriptive and interpretive in nature, using "people, documents…and other written accounts as sources of information" (Charles, 1988:8). Personal accounts form the foundation of my evidence. The purpose of the research was to "describe, clarify, and interpret aspects of education as they presently exist" (Charles, 1988:8).

An initial questionnaire was sent to participants in the study via e-mail, during September and October 2004 (see Appendix A). The participants were identified by means of a convenience sampling technique, and referrals from a member of the University's Teaching and Learning Committee. Each contributor to the study

is affiliated to a School within the Faculty of Science. The Teaching and Learning Committee representative also provided me with a personal comment about each of the respondent's teaching ability – based upon her own view of their teaching performance. I must admit therefore, to a certain predisposition to each of the participant's endeavors in the classroom.

Of the eighteen possible participants I approached, nine lecturers (a fifty percent response rate) agreed to engage in the study and were assured that their anonymity would be protected. I received twelve responses to my introductory e-mail which was sent to each of the eighteen lecturers. Ten faculty members committed themselves to participating in the study, and two members of staff declined, claiming that heavy workloads and sabbatical leave prohibited their participation in the study. One of the initial ten respondents excused herself from the study, but did not explain her reasons for not wanting to participate.

My sample and status of individual's involvement is represented below:

FIGURE 4: Sample Group Involvement in the Study

RESPONDENT	SCHOOL	QUESTIONNAIRE	INTERVIEW
Participant A	Chemistry	?	?
Participant B	Geography	?	?
Participant C	Mathematics	?	?
Participant D	Mathematics	?	?
Participant E	Biology	?	?
Participant F	Physics	?	?
Participant G	Computer Science	?	?
Participant H	Biology	?	?
Participant I	Earth Science	?	?

My intention (by means of the questionnaire) was to reveal each participant's attitudes, beliefs and opinions with regard to the following broad categories:

1.1.1 Current practice – the extent to which self-evaluation of teaching is thought to be relevant, and is actively done;

3.3.2 Performance management and evaluation as a principle of measuring academic performance;

3.3.3. The link (if any) between remuneration and teaching performance;

3.3.4 The relevance of student feedback, and the degree to which it is sought by staff;

3.3.5 The suitability of University Administrators (Deans / Heads of Schools) to assess performance;

3.3.6 Whether staff members are content with their current performance management cycle – its administration, frequency and duration.

The sample comprised nine respondents, of whom seven were female, and two were male. All the respondents were white, and were broken down as follows:

FIGURE 5: The Sample Group Represented by Age, Gender and Qualifications

AGE GROUP	FEMALE		MALE	
20 - 30	0	0/9	0	0/9
30 - -40	1	1/9	1	1/9
40 - 50	4	4/9	0	0/9
50 +	2	2/9	1	1/9

Other Relevant Statistical Information about the Sample:

Masters Level Qualifications	5 Female 2 Male
PhD	2 Female
Teaching Qualifications: - 6 of 9 Respondents have Teaching Qualifications	5 Female 1 Male
Number Of Year's Teaching Experience	9.63 Years – Average No. of years Teaching Experience at Wits.
	18.33 Years – Average No. of years teaching experience at Wits and elsewhere.
Average Time Spent Teaching per Week	9.55 Hours per Week

By choosing to conduct a semi-structured interview (see Appendix B attached), which, with the appropriate permissions, was tape-recorded, I created an opportunity to ascertain personal attitudes and in depth discussion about the issues which may exist. By audio-taping the conversations, I was able to review the material, and ensure that my note taking and observation during the interviews was accurate and consistent. I provided the participants with a summary of their views, to ensure that there was no misrepresentation of staff views in my research report. This formed the basis of my "member-check". A sample of a respondent's interview transcript is attached as Appendix C.

There were a number of strengths and weaknesses in the research design. The strengths in my view were:

- The University may be interested in my findings, and consider them in the appropriate forums.
- The C.L.T.D. (Centre for Learning, Teaching and Development) may be able to make use of my research report, as additional information for their ongoing work, or as a supplement to existing research and development.
- The research seemed to be viable and practical, and was realistic within the constraints imposed by available time (both the participants' and mine).

- Ethical considerations were taken into account. These included, but were not limited to:
- The protection of the participants' anonymity – in the study and towards each other;
- The non-disclosure of personal information not pertinent to the study (for example, confidential information relating to a participant's state of mind, previous employment history, and personal opinions towards colleagues and administrators).

The weaknesses of the research design were:

- The depth and fullness of the study was based upon lecturer willingness to share personal self-evaluation information with me.
- Critical reflection upon one's own performance is subjective – I anticipated some difficulty in interpreting the depth and scope of my findings.

Given that a number of my respondents gave me self-evaluation documentation prior to my meeting with them, I am confident that they were willing to share personal information with me. Perhaps the nature and effectiveness of reflectivity can be checked against the varying kinds of written evidence I collected, such as personal statements, questionnaire responses and others' views of lecturer performance (students, peers and so forth).

The information was reviewed and analyzed in the following way: Questionnaire data was analyzed, and patterns, similarities and inconsistencies sought;

- Generation of an initial draft of ideas and commonalities;
- The accumulation of additional supporting data from recorded interviews, and integration of ideas between the questionnaires and interview segments;
- The development and elaboration of prevalent emerging ideas / themes;
- Verification of the emerging findings with evidence provided to me by the respondents' themselves – performance appraisal data of their own choice which confirms or repudiates initial findings from the questionnaire and interview data;

- Integration of findings with existing literature, and theoretical perspectives.

(Adapted from Miles and Huberman, 1994:86).

The validity of my data rests upon the triangulation of the questionnaire data, semi-structured interviews with respondents, and a study of the evidence with which the participants, of their own volition, provided me. As an additional measure, I sent written summaries to the participants, in order that they could review my interpretation of the data.

The validity of my research design was moderated by the following impartial reviewers:

Sarah Key	Lecturer – Adult Education – University of the Witwatersrand.
Prof. Jane Castle	Dept. Adult Education University of the Witwatersrand.
Gillian Attwood	Dept. Adult Education University of the Witwatersrand.

The legitimacy of this research, in my own view, stems from the fact that no research of this nature has been done thus far at the University of the Witwatersrand. The self-evaluation of teaching practice, although now policy for academic staff appears to be practiced in varying degrees within the Institution. This study is a beginning, and is intended to provide some initial groundwork for future studies of this nature.

CHAPTER FOUR

RESEARCH RESULTS AND DISCUSSION AND INTERPRETATION OF RESULTS

This chapter presents the data collected, and the documentary evidence which was accumulated by respondents. The anomalies and contradictions between the questionnaire data and the interview transcripts are highlighted. The chapter concludes with a profile of each participant, and a discussion of personal and circumstantial information for each respondent.

Attitudes Towards Performance Assessment and Self-Evaluation - Questionnaire Results

All nine respondents felt that they were performing well in their current positions. More than half the respondents were "happy with the mechanisms used by their Head of Department / Dean to assess their performance". More than three-quarters of those questioned felt that performance evaluations had improved their teaching in some way. Seven of the nine respondents believed that their Head of Department / Dean was a "good judge of their performance". All nine believed that students were entitled to assess their competence as lecturers and teachers. Two-thirds of the sample agreed that they would be "motivated to improve their performance if they were paid more". Slightly more than half the lecturers deliberately asked for more than one kind of evaluation feedback (peer, student and so forth). More than half of those surveyed did not agree that students perceived a "tertiary education as a commodity" which they [the lecturers] provided. Six of the nine lecturers considered performance management "necessary".

Question 2 ("Are you happy with the mechanisms used by your Head of Department / Dean to evaluate your performance"); Question*3* ("Performance Evaluations have improved my teaching") and *Question 5* ("Is it important to receive feedback on teaching performance?") were answered by eight of the nine respondents.

Figure 6: Attitudes Towards Performance Assessment and Self-Evaluation

		YES	NO	NO. OF RESPONSES
1	In your opinion, are you performing well in your current position?	9	0	9
2	Are you happy with the mechanisms used by your Head of Dept. / Dean to evaluate your performance?	5	3	8
3	Performance evaluations have improved my teaching.	6	2	8
4	Is your Head of Dept. / Dean a good judge of your performance?	7	2	9
5	Is it important to receive feedback on teaching performance?	8	0	8
6	Are students entitled to assess your competence as a lecturer?	9	0	9
7	Would you be more motivated to improve your performance if you were paid more?	3	6	9
8	Do you deliberately ask for more than one kind of evaluation feedback (peer, student etc.)?	5	4	9
9	In your own view, do your students perceive a Tertiary Education as a 'commodity', which you provide?	3	5	8
10	Do you consider performance management necessary?	6	3	9

Attitudes Towards Teaching Practice and Improvement of Current Performance

Five of the nine lecturers believed that "performance management is an essential part of professional growth". Three lecturers disagreed with the statement.

Three strongly agreed with the statement that “evaluation encourages better teaching performance”, five agreed and one lecturer expressed doubt as to whether one could agree with the statement.

Two of the nine participants strongly agreed that their Head of Department / Dean was “competent to assess their performance”, and five agreed with the statement. One respondent did not know if the statement was true, and one lecturer disagreed that his immediate superior was competent to assess his performance.

All lecturers indicated varying levels of agreement with the statement “self-evaluation will help me reflect upon my teaching practice” – seven strongly agreed, and two agreed.

The statement “students give worthless feedback” was agreed to by two of the respondents. One respondent “did not know”, four disagreed and two disagreed strongly with the assertion.

One lecturer strongly agreed that “performance reviews are too time-consuming”, whilst four of the nine agreed with this statement. An equal number disagreed with this view.

Eight of the nine lecturers were “satisfied” with their last performance rating. Three respondents strongly agreed with the statement and five agreed. One respondent indicated disagreement.

Eight of the nine lecturers interviewed believed that “performance reviews accurately reflect my own perceptions of my ability” – one lecturer disagreed with this statement.

All nine surveyed consider themselves “competent” lecturers. Two strongly agreed and seven agreed with this self-assessment.

Two strongly agreed that “most of my performance feedback is positive”, whilst seven agreed with the statement.

All the lecturers disagreed with the view that “my teaching cannot be improved” – six disagreed, and three disagreed strongly.

All the teachers believed that their “student’s think I’m a good lecturer” – one strongly agreed and eight agreed.

The statement “I would try to improve my teaching if my salary increase depended on it” received a mixed response – One lecturer strongly agreed with the statement, three agreed, one didn’t know, one disagreed, and two disagreed strongly. Only eight of the nine respondents answered this question.

All lecturers “take student feedback seriously” – five agreed strongly and four agreed.

“University teachers are experts in their field, and should be allowed to decide for themselves how best to teach their subject” – One respondent strongly agreed with this statement, and five agreed. Three lecturers disagreed with this view.

More than half the respondents agreed that “the person who receives my performance feedback is competent to gauge its value” – seven of the nine affirmed this. Two lecturers did not know.

Two-thirds of the teachers believed that “self-evaluation is the most valuable way to improve my own performance”, one did not know and two disagreed.

“I’m not paid enough to worry about the quality of my teaching – the important thing is that students pass” – one respondent did not agree or disagree with this statement, four strongly disagreed, and four disagreed.

Seven of nine respondents believe that their peers are qualified to evaluate their teaching two disagree.

All lecturers believe that "students are entitled to criticize the quality of my teaching – they are "paying customers" – two strongly agreed and seven agreed.

Figure 7: Attitudes Towards Teaching Practice and Improvement of Current Performance

*The **Total** column has been included to reveal the number of responses to each question. Not all respondents answered all questions.*

		Strongly Agree	Agree	Do Not Know	Disagree	Strongly Disagree	TOTAL NO. OF RESPONSES
1	Performance management is an essential part of professional growth.	5	0	1	3	0	9
2	Evaluation encourages better teaching practice.	3	5	1	0	0	9
3	My Head of Dept. / Dean is competent enough to assess my performance.	2	5	1	1	0	9
4	Self-evaluation will help me reflect upon my teaching practice.	7	2	0	0	0	9
5	Students give worthless feedback.	0	2	1	4	2	9
6	Performance reviews are too time-consuming.	1	4	0	4	0	9
7	I am satisfied with my last performance rating.	3	5	0	1	0	9
8	Performance reviews accurately reflect my own perceptions of my ability.	2	6	0	1	0	9
9	I consider myself a competent lecturer.	2	7	0	0	0	9
10	Most of my performance feedback is positive.	2	7	0	0	0	9
11	My teaching cannot be improved.	0	0	0	5	4	9
12	My students think I'm a good lecturer.	1	8	0	0	0	9

		Strongly Agree	Agree	Do Not Know	Disagree	Strongly Disagree	TOTAL NO. OF RESPONSES
13	I would try to improve my teaching if my salary increase depended on it.	1	3	1	1	2	8
14	I take student feedback seriously.	5	4	0	0	0	9
15	University teachers are experts in their field, and should be allowed to decide for themselves how best to teach their subject.	1	5	0	3	0	9
16	The person who receives my performance feedback is competent to gauge its value.	1	6	2	0	0	9
17	Self-evaluation is the most valuable way to review my own performance.	3	3	1	2	0	9
18	I'm not paid enough to worry about the quality of my teaching – the important thing is that students pass.	0	0	1	4	4	9
19	I think my peers are qualified to evaluate my teaching.	2	5	0	2	0	9
20	Students are entitled to criticise the quality of my teaching – they are paying 'customers'.	2	7	0	0	0	9

Figure 8: Attitudes Towards Performance Assessment and Self-Evaluation

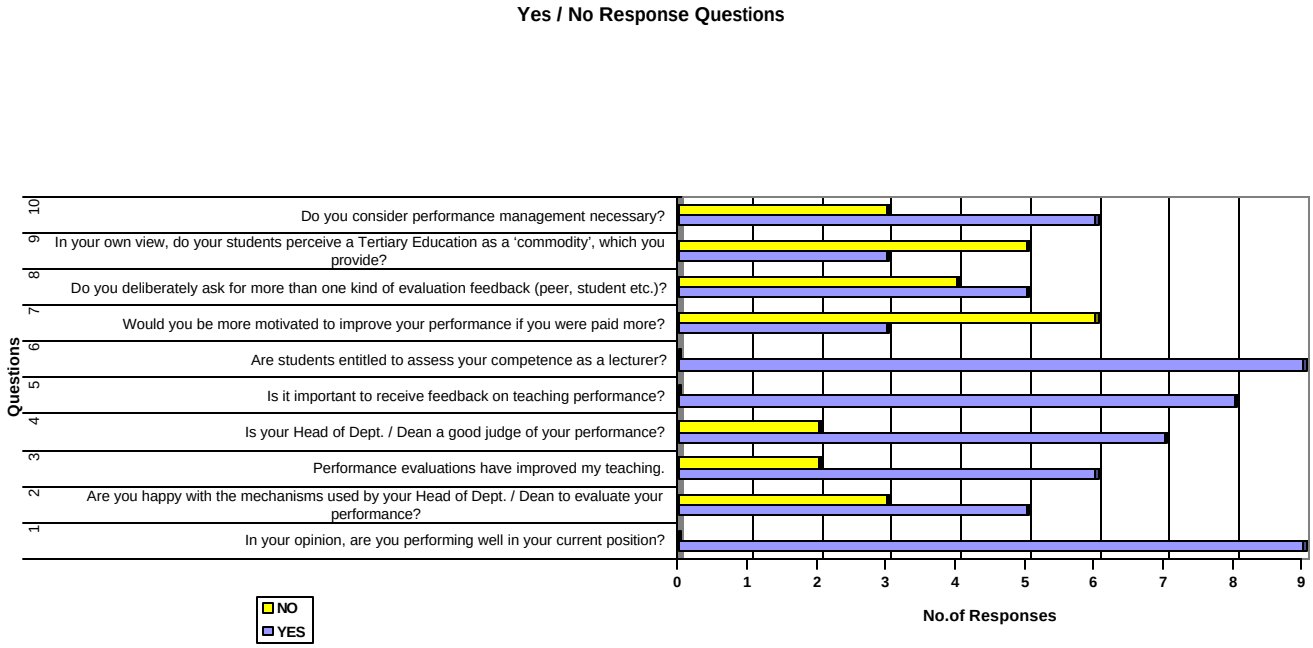
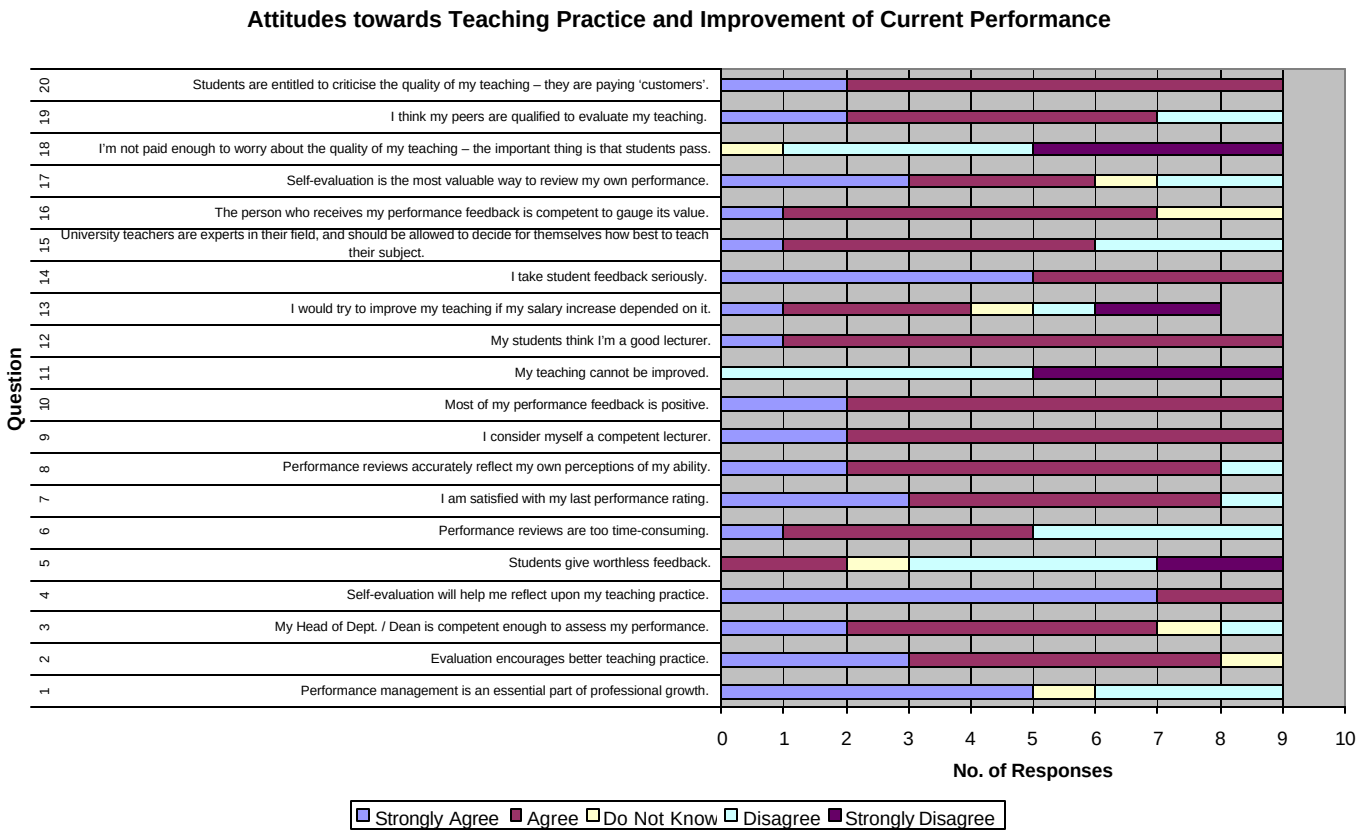


Figure 9: Attitudes Towards Teaching Practice and Improvement of Current Performance



Abridged Interview Transcripts

The abridged interview transcripts are attached as **Appendices D, E, F, G, H, I, J, K, and L.**

Other Evidence

All participants in the research study were asked to provide evidence to support their own view of their teaching practice. This evidence took the form of ALP data (Assessment of Lecturer Performance), Student Review data, and Portfolio excerpts which the lecturers had written about themselves reviewing their own performance.

This data was shared on a voluntary basis, and not all respondents chose to provide this additional material.

Questionnaire Anomalies

The questionnaire data revealed some inconsistencies in attitudes towards performance evaluation at the University. The questionnaire was designed to check for consistency in opinions by means of "cross-check" questions. When the individual respondents' answers were compared across these particular questions, some anomalies arose. I have divided the questionnaire into two parts – Part A refers to the "Yes / No" portion of the questionnaire, and Part B refers to the Multiple Choice section of the questionnaire.

Question B14 and B5 - both in the Multiple Choice segment of the questionnaire. Question B14 – "I take student feedback seriously" and question B5 "students give worthless feedback" were intended as "cross-check" questions. To reveal an attitude that respondents take student feedback seriously would require an "agree" answer to B14 and a "disagree" answer to question B5. Two of the nine respondents revealed disparate answers – respondent F and respondent G answered both questions with an "agree" rejoinder. This indicates that both lecturers agree that they take student feedback seriously, and also agree that

students give worthless feedback. These answers are disparate – the lecturers may feel that they need to take student feedback seriously (perhaps to follow University feedback guidelines), but do not personally feel that the student feedback is particularly useful or helpful to them in their own (or others') assessment of their performance. The opposition is clear, and may be for a number of different reasons. Both respondents may have answered that they "take student feedback seriously" because it is what the University expects of them, or is the "correct" answer in their view to give. However, both may have received "worthless" feedback from students, which is why their responses indicate a dismissal of student feedback altogether.

Question A6 and B20: Question A6: "are students entitled to assess your competence as a lecturer?" and question B20, "students are entitled to criticize the quality of my teaching - they are paying customers", were designed as "cross-check" questions. There were no inconsistencies in the respondents' answers to these questions – all answered in agreement with both questions. Respondent E qualified her reaction by stating that students were *entitled* to assess lecturer aptitude, but were not necessarily *competent* to do so. So, although students are required to provide feedback on lecturer performance, lecturers may disregard it, or dismiss it by disqualifying students as "competent" reviewers. These responses may also indicate that the dissident – Respondent E, may have received student feedback that she took exception to, or was judged upon, which has led to her personal belief that student feedback is not helpful. Whether it is not useful because she herself disagrees with their assessment of her teaching, or whether her Dean or Head of Department took the feedback into account, and she was penalized professionally for negative feedback, is not clear.

Question B7 and B8: Question B7, "I am satisfied with my last performance rating" and question B 8, "Performance reviews accurately reflect my own perceptions of my ability" – 8 of the 9 lecturers answered in the affirmative to both statements. However, Respondent E disagreed with both statements. She was neither happy with her last performance rating, nor believed it reflected what she herself believed about her own abilities as a lecturer. This may shed some light on Respondent E's answers to questions A6 and B20 – perhaps her student feedback compromised her performance rating, and that her performance rating was

adversely affected by feedback (possibly student, but perhaps also from other sources such as peers) – and this in turn has led to her unhappiness about her performance rating. What is clear however is that Respondent E's perceptions of her own professional teaching ability are not congruent with the University's assessment of her performance.

Question A1 and B9: Question A1, "in your opinion, are you performing well in your current position?" and question B9, "I consider myself a competent lecturer" – the respondents evaluation of their own skills applies to each question. All nine respondents consider themselves competent, and to be performing well in their current positions. This is problematic from the point of view that, given that *Lecturer Performance Evaluation was suspended at the University from 2004, there is no real professional assessment being done by Deans or Heads of Schools to contradict this view.* So, the lecturers consider themselves to be performing well, and there is no current assessment information from the University to contradict their own view of their performance. The University has no "official" view on how these nine respondents are actually performing in their current jobs. However, the participant's assessment of their own performance may very well rest on past appraisals of their performance which reflected satisfactory performance.

Question A2, B3 and B16: Question A2, "are you happy with the mechanisms used by your Head of Department / Dean to evaluate your performance?" and question B3, "my Head of Department / Dean is competent enough to assess my performance" can be cross-checked with question B16, "the person who receives my performance feedback is competent to gauge its value". Three of the nine respondents are not happy with the mechanisms used to assess their performance. Respondent E is amongst the three dissidents – which would confirm that, if student feedback is one of the 'mechanisms" used to assess performance, and she dismisses students as competent reviewers, the principle of student feedback to assess performance is not a mechanism she agrees with. Participant B was the only dissident of the eight who responded to question B3 – she does not believe that her Head of Department / Dean is competent enough to assess her performance. This may be because her appraiser is not qualified in her opinion, or perhaps provides her with feedback which is contrary to her own view of her own performance – causing her

to disagree with the reviewer as opposed to the performance assessment which the reviewer delivers. Question B16 was agreed with by all but two of the nine respondents – Participant B being one of the two holding a dissimilar view. She does not believe that the person who receives her performance feedback is competent to gauge its value. Respondent C holds a similar view. This may reveal personal conflicts between appraiser and appraise, or that, for whatever reason, Respondents B and C do not feel that their appraisers are qualified to assess their teaching performance.

Question A5, A8 and B10: Question A5, "is it important to receive feedback on teaching performance?" and question A8, "do you deliberately ask for more than one kind of evaluation feedback (peer, student etc)?" and question B10, "most of my performance feedback is positive" – all three of these questions are crosscheck questions. All respondents agreed that it was important to receive feedback on teaching performance (A5) – so all answered in the affirmative. However, four of the nine respondents answered "no" to question A8 – this reflects a contradiction. If all respondents believe it is important to receive feedback on teaching performance, yet almost half the lecturers do not elicit more than one kind of evaluative feedback, then there is likelihood that lecturers are not taking performance related feedback too sincerely. Answers to question B10 reveal the inconsistency – all nine respondents agree that "most of their performance feedback is positive"; yet nearly half do not attempt to elicit any more feedback than is necessary. Respondents D, E, F and G may not be receiving feedback that correlates with their own view of their performance, and therefore are unlikely to solicit more of what they may not wish to hear about their own performance.

Question B15, B11 and B17: Question B15, "University teachers are experts in their field, and should be allowed to decide for themselves how best to teach their subject", and question B11, "my teaching cannot be improved" are crosscheck questions. Six of the nine teachers agreed with question B15, and all nine respondents disagreed with question B11. There is incongruence here. If all nine respondents believe that their teaching can be improved, yet more than half of the respondents believe "that they are experts in their field, and should be allowed to decide for themselves how best to teach their subjects" – they may be saying that *no-one knows as well as they do about how to teach their subject,* that is, that they are already doing

the best job possible, or perhaps that no-one has the right to question them on it (particularly students who may not be qualified to do so).It may also reveal a view that teachers will take into account other sources of performance related feedback to a certain extent – but ultimately *they trust their own opinions of their own teaching more than others.* Question B17, "self-evaluation is the most valuable way to review my own performance" – two respondents disagreed with this statement – respondents H and E. Respondent C did not know. This could reflect that they try to secure other kinds of feedback about their own performance, and *do not believe that their own opinion of their own teaching* is necessarily the most important or useful view. These two respondents may take into account a more holistic view from a number of sources in order to form opinions about their teaching practice.

Questions A7 and B13: Question A7, "would you be more motivated to improve your performance if you were paid more", and question B13, "I would try to improve my teaching if my salary increase depended on it" are crosscheck questions. Three respondents answered in the affirmative to question A7 – increased remuneration linked to improved performance is clearly indicated here. However, three lecturers agreed with question B13, and answered "no" to question A7, a clear negation. They are not motivated to improve their own performance by money (question A7) but would "try to improve their teaching if their salary increase depended upon it". There is a traditional view that academics and the "learned" are doomed to a life of poverty, and that academics do not pursue their careers for love of monetary compensation. Few teachers, when asked directly whether they are motivated to perform better by money will answer in the affirmative. However, this view is clearly reflected in the ambiguous answers given in response to question B13.

I compared the Abridged Interview Transcripts of each Participant with their answers to the initial Questionnaire. This process of comparison revealed a number of anomalies and contradictions for each respondent. These are discussed below.

Participant A

Participant A does not appear to think she has enough control over student evaluations. Her Abridged Interview Transcript (attached as Appendix D) reveals that she only does student evaluations because she "has to".

> I've done [student evaluations] here at Wits because it's compulsory for promotion and probation and that kind of thing…so I do it for that, but I actually find it a bit of a pain…I don't think it should be compulsory every year…In the past I've done it once every two years, I think that's enough. Because then the students themselves are over tested…if you can think about it that way…they fill in too many of those things…if they've got five lecturers in a course, they do one for each of the lecturers so it's overkill as far as I'm concerned.
>
> (Appendix D, p. 2).

When asked about the quality of student feedback, Participant A felt that the feedback she had received was good, "I've had very good evaluations" (Ibid. p.2). However, because she has received positive feedback from students, she feels that her feedback is good, and hence a worthwhile exercise. However, if she had received negative feedback from students, she may have thought that the validity of their feedback was negative, and therefore not a worthwhile exercise.

Respondent A feels that one needs to sift through student feedback, in order to find the comments which may be useful. This is problematic in the sense that she actively 'filters' feedback in order to "find" the information she is looking for. If she does secure feedback from student evaluations which confirms what

she herself already believes about her own teaching, she will look no further. The students are simply reaffirming for her what she already believes to be true about her performance. "…The open-ended feedback is generally not very well filled in…they'll write 'she's perfect' or something like that but there are cases where you can pick things up" (Ibid. p. 2).

Participant A appears to think that teaching better does not lead to better results. Whether she is referring to better teaching performance or better student performance is not dear. This may be contradictory in the context that the purpose of evaluation is to lead to improved practice and performance for both student and lecturer:

> I actually think …that to try to say that if you teach better you'll get a better result is very dangerous because I've made efforts with some sections of the syllabus…and you try your best and you say, 'okay, this year they're going to understand it' and you can stand on your head, a certain percentage will get it and other's won't. So you see, it's very very dangerous to say that if you teach better you'll get better results.
>
> (Ibid. p.4).

Participant A does not feel that self-evaluations are a valid performance measure:

> I don't think it's something say a Head of Department could count on…because I've seen what I think are false self-evaluations…I mean I might think that my self-evaluation is valid…but I mean I was just complaining about one of the lecturers who perceives himself to be so overworked. He's always complaining…every time I go into the tearoom, he's sitting and having a cup of coffee. So now, how can you take self-evaluation seriously?
>
> (Ibid. p.5).

Participant A believes that the Lecturer Evaluation Policy is "boring" and that performance evaluations on an annual basis are unnecessary. It appears that the notion of "continuous improvement" is not something to be considered…good teaching is simply a set of standards to be met, and assessed periodically. Lecturers either meet the standard or they don't, and should be managed accordingly.

> When I first read it [the Lecturer Evaluation Policy] I felt it ties you down…it's so boring in a way if every year the evaluation is the same…I get good evaluations…the first one was in 1997…so then 1997, then 1999, 2000, 2002 and 2004 – five evaluations all the same. It's so boring in a way. I think once every two years [to assess lecturer performance]…they should set a certain benchmark…and if the person's not reaching that…then maybe every year. But otherwise every two years…I think every two years is better.
>
> (Ibid. p.6).

When asked about the process of self-evaluation, Participant A tended to describe her teaching methods and practice, as opposed to reflecting upon her own behavior as a teacher, or her own process of self-evaluation. Responsibility for poor performance or bad results tended to be reverted to the student for explanation. One could argue that Participant A questions students in this manner in an attempt to have them reflect on their own performance and behaviour:

> I would approach a student and say, 'okay, you've done very badly in this test. Now, can you tell me the reason?'. And then if they tell you the reason…then I'd say 'okay well now you know the reason, so therefore you know you can do something about it'. If there isn't a reason…then there's a problem…then I'd say, 'if I can help you…then you must come and see me'.
>
> (Ibid. p.7).

Participant A continues by saying that she would review an abnormally bad result in a test and consider it a problem with the test – and compensate for a consistently bad result by adjusting mark allocations. There is little or no self-reflection – either it's a student problem or a 'bad test' which requires a simple mark adjustment.

It is unclear whether Participant A thinks self evaluation is useful or not. She says it is "definitely" a potent evaluation measure, but continues by stating that it needs to be "honest" (Ibid, p.9). "If you're really prepared to be honest with yourself…because the mind…I've seen that what you believe is true. That there is no real

truth…it is what is in your mind that is the truth…If you want to fool yourself you can" (Ibid, p.9). Respondent A appears to be saying that your own perception is your own truth, and as such is subjective in nature.

Participant A is positive about peer evaluation, but points out that it should be done by an "outsider" – because an inside person or close colleague may be "too soft…because they don't want to hurt your feelings" (ibid, p. 13). One may interpret this to indicate an aversion in Participant A to assessing peer performance herself. It may be that not all personality types are suited to objective colleague critique.

Participant B

Participant B found her performance appraisal "a complete waste of time" (Interview Transcript attached as Appendix E, p. 1). This is contradictory – Participant B explains her role in developing the Lecturer Evaluation Policy as "instrumental", but found her performance appraisal an unsatisfactory experience.

> I was instrumental in its development [the Lecturer Evaluation Policy]…It's been tweaked. One of the problems…one of the tensions is that there is a fine line between policing and development…I don't think Wits entirely understands that…that tension…and so part of the Policy could be construed as quite police-like...which was never the initial intention. I don't claim responsibility for the last document…The impetus for the document came from the group.
>
> (Ibid, p.1).

Respondent B highlights the apparent resistance of lecturers to the Evaluation Policy:

> Well, first of all, it's the disclosure…the ALP [Assessment of Lecturer Performance] disclosure…they don't like it. Because in the past, if you had an ALP questionnaire which you didn't like, you just put it in your bottom drawer and forgot about it...in fact, you could put them all in your bottom drawer…you didn't have to disclose them and you didn't have to use them. Also, now it's disclosed…to your Head of School and upwards from that if necessary…but it's mandatory to your Head of School, whereas before it was never mandatory. You know, you could

> hide the bad ones…so that's good and bad. But if we're going to police it, there must be a developmental attitude. The Heads of Schools need to know what to do when they get a bad ALP, and I don't think they know what to do with them…And certainly a whole lot of them don't have the tools to deal with them. We are under resourced in our CLTD [Centre for Learning and Teaching Development] and in our Teaching and Learning Advisory Services…So the developmental side of the whole thing comes crashing. The second thing with ALP's – you can skew the outcome, you can play that game. I mean, when I arrived here I was told by my Head of School that the way to get a good ALP was to choose things you knew you were good at, so you would get good scores. And it didn't matter if they were trivial or not trivial, because these things were only used for when you needed to go for promotional purposes…so it was just a promotion tool…not a developmental thing at all. So it's your view, I mean how do you view this tool, is it a tool for promotion or is it a tool for self-development? And basically it's your response to that, and how you decide to use it…that's why we instituted the other two…the SGID [Small Group Instructional Diagnosis] and peer evaluation.
>
> (Ibid, p.1-2).

Participant B highlights the "policing" versus "development" issue – the policing attitude is what appears to have made lecturers defensive about the policy and its intentions. A defensive attitude is unlikely to encourage objective evaluation. Added to this, the mandatory disclosure of evaluations adds an additional threatening aspect to the process – most notably because disclosure of evaluations in the past was not mandatory – lecturers could "hide" negative reviews.

Peer evaluation is equally problematic for Respondent B:

> The problem with peer review first of all is that a lot of people don't understand what peer evaluation is…They think it's going in and sitting in on one lecture…and then writing up something short. It's far more than that…you have to look at the whole course…There's a developmental side to it as well…you have to make suggestions. So firstly I don't think it's well understood...Then actually having the resources to implement…I've been peer evaluated myself, and I've done peer evaluations for other people…and it's been enriching on both sides.
>
> (Ibid, p.2).

Participant B emphasises the point that peers are 'asked' to evaluate lecturers –this is problematic in the sense that lecturers can choose from whom their evaluations are sought, which is likely to lead to inconclusive or 'neutral' type evaluations. Although most lecturers may struggle to find a peer evaluator in their academic discipline, the intention to seek a variety of different inputs into performance is to reach as objective a conclusion as possible about performance. To 'pick and choose' which input should be considered, and which disregarded, defeats the purpose of evaluation itself. However, one must consider the added constraint that certain subject matter experts may be asked to do numerous peer evaluations, which may become onerous and time consuming for individual staff members.

Participant C

Participant C believes that self-evaluation is imperative as a tool to improve performance. It is for this reason that he feels it necessary that the evaluations themselves (as instruments) are efficient – that they are giving him the right information. He is still serving probation at the University, and, for this reason the criteria against which he will be assessed are particularly important:

> I think I could learn something from it…and clarify my own thoughts…because it's important to me…the whole issue of evaluation at the University…and the quality of my own teaching…the whole issue of how one should be evaluated and what the criteria are.
>
> (Interview Transcript attached as Appendix F, p.1)

This is Participant C's first teaching experience, and there is a sense that he'd like his evaluations to be genuinely helpful as a personal and professional tool – not used simply as a "process" for management.

Respondent C believes that student evaluations are valid…that one needs to "see what they're really telling you" (p.2). To look beyond the 'petty' remarks. He believes that students have something useful to say.

However, this could also be because he is insecure, as a result of his probation period and his relative insecurity.

It is clear that for respondent C, self evaluation is as important as all the other evaluative measures – but whether he uses self evaluation independently, or simply reacts to external comments about his performance is unclear. It seems as if he spends an inordinate amount of time 'worrying' about his performance:

> I spend a lot of time thinking about it [the way he teaches], it's very important to me…it's important to me to do a good job so I can have a career…I'm on probation, so I can't just stand up there and mumble, and expect to get a salary every month.
>
> (Ibid, p.2).

Respondent C begins with himself as the possible cause for students doing badly, and mentions a specific example of students being unhappy with his teaching. He alludes to a lack of confidence in his own abilities, which is why he appears to take student (and other) evaluations so seriously. He appears to have no confidence in his ability to judge and assess his own performance. He is slighted by the fact that students did not approach him directly about their unhappiness with his teaching.

Respondent C mentions his anxiety regarding his teaching practice…his own assessment of his own performance and his mentor's assessment agreed with each other – giving validity to the view. More problematic is when self-evaluation information disagrees with other assessments done.

Respondent C makes the point that ensuring an objective self-evaluation is problematic – that one requires a certain degree of 'mental balance' which many people do not have. It is for this reason that self-evaluation is compared with other kinds of feedback material.

> I think it depends very much on the individual. If you have a person of integrity, a person who is really capable of being honest with himself…then I would agree

> with that statement [that self evaluation is the most potent of all evaluation measures]. But most people are not capable of being honest with themselves…then what you have is of no use.
>
> (Ibid, p. 5).

Peer evaluation is identified by Respondent C as a potential problem. He views it as an evaluation measure fraught with difficulties. Certain individuals who are subjected to peer reviews may feel victimized in some way, and he also feels that people outside of his subject field may not be equipped to provide the level of assessment which he requires.

The value of a university is as a 'service to society' – and Respondent C tends not to believe in the 'students as customers' idea. This relates to what has been mentioned in previous cases – what the function and role of lecturers is in the larger institutional and societal framework.

Respondent C is an interesting case – he is the least experienced of all the lecturers interviewed, and as such one could argue that it is because of this that he is more open and engaging about the processes of evaluation. Participant C's lack of confidence in his own ability, added to the fact that he is a probationary candidate, and faces the possible termination of his services means he is less confident in his own self evaluations. However, this confounds the notions one has about Participant C: that he is genuinely openly engaging in the self-assessment process, is making objective and accurate conclusions about his own performance – but does not give them the credibility they deserve out of a lack of confidence and experience.

Participant D

Participant D considers self-evaluation as important:

> I think it's very important…just being open and aware of all the effective things you've done. We often sit and chat in the tearooms and say, 'you know I did this' or 'I did that'…and we don't realize there's a lot of informal feedback…that I think

> makes you open and aware…that is valuable, as valuable as saying, 'okay, now I'm going to do a formal evaluation of myself'.
>
> (Interview Transcript attached as Appendix G, p. 1).

It appears as if Participant D considers self-evaluation as a positive exercise – looking at "effective" practice. However, this is different from critically evaluating one's own practices – effective and ineffective.

Respondent D considers performance evaluations on an annual basis "too often" – citing infrequent contact with students as an unfair basis for "forcing people" to give feedback. She considers the CLTD [Centre for Learning and Teaching Development] assessments as 'frustrating' – although admits 'it's nice to get positive feedback' (Ibid. p. 1). Participant D also cites 'petty' and 'silly' comments from students as unhelpful. Poor quality feedback is "taken for what it's worth" (Ibid, p.1). In other words, poor quality feedback is disregarded, or the source discredited. However, one could argue that, if the feedback was positive, it would most certainly be taken more sincerely.

She reiterates that "there's a limit to how qualified they are" [the students] to give feedback, but confirms that students being invited to give feedback is important. The contradiction is apparent – inviting students to give feedback is necessary, so that they feel consulted, but the validity of the feedback, and its worth to her as a teaching professional is negligible. Her intention is to elicit feedback, so that the appearance of consultation with 'the customer' is clear, but the quality of the feedback is so poor that it can be disregarded.

Participant D highlights an interesting dilemma – the pressure from the institution to pass students, ('throughput') versus the maintenance of academic standards. This relates to what the function of a teacher is: to make money from "the customers" and prioritize throughput as the most important aspect of their role, or to maintain the quality and standard of their field.

Respondent D considers self-evaluation as important, but too subjective to warrant too much attention. “It depends so much on personality. Some people are good judges, and other people not. I think it’s very easy to misunderstand feedback, so self-evaluation is so subjective” (Ibid, p.2).

Although Respondent D says that she would welcome feedback from her peers, she does not elicit it, “it’s just more things to do” (Ibid, p.2). She points out (p.2) that she is often consulted by colleagues and peers on teaching practice, “I have a reputation as being interested in teaching”. However, if one were interested in teaching practice and improvement, surely one would actively seek input from peers? It seems as if, although Respondent D is comfortable with being consulted on colleague’s practice, she is less interested in soliciting feedback on her own teaching.

It appears as if Respondent D is unlikely to take responsibility for student failure – when asked, “what happens when your students do badly?” – she responded with, “if the student’s can’t do it, I don’t take it seriously” (Ibid, p.3). When asked however, “what do you do when the students do well?”, her response was, “we do say, I think we’re doing well” (Ibid, p.3). If students do well, Respondent D assumes it’s because she is teaching well. But if students do badly, she does not apply the same reasoning.

Participant E

Participant E believes that performance management is necessary, but is not a motivating factor. “I think that the whole performance management process is necessary…it’s not the thing that motivates me to stay on my toes” (Appendix H, p.1). This reveals a slight negation –whether respondent E has received good or bad feedback regarding her teaching performance, one would expect that it would elicit some change in behaviour. That is to say, if respondent E has received good feedback, it should encourage her to continue what she is doing, and perhaps give her the confidence to try to better her performance. Equally, if respondent E has received negative performance feedback, then one would expect that this feedback would provide the impetus for her to try to improve her performance, or better her teaching in some manner. This

may also reveal an underlying attitude in respondent E, who, as one of the lecturers with a professional teaching qualification, believe that for those who are not as well qualified as she is, performance evaluation may be helpful as a self-improvement tool.

Respondent E considers self-evaluation as an important component in the evaluation process – perhaps the most important. “Self-evaluation is the thing I do most…” (ibid. p.1). This may reveal an underlying attitude which reveals that respondent E sets her own standards, and considers her own standards as the best measure of her own performance. She considers herself the best judge of her own performance. This may be problematic, in the sense that it could prohibit external perspectives into her own views about how she is performing. The result of this is that other kinds of feedback, specifically feedback which contradicts what she herself believes to be true about her own performance, is likely to be disregarded, or the source discredited.

Respondent E appears, on initial enquiry to engage in self-reflection on a meaningful level. “I think it [self-reflection] is very important, and I can’t see how any professional could perform effectively without it” (ibid. p.1). Her questionnaire answers also strongly agree with self-reflection as a tool to improve teaching practice. However, when asked how she explains a bad lecture [or a lecture which didn’t go according to plan], respondent E’s response was:

> There are a lot of factors which contribute to whether a teaching experience goes well or not…I think what I’ve realized is that when I started, I had a much higher expectation of the level of students that I teach than they could actually deliver. So, for me, part of the growth experience has been to try to find the balance between offering them a challenge but also not expecting too much. They’re not at an academic level or maturity level that they can actually meet the demands. So I think it has taken a lot of self-reflection and acceptance of the fact that, as much as I’d like them to be doing that, they’re not ready yet.
>
> (Ibid. p. 1-2).

Respondent E seems to have considered all the factors which may be affecting her teaching performance, and has reached a point where she has stopped reflecting. In other words, there is a tacit acceptance of the

fact that the students will never get better, or perform better, or be able to "keep up". Instead of responding with further reflection, or an in-depth look at her own responsibility for the student's performance, respondent E has "accepted" that the students "are not ready yet". In addition, she has responded to student feedback as Mezirow (1991) suggested – she has discounted information which does not suit her frame of reference, or her currently held assumptions about how students respond to her teaching.

Respondent E revealed that she tended to disregard student feedback:

> I did one last year [a student evaluation] and, on the basis of that I decided I'm not going to bother to do student evaluations on this level again…It's not to say that I've never received valuable feedback, I picked up that students just do not want to do it. They hate doing those things. I had a student who refused to do it. So, how seriously are they actually taking it? I have learnt to look at the feedback realistically. If you know that you are doing everything to the best of your ability, then you know this is actually a student problem. I think it's important, otherwise you just become completely disheartened. There's a line…I see myself as a facilitator and there's a point to which I can facilitate. The students need to do their bit.
>
> (Ibid. p.3).

Participant E's Questionnaire data confirms this view – question 6, "Are students entitled to assess your competence as a lecturer?" she answered, "entitled to, yes, competent to, not necessarily". However, based on the interview data, it seems that Participant E disregards student feedback. She is placing the responsibility for student criticism of her teaching on the student, as opposed to her own teaching skills. She's is now at a point where she has stopped reflecting at any level – "But there is also a point at which you say, 'look I'm doing my best'" (Ibid. p. 3). Participant E has reached a point where she doesn't take student feedback acutely.

This is confirmed in the interview, "I feel, especially with the level of students I teach, they're just not yet sufficiently mature. They haven't had sufficient experience of teaching at university to competently assess

somebody's performance" (Ibid. p.2). She has reached a point where she feels that student feedback is not helpful, or comes from a source which she feels is not justified and mature enough to assess her performance in the classroom.

Participant E's views on Peer feedback are equally problematic.

> I think you really have to trust a person to ask them to evaluate you. You have to respect them and the feedback they give you. I think one of the problems with peer evaluation is how willing the evaluator is to be open and honest, and how willing the person being evaluated is to receive that feedback. Personally, I'm open to being vulnerable in receiving feedback, but a lot of people aren't.
>
> (Ibid p. 3).

It appears that Participant E chooses to select those peers whom she thinks are competent and capable of assessing her performance. This is likely to be somebody she feels already agrees with her own views about her teaching performance, and is not likely to be a peer who will criticize her work. She is in a position to "ask" certain peers whom she selects for input, and this compromises the peer review process significantly. To make performance assessment as objective as possible, the intention is to gather as much information, from many diverse sources as possible. If lecturers are simply put in a position where they can "choose" who assesses them, and from which sources they receive feedback, the whole process becomes far more subjective.

On an intellectual level, Participant E appears to endorse evaluation, and seems to support the associated processes. "We're all constantly evaluating our work, and trying to see whether we can improve and deliver a better product to our students" (Ibid. p.3). However, Participant E "chooses" input from pre-selected peers, and, has made clear her view that students are not competent or mature enough to give any useful input. She is "doing the best she can", and on some level seems to believe that, although self-evaluation is useful, and she supports it, she has excluded much of the useful feedback into her performance. Without unbiased peer information, and little or no student feedback (she has chosen not to conduct the student evaluations

anymore) – the result is simply her Head of Department's view of her teaching. Very little self-reflection appears to be taking place, and respondent E seems to feel that she's "doing the best she can" – and that there is very little she can do to change that.

Participant F

Respondent F (Interview Transcript attached as Appendix I) has reservations about the Lecturer Evaluation Policy, and evaluation in general:

> My feelings are that it's like a lot of things…that it may not end up being implemented. Just the logistics from a time point of view…I also have some misgivings about it. To me it's just part of the whole managerialism thing which is creeping in…I'm averse to it in the sense of first of all, it was something we used to manage very nicely before so I question the necessity of it, and secondly…it brings in what I call 'bottom-line syndrome' where it's sort of inherent in the term evaluation…because it's sort of trying to express everything in terms of numerical balance…the problem with that in the first place is that bottom lines are easy to fake…and in the second place they actually say nothing about what's really important. It's embodied in what I think George Bernard Shaw said, 'education is everything you're left with when you've forgotten what you learnt at school'…in other words the intangibles…which cannot be quantified and written down in an evaluation review.
>
> (Appendix I, p.1).

Respondent F tends to consider student feedback – but chooses to "look at it holistically and take it with a pinch of salt" (Ibid. p. 1). He appears to consider outside opinions about his own teaching (from students and peers), but ultimately trusts his own view of his practice most. Respondent F verbalizes a strongly humanistic view of the student-lecturer relationship. He does not blame students for negative feedback, nor does his discredit students as a valid source of performance feedback:

> But the problem is…what you don't get off a student evaluation is an effective teaching and learning experience…that was not necessarily enjoyable. They tend

> to report positively on the stuff they enjoy, and negatively on the stuff they don't enjoy…and the problem with a learning experience…it may not be a load of fun from beginning to end…it may be distressing.
>
> (Ibid. p.1).

Respondent F supports self-evaluation, and considers it:

> To me it's probably the most important. It's the one you can do all the time and the one that's closest…and as long as you're not delusional…it's probably the one that is most accurate…if you're intellectually honest and don't delude yourself...you have the capability of judging something for yourself…you're probably in a better position to judge yourself than anybody else.
>
> (Ibid. p.2).

This however is problematic from the point of view that Respondent F does not verbally acknowledge the need for 'external' feedback measures to ensure that "you're not delusional". The 360 degree feedback method which the University employs (peer, student, superior and self evaluation measures) is designed in such a way that the most objective view of performance possible is reached. What Respondent F appears to believe is that if "you're intellectually honest…you're probably in a better position to judge yourself than anybody else" (Ibid. p. 2). This may disparage other kinds of feedback which Respondent F may receive. In other words, if Participant F believes his own perception of his own performance more than he believes other kinds of feedback which he may receive, then this is likely to be challenging. It may result in a conflict – in respondent F's own meaning-making schemes – he is likely to choose to take his own view of his own performance more seriously that other feedback he may receive.

In addition, it could be argued that self-evaluation feedback must be considered in conjunction with other kinds of performance input – this is what gives self-evaluation its validity and credibility. If this process is not followed and self-evaluation is done independent of other information, it has little value for the individual who is engaging in the reflective process.

Participant F appears to take more responsibility for personal failures than other respondents. He does not attribute personal faults to student capabilities or logistical limitations – "I always consider the possibility that it may be my fault…some part of what happens here must be mine to look at…and try to identify what those things might have been" (Ibid. p. 2).

Participant F appears not to be in favour of peer evaluations:

> I'm generally happy with my own thought processes…mostly because nothing has ever gone so terribly wrong that I've been inspired to go that route. My colleagues are very busy and snowed under with their workloads so you need to think before you take up someone else's time…is it going to be worth taking a bite out of their schedule?...Or could you do it without their help?
>
> (Ibid. p. 2).

This confirms what has been previously been stated – respondent F prefers to consider his own views of his performance himself – without input from his peers. He chooses not to "take a bite out of their schedule"; rather considering his own views of his performance first. He does not actively seek alternative feedback forms to cross-check his own interpretation of his views on his teaching abilities.

Participant G

Respondent G's Abridged Interview Transcript is attached as Appendix J. She is averse to student feedback, stating that there are inconsistencies between the multiple-choice portions of the ALP (Assessment of Lecturer Performance) and the written answer segment, which students are required to complete.

> I find with the questionnaires there's a huge discrepancy between the multiple-choice sections and the sections where they [the students] write in an answer…They do not seem to correlate at all. Now they're all just first years, so I take what they say with a huge pinch of salt…because I don't think they give you a

proper evaluation.

(Appendix J, p.1).

This perception reflects a difficulty with the questionnaire design – students are evidently contradicting themselves in the multiple-choice portions of the questionnaire and the written answer portion of the questionnaire. This reflects an obscure questionnaire design – students may not be interpreting questions correctly, or may be misreading questions – there are a number of reasons for the contradictory responses. However, participant G simply disregards student feedback because it is contradictory. She does not allow for the fact that there is a problem with the questionnaire design – impacting the quality of the feedback she receives from the students. She cites the students as the problem – not the questionnaire design.

Participant G also states that:

> Students can't divorce my presentation of the lectures from the difficulty they have with the content…they can't divorce the way you present your lectures from what they learn about…I'm pretty sure this tends to happen because they have to work hard…and they're not used to that…they tend to feel that it's actually my fault that they're battling with the stuff.
>
> (Ibid. p.1).

This is problematic from a number of different perspectives. One could argue that students should not be divorcing her presentation of lectures from the content which she teaches. Her role as a lecturer is to present difficult material in such a way that is less difficult than it would be if students were trying to understand it themselves. Participant G does not appear to see the link between her role as presenter and facilitator of learning, and the material which she teaches. The difficulty which students appear to be having with her course is somehow separate from her ability to present the course.

Respondent G acknowledges that students have claimed that she "goes too quickly" – but "…I take that with a pinch of salt because I know where I have to get to, and they've got to come with me…I can't wait for

them. They haven't figured out that it's not my job to wait for them" (Ibid. p. 2). One could view this from the point of view that it is in fact her job as a lecturer to make sure that they are keeping up. This view suggests that Participant G is excluding the students from her teaching process. She appears to have an agenda – a certain amount of work which needs to be covered, and "they've got to come with me". The implication is that if students don't or can't keep up with her, they are left behind.

Participant G is positive about self-evaluation, and believes it to be an important aspect of her teaching practice.

> I think it's very important…because you start thinking about how you're doing it…you're not waiting for other people too tell you…but I think it has limitations if you don't have other feedback…you need to have ideas fed in about how other people do things differently…It's also very instructive to go in and sit in on other people's lectures…I have done it…Also, just talking to other people about how they lecture…because then I get ideas on how to evaluate myself…and also how to present material…and teach in other ways.
>
> (Ibid. p.2)

It is interesting to note that Participant G has not had a peer evaluation herself, yet is comfortable sitting in on colleague's lectures.

> I haven't had a peer evaluation…I just haven't got there…in a sense I do evaluation by listening to other people…I look at what other people do, but I haven't had other people come in and look at what I do…I am not confident that there is anybody in this department who could do that.
>
> (Ibid. p.2).

If participant G does not believe that any of her colleagues are capable to assess her performance, it seems at odds that she feels comfortable sitting in on her peers' lectures. This may reflect a deeper belief about herself – participant G feels that she is competent and capable – competent enough to give her own view of her peers' teaching practice, but averse to peer views on her own practice. She states their unsuitability to assess her as the reason she does not seek peer input.

Participant G attributes less than successful teaching practice to a "bad day" but continues by stating that "a really bad lecturer often gets good results…because students know they have to work" (Ibid. p. 3). So bad practice appears as a once-off "bad day", but if lecturers who are incompetent get good results, then it's the students who have done what they are supposed to do, and worked hard. It appears as if good student results are attributed to students knowing their work, and bad student results are a result of the students not working hard. If Participant G's teaching is at all to blame, it's because she's having a "bad day". This appears to make a pattern of bad practice into a justifiable, once-off occurrence. A host of bad results cannot be attributed to a number of bad-days, or students not knowing their work. Participant G does not appear to factor her own practice into the results of her teaching experiences.

Participant H

Respondent H is positive about evaluation, and believes it to be important. She believes self-reflection can be biased, "because you think you're doing everything right…that's why I think it's nice to have a peer evaluation every now and again" (See Appendix K – Interview Transcript, p.1). She is in favour of peer evaluation as well, but acknowledges the bias inherent in peer review as an evaluative instrument:

> It depends on who is evaluating you…there's a certain bias to that as well…but you can get certain stuff out of there that you can use…if you can look at it objectively and not take it too personally…it does depend on who is evaluating you…sometimes people are just kind.
>
> (Ibid. p.1).

Participant H acknowledges that she has never received negative feedback from peers, but recognizes that she has had useful tips from colleagues about her delivery, "…if you turn your back like that the students can't hear you…stuff like that" (ibid. p. 1).

Respondent H is positive about the Lecturer Evaluation Policy, but mentions a "problem with the ALP [Assessment of Lecturer Performance] because that's what the Dean and Head of School sees" (ibid. p.1). It's not clear whether the ALP is the only feedback which Deans and Heads of Schools use to assess performance, or whether other kinds of feedback are considered.

Participant I

Respondent I believes that her teaching performance is very good. She reinforces her belief in her own ability, "I do think teaching, learning and evaluation are important…it is probably my approach which has won me the many rewards…the …Teaching Award was given to me by the [Name of Discipline]…Society of South Africa…in recognition of my teaching" (See Appendix L – Interview Transcript, p.1).

This raises an interesting dilemma – does respondent I truly believe in the intrinsic value of evaluation, and self-evaluation, or does she think evaluation is important because of the awards and recognition she receives for what outsiders perceive as good teaching practice? Her current view of evaluation is very positive, and her rewards may be contributing to her positive view of evaluation in principle.

Participant I strongly disagrees with Question 13 of the initial questionnaire, "I would try to improve my teaching if my salary increase depended on it" – a clear indication that she is not motivated to improve performance in the classroom based upon financial (or other) means of reward and recognition. However, in the interview, Participant I explained that "I get an additional bonus from the School…because of increases, awards and so on…I'm getting recognition for what I do" (Ibid, p. 2). One may assume that Participant I is not motivated financially to improve her performance, because she is already earning more that her peers, and is being rewarded well for her good teaching, hence money is not an overriding factor for her. This raises another question, is Participant I teaching well because she is rewarded and recognized, which is positively received, and in turn leads to improved teaching practice? Or, does Respondent I teach well

because of a constant evaluation of her own performance, and a personal drive to try to improve upon her work in the classroom?

Participant I has no formal teaching qualification, and this may have contributed to the fact that she self-evaluates more critically because of this, "I knew I knew nothing" (ibid, p.1). Participant I is 'self-taught' – she actively sought guidance from more senior peers, and taught herself to teach. In light of this, because she is conscious of the fact that there may be something lacking, she actively, even aggressively seeks feedback and evaluation about how to improve her teaching practice.

It is clear that Respondent I considers self-evaluation as a culmination of feedback from other evaluation areas (peer, student and ALP data). This is a passive approach to self-evaluation – it rests upon her individual response the external feedback about her performance. Conversely, if the comments she received from these other forms of evaluation were unconstructive, her self-evaluation might consist of defending herself, or responding only to those areas which were being criticized. Given that her performance feedback is consistently positive, she does not see any reason to evaluate her performance further.

Respondent I respects student feedback from the point of view of "customer satisfaction" – "I buy into the whole students as customer's concept" (Appendix M, p.1). This may not reflect a consideration of student's opinions of her teaching, but rather a belief in student's economic and financial right to comment on her teaching, because they are "paying customers". It appears from the interview transcript, (p.2) that respondent I is reluctant to reflect upon possible bad teaching as any fault of her own – there is an impression of explaining bad teaching in the context of poor student performance:

> Sometimes it's me…if I've had a bad lecture…Most times my expectations are too high…sometimes I think, 'this is easy'…but they're not always with me…I never justify a bad lecture…sometimes it may happen as a result of the students being focused on other work…a big project…they may be tired…miss lectures. Sometimes there are other dynamics that I can't do anything about…Sometimes

> it's unpreparedness, laziness, parental pressure, bursary pressure when they're doing something they're just not cut out for…the softer issues or surrounding issues which have very little to do with my ability to teach or not.
>
> (Ibid, p. 2).

Participant I makes clear her view that student responsibility for doing badly is their own, but fails to acknowledge that there are certain aspects of this which are her responsibility. This would include perhaps adjusting teaching methods, reviewing her delivery approach, and so forth.

Participant I is of the opinion that only more qualified assessors may appraise her performance. "Some [peers] can comment on my teaching abilities…I think it would be better for education and subject matter experts to assess me" (p. 2).

Participant I enjoys performance measurement because she consistently receives positive feedback regarding her teaching practice. This, coupled with numerous awards and external recognition reinforces her own view of her teaching, which is that she does it well. However, her comment, "I do think the overall ability of the student's is deteriorating" (p. 1) indicates that respondent I does not take personal responsibility for students' performance. She has a belief that the ability of her student's is deteriorating, but does not perceive any personal or professional responsibility for this view. It may be likely that students' abilities are deteriorating – University admission requirements were lowered between 2002 and 2004 in the interests of increasing student admissions to the University.

Herein lies the conflict – participant I has no reason to engage in CSRA – her position and status at the University is secure, she is publicly recognized as one of the best teachers in her faculty – indeed across a number of tertiary institutions in her field, and thus has no real reason to reflect upon her own view of teaching versus the external view which is consistently positive and encouraging. There is no need for her to reflect – she believes she is a good teacher, she believes [and they do] that her student's believe she is a good teacher, and so, for participant I, there is very little to reflect upon.

Additional Evidence

All participants were requested to provide additional evidence of their own choice about the quality of their teaching. This was solicited on a purely voluntary basis, and it should be noted that not all participants chose to make supplementary material available. Four of the nine respondents chose not to make additional material available:

Participant A	Did provide me with evidence;
Participant B	Did not;
Participant C	Did provide me with evidence;
Participant D	Did not;
Participant E	Did not;
Participant F	Did not;
Participant G	Did provide me with evidence;
Participant H	Did provide me with evidence;
Participant I	Did provide me with evidence.

The evidence I was presented with included:

Participant A

Participant A provided me with two additional sets of evidence. The first was an ALP (Assessment of Lecturer Performance) from the 2000 and 2002 academic years. Both scored Participant A in the top 10-20% of Lecturers for those years.

The second piece of evidence from Respondent A comprised a Peer Review, which provided positive and encouraging feedback. The pace of the lecture, the linguistic “pitch” and the lecturers “lively tone” were all

considered worthy of praise. In addition, the peer review made references to the “exciting demonstration”, the “lively human interaction” and the inclusive student participation.

Participant C

Participant C provided me with a variety of evidence to support his own views of teaching practice. The first document, an extract from his Teaching Portfolio, described some difficulties he had encountered during the 2004 academic year:

> I had great difficulty in the third block when I taught a large class (80+) for the first time. I found the students very demanding and critical and subsequently developed a serious problem with general anxiety and “stage fright”. When this came to light…my mentor…initiated a number of steps…which had resolved the matter to a large extent early in the fourth block…These steps included:
>
> - Intervention by the teaching and learning advisor…with regards to my teaching techniques and the classroom dynamics, assisted by a specialist in mathematics teaching in our school…
> - Co-operation with the…Faculty
> - In consultation with my mentor…I obtained some medical assistance of a very temporary nature…in helping to overcome the anxiety.
>
> By the middle of the fourth block student attitudes toward me seem to have changed drastically and one strongly gets the impression that they are generally quite happy with my teaching. I believe that the overcoming of prejudices on their part played a large role in this.
>
> I feel much more confident in my teaching abilities and perceive this to be the impression of my classes too. In general, I seem to be able to communicate the material much better. The anxiety and related problems are completely within acceptable levels.
>
> The preparation of lectures could improve, and becoming more familiar with the …curricula at Wits would definitely help.
>
> (Participant C, Self Evaluation Document, University of the Witwatersrand, 2004: 1-2).

In addition, Participant C provided me with three reviews of his teaching practice conducted by the faculty's teaching and learning advisor. These reviews were oriented towards delivery techniques and suggested that Participant C should stop being "apologetic" to the students.

Participant G

Participant G provided me with three sets of evidence concerning her performance. The first, a set of student comments and evaluation forms, made the following comments:

POSITIVE COMMENTS	NEGITIVE COMMENTS
Punctual and thorough;	The delivery and speed of lectures was too fast;
Willing to take time to explain concepts which students are having difficulty with;	That Participant G 'presumes' that the students know things which they do not; and that every student has a mathematical background;
Prompts students to think for themselves – does not always simply provide the answers;	No "big picture view" – the students don't always understand why certain things are being done, or certain sections covered;
Provided the students with past test papers, which they found helpful.	That Participant G "could only explain things one way" – and that she used "too many big words".

The second piece of evidence was an ALP (Assessment of Lecturer Performance) document from May 2004. Participant G scored in the bottom 15-20% of lecturers for the period.

The third piece of evidence was a self-reflection on Participant G's own teaching. Most notable was the fact that the document was presented as a list of achievements, a "proof" document of successes in her professional practice. There was little or no evidence of perceived weaknesses in her own practice, potential areas for development, nor any self-criticism of any description.

Participant H

Participant H provided me with three kinds of evidence – an ALP (Assessment of Lecturer Performance) from February 2004, an Assessment done by a member of the C.L.T.D Unit (Centre for Learning and Teaching Development) at the University, and a Peer Evaluation. Most notable about the evidence is that it was Participant H who approached the CLTD Unit for assistance with her teaching practice, on a voluntary basis.

The student feedback in the ALP reflected the following:

POSITIVE COMMENTS	NEGITIVE COMMENTS
Approachable and available outside of lecture times;	Speed of delivery too fast – students having trouble keeping up;
Explained concepts thoroughly;	"Jumping around" – fragmented and disorienting approach to the theory;
Provided additional useful notes and diagrams	Uses terminology which the students don't understand, or words which they don't remember the meanings of;
Humorous, caring, friendly and enthusiastic about her teaching.	Insufficient audience participation.

Participant H provided me with a Student Handbook, which she developed herself in response to student comments about 'forgotten' terminology. The Handbook contains useful information for students, as a well as a comprehensive Glossary of Terms.

The ALP (February 2004) also reflected that Participant H was in the middle range (average) percentile amongst lecturers in terms of her assessment scores.

The peer evaluation reflected positive feedback – but suggested 'recapping' concepts and ideas prior to starting with new materials, to ensure that everyone "is on the same page".

Most notable about Participant H's evidence is the fact that the student and peer evaluations do not agree about Participant H's audience participation. Students feel that there is insufficient participation, and the peer evaluation make reference to sufficient class participation.

Participant I

Participant I provided me with two ALP (Assessment of Lecturer Performance) evaluations – one from July 2003 and the other from October 2003. Both showed Participant I to be above average in her teaching performance, and the October evaluation places Participant I in the top 5 – 10 % of lecturers across the University.

POSITIVE COMMENTS	NEGITIVE COMMENTS
Communicates and relates well to students;	Use of English language difficult;
Available outside of lecture times and approachable;	Weak subject knowledge;
Made good connections and links between sections of theory;	Not encouraging audience participation.
Made a point of doing additional reading and extra work.	Not relating theory to practice effectively.

This concludes my presentation of the data and the results of the data gathering portion of the Report. My recommendations and conclusions follow in Chapter five.

CHAPTER FIVE

DISCUSSION, RECOMMENDTIONS AND CONCLUSIONS

Evaluating staff performance at the University of the Witwatersrand is contentious, and, during the course of this chapter, I will discuss some of the reasons for this. The chapter begins by returning to the initial research aims and questions, and a discussion of those in the light of questionnaire and interview responses. A critical reflection upon the research design is discussed in some detail, given that this is a qualitative and non-definitive piece of research. Despite its limitations, the study reveals some interesting results. My conclusions and recommendations will follow a discussion of these disclosures.

This research project had as its aims the following:

1. To review current staff evaluation practices and procedures, with a specific emphasis on self-evaluation, and to gauge to what extent critical self-evaluation is supported and practiced by academic staff at the university.

2. To reveal (if any) current staff attitudes towards a performance model which regulates evaluation, and requires a process of critical review of professional behavior.

And Questions:

1. To what extent do the lecturers at the University engage in critical reflection during the course of their own assessment of their teaching practice?

2. Do staff perceive that self-evaluation leads to improvements in their teaching, and if so, how?

***Research Aim 1*: To review current staff evaluation practices and procedures, with a specific emphasis on self-evaluation, and to gauge to what extent critical self-evaluation is supported and practiced by academic staff at the university.**

Staff evaluation practices and procedures are supported and practised by the selection of academic staff who form the sample in this research. However, the extent to which critical self-evaluation is practised is a cause for concern. One of the nine participants engages in critical self-reflection. By self reflection, I make reference to Cox (1994) and Schon's (1983) views about what a truly reflective practitioner is:

> Self-evaluation is probably the most important aspect of the evaluation process, providing it is done honestly, by a valid, reliable and objective process. Not only does it include careful, informed self-criticism of every aspect of the teaching activity, but it involves pulling together and correlating all the components of evaluation from other sources...Schon (1983) has used the term reflective practitioner to refer to the way in which professionals monitor and enhance their performance by proactive self-evaluation…good teachers are always thinking about their teaching, as they do it, analyzing and evaluating it, and looking for improvements.
>
> (Cox, 1994:115).

Participant C clearly reflects critically on his own performance – one could argue perhaps that he is overly critical of his own teaching. His self-evaluation, coupled with the questionnaire and interview transcript reveals him, of the nine participants, to be the most objective and reflective about his own performance. There may be a number of reasons for this:

Firstly, respondent C is the youngest and least experienced of the group of participants. He does not have a formal teaching qualification, and, as such, does not have any fixed pedagogical notions about teaching which he feels he needs to adhere to. He has not been "taught to teach", and because of this, appears more open and receptive to criticism and guidance concerning his teaching practice. This can be challenging however – in his receptiveness and sensitivity to outside input into his own teaching practice, he may never

develop his own teaching style and delivery methods. He may constantly rely on "outside" input for his reviews of his own practice.

It is my view that the level of objectivity displayed during the course of participant C's self-evaluation far surpassed his older, more experienced colleagues. Because of his youth and relative inexperience, coupled with a scrupulous view towards his work, Participant C is very likely to become a good lecturer. His own teaching styles and "personal pedagogy" will develop in time and with experience. Added to this, his objectivity and more critical demeanor towards himself proves him to be a reflective practitioner. He displayed a real inclination towards the improvement of his teaching, and, according to his mentor, Faculty Teaching Advisor and his peers, did in fact improve his performance over a period of time.

Respondent C is the only participant who is on academic probation; he has not had his appointment confirmed by the University. I would argue that it is the reason that participant C is as reflective and open to self-criticism as he is. It is in his own interest to ensure that his teaching practice is improved and that his professional standing as a lecturer is confirmed. He is therefore predisposed to the improvement of his abilities, and the evidence presented during the course of chapter four confirms this.

Respondent C is also clearly more concerned about student feedback than any of his counterparts. Whether this is because students laid a formal complaint about his teaching with his mentor, or whether his relative youth makes him more interested and accessible to the students is not clear. However, the views he expressed across the questionnaire, the interview and the additional evidence consistently endorse the importance of student feedback, and its validity. Respondent C is the only respondent of the nine participants who believes the students have a voice – but more importantly *listens to their views*. The other eight respondents all claimed to consider student feedback important, but made clear during the course of their interviews that students were "immature" and ill-equipped to provide feedback because of their youth and inexperience and their inability to recognize "good" teaching. Clearly the more experienced lecturers do not feel that student feedback is valid. The pattern amongst lecturers appears to be that if a self-assessment

disagrees with other feedback, more weight was given to their own assessment of their performance, and the alternative sources were discredited in some way.

Most notable here is the fact that, when students provided respondents with positive or complimentary feedback – all the respondents used it as a justification for their own views about their good performance. The contradiction is clear – when the feedback is negative, the source is discredited or the feedback discounted, but when the feedback is positive, it is used as evidence of good teaching practice.

Eight of the nine respondents evaluated themselves highly when asked to reflect upon their own teaching performance (see page 28). This reflects and supports Mezirow's (1991) assertion that:

> Learning is a process of construing and appropriating a new or revised interpretation of the meaning of an experience as a guide to awareness, feeling and action…There is much evidence to support the assertion that we tend to accept and integrate experiences that comfortably fit our frame of reference and discount those that do not.
>
> (Mezirow, 1991:35)

The participants in this study integrate student feedback comfortably into their frame of reference when *it agrees with, or supports what they already believe about their own performance to be true.* The evidence presented also suggests that when students contradict what the lecturers believe or understand to be their own personal views of how they teach, the students are discredited as valid sources of feedback, or their input is disregarded entirely and "taken with a pinch of salt". It is clear that the majority of the lecturers who participated in this study 'discount' student feedback as valid performance-related assessment.

Although eight of the nine lecturers evaluated themselves highly as good lecturers, it seems that external evaluations ranked them lower than they rated themselves (see Respondent H, p.50). There may be possible reasons for this:

1. There is no formal structure for self-evaluation, and lecturers are not taught to evaluate themselves, or;
2. This may be an indication of how important self evaluation can be – the power that individuals have to change their own practice from within, and according to their own personal aims and needs, rather than the desire to change on the basis of external feedback or institutional pressures.

Related to this is the notion that if lecturers take their own evaluations of themselves seriously, they are more likely to feel a degree of responsibility for failures or shortcomings. However, when all the "formal" evaluations are external ones, it is convenient to believe that the responsibility for these shortcomings is external too. To illustrate this, I draw a comparison between participant F and participant I. Participant F participated in self-evaluation far more than participant I (refer to participant F, p.50), and considered perceived failures on a far more personal level. Participant F believes that "you're in a better position to judge yourself than anybody else" – and considered himself personally responsible for failures and shortcomings. Participant I, on the other hand, clearly states that the responsibility for doing badly is the students' own, but fails to acknowledge that there are certain aspects to this which are her responsibility (see p.51 – 52). Perhaps if respondent I took her own view of her teaching more seriously, she would be more likely to take responsibility for her areas of development.

Critical reflection, as used by Brookfield (1995), can mean thinking critically about educational theory or practice in an objective way, but self-evaluation is a term that narrows the focus of critical reflection. It is the concrete business of questioning one's own teaching practice, and is akin to intense (and often uncomfortable) introspection. Such introspective, conscious criticism of one's own performance requires a high level of emotional maturity, personal veracity and "the negation or transformation of inadequate, false or limited meaning perspectives or schemes" (Mezirow, 1991:62).

It is my view that self-evaluation does lead to improved teaching practice. However, this is not conclusive based on some of the difficulties encountered during the course of this research project. These are discussed in some detail below.

Critical Reflection on the Research Design

The sample size is too limited to offer any irrefutable results. In a staff compliment of over 1000 academic and research staff, with a student body of over 20 000 students, this sample cannot be considered representative of all academics' attitudes and beliefs.

The nine respondents in the study were asked by a member of the Teaching and Learning Committee to participate in this study. As members of staff already interested in teaching, it is clear that their attitudes are likely to be positive towards the improvement of teaching in general. The fact that at least two of the nine participants have received teaching awards and professional accolades proves that out of the sample group, two are already considered exceptional performers amongst their peer group.

The questionnaire held questions which were ambiguously phrased – and in fact asked two questions in one. Question 20 in the Multiple-Choice section of the questionnaire "Students are entitled to criticize the quality of my teaching – they are paying 'customers'" is problematic in the sense that it asks whether students are entitled to give feedback, and questions the concept of students as "customers". Participants in the study may agree that students are entitled to give feedback, but not think that students are "customers".

An initial identified weakness in the research design was that the depth and fullness of the data would depend on lecturer willingness to share personal self-evaluation information with me. Only two of the nine participants shared self-evaluation documents with me, containing their personal views about their own performance. This limitation severely restricts any generalization one may want to draw regarding the second aim of the research.

Another initial identified weakness in the research design was that self-evaluation data, by definition, is subjective and I might have some trouble in interpreting the depth and scope of the information I was provided with. This has proved true – since not all respondents provided me with the same kind of information about their own performance. Two provided self-evaluation data, two provided student evaluations, four provided ALP data (Assessment of Lecturer Performance) and four provided peer feedback reviews. One participant provided an evaluation of her teaching done by the C.L.T.D. (Centre for Learning and Teaching Development). In addition to this, four of the nine participants did not provide me with any additional evidence concerning their teaching practice. This reveals a weakness in the kinds and quality of data which I reviewed – the sets of data were different for each participant, and, as such, interpretation has been intuitive, and as a consequence, inconsistent in parts.

One may argue that gender and length of service may have influenced attitudes and perceptions revealed in this study. Given that seven of the nine participants were female, and the total sample of staff were all white, this may have distorted the results. One may also argue that men and women perceive career and professional pressures very differently – two of the seven women alluded to this during their interviews. Both mentioned that they were on the "teaching track" as opposed to the "research track" because of convenience and familial responsibilities at home (child-rearing and so forth). The fact that these two women had not completed their PhDs and felt that the research track would be too time consuming is evidence of this. However, there is no firm evidence to support this view.

Time and time frames may have impacted upon the research data. Given that the evidence collected ranged from 1997 – 2004, many factors could have influenced performance during these periods. In any performance management cycle, one assumes that performance levels are variable –they are not always consistently high. A lecturer who scores well in one cycle may score better or worse during the next cycle, based upon personal life circumstances and external influences. For example, serious illness, personal

tragedy and loss are factors which affect performance. One cannot expect high (or low) performance ratings consistently – they are variable over the course of time.

Research Aim 2: To reveal (if any) current staff attitudes towards a performance model which regulates evaluation, and requires a process of critical review of professional behavior.

Attitudes amongst the staff at the University regarding the Policy on Lecturer Evaluation, and the current performance management model were varied. The majority believed that performance evaluation is too time consuming, and that evaluations should not be done more often than once a year.

This is problematic from a labour legislative point of view - if evaluations are done less regularly, there is no mechanism by which poor performance or problem performance can be identified early. The intention of Labor Legislation is to rectify poor performance, and the onus lies on the employer to ensure that poor performers are reasonably assisted in order to improve their performance in the workplace.

Once a year, in my own view, is too seldom to assess overall performance. The time lapses and personal factors which affect evaluation are inconsistent and variable. For example, one lecturer may have suffered a death of a family member, and his performance at work may have suffered because of this, but another may be performing very well. If you assess them both once during the course of the year – one would receive a poor rating, and the other a good rating. There is no mechanism by which to average performance over a period of time, in the interest of a more objective and fairer assessment.

It may be that lecturers feel that student evaluations should not be done more than once a year. The frequency of peer and self-evaluations was not specifically commented upon. Ideally, performance data should be collected from a specified number of sources, during an agreed upon time frame.

My initial research questions follow, along with my commentary based upon the evidence collected.

Research Question 1: ***To what extent do the lecturers at the University engage in critical reflection during the course of their own assessment of their teaching practice?***

All respondents stated that critical reflection upon their own performance leads to improved teaching practice, yet I question whether this was the case.

De Vries (1997) made this point - self-assessment is often undertaken "for compliance sake". In the interests of accountability, quality control and organizational demands driven by external forces (government for example), self-assessment is performed, but with no real intent. These assessments are sometimes referred to as "write-ups". The individuals or departments have no interest in the improvement of their own personal styles, values and assumptions in their teaching practice, but simply engage in a "tick-box" exercise to ensure compliance with policy.

This is the case at the University. Self evaluation and the compilation of teaching portfolios has become policy, and, the participants in this study consider that by complying with policy, they self evaluate. However, it is the nature of the self-evaluation itself which is problematic. It has become clear through the course of this research that staff do not understand what is meant by self-evaluation and critical self-evaluation. Mezirow (1998) distinguishes between CRA (critical reflection on assumptions) in the instrumental domain that involves "object reframing", and critical self-reflection on assumptions (CSRA) that involves "subjective reframing". CSRA is the kind of critical reflection that could effect significant personal and social transformations. CSRA involves critical analysis of the "psychological or cultural assumptions that are specific reasons for one's experiences and beliefs" (Mezirow, 1998:193). It also includes approaches aimed at attaining major perspective transformations, such as conscientisation and consciousness-raising (Gravett 2001:26).

There may be a number of reasons for the staff misunderstanding the difference between self-evaluation and critical self-evaluation. These reasons are suggested below:

All the respondents believed that they were performing well in their teaching – but this proved not to be the case when ALP (Assessment of Lecturer Performance) scores were reviewed. However, this was not conclusive. Respondent A was scored consistently in the upper quartile of lecturer performance, but respondent G was scored consistently lower than her counterparts.

There is no standard self evaluation format – and therefore no consistency in the criteria upon which staff base their own self evaluations. The current self evaluation format is 'free-flow' text writing – and reads more like a curriculum vitae than a deep and meaningful reflection upon personal performance. However, this comment cannot be conclusive, since only two sets of self evaluation data were received. One (participant G) was simply a list of achievements, successes and positive statements about what she had accomplished personally during the course of the academic year. The second self evaluation document (participant C) was far more objective and candidly recognized both strengths and weaknesses in performance. A standard format may ensure consistency, and orient the lecturers towards a more reflective and balanced view of their performance.

In my own view, self evaluation and critical reflection have much to do with a personal decision to be critical about one's performance, but more than that is also a willingness *to do something about what you reveal to yourself* during critical scrutiny. Brookfield (1996) made this point, yet the participants in this study seem unwilling or unable to change their beliefs and assumptions about their own practice.

> A crucial aspect of critical practice is the educator's public readiness to place his or her biases for learners' scrutiny. In education for critical reflection this means that the ideological outcome of a critical dialogue must always be open, and that educators must accept the possibility that engaging in this dialogue may cause them to alter some of their most strongly held, fundamental assumptions.
>
> (Brookfield, 1996:78)

It does not appear that the participants in this study engage in CSRA – they are not required to do so. Because the majority of the feedback they receive regarding their performance is neutral or positive, they do not see any reason to reflect upon their teaching any further. Again, this is problematic from the point of view that *no real improvement is likely to take place.* There are a number of factors which may contribute to this problem:

1. All the participants are tenured lecturers, with an average of ten or more years teaching experience. They see no real reason to try to improve their teaching practice – in their own view they are performing adequately.
2. The only evidence of critical reflection came from Participant C – who is *still on probation*, and has less job security. It is for this very reason that I would argue *that he does critically reflect – it is in his own interests to do so.*
3. The University Policy on Lecturer Evaluation (2004) makes explicit the commitment which academics are *required to make* in the interests professional development and the pursuit of academic excellence:

> Traditionally, the professions have held a strong service value orientation. They have been based on an unspoken social contract that professionals exercise specialist knowledge and expertise disinterestedly and for the common good. In exchange, society has granted the professions the power of self-regulation and it has been assumed that reflection and self-improvement are integral to being a professional. … It is important that academics reclaim their professionalism and one way to do this may be to revive a commitment to learning in the classroom as a professional value and an intrinsic "good" of higher education. This commitment to learning could be pursued deliberately by academics who, as professional educators, take control of their teaching practice and seek to reflect research and improve it, supported by communities of good teaching practice. Such educators would be in a position to use quality assurance measures to improve their teaching and learning, provided they were given the institutional space to use evaluation as part of a participatory action research cycle.
>
> (Orr, 2004b:1).

Aside from respondent C, there is no incentive for the other participants in the study to devote their time to improving their teaching practice. Isolated industry or faculty awards for teaching excellence appear not to be sufficient motivation for improved practice. This appears to be a negative reflection on the lecturer group as a whole, given that the sample was drawn from academics who are reputed to be "interested" in teaching. The imposition (by the University) of the Lecturer Evaluation Policy (2004a) appears to have been met with both covert and overt resistance. Overt in the sense that many lecturers were opposed to it, even after it was "vigorously debated" in the Senate (Orr, 2004b). Covert resistance in the sense that the participants in this study are unlikely to commit to it because it is not in their interests, and they have no incentive for doing so.

As Brookfield (1995) observed, "we must never forget the basic principle that this process [critical reflection] can't be forced on unwilling teachers…Ultimately…the decision to enter the critical process is the teacher's alone" (p.260). He continues by pointing out that "resistance to critical reflection needs to be respected and understood" (p.261). "Getting people to see that it is in their own best interests to pay attention to the process is the key to reducing resistance to critical reflection" (Brookfield, 1995:261).

Research Question 2: Do staff perceive that self-evaluation leads to improvements in their teaching, and if so, how?

The participants in this study do perceive that self-evaluation leads to improved teaching practice. However, there is only evidence to support improved practice in two of the nine respondents. The improvement took place by means of addressing certain performance areas which could be addressed, such as delivery technique, or the development of additional "tools" and "scaffolds" for students. Most notable here is that there was no personal reflection, nor deep insight into the alteration of teaching beliefs or attitudes which may have been contributing to the flawed practices. Certain "cosmetic" changes were made – lecture delivery was slowed for example – but there has been no conclusive evidence to support improved practice.

It is clear that self-reflection and critical assessment of one's own performance as a principle is accepted by the participants in this study. However, it is my view that they do not critically reflect, nor inherently believe it is in their interests to reflect upon their performance.

In conclusion, I recommend:

1. *The development of a formal, self-evaluation document, which sets out key criteria which are explicated as fully as is practicable*. This will encourage a more formal, structured and consistent approach to self-evaluation. In addition, one may argue that the more often self-evaluation is done, the higher the quality of the reviews, and the more likely lecturers are to accept it as "good practice".

2. *Student feedback needs to be more strongly supported by the Lecturer Evaluation Policy*. In my view, student feedback is too easily brushed aside, and the students too easily discredited as valid sources of performance information. Their youth, immaturity and intellectual limitations, along with their disadvantaged backgrounds were too easily used to judge their input as irrelevant. This is a dangerous practice in my opinion. Even if one does not subscribe to the "students as paying customers" idea, it is ultimately the role of a teacher to teach. Participant C was the only respondent who paid close attention to what the students said about his performance, and he chose to take their comments seriously. One could argue that a "student focus" on teaching is a successful one – given participant C's improved performance. However, given that respondent C had a mentor dedicated to his professional development, as well a peer support, this may equally have contributed to improved performance.

3. *Deans and Heads of Schools need to be properly trained in the evaluation criteria used by the University, but more importantly need to understand the importance of communicating both positive and negative feedback to their subordinates*. As much as one could argue that the participants in this study considered their current performance good because they believed it to be so, this is

largely due to the fact that *they are not told anything to the contrary.* As much as one can criticize lecturers for not being critical enough about their own performance, they need to have certain valid criticisms *to reflect upon.* The bulk of the negative feedback which participants received came from students – and students are easily discredited. It may not be as easy for lecturers to disregard negative or contrary information about their performance if it comes from higher authorities, or sources which they respect professionally.

4. *In light of point (3) above, it may also be prudent to include teaching and learning experts in the evaluation process*. By this I mean education specialists, who can more objectively assess the value and quality of teaching practice. Some respondents felt that their superiors were ill-equipped or unqualified to assess them. This may be because of a perceived lack of subject matter knowledge, but most agreed that educational specialists would be well equipped to assess their teaching performance.

5. I propose that the University make use of Brookfield's (1995) "Reducing Resistance to Critical Reflection" strategies:

1. Presenting Former Resistors	"Convincing proponents of the idea of critical reflection are teachers who were previously resistant to the process, but who now recognize its importance, and can talk passionately about what it has meant for them"(p.261).
2. Providing Real-Life Evidence	"Visits to actual sites where critical reflection is seen to be working favorably for those involved are likely to mean much more than any amount of logical argument" (p.262).
3. Using Simulations and Cases	"We can arrange for teachers to participate in simulations in which it becomes clear that if they do not question their assumptions or explore alternatives to their usual ways of teaching, they are heading for catastrophe" (p.262).
4. Monitoring the Reflective Effort	"Participants' reactions to the process need to be researched constantly, and the catalyst, mirror or critical friend needs to be able to change tack very quickly" (p.262-263).

5. Avoiding Conversational Obsession	"A state in which we become obsessed with converting the hard-core skeptics…Each must choose to embark on the reflective journey in her own time" (p.263).

It is clear that evaluating staff performance at the University of the Witwatersrand is a problematic and contentious process. Staff attitudes towards the practice of critical self reflection on their teaching are contrary and disparate. All nine of the participants in this study believe that self reflection was an important practice, and that it could (in principle) lead to improved teaching practice.

However, this view is not supported by their actual behaviors and daily practice. Only one of nine participants reflected critically upon his own teaching. The reason for this is that *it is in his own interest* to do so – he is the only participant in the study who is still on probation, and his tenure as a university lecturer depends heavily upon his performance in the classroom. By changing his assumptions about his teaching, participant C actively changed certain beliefs he held about the way he taught.

The other eight participants in the study are mature, experienced lecturers, and complacently believe that they are "performing well in their current positions". The more experienced lecturers see themselves as exactly that – 'older and wiser' – therefore know better and are a lot less susceptible to outsider criticism of their performance, particularly when it contradicts what they themselves believe to be true about their own teaching practice.

Students were discredited by the majority of the participants in the study as valid and constructive sources of performance feedback. Reasons for this were their youth, inexperience, intellectual limitations and previously disadvantaged educational backgrounds.

The University believes that it is the professional responsibility of all lecturers to reflect on their practice, and to seek to continuously improve their practice. It is their professional responsibility and indeed their duty as academics. However, the reality is that few of the respondents seek to do this, primarily because they feel it

is not necessary (they are performing well) but more importantly because there is no incentive to do so. They see no reason to try to improve practice.

> Teaching should be treated as meticulously as research is…The impending quality review of the University …will expect us to demonstrate accountability in assuring quality teaching…it is accepted and uncontroversial practice to submit our research outputs to public, mandatory, and disclosed evaluation. Why, then, should our teaching deliverables be treated with any less rigor?
>
> (Orr, 2004b:4).

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Appendix A

M.Education – 2004

Research Study Questionnaire

Thank you for taking the time and trouble to participate in this study. I am bound by the University's *"Code of Ethics for Research on Human Subjects"*, and therefore am bound to ensuring complete confidentiality of information.

This questionnaire should take approximately twenty-minutes to complete. There are three sections to the questionnaire.

1. PERSONAL INFORMATION

Gender?	
Age Group?	
20-30	
30-40	
40-50	
50+	
Highest qualification?	
Do you have a formal teaching qualification – If so, which one?	
No. of years teaching experience at Wits?	
No. of years teaching experience (in total, including Wits experience)?	
How many hours (roughly) do you spend teaching per week (small groups or lectures)?	

2. YES / NO QUESTIONS

Please answer "Yes" or "No" to the following by placing an 'X' in the appropriate column:

NO.	QUESTION	YES	NO
1.	In your opinion, are you performing well in your current position?		
2.	Are you happy with the mechanisms used by your Head of Dept. / Dean to evaluate your performance?		
3.	Performance evaluations have improved my teaching.		
4.	Is your Head of Dept. / Dean a good judge of your performance?		
5.	Is it important to receive feedback on teaching performance?		
6.	Are students entitled to assess your competence as a lecturer?		
7.	Would you be more motivated to improve your performance if you were paid more?		
8.	Do you deliberately ask for more than one kind of evaluation feedback (peer, student etc.)?		
9.	In your own view, do your students perceive a Tertiary Education as a 'commodity', which you provide?		
10.	Do you consider performance management necessary?		

3. MULTIPLE CHOICE

Please state your level of agreement or disagreement with the following by placing an 'X' in the relevant box:

NO.	QUESTION	*Strongly Agree*	*Agree*	*Do Not Know*	*Disagree*	*Strongly Disagree*
1.	Performance management is an essential part of professional growth.					
2.	Evaluation encourages better teaching practice.					
3.	My Head of Dept. / Dean is competent enough to assess my performance.					
4.	Self-evaluation will help me reflect upon my teaching practice.					
5.	Students give worthless feedback.					
6.	Performance reviews are too time-consuming.					
7.	I am satisfied with my last performance rating.					
8.	Performance reviews accurately reflect my own perceptions of my ability.					
9.	I consider myself a competent lecturer.					

10.	Most of my performance feedback is positive.					
11.	My teaching cannot be improved.					
12.	My students think I'm a good lecturer.					
13.	I would try to improve my teaching if my salary increase depended on it.					
14.	I take student feedback seriously.					
15.	University teachers are experts in their field, and should be allowed to decide for themselves how best to teach their subject.					
16.	The person who receives my performance feedback is competent to gauge its value.					
17.	Self-evaluation is the most valuable way to review my own performance.					
18.	I'm not paid enough to worry about the quality of my teaching – the important thing is that students pass.					

19.	I think my peers are qualified to evaluate my teaching.					
20.	Students are entitled to criticise the quality of my teaching – they are paying 'customers'.					

Thank you for the time you have taken to complete this questionnaire. Your interest is most appreciated.

Appendix B

STRUCTURED INTERVIEW QUESTIONS

M.Ed Research Report – "*Self-Evaluation as a Method for Improving Teaching Practice at the University of the Witwatersrand*"

Interviews Conducted 4-8 October, 2004 at the University by Belinda Bam

1. Why are you participating in this enquiry?

(I am hoping that you will articulate your thoughts on performance evaluation procedures).

2. Of all the evaluation procedures you could be subjected to (peer, student, Head of Dept.), how important do you think **self-reflection** is?
3. What do you understand by 'self-evaluation'?
4. Do you think self-evaluation is a valid performance measure?
5. How often do you deliberately and self-consciously reflect on your teaching performance?
6. What kinds of questions do you ask yourself?
7. Do you ever consciously find yourself rationalising less than successful teaching practices?
8. What reasons do you give yourself for lectures that were less than successful?
9. When students do badly, how do you explain this to yourself? And to your immediate supervisor?
10. When students clearly respond well to your teaching, do you pass it off glibly as, "I must be doing something right", or do you try to identify exactly what it is that you are doing right?
11. I believe that self-reflection is the most potent of all evaluation measures – how valid is this belief? Explain.

Appendix C

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Monday, October 4, 2004 at 11h00.
VENUE:	Office of Respondent E
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Because you asked me, and I thought it might be interesting.
INTERVIEWER	What are your thoughts on the recently passed Lecturer Evaluation Policy?
RESPONDENT	I think that ... (my own experience, for myself and other people), is that the whole performance management process is necessary. It's not the thing that motivates me to stay on my toes.
INTERVIEWER	What would you say does that?
RESPONDENT	To do a professional job, to do the best, being willing to take the time and trouble to learn as you grow. Certainly from my experience of other people, I think it's been really important for focussing in on areas which would not necessarily have come out. I think there are certain aspects which could be improved.
INTERVIEWER	Which kinds of evaluation do you currently engage in?
RESPONDENT	Well, self-evaluation is the thing I do most, but then I also have student evaluations and peer assessment, not formally, but informally, team-teaching and so forth.
INTERVIEWER	How important do you think self-reflection is?
RESPONDENT	I think it's very important and I can't see how any professional could perform effectively without it.
INTERVIEWER	Is it a conscious thing, do you actively do it?
RESPONDENT	Yes, before, after and during lectures.
INTERVIEWER	What kinds of things do you say to yourself? If you have a bad lecture, do you attribute it to yourself, or do you try to find other reasons for it?
RESPONDENT	There are a lot of factors which contribute to whether a teaching experience goes well or not. I do lecture, and do a lot of small group teaching, and I also run pracs. Obviously I would look and see if anything I did was a factor, but there are a lot of things, like if you're relying on technology, like slide projectors, and especially other people, to deliver the technology. If they don't arrive on time, that can get the students a bit rattled, and can make it difficult to pull them back....You can do one

	tutorial for a group, and it's fantastic, and for another group it's not, because of the make-up of the group...or they're fine in the morning, but by the afternoon you really have to push. There are a lot of factors in any learning experience. As you become more experienced, you realise that the afternoon is not the best time for students, and consider what approaches you can take to try and take that into account. I thin what I've realised is that when I started, I had much higher expectation of the level of students that I teach than they could actually deliver. So for me, part of the growth experience has been to try and find the balance between offering them a challenge but also not expecting too much. They're not at an academic level or maturity level that they can actually meet the demands. So I think that has taken a lot of self-reflection and acceptance of the fact that, as much as I'd like them to be doing that, they're not ready yet.
INTERVIEWER	Do you think self-evaluation is a valid performance measure?
RESPONDENT	I think a Head of School who really knew their staff could use self evaluation. I think self-evaluation is good, but it is fraught because you could get a staff member who overvalues or undervalues their potential. I think a Head of Dept. who really knew their staff would be in a position to judge that. I think the CLTD forms were an attempt to level the playing fields, but I had some problems with my student evaluations. I feel, especially with the level of students I teach, they're not yet sufficiently mature. They haven't had sufficient experience of teaching at university to competently assess somebody's performance.
INTERVIEWER	Have you received student evaluations which have been problematic?
RESPONDENT	I did one last year, and on the basis of that, I decided I'm not going to bother to do student evaluations at this level again. For example, we've got a problem getting the students in on time to start the lecture. The mindset seems to be...if the lecture starts at 10h15, it means they arrive there at 10h15. Starting at 10h15 means you're sitting there with your pen, ready to start. I never get cross if it's first thing in the morning, if you've got an 08h00 lecture....because of public transport; it's something beyond their control. But after a half-hour tea break or an hour lunch-break, there is no justification for people not being on time. So what I decided to do last year for the first time was to have a lock-out policy. A number of them in the evaluations said, "this is very unfair - you can give a five-minute grace time". I just thought...this is non-negotiable. It's not to say that I've never received valuable feedback, I picked up that students just do not want to do it. They hate doing those things. I had a student who refused to do it. So, how seriously are they actually taking it? There needs to be some effort to actually educate the students. I have learnt to look at the feedback realistically. If you know that you are doing everything to the best of your ability, then

	you know this is actually a student problem. I think it's important; otherwise you just become completely disheartened. There's a line....I see myself as a facilitator and there is a point to which I can facilitate. The students need to do their bit.
INTERVIEWER	Do you ever find yourself rationalising less than successful teaching practice?
RESPONDENT	Sometimes, one of the things we battle with at this level is the resistance to learning. It's difficult to teach the students and motivate them. A lot of them are too immature to see that it's a vehicle to learn how to think about things. It's a strategy.
INTERVIEWER	Would you consider the informal feedback you've received from your peers useful?
RESPONDENT	Ja....I think you really have to trust a person to ask them to evaluate you. You have to respect them and the feedback they give you. I think one of the problems with peer evaluation is how willing the evaluator is to be open and honest and how willing the person being evaluated is to receive that feedback. Personally I'm open to being vulnerable in receiving feedback, but a lot of people aren't.
INTERVIEWER	Do you think that evaluators are properly trained?
RESPONDENT	Some are, some aren't, I think there's room for growth there.
INTERVIEWER	Do you ever think about what you're doing right when your students do well?
RESPONDENT	Ja, I think that we're offering quite a good course. We are all constantly evaluating our work, and trying to see whether we can improve and deliver a better product to our students. You do try new things, which can be risky, but the point of trying something new is that you do spend time evaluating it, so there's room for growth. But also a point at which you say, "look, I'm doing my best".
INTERVIEWER	Do you think I am right in my belief that self-reflection is the most potent of all evaluation measures?
RESPONDENT	I think it's potent....but it depends on the individual. I think it can be used very effectively. You can't just limit self-reflection to your profession. It's really a kind of philosophy for life in general. I think those that are open to reflecting on their lives in general are more likely to do it in their professions. It rests on maturity...emotional maturity and how honest a person can be with themselves and how prepared they are to take that further and actually do something about it.

Appendix D

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Monday, October 4, 2004 at 13h00.
VENUE:	Office of Respondent A.
INTERVIEWER	Why are you participating in this enquiry?
RESPONDENT	Ah, um, well, I've done similar types of research requiring this kind of input before.
INTERVIEWER	For yourself, or…
RESPONDENT	Yes, for myself, and I realise it is important for you…also, I think I have a contribution to make.
INTERVIEWER	Um…of all the evaluation procedures you could be subjected to, peer, student etc. etc., How important do you think self reflection is? As a kind of evaluation…self evaluation?
RESPONDENT	Ah…I think all of those feed into self-evaluation…I think that sometimes if you don't have those to support yourself…evaluation, you might be on the wrong track. Somebody once said to me that um…ah…if you want to know how good a teacher you are you have to believe the people you are teaching first and foremost…okay but then obviously um…because sometimes you can be very critical of yourself…
INTERVIEWER	Do you think it's possible to be overly critical in this kind of environment?
RESPONDENT	Um, well I know when I was at school I'm not a very good disciplinarian…I, I, people are always surprised when they hear that…because I'm a very sort of strong person…but I'm not a good disciplinarian…I expect people to um get on with um what they are doing and I expect them to be sufficiently interested in what I'm presenting them to avoid the discipline problems…so when I was at school, I felt very very uncomfortable often because the class was a bit unruly, and um, as a result of that I envied people who um who could have them all sitting there…I realise it's a matter of survival, that's what it is…
INTERVIEWER	Do you think the kids took advantage of you then?
RESPONDENT	I don't really think so because um…when I was at *[name of Johannesburg High School - omitted to protect respondent]* …when I left there…I said it was because I felt I was out of control, and the guidance teacher said, "but you know, they rate you as one of their favourite teachers" …so…um…maybe they do take a bit of advantage but it's a matter of both parties have to be comfortable, the teacher has to feel comfortable and the pupil.
INTERVIEWER	Do you engage in a lot of student evaluation, do you illicit feedback from students?

RESPONDENT	Well um I have…I actually um I've done it here at Wits because it's compulsory for promotion and for probation and that kind of thing…and um so I do it for that, but I actually find it a bit of a pain…um I think it shouldn't be compulsory every year…that kind of thing…
INTERVIEWER	Do you only do it once a year?
RESPONDENT	Um, in the past I've done it once every two years, I think that's enough. Because then the students themselves are um…over um…tested if you can think about it that way…they fill in too many of those things…if they've got five lecturers in a course, they do one for each of the lecturers so it's overkill as far as I'm concerned.
INTERVIEWER	How do you find the quality of the feedback you get from students? I mean…is it worthwhile, are there things that you would consider…I mean in terms of changing your own practice?
RESPONDENT	Oh yes, definitely, definitely…I have to say…I'll tell you with the…I've had very good evaluations…very good evaluations.
INTERVIEWER	So you find the feedback useful…some of my other respondents have said that the students write nonsense.
RESPONDENT	No, there are…um the open-ended feedback…is generally not very well filled in…um they'll write "she's perfect" or something like that, but there are cases where you can pick things up. When I first started lecturing here, they said "she's too fast" and three, even five students said that and that was a problem…and good because I was able to…work on that…
INTERVIEWER	And you were conscious of it?
RESPONDENT	Definitely. And that's why I'm saying…it does feed in…there often are things…
INTERVIEWER	Okay, when we talk about self-evaluation, how do you understand that? What kind of process do you think happens? For you, specifically.
RESPONDENT	Alright…self-evaluation for me specifically…is a reflection on…on your actual method of teaching…okay…which I have to say um I find very difficult to change because I've got a very spontaneous sort of style, and the students like that…so it's not that um [*interruption, somebody walked into the office and delivered an article to the respondent]*…um that firstly to think about. And then also to think about the content that you're teaching and how to make it more accessible to students.
INTERVIEWER	Because you teach quite a difficult subject…
RESPONDENT	Yes…
INTERVIEWER	I mean it's quite an analytical subject, you require a certain level of competence from students.
RESPONDENT	Definitely…
INTERVIEWER	In terms of coming into your courses…

RESPONDENT	So…It's not only on me…what I do…but how I present….the actual content.
INTERVIEWER	Do you play around a bit…in terms of different ways of doing your presentations, or different ways of teaching?
RESPONDENT	Um, yes, I do some demonstrations, and so, but actually, within the time constraints it's sometimes very difficult to be too innovative. And I personally...one of the things that I have decided for myself, because of this whole thing that both parties have to feel comfortable…there's a big need to actually make the lectures more interactive. And I really find that that doesn't work so well for me.
INTERVIEWER	Why do you think that is? Because of content or *[interruption].*
RESPONDENT	We were talking about this lecturing thing…
INTERVIEWER	Is it what you're comfortable with in terms of …delivery…
RESPONDENT	Yes, yes, I don't think you can say that one way is better than another. I don't think you can say that. What works for one person is the right way for that person. And, I used to feel pressurised about that you know…
INTERVIEWER	Is there a lot of pressure? For you to diversify your teaching techniques…
RESPONDENT	There is pressure, especially in the environment I'm in. It's a *[name of school / faculty]* environment, and there are perceptions there that lecturers have to be more interactive and so on. I think that…they don't necessarily have to be that interactive…as long as they are entertaining.
INTERVIEWER	Do you find your method of teaching has made any difference in terms of student results?
RESPONDENT	I actually think that it might change their motivation, but I actually think…that to try and say that if you to teach better you'll get a better result is very dangerous because I have made efforts with some sections of the syllabus… and you try your best and you say "okay, this year they are going to understand it" and you can stand on your head, a certain percentage will get it and others won't. So you see it's very, very dangerous to say that if you teach better you'll get better results.
INTERVIEWER	How do you find generally the results amongst your students? Do you have a relatively high pass rate in your courses?
RESPONDENT	No, not really, we used to have…it's about 50%. That's what the pass rate is.
INTERVIEWER	And how does this compare with say ten years ago? Was the pass rate about the same?
RESPONDENT	It's the same. If you look at it, even when the University was 100% White, you can look back and you can see that the pass rates haven't really changed. So I don't know what we can do to improve the pass rates.
INTERVIEWER	Do you battle with students coming in from previously disadvantaged backgrounds…in terms of prior learning and so forth?
RESPONDENT	That's where my main teaching is in that field. Before I came here I taught at a Black school for about six years

	and um I actually find you can cope with it, as long as it's a partnership. As long as they're prepared to do their bit.
INTERVIEWER	And do you find that students are willing, I mean do students generally work hard…
RESPONDENT	Yes, they do, they do work hard. You obviously do get a mixed bunch…but it's a myth that students are lazy. They all want to pass, and they all want to work and sometimes they get out of their depth. That's the trouble. But it's a myth that most students are lazy. It's not true.
INTERVIEWER	Would they seek you out, I mean if they were battling? Do they come to you, are you quite approachable?
RESPONDENT	They know that my door is always open and our head of department can tell you we've got a constant stream of students coming to see us. And it's not only about work; it's about other problems as well.
INTERVIEWER	Do you think self-evaluation is a valid performance measure?
RESPONDENT	You know what…I don't think it's something that say a Head of Department could count on…because I've seen what I think are false self-evaluations…I mean I might think that my self-evaluation is valid…but somebody…I mean I was just complaining about one of the lecturers who perceives himself to be so overworked. He's always complaining…every time I go into the tearoom, he's sitting there having a cup of coffee. So now, how can you take that self-evaluation seriously?
INTERVIEWER	That's true…
RESPONDENT	Ja, so it depends on the person from which it comes, but then how do you decide…because then mine might also be off the scale…
INTERVIEWER	What do you make of the Lecturer Evaluation Policy that the Senate has just passed, have you looked at it?
RESPONDENT	Okay, I felt when I first read it, I felt ah, it's so… it ties you down…it's so boring in a way if every year the evaluation is the same…I get good evaluations…the first one was in 1997…so then 1997, then 1999, 2000, 2002 and 2004 - five evaluations all the same. It's so boring in a way.
INTERVIEWER	Do you think once a year is often enough to assess performance?
RESPONDENT	I think once every two years…if the person…they should set a certain benchmark…and if the person's not reaching that …then maybe every year. But otherwise every two years…I think every two years is better.
INTERVIEWER	You're very radical *[name of respondent]…*
RESPONDENT	*[Laughs]…*Once every two years is enough…
INTERVIEWER	How often do you deliberately and self-consciously reflect on your performance…I mean do you walk out of a lecture and say, "wow", or "that went really badly- is there something I could have done, they didn't get it"…
RESPONDENT	Definitely…Ja…

INTERVIEWER	Do you consciously think like that?
RESPONDENT	I consciously think like that, and I don't like people who have a plan…and then stick rigidly to the plan…because I've been to workshops where they decide they're going to video something, and then they have different groups, and then they play the videos back. But they play every one…because they're so afraid that…I don't believe in that, I like to think on my feet and if I see something isn't working then I change… but I do, I would say that I think about every single lecture. And one of the most radical things I've done in my lecturing is because I lec ture *[name of subject]* to this group of disadvantaged…
INTERVIEWER	Is that a sort of bridging programme?
RESPONDENT	It's not a bridging programme, it's access…it's like they do first year in two years. So it's a credit bearing course, it's not a bridging programme…okay…but they get special treatment and extra tutorials…Special teaching let's say, rather than special treatment. This subject, the logical way to present is that you start with the fundamental concepts, and then you build up…so it starts difficult, and ends up easy…and I found this wasn't a good way to go about it because you break their spirit before you get to the easy stuff. Because by the time you get to the easy stuff, they've already decided they can't do it. So I thought and thought about how I would …how I could…because you can't just chop and change. There has to be a rational reason for doing it…
INTERVIEWER	And it has to be approved, and it has to go through all kinds of processes…
RESPONDENT	Yes, and then I was actually just reading a textbook by chance, and I saw it…and thought ah this is it, this is the reason why…this is how I can rationalise starting with the easy stuff…and going on to the other…And I'm upfront with the students as well, because in one of the evaluations they did complain, "she doesn't follow the textbook"…but that student…I know I don't…
INTERVIEWER	And there's a reason for it…
RESPONDENT	Yes, but that student obviously just missed that part….
INTERVIEWER	Do you ever rationalise less than successful teaching practices, I mean things you do that just aren't successful?
RESPONDENT	Um…yes, alright. I have to think about that. Can you ask me that again later?
INTERVIEWER	Yes, okay. When students do badly, how do you explain that to yourself?
RESPONDENT	Alright, let me not say how I explain it to myself…I would approach the student and say, "okay, you've done very badly in this test. Now, can you tell me the reason"? And then if they tell you the reason, and say "oh, I didn't work hard enough because of this or that…Then I'd say, "okay, well, now you know the reason, so therefore you know you can do something about it." Um…if there isn't a reason, then there's a problem, then I'd say, "if I can help you at any time, then you must come and see me, and I'll see if I can help you". And they do take that opportunity… But if students do badly then you can look at the test first of all. If students do abnormally badly,

	then you can look at the test, and then say, “alright, maybe it was the test”, but if you look at the test, and then say “they did badly in spite of the test” then basically they have to take responsibility for that. You know…it’s a partnership. I can stand on my head, but I’m not writing that exam. So, if students do badly, we do look at the whole thing and see why, and if it was the test, then maybe we will decide to mark it out of 40 instead of …but basically students need to take the responsibility for doing badly. We are doing our best to try and get them through.
INTERVIEWER	How would you explain it to say your Head of School, or say, your Supervisor?
RESPONDENT	Exactly the same way I’ve done it to you.
INTERVIEWER	Because I’ve interviewed somebody who said that she was instructed to (what she called) “dumb-down” - lower the level of her testing procedures because too many students were doing badly, and the marks were too low. Have you ever had that?
RESPONDENT	Never. In this department, never. Because basically you’re not doing the students a favour. If you let them through, then they won’t cope at the next level. It never happens in this department.
INTERVIEWER	So you maintain...the students do well or don’t depending on their level of work.
RESPONDENT	Yes. If a student from this department has 50% on his say, course, then that’s a student that might be a little bit in doubt, as a competent student. Because it might be a legitimate 50 or it might be a 48 or a 49, which has just let them through…it could be something like that. So, a student that gets 60 here, it’s a legitimate 60. Definitely.
INTERVIEWER	So it’s not a 50 student that’s been pushed…
RESPONDENT	We do not “dumb-down” our courses.
INTERVIEWER	Do you ever reflect on what you may be doing right in terms of your teaching? When students do well, do you ever reverse the process and say “gosh that worked” or “I covered that subject well” or “I taught them well” or “I spent enough time with them”. Do you look at positive aspects of your own performance?
RESPONDENT	Definitely you do that, I mean that’s the best way to um…I mean that is good…but the thing is too, that there you can have certain strategies that work okay, that you do, but that doesn’t always work in the year, you see that’s the funny thing. Students are different, groups are different, so you see if something works it doesn’t mean that it’s always going to work. That’s the first thing. But there are things that work for you…so you do tend to stick to those. So there are positive things.
INTERVIEWER	So you’ll consciously acknowledge them to yourself, and say “wow, I did well there. That was good, that was good that was good” - would you do that?
RESPONDENT	Yes you do, you do, they enjoyed this, or that was the right way to do it, do it like this…
INTERVIEWER	So you take cognisance of that?

RESPONDENT	Yes, I do. I just thought about the bad thing. Okay, things do happen sometimes, I can't actually think of a specific example where something happened that shouldn't have happened. But what we do is that we're always honest about it…to the students as well. And we try to make it not count against them in any way…we try to sort of wipe the slate clean. So obviously things like that do happen, but with practice I have to say it happens less and less.
INTERVIEWER	Do you think self-evaluation is a potent evaluation measure?
RESPONDENT	Yes, definitely. If it's honest. If you are really prepared to be honest with yourself…because the mind…I tell you, I've seen that what you believe is true. That there is no real truth, there is no real truth. It's what is in your mind that is the truth. If you want to fool yourself, you can.
INTERVIEWER	Talk to me a little bit about your own performance evaluations…Are you happy with the person who evaluates you?
RESPONDENT	Yes, well, the performance evaluations that I've had are those CLTD ones *[Centre for Learning and Teaching Development at Wits]*…where the students fill in…so it's like a set thing…
INTERVIEWER	So those computerised ones?
RESPONDENT	Yes…
INTERVIEWER	So how have you found those have gone?
RESPONDENT	Ja…I get very very good evaluations on those, way above average. But I don't know if it's really…I mean, how can you know that they are really filling in the right thing…because there are so many questions…and so on.
INTERVIEWER	And your School evaluations? Who does them, your Head of School?
RESPONDENT	The performance appraisals?
INTERVIEWER	The performance appraisals, yes…
RESPONDENT	We have a…what we call a line manager…and my line manager is *[name of person]* downstairs…so he does them.
INTERVIEWER	And are you comfortable with that process? Do you feel that your own view of your performance matches the University's view of your performance?
RESPONDENT	You see, the thing is, I'm in a bit of a unique position because…I have a PhD. And yet I'm on a Tutor track…
INTERVIEWER	I was going to ask you that….
RESPONDENT	Yes, I'm on the Tutor track, so I'm performing way above the requirements for the Tutor track…because they sort of…'dumb-down' as you said the thing is you don't have to write research papers, you don't have to do that…it's actually teaching…

INTERVIEWER	Would you join the mainstream again, and start publishing?
RESPONDENT	No, I wouldn't. I'm happy with this. I'm not an ambitious type of person…In actual fact, I made a mistake early on in my life by staying at home and looking after my children…so in a way, I've landed up in this position of my own making.
INTERVIEWER	Why do you think it was a mistake to stay at home?
RESPONDENT	Because you lose out on the sort of opportunities…and so on, and you lose out on a lot of stuff. I don't know…I do think it was a mistake because I have three children, so I was at home for a long time…
INTERVIEWER	Was that prior to getting your PhD?
RESPONDENT	Yes, I only got my PhD…I actually qualified as a Pharmacist, so I worked in retail Pharmacy for about four years, and then I did it part-time while I had the children. Then I realised that Pharmacy was not a profession for women with children, because of the long hours and so on, and so I did a teaching diploma through UNISA, and just got into it like that. And then I got my foot in the door here at Wits, and so…I did Honours after I came to Wits.
INTERVIEWER	And then straight on to Masters?
RESPONDENT	I converted from Masters to a PhD. In fact, I was going to terminate after Masters. I said to *[name of colleague]* "this is it, I'm not doing this anymore, this is it". And she said "no, no, we can convert to a PhD", and I said to her "you're not listening to me, I'm not doing anymore work, that's it". So she said, "no, you must just write it up in a better way" you know, "just improve the write-up, just put in a bit more stuff"…so I kind of got in through the back-door.
INTERVIEWER	Is your husband also an academic?
RESPONDENT	No, my husband also has a PhD, but he works in industry. No, but he's a metallurgist now.
INTERVIEWER	That's interesting. A whole lot of the women I've spoken to have said that their husbands are in industry, or in the commercial sector, and that their husbands think that academics are just a completely different breed of people…
RESPONDENT	Who thinks that?
INTERVIEWER	People I've spoken to, Academic women, the women I've interviewed…whose husbands think they're mad to be working in this kind of environment.
RESPONDENT	No, they are, my husband has always said that teachers "have a screw loose"; they're all funny in a special way. And I always say to him "that's not true, because teachers are on view - everybody looks at them, nobody looks at you, so they don't see your funny things, but everybody has them".
INTERVIEWER	Can I ask you that question again?
RESPONDENT	Yes…

INTERVIEWER	Which one was it…Do you ever consciously rationalise less than successful teaching practices?
RESPONDENT	I other words, justify them? Well, I think you could say to yourself…um
INTERVIEWER	Like, "that didn't work, but it's not my fault" or "that didn't work because the students didn't follow instructions" or "that didn't work because" - do you ever think like that?
RESPONDENT	Well, you see, you have to do that in a way because you've got to look at it and say, "okay, that didn't work", first thing, then secondly, you've got to look at why it didn't work. And so you are sort of rationalising why it didn't work, but I think the important issue is whether you decide to make a c hange, so that…to try and make it work next time. That's the important thing. If something doesn't work, then it doesn't work. So you do try and justify in a way why it doesn't work. Not with the intent of keeping it like that in spite of it not working.
INTERVIEWER	So you would think, "now this we must change"…
RESPONDENT	Yes, we must try to change it. And changing it doesn't mean necessarily making sure that it does work next time, but we must try to improve. You can't just stay the same.
INTERVIEWER	Can I ask you a bit about peer review. Have you ever been involved in any of that? Have you reviewed any of your peers, or have they reviewed you at all?
RESPONDENT	I have, I had a peer review last year, a friend of mine *[name of a colleague]* came in and did a peer review for me once, and *[a member of the teaching and learning committee]* has done a peer review for me. And then, *[name of colleague]* I don't know if you know her? She's also a *[name of subject]* education student. For her PhD she came and videotaped some tutorial sessions. She was looking at pedagogical content knowledge, in other words, how you know where the students have difficulties, and how you adjust your teaching accordingly…and she videotaped a couple of my tutorial sessions, and she was able to write a review. So I have had some clearly...But I do think there's a bit of a danger if it's not a total outsider…
INTERVIEWER	So would you consider that not all of your colleagues are equipped to assess your performance? Or are in a position to assess your performance?
RESPONDENT	I think so, and also that they might not assess it fairly…they might be too soft in a way, because they don't want to hurt your feelings… that's why I think it must be an outsider.
INTERVIEWER	When you say an outsider, somebody from say the CLTD unit or do you think say, an education specialist who would be able to say to you "I know nothing about your content and your subject matter, but your technique is this, your delivery is that, have you thought of this, have y ou thought of that" …to focus exclusively on teaching?
RESPONDENT	Ja, I think that might be the most valuable in a way, because the content, you can see the content I present in the lecture notes for example, or my overheads or whatever, that content is there, but I do think that maybe there needs to be an evaluation of what I just said, that pedagogical content knowledge of how you transform the

	concepts so it is accessible to students. There are ways…there's a way of just saying hydrogen bonding occurs here and there and not taking cognisance of the fact that students don't ….that unless you actually show them, and say to them "okay now where is the hydrogen bonding here…take your pencil…and point to it"…okay, and then they try to get out of it …and you'll see that they don't actually understand that you see. So there is that aspect as well…and an outsider to [name of subject] wouldn't necessarily pick that up. So…I don't know…maybe that part you could set out for yourself…that part could be self-evaluation.
INTERVIEWER	Have you compiled any kind of teaching portfolio?
RESPONDENT	I have, because it's a requirement for the performance appraisals in our department.
INTERVIEWER	Have you always been happy with your performance assessments?
RESPONDENT	I have…
INTERVIEWER	There's never been a conflict for you? How you are evaluated versus how you think you are performing?
RESPONDENT	No…I think the evaluations are higher than what I personally think I'm doing…I don't think I'm that much better than some of the others…you know the thing is, you don't know what the other performance appraisals are …that's the thing.
INTERVIEWER	Do you not discuss them amongst yourselves?
RESPONDENT	No…
INTERVIEWER	Never?
RESPONDENT	No.
INTERVIEWER	Not even friends?
RESPONDENT	No, you'll just say "I got a good one" so, it's like a closed shop…like in the past…
INTERVIEWER	But why…why do you think people don't discuss them? Are they threatened by each other?
RESPONDENT	They feel vulnerable…and that's the whole thing…I mean I personally…I mean if you get a good one then you don't feel vulnerable…
INTERVIEWER	But you're not going to run around and stick it to your door…
RESPONDENT	No…I'm just not that way inclined…but I think in the past…right at the beginning…in 1997, this was not compulsory…so, the University average was very high, because only the good teachers ever did it …alright, so you know what I'm saying…so it was a skewed thing, because only the people who felt they were okay did it…'cos those that weren't okay knew they weren't okay weren't going to tell anyone…but now that it's policy, that in a way has actually…encouraged some people to do better, I do know that that has encouraged some lecturers to do better. I know that. So…it's just that those things do not have a positive effect on lecturers on the whole…

INTERVIEWER	Do you think that some kind of a bonus, incentive policy would work in the University? Do you think lecturers would teach better if there was a monetary reward of some sort?
RESPONDENT	You see, you see, that was my problem in that questionnaire you sent. You said…there were two questionnaires about this money…and they actually didn't mean the same thing okay. You said "if your money depended on how well you teach, would you try to teach better okay…obviously my answer would be yes there.
INTERVIEWER	Would you make more of an effort…"if I get an A performance rating as a teacher, I will get X salary increase, X bonus amount"…
RESPONDENT	Ja, but then the other one said …how was it phrased…it said are you motivated by the money, and the answer is no, I'm not motivated by the money. But if they said…okay say your rating is 8.96, unless you make it 8.97, we're not going to give you a bonus…I would try to get that extra little 1, but I mean, 8.96 is adequate. I wouldn't…
INTERVIEWER	You wouldn't kill yourself for the extra…
RESPONDENT	I personally think that academics are not motivated by that…
INTERVIEWER	Now, what do you make of Professor Bloggs next door, who is probably earning more than you, and not putting in the kind of time and effort that you are, because, as much as there is probably no real reward system from a remuneration point of view, there is also no (it seems" 'manage out' system…for lecturers who are not performing adequately, up to the required standards of the University…Is that true?
RESPONDENT	Yes…that's true…
INTERVIEWER	The perception seems to be that there is a lot of 'dead-wood'…people who are using the University as a vehicle for their own private agendas…
RESPONDENT	Yes…in this particular School, I wouldn't say that that applies as much as in say some other…but I know…even when I taught at *[name of school]* there were some teachers there that actually did nothing…they were just there because they had been there for a very long time, and others were really competent and hard-working and so on…I think that that is true…but how you manage it, I don't know. Even in the School, which was a very successful and happy school, there are the people who don't do as much as others. But I think that's a personal thing…I think that some people are just like that, they do more.
INTERVIEWER	Do you feel resentful when you haul home 28000 bits of marking every weekend, and you don't necessarily have time with your family, and you're working longer hours, and other people are getting away with doing a lot less?
RESPONDENT	Ja, in general, I would say I'm a very efficient worker, I'm a fast worker. I can do things very fast…I can do them in …I don't know, even my colleague next door for whom I have the greatest respect, and she academically has a much broader base than me, you know she knows more about *[name of subject]* than I do, I can do things in half the time that she can.

INTERVIEWER	Why do you think that is? Are you just one of these super-efficient people?
RESPONDENT	Ja, I can do things fast, and I can see a quick way of doing things…I can always say, "no, no, this is not the best way, let's do it this way" and so…
INTERVIEWER	That's a useful skill when you are baking a cake…
RESPONDENT	It is, that's what I said to *[name of colleague]*, I said "when I have more work, I just work faster", and she said, "no, you work smarter", and I said, "ja, maybe it is that". And so, I must admit that sometimes you do get fed up, where you're just like the 'dogs body'.
INTERVIEWER	How do you get yourself out of that, you know, you've had a really bad day, and you've had enough, and the marking has piled up, and the students are bugging you…What gets you back here and re-motivated and re-focussed?
RESPONDENT	Alright, well, I've often…well, I have to tell you what my greatest greatest characteristic is, in that I'm an optimist, and a positive person of the extreme kind, when you wake up tomorrow, you've forgotten about it.
INTERVIEWER	So you do have bad days, but they are few and far between?
RESPONDENT	Yes, I do have bad days when people…you know there are things that irritate me here…and that is, because you're on a Tutor track, you get lumbered with all the horrible jobs, that the true academics don't want to do…for example, the first year tutorials that are for the mainstream, it's a tedious job, because you're more like a policeman and a sergeant-major more than an actual teacher, because nobody else does it properly…You know, I just can't help myself. If I see students stepping out of line, I'm on them. I'm just…that's the way I am. So of course you're going to take somebody like that, even if it is a horrible job…as long as they realise that, as long as they say, "we realise that" …we thank you very much for doing…
INTERVIEWER	So there is a kind verbal recognition, even if there is no monetary recognition, there is a departmental…
RESPONDENT	Yes, if I don't do it, who is going to do it? So then, basically it's going to be in chaos…I've seen that, as part of my research…before they started organising the pracs with the Tutors, or not the pracs, the tuts with the tutors…when the academics used to run them…they were chaos…absolute chaos…
INTERVIEWER	So it's obviously improved the system…
RESPONDENT	Yes it has, I mean they are grateful for that…they are…but sometimes it still irritates you…it's like, you constantly get more jobs to do…like, it's not my job to mark the tests of those students for whom I supervise the tuts…it's not my job. But now I have to mark the multiple-choice section of their tests, to make the whole thing flow quicker, because they can trust my marking.
INTERVIEWER	So they just quietly outsourced the additional workload?
RESPONDENT	Yes, so you get, more and more stuff to do.

INTERVIEWER	What's a normal work week for you? Hours?
RESPONDENT	For me? Well, normally you can see, it's not that I'm teaching all right, it's consultations, setting tests etc. etc. I come every day at 09h00, and I leave at 15h45, and I work through my lunch-hour.
INTERVIEWER	And do you spend a lot of time after hours, and on weekends, doing work?
RESPONDENT	Not normally, but if there are tests to mark, and stuff like that, there are times…but I wouldn't say every weekend. I don't do that. I know that some departments do that, like the *[name of a department]* but it's what I told you, how I am….I do things like *[respondent clicks her fingers]…*
INTERVIEWER	So you think it's your efficiency, as opposed to a reduced workload, or other people are doing more…
RESPONDENT	Definitely, definitely.
INTERVIEWER	Just one last question…do you have any evidence, anything you could give me in writing, about your performance? Student evaluations, something you've written about your own performance…any additional evidence?
RESPONDENT	Would it be the kind of stuff I put into my portfolio? Yes…you're welcome to have that. In any case, *[name of colleague]* and I have just won the Faculty teaching award, as a team.
INTERVIEWER	Do you do much team-teaching?
RESPONDENT	It's not really team-teaching, it's more like working together on all the aspects, it's not actually doing the teaching together. I was thinking, they should change that title, because it's difficult to do team-teaching.
INTERVIEWER	When you've got different subject matter experts, and different expertise, your content is so different…
RESPONDENT	It's more like a teaching team…that is a different thing.
INTERVIEWER	It's not in the classroom, but it's a background kind of…
RESPONDENT	I set the tests, she checks it, or she sets the test, I check it, make recommendations. If I have a problem, I ask her. If I can't make it, she can stand in. It's not …
INTERVIEWER	Full-proof, but definitely a support…
RESPONDENT	Yes, yes, it's a hundred percent. If a student comes to me with a problem, you know, we can discuss it and make a decision. It's a team effort, not an individual thing. So, but that's different from team-teaching in a classroom. I don't like team-teaching.
INTERVIEWER	Why?
RESPONDENT	Because the only team-teaching that I've been exposed to in the past was when we had like peer tutors, and I actually found them…it was quite an effort to try to organise them…I prefer to just get on with it myself.
INTERVIEWER	And you know it's done, and you know where you're at, and what you're planning and…

RESPONDENT	Ja, if I had an opportunity to do true team teaching, that might be different. It would have to be somebody on the same level as me, who teaches the same…
INTERVIEWER	Similar ways…
RESPONDENT	Not even necessarily similar ways…I think you can have a teaching team with different teaching approaches…I actually think, more than anything, the lecturers have to be entertaining. Students mustn't fall asleep. I actually love that…that whole interaction…the entertainer in that lecture…I love it.

Appendix E

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Monday, 11 October, 2004 at 14h00
VENUE:	Office of Respondent B
ABBRIDGED VERSION	
INTERVIEWER	Have you had any formal appraisals?
RESPONDENT	Ja…
INTERVIEWER	And how have you found them?
RESPONDENT	We didn't have one this year, had one last year…found it a complete and utter waste of time…
INTERVIEWER	Why are you participating in this enquiry?
RESPONDENT	[Name of Teaching and Learning Committee Member] asked us at a meeting…to participate. You are tapping into the converted…you need to tap into 'the other'…the research people that don't give a stuff about their teaching…Otherwise you're going to have a very skewed sample….You're going to get favourable responses by and large.
INTERVIEWER	Have you looked at the new Lecturer Evaluation Policy?
RESPONDENT	Ja…I was instrumental in its development.
INTERVIEWER	So, do you think it's a good Policy, or do you think it's problematic?
RESPONDENT	No, I think it has been tweaked…One of the problems…one of the tensions is that there is a fine line between policing and development. And I don't think Wits entirely understands that…that tension…and so part of the Policy could be construed as quite police-like, which was never the initial intention. I don't claim responsibility for the last document. The impetus for the document came from the group.
INTERVIEWER	Why do you think the lecturers are so resistant to the …Evaluation Policy?
RESPONDENT	Well…first of all, it's the disclosure….it's the ALP *[Assessment of Lecturer Performance]* disclosure….they don't like it. Because in the past, if you had an ALP questionnaire which you didn't like, you just put it in your bottom drawer and forgot about it…in fact, you could put them all in your bottom drawer…you didn't have to disclose them, you didn't have to use them. Also, now it's disclosed…willy nilly…to your Head of School and upwards from that if necessary…but it's mandatory to your Head of School, whereas before it was never mandatory. You know, you could hide the bad ones…so ja, that's good and bad. But if we're going to police it, there must be a

	developmental attitude. The Heads of Schools need to know what to do when they get a bad ALP, and I don't think they know what to do with them. ..And certainly a whole lot of them don't have the tools to deal with them. We are under resourced in our CLTD *[Centre for Learning and Teaching Development]* and in our Teaching and Learning Advisory Services…so the developmental side of the whole thing comes crashing. That's the first thing. The second thing is with ALP's- we all know you can skew the outcome, you can play that game. I mean, when I arrived here, I was told by my Head of School that the way to get a good ALP was to choose things you knew you were good at, so you would get good scores. And it didn't matter if they were trivial or not trivial, because these things were only used for when you needed to go for promotional purposes…so it was just a promotion tool …not a developmental thing at all. So it's your view, I mean how you view this tool, is it a tool for promotion, or is it a tool for self development? And basically it's your response to that, and how you decide to use it, that's why we instituted the other two…the SGID *[Small Group Instructional Diagnosis]* and the peer evaluation.
INTERVIEWER	Have you found the peer evaluations have worked?
RESPONDENT	The problem with peer evaluation is, first of all, that a lot of people don't understand what peer evaluation is. They think it's going in and sitting in on one lecture…and then maybe writing up something short…it's far more than that…you have to look at the whole course...There's a developmental side to it as well…you have to make suggestions. So firstly, I don't think it's well understood. CLTD have run workshops, and people have been on those. But again, a limited sample of the University community, so *[name of a member of the CLTD]* herself does not have the resources to peer evaluate the entire University…so then it falls to the Teaching and Learning Advisors in the Faculties…and some faculties don't have them…so I think it's a question of not understanding what it is. And then actually having the resources to actually implement. But I think…I've been peer evaluated myself, and I've done peer evaluations for other people…and it's been really enriching from both sides.
INTERVIEWER	That obviously goes back to what you were saying earlier, that people understand what they're doing…
RESPONDENT	Yes…are we anonymous on this thing?
INTERVIEWER	Yes…
RESPONDENT	Oh good, because then I can tell you that my Head of School has no conception of what a peer review entails…and would be the last person I would ask to a) peer review or b) help me develop a peer review. ..If I had such a thing, and you ask somebody to peer review you…I think that the

	person you ask will most likely be fulfilling a developmental-type role. So I'm not quite sure what the Head of Schools role in this whole thing would be. Other than to ensure that some kind of development takes place. But I don't think he or she should be responsible for that. I don't think they have the necessary skills, nor do I think that we should expect them to have the skills. So I think there should be some other person…in the faculty…appointed.

Appendix F

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Thursday, October 7, 2004 at 14h00.
VENUE:	Office of Respondent C
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Well…I think I could learn something from it…and clarify my own thoughts…because it's important to me…this issue is very important to me….put it that way.
INTERVIEWER	When you say "this issue" - is it the quality of your teaching?
RESPONDENT	Well…the whole issue of evaluation at the University…and the quality of my own teaching…the whole issue of how one should be evaluated…what the criteria are.
INTERVIEWER	Are you on a Tutor path, or on an Academic Research path?
RESPONDENT	I'm on a Tutor path, but the whole idea is once I get my PhD…to go on to a Lecturer…you know, Research path.
INTERVIEWER	Are you busy with your PhD now?
RESPONDENT	Ja…I'm busy with it now…it would be fine if I were younger, but I feel a bit old now…to start a research career now…I would rather combine the two.
INTERVIEWER	Is there a possibility for that, from a career path point of view?
RESPONDENT	Ja…I guess so. Lecturers are involved in quite a lot of teaching, but then you have other responsibilities as well…to do research as well…so I would actually think twice.
INTERVIEWER	Because you're still on probation aren't you? How long is that probation period?
RESPONDENT	Two years.
INTERVIEWER	Have you done any work with the CLTD Unit?
RESPONDENT	Yes, in addition to the work I've been doing with the CLTD Unit, I did a Teaching and Learning Role Course, which was three days…some Tutor Evaluations…otherwise, the Induction Course…This is my first teaching experience.
INTERVIEWER	Do you think the student feedback on you is valid?
RESPONDENT	Ja…I would say it's valid…
INTERVIEWER	Some of the other respondents have said that students write quite a lot of nonsense…do you

	agree with that?
RESPONDENT	No, I don't agree with that. I think in my case…if one really tries to see what they're trying to tell you, then it's quit useful…I would definitely not write it off as nonsense, no ways…
INTERVIEWER	Do you think students are qualified to assess your teaching?
RESPONDENT	Ja…But I don't think they should be the ultimate judge of it…But they do have a voice…
INTERVIEWER	Of all the evaluation measures you could be subjected to, how important do you think self-evaluation is?
RESPONDENT	It's about the same…as the average of the rest…but if you had to weight them…I'd say the weight would be maybe a quarter…maybe a bit more.
INTERVIEWER	What do you understand by self-evaluation?
RESPONDENT	Identifying strong and weak points…
INTERVIEWER	So it's a positive and a negative process?
RESPONDENT	Ja…also a proactive thing…you should envisage methods by which you could improve…
INTERVIEWER	Where do your methods come from…your techniques in the classroom…where did you learn them?
RESPONDENT	Observation of teachers…and I've done an incredible amount of individual teaching…so I try to use the methods I used on individuals…trying to lead them through the process…not just presenting materials…getting them to do something as well…I think that's incredibly important…Also now, the pressure is so high…and the syllabus is so full…and now they've told me that the *[academic]* year has been shortened by two weeks. We're under pressure to get through a lot of work quickly…and it's actually not fair towards the students…You really want to have more time to spend on certain things…some things take time to sink in.
INTERVIEWER	How often do you think about the way you teach?
RESPONDENT	I spend a lot of time thinking about it, it's very important to me.
INTERVIEWER	Do you walk out of each lecture…and think about how it went?
RESPONDENT	Ja…every single lecture…like today's lecture…I felt that the first half went fine, and the second half was a complete disaster. I spend a lot of time thinking about that.
INTERVIEWER	And what do you attribute that to?
RESPONDENT	Well, it's important to me…to do a good job, so I can have a career…I'm on probation, so I can't just stand up there and mumble, and expect to get a salary every month…

INTERVIEWER	Let's look at the lecture today…why do you think the first half went better than the second half?
RESPONDENT	I think the main reason for that is that I was better prepared for it…as far as my problems go…except now for anxiety…preparation has a lot to do with it…When I'm very well prepared, I find it goes well, and when I'm badly prepared, it goes bad…but what I've also found is that when I thought I was well prepared, I wasn't, and other times, I thought I was badly prepared, and it just flowed. So I can't really say it's the amount of hours I put in you know…
INTERVIEWER	If your Head of School had to ask you why the lecture went badly, how would you justify it?
RESPONDENT	Well, I wouldn't say "I wasn't prepared" or something like that…
INTERVIEWER	You wouldn't blame the students? Do you think the students had something to do with it?
RESPONDENT	Well, I've actually got quite a nice bunch of kids there…I wouldn't blame it on them…I would blame it on their attitudes to a certain extent...
INTERVIEWER	Do they work?
RESPONDENT	Not enough, no.
INTERVIEWER	How do you explain it to yourself when your students do badly?
RESPONDENT	When they do badly...which hasn't really happened too much to me...I would definitely look at myself, and say "what did I do wrong?"...that would be my first reaction...since I've been at school; I've had good teachers and bad teachers. My belief is that the responsibility ultimately lies with the student...whether it's a bad lecturer or a good lecturer...the responsibility lies with yourself. You can take a horse to water, but you can't make it drink. I would also look at the aptitude of the students.
INTERVIEWER	Have you ever been told to lower the level of your tests?
RESPONDENT	No, but you must remember, I've only been here a year, but no, I've never been asked...but also (confidentially) I think I'm a bit too lenient.
INTERVIEWER	Tell me a bit about the work you've been doing with *[the Teaching and Learning Assistant for the School]*...did you approach her?
RESPONDENT	No...it came via. the *[Faculty]* who contacted my Mentor...and he consulted with *[name of a colleague]*, who is very highly regarded as a teacher...and she organised a meeting from there...
INTERVIEWER	What were the faculty's concerns, why did they contact your Mentor in the first place?
RESPONDENT	Well, I can show you the letter they sent to my Mentor...basically it boils down to the fact that the students were very unhappy with the classes...basically, they were very unhappy.

INTERVIEWER	What were their issues?
RESPONDENT	Things that you could say of anyone..."he doesn't answer questions properly"...vague things. One thing that wasn't so vague was "he appears to have no confidence"...which of course s subjective, but if it comes from the whole class, then I mean...
INTERVIEWER	And then what happened, they came to you?
RESPONDENT	No, then they went to their Mentor...they didn't even talk to me...After one or two lectures, they spoke to the class co-ordinator, but they never spoke to him again...You know, it's almost a bad thing to say, but they went behind my back...and complained to my Mentor, there was almost no feedback coming back to us...
INTERVIEWER	When were you brought into the loop?
RESPONDENT	When my Mentor said to me "you've got these complaints, we've got them in writing...and we're now going to try to put certain measures in place...and try to address the situation".
INTERVIEWER	Was it done in a supportive way?
RESPONDENT	Ja, definitely...it wasn't done in a judgemental fashion at all.
INTERVIEWER	And then the Teaching and Learning Assistant moved in - how did she help you?
RESPONDENT	She gave me a lot of written feedback, and she also sat in on quite a few classes, I think three or four...and she gave me written feedback every time...and the first time after the lecture, we had quite a long discussion...
INTERVIEWER	Did you find that was quite helpful?
RESPONDENT	Ja, the thing is, both my and my Mentor's diagnosis is that it's a matter of anxiety...a very high level of anxiety...
INTERVIEWER	And what was it...being confronted with large groups of students?
RESPONDENT	I don't know...one must be careful about speaking about these things...but there is racial tensions as well...I don't think so much with English people, but with Afrikaans people, there is a very strong Anti-Afrikaner sentiment...through the whole media...through the whole society as well...Afrikaner's are being marginalised to some extent.
INTERVIEWER	And you think this had an impact on your feedback?
RESPONDENT	Ja...I think that once they got to know me, they saw that Afrikaner's are real people. They are not all like Eugene Terblanche or something. I think what they started to realise...and I think it's got to do with the leniency as well, but I feel for them. It's not that they're just people sitting there, and I

	don't want to know their names...Do you know how many people I've had from that class, and other classes, asking me for references and so on...so they definitely have that trust in me. Okay, so it's still happening...but it was a matter of winning their trust. I think what they really appreciated also was a sense of humour...funnily enough.
INTERVIEWER	Since you've been working with [the Teaching and Learning Assistant] - do you think you teaching has improved?
RESPONDENT	I don't know so much whether the teaching has improved...but I think my own experience of the teaching has improved incredibly, definitely.
INTERVIEWER	Do you view teaching in a different light?
RESPONDENT	She gave me some small tips, which helped immensely...
INTERVIEWER	Such as?
RESPONDENT	Having as much eye contact with them as possible...You know, it makes such a big difference, that where my classes were basically rowdy in the past, they're almost silent now. I think those kinds of small tips made a big difference. But I think it made a difference to myself...that basically I feel I'm okay...I'm not a total palooka at this.
INTERVIEWER	Have you seen the Lecturer Evaluation Policy that Senate has just passed?
RESPONDENT	I saw a copy of the draft...basically there was nothing in there that upset me...It seemed quite reasonable to me...I'm quite positive about it. The person who makes the decisions, should really be quite objective you know.
INTERVIEWER	Do you agree that self-evaluation is the most potent of all evaluation measures?
RESPONDENT	Now that's where I want to tie in with the previous point...I think it depends very much on the individual. If you have a person of integrity, a person who is really capable of being honest with himself...then I would agree with that statement. But most people are not capable of being honest with themselves...then what you have is of no use.
INTERVIEWER	Have you engaged in peer evaluation at all?
RESPONDENT	Well, we're actually busy with that right now, one of my colleagues has attended my lectures, and is going to give me a formal peer review.
INTERVIEWER	Do you think your peers are qualified to assess you?
RESPONDENT	Ja, once again, it depends on whether they're objective or not...
INTERVIEWER	Do you think it's important that they know about your subject? Or can they assess you on the basis

	of your teaching?
RESPONDENT	No, I think they should have some knowledge of your subject, but now if you take these people from CLTD...I don't think they would be quite suitable...
INTERVIEWER	Why do you think that?
RESPONDENT	They are a different kind of people...a different mindset...
INTERVIEWER	Where do you think they're coming from?
RESPONDENT	Well, I don't know, but I think they come from more an...educational background...from the Arts you know...the Arts and Humanities...that's probably more where they come from.
INTERVIEWER	Do you agree that students are customers...that they have the right to demand from you a certain level of service?
RESPONDENT	I wouldn't use the word 'demand'...I would rather say 'expect'...then I would agree with that. Not so much that they are paying...but that we're being paid...it's not about money here...it's about teaching people what they have to know. The role of Universities in the end is to educate people...I don't see a University as a business...I think it's a service to society.

Appendix G

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Monday, October 11, 2004 at 12h30.
VENUE:	Office of Respondent D
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Because you approached me.
INTERVIEWER	Of all the evaluation procedures you could be subjected to, how important is self evaluation?
RESPONDENT	I think it's very important...just being open and aware of all the effective things you've done. We often sit and chat in tearooms, and say "you know, I did this" or "I did that"...and we don't realise, there's a lot of informal feedback...that comes to staff...that I think makes you open and aware...that is valuable, as valuable as saying, "okay, I'm now going to do a formal evaluation of myself"...
INTERVIEWER	Have you seen the Policy on Lecturer Evaluation? What are your thoughts?
RESPONDENT	The one thing was...forcing people to have an evaluation every year...I think it's too often. Also the students suffer from questionnaire overload, because people usually wait until the fourth block...and also to look at what might have changed, it seems to me to force it.
INTERVIEWER	Have you done one of those CLTD assessments? How have you found those?
RESPONDENT	Interesting actually, because it's nice to get positive feedback...I think at some stage it can get frustrating...I mean you get a student saying, "why doesn't she like me?" and someone else saying, "why does she think she's so funny"...So I think feedback from a wide range of people...and also some of the other stuff...Like I scored below average on punctuality and I think really...because it's not even an attitudinal thing, it's a physical thing. So obviously, as I say to other people starting this thing, "take it for what it's worth". There are some things that are valuable from within.
INTERVIEWER	How valuable do you find the student's feedback?
RESPONDENT	I think I think being invited to give feedback is important. How qualified they are is tricky. And this is where the CLTD have a set of core criteria which you have to choose. Then there's the question, and I sometimes feel the student's aren't qualified to know how much preparation you

	put into a lecture. How can they possibly judge? Anyway, I think there's a limit to how qualified they are.
INTERVIEWER	Do you buy into the whole concept of your student's as your customers?
RESPONDENT	Absolutely. I think if we don't take into account their needs, then the risk of alienation and failure is great.
INTERVIEWER	How have you found the quality of your students? One respondent told me that she had been instructed to "dumb-down", to change her tests and the way she was setting her exams.
RESPONDENT	I can say the pressures we're under...more open access and fixed pass rates is an almost untenable tension.
INTERVIEWER	Tell me about fixed pass rates.
RESPONDENT	It means a Head of Dept. may knock on the door of a course co-ordinator and say, "you must increase the number of your passing students".
INTERVIEWER	What do you say to that?
RESPONDENT	I know how this particular lecturer responded...they increased their pass rates.
INTERVIEWER	Why do you think that is?
RESPONDENT	Well, this particular person responded with, "if my immediate supervisor is going to give me an instruction, and that's what he wants, then that's what I'll do".
INTERVIEWER	Do you think you are still maintaining certain standards in your area?
RESPONDENT	I think we're doing a fair job of that. In fact an Externaler said, "we must be careful of being too demanding". In the other course I'm in, I think not, as a direct result of the pressure.
INTERVIEWER	Do you think self-evaluation is valid as a performance measure?
RESPONDENT	Yes, but it depends so much on personality. Some people are good judges, and other people not. I think it's very easy to misunderstand feedback, so self-evaluation is so subjective.
INTERVIEWER	Do you engage with your peers in eliciting peer feedback?
RESPONDENT	I actually haven't...it's just more things to do.
INTERVIEWER	Have you got peers you would take criticism from?
RESPONDENT	Yes, we've got a lot of very good teachers.
INTERVIEWER	Do have any input in monitoring any of your colleagues, say in a mentoring role?
RESPONDENT	Only in certain areas, we've just had a situation where they asked me to come in and help. I have

	a reputation as being interested in teaching , and also I don't think a lot of the staff have a lot of experience in teaching and pedagogy.
INTERVIEWER	So you think your teaching qualification gives you some kind of eminence amongst your peers?
RESPONDENT	I don't think it's the piece of paper, because a lot of the don't even know about that.
INTERVIEWER	What was the crisis?
RESPONDENT	Once it came to a head, the students complained...the mentor spoke to me and asked me to help. I sat in on the some lectures, and had a look at this particular individual's teaching plans...
INTERVIEWER	So the individual had a need himself to try and improve?
RESPONDENT	Yes, he's been working hard n it himself. He was very open and welcoming, and very grateful for the help.
INTERVIEWER	Has there been any improvement?
RESPONDENT	Yes, dramatic. The students are happy. It's a very awkward and stressful situation to be in ...to feel incompetent. This situation should have been addressed long before it came to us via. the faculty.
INTERVIEWER	How often do you reflect on your teaching?
RESPONDENT	I'd say it's a continuous thing...while I'm teaching I ask myself "did that make sense?" or "how did they respond to that"...and then I make notes, to change that example for instance.
INTERVIEWER	And when things go well?
RESPONDENT	It's also linked to their reality...if they've had a lot of tests that week, if their lecture is before lunch or after lunch...I think you've got to be always sensitive to what they need, always adaptive and continuously learning.
INTERVIEWER	How do you rationalise less than successful lectures? What do you put it down to?
RESPONDENT	If it's not clear to me why it didn't work, then I think, " well the vibe is not there, the force is not there. Or it wasn't a good day".
INTERVIEWER	How would you justify it to a senior staff member?
RESPONDENT	The same way...sometimes I can see something specific. Sometimes there aren't things that you need to rationalise away.
INTERVIEWER	What happens when you're students do badly?
RESPONDENT	We've been quite lucky. We've got quite a strong teaching team. And if the students can't do it, I don't take it seriously.
INTERVIEWER	What do you do when students do well?

RESPONDENT	I think we do say, “I think we’re doing well”.
INTERVIEWER	I think self-evaluation is the most important form of evaluation - would you agree with that?
RESPONDENT	It is unfortunately linked to the individual. I think certain people can’t see themselves clearly.

Appendix H

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Monday, October 4, 2004 at 11h00.
VENUE:	Office of Respondent E
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Because you asked me, and I thought it might be interesting.
INTERVIEWER	What are your thoughts on the recently passed Lecturer Evaluation Policy?
RESPONDENT	I think that ...(my own experience., for myself and other people), is that the whole performance management process is necessary. It's not the thing that motivates me to stay on my toes.
INTERVIEWER	What would you say does that?
RESPONDENT	To do a professional job, to do the best, being willing to take the time and trouble to learn as you grow. Certainly from my experience of other people, I think it's been really important for focussing in on areas which would not necessarily have come out. I think there are certain aspects which could be improved.
INTERVIEWER	Which kinds of evaluation do you currently engage in?
RESPONDENT	Well, self-evaluation is the thing I do most, but then I also have student evaluations and peer assessment, not formally, but informally, team-teaching and so forth.
INTERVIEWER	How important do you think self-reflection is?
RESPONDENT	I think it's very important and I can't see how any professional could perform effectively without it.
INTERVIEWER	Is it a conscious thing, do you actively do it?
RESPONDENT	Yes, before, after and during lectures.
INTERVIEWER	What kinds of things do you say to yourself? If you have a bad lecture, do you attribute it to yourself, or do you try to find other reasons for it?
RESPONDENT	There are a lot of factors which contribute to whether a teaching experience goes well or not. I do lecture, and do a lot of small group teaching, and I also run pracs. Obviously I would look and see if anything I did was a factor, but there are a lot of things, like if you're relying on technology, like slide projectors, and especially other people, to deliver the technology. If they don't arrive on time,

	that can get the students a bit rattled, and can make it difficult to pull them back....You can do one tutorial for a group, and it's fantastic, and for another group it's not, because of the make-up of the group...or they're fine in the morning, but by the afternoon you really have to push. There are a lot of factors in any learning experience. As you become more experienced, you realise that the afternoon is not the best time for students, and consider what approaches you can take to try and take that into account. I thin what I've realised is that when I started, I had much higher expectation of the level of students that I teac h than they could actually deliver. So for me, part of the growth experience has been to try and find the balance between offering them a challenge but also not expecting too much. They're not at an academic level or maturity level that they can actually meet the demands. So I think that has taken a lot of self-reflection and acceptance of the fact that, as much as I'd like them to be doing that, they're not ready yet.
INTERVIEWER	Do you think self-evaluation is a valid performance measure?
RESPONDENT	I think a Head of School who really knew their staff could use self evaluation. I think self-evaluation is good, but it is fraught because you could get a staff member who overvalues or undervalues their potential. I think a Head of Dept. who really knew their staff would be in a position to judge that. I think the CLTD forms were an attempt to level the playing fields, but I had some problems with my student evaluations. I feel, especially with the level of students I teach, they're not yet sufficiently mature. They haven't had sufficient experience of teaching at university to competently assess somebody's performance.
INTERVIEWER	Have you received student evaluations which have been problematic?
RESPONDENT	I did one last year, and on the basis of that, I decided I'm not going to bother to do student evaluations at this level again. For example, we've got a problem getting the students in on time to start the lecture. The mindset seems to be...if the lecture starts at 10h15, it means they arrive there at 10h15. Starting at 10h15 means you're sitting there with your pen, ready to start. I never get cross if it's first thing in the morning, if you've got an 08h00 lecture....because of public transport, it's something beyond their control. But after a half-hour tea break or an hour lunch-break, there is no justification for people not being on time. So what I decided to do last year for the first time was to have a lock-out policy. A number of them in the evaluations said, "this is very unfair - you can give a five-minute grace time". I just thought...this is non-negotiable. It's not to say that I've never received valuable feedback, I picked up that students just do not want to do it. They hate doing those things. I had a student who refused to do it. So, how seriously are they actually taking it? There needs to be some effort to actually educate the students. I have learnt to look at

	the feedback realistically. If you know that you are doing everything to the best of your ability, then you know this is actually a student problem. I think it's important, otherwise you just become completely disheartened. There's a line....I see myself as a facilitator and there is a point to which I can facilitate. The students need to do their bit.
INTERVIEWER	Do you ever find yourself rationalising less than successful teaching practice?
RESPONDENT	Sometimes, one of the things we battle with at this level is the resistance to learning. It's difficult to teach the students and motivate them. A lot of them are too immature to see that it's a vehicle to learn how to think about things. It's a strategy.
INTERVIEWER	Would you consider the informal feedback you've received from your peers useful?
RESPONDENT	Ja....I think you really have to trust a person to ask them to evaluate you. You have to respect them and the feedback they give you. I think one of the problems with peer evaluation is how willing the evaluator is to be open and honest and how willing the person being evaluated is to receive that feedback. Personally I'm open to being vulnerable in receiving feedback, but a lot of people aren't.
INTERVIEWER	Do you think that evaluators are properly trained?
RESPONDENT	Some are, some aren't, I think there's room for growth there.
INTERVIEWER	Do you ever think about what you're doing right when your students do well?
RESPONDENT	Ja, I think that we're offering quite a good course. We are all constantly evaluating our work, and trying to see whether we can improve and deliver a better product to our students. You do try new things, which can be risky, but the point of trying something new is that you do spend time evaluating it, so there's room for growth. But also a point at which you say, "look, I'm doing my best".
INTERVIEWER	Do you think I am right in my belief that self-reflection is the most potent of all evaluation measures?
RESPONDENT	I think it's potent....but it depends on the individual. I think it can be used very effectively. You can't just limit self-reflection to your profession. It's really a kind of philosophy for life in general. I think those that are open to reflecting on their lives in general are more likely to do it in their professions. It rests on maturity...emotional maturity and how honest a person can be with themselves and how prepared they are to take that further and actually do something about it.

Appendix I

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Thursday, October 7, 2004 at 14h00.
VENUE:	Office of Respondent F
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	I just thought I'd put myself on the other end of the process for a change.
INTERVIEWER	Are you aware of the Lecturer Evaluation Policy?
RESPONDENT	My feelings are that it's like a lot of things … that it may end up not being implemented. Just the logistics of it from a time point of view. … I also have some misgivings about it. To me it's just part of the whole managerialism thing which is creeping in. I'm averse to it in the sense first of all … it was something we used to manage very nicely before so I question the necessity of it, and secondly … it brings in what I call "bottom line syndrome" where it's sort of inherent in the term evaluation … because it's sort of trying to express everything in terms of numerical balance… the problem with that in the first place is that bottom lines are very easy to fake … and in the second place they actually say nothing about what's really important. It's embodied in what I think G B Shaw said; "Education is everything you're left with when y ou have forgotten what you learnt at school" … in other words all the intangibles … which cannot be quantified and written down in an evaluation review.
INTERVIEWER	In terms of student evaluation do you get quite rewarding feedback?
RESPONDENT	Sometimes … you get a mixture… you have to look at it holistically and take it with a pinch of salt. But the problem is… what you don't get off a student evaluation is an effective teaching or learning experience … that was not necessarily enjoyable. The tend to report positively on the stuff they enjoy and negatively on the stuff they don't enjoy … and the problem with a learning experience … it may not be a load of fun from beginning to end … may be distressing.
INTERVIEWER	So you consciously reflect on the way you teach?
RESPONDENT	Yes. It's an ongoing process … I don't believe that anyone who doesn't do this should remain in a classroom for too long.

INTERVIEWER	Of all the evaluation measures you could be subjected to how important is evaluation?
RESPONDENT	To me it's probably the most important … it's the one you can do all the time and it's the one that's closest … and as long as you're not delusional, it's probably the one that's most accurate … if you're intellectually honest and you don't delude yourself … you have the capability of judging something for yourself … you're probably in a better position to judge yourself than anybody else.
INTERVIEWER	How do you judge that for yourself?
RESPONDENT	I try to take a look at a long view … which can be difficult … for example I don't pay much attention to the issue of pass rates and marks and that kind of thing because … 50/50.
INTERVIEWER	Do you then think to yourself, "I must have done something right."
RESPONDENT	Yes. I try to continually improve what I do, but I don't have a steady stream of upward progress … towards perfection … because it's the +/1 exchange is actually a two way process.
INTERVIEWER	Do you do the opposite when you do something badly?
RESPONDENT	I always consider the possibility that it could be my fault.
INTERVIEWER	And what kinds of things do you say to yourself?
RESPONDENT	I don't … I say to myself … some part of what happens here must be mine to look at … and try to identify what those things might have been.
INTERVIEWER	Do you discuss the situation with a supervisor/colleague?
RESPONDENT	I'm generally happy with my own thought processes … mostly because nothing has ever gone so terribly wrong that I've been inspired to go that route. My colleagues are very busy and snowed under with their own workloads so you need to think before you actually take up somebody else's time … is it going to be something worth taking a bite out of their schedule ... or could you do it without their help?
INTERVIEWER	Do you engage in peer evaluation?
RESPONDENT	It does happen from time to time that we'll ask each other to sit in on lectures.
INTERVIEWER	My view is that self-evaluation is the most potent of all evaluation measures– would you agree?
RESPONDENT	I would agree with you in the sense that it is the one a) that's always available to you and b) it is at the chalk face … and is one that you can't escape…

Appendix J

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Thursday, October 7, 2004 at 14h00.
VENUE:	Office of Respondent G
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Mainly because I do a bit of self –reflection and critical reflection about my teaching.
INTERVIEWER	Have you ever consulted anybody at the CLTD unit in terms of your teaching?
RESPONDENT	I've done the lecturer evaluations and chatted to the CLTD people a couple of times about those … which includes comments from the students.
INTERVIEWER	And how have you found those?
RESPONDENT	Well, I find with the questionnaires there's a huge discrepancy between the multiple-choice sections … and the sections where they write in an answer … to a question… They do not seem to correlate at all. Now they're all just first years, so I take what they say with a huge pinch of salt … because I don't think they give you a proper evaluation.
INTERVIEWER	Why do you think that is?
RESPONDENT	They tend to confuse content with the lecturer … they can't divorce the way you present your lectures from what they learn about … I'm pretty sure what tends to happen because they have to work hard … and they're not used to that… they tend to feel that it's actually my fault that they're battling with the stuff …They can't divorce my presentation of the lectures from the difficulty they have with the content.
INTERVIEWER	Did you receive any positive feedback from the lecturer evaluation form?
RESPONDENT	Yes I do. I ask for (on the form) comments on the good and bad things I do … and if you look through the comments there are very few negative comments … but when you look at my averages … they are way down … and they don't tie up with the comments on the multiple choice… so I just don't know what's going on… looking at it … it could be that they don't know how to fill in these forms and secondly they're confusing content with my lecturing style.

INTERVIEWER	It seems the most negative thing on these forms is that you may go too quickly.
RESPONDENT	Ja … and I also take that with a pinch of salt because I know where I have to get to and they've got to come with me… I can't wait for them. They haven't figured out that it's not my job to wait for them.
INTERVIEWER	One of the other respondents was instructed to "dumb down" because her pass rates were too low. Have you heard of the practice?
RESPONDENT	Yes I have, but that may be a valid comment …What tends to happen is that very few people study pedagogics … and what tends to happen with people who don't know about that is that they tend to set their tuts in one way and their exams in a completely different way … and the students don't know how to switch from the way they do their tuts to the way they do their exams and that's bad pedagogics.
INTERVIEWER	Of all the evaluation procedures you could be subjected to, how important do you think self-evaluation is?
RESPONDENT	I think it's very important … because you start thinking about how you're doing it … you're not waiting for other people to tell you … but I think it has its limitations if you don't have other feedback … you need to have ideas fed in about how other people do things differently … It's also very instructive to go in and sit in on other people's lectures. I have done it … Also, just talking to other people about how they lecture … because then I get ideas on how to evaluate myself … and also how to present material … and teach in other ways. Our department has just gone through a whole exercise … to try and get people to teach differently … to try and get away from the "chalk and talk" … and exercises to try and get the students involved.
INTERVIEWER	What motivated this initiative?
RESPONDENT	We're getting very bad pass rates … and this whole idea of "throughput" … we were getting some pressure ...but also because graduates were being heavily criticised by their employers because they can think and apply themselves … they don't present themselves properly …
INTERVIEWER	Why do you think that is?
RESPONDENT	I think part of it is the mindset of the students … which is an immaturity thing … which I'm not sure we're ever going to get out of … and they want to know before what they need to know to pass the exam … 50% is a pass and that's what they aim at… We haven't got a culture of excellence … there are those who go for it, but we've lost that culture of excellence … We need students to engage with what they're doing from day one.

INTERVIEWER	Now what do you make of the Lecturer Evaluation Policy?
RESPONDENT	I think it's dangerous … if we're going to get stuffed with this kind of lecturer evaluation.
INTERVIEWER	Aside from eliciting students' feedback, do you use any other kinds of evaluation?
RESPONDENT	I haven't had a peer evaluation … I just haven't got there … in a sense I do evaluation by listening to other people… I look at what other people do, but I haven't had other people come in and look at what I do … First of all I'm not confident that there is anybody in this department who could do that.
INTERVIEWER	That was my next question … in terms of the person who conducts your performance appraisal … are they competent enough to do it?
RESPONDENT	Yes, in terms of what we present to them … my teaching portfolio … I work from that.
INTERVIEWER	Is there agreement between you and your evaluator?
RESPONDENT	Yes. He often thinks I'm doing better than what I think I'm doing … I think I'm a bit hard on myself. I get upset when people don't do well … and don't pass. I think that's a relic from my teaching days … At school when students pass, it's because they are wonderful students … when they fail … it's because you're a lousy teacher.
INTERVIEWER	What kind of questions do you ask yourself when your students do badly?
RESPONDENT	I look at other possibilities … was it a fair question I asked … so you get caught … did you make a mess up of the way you tested people … or did they not know the work … And that often happens … and that often happens in first year … their time management is useless…
INTERVIEWER	Do you ever rationalise less than successful teaching practices?
RESPONDENT	Yes, because I know there are outside factors … and I also know I can have a bad day.
INTERVIEWER	Now what happens when you do things well?
RESPONDENT	If that happens, I know it's because the students have worked really hard … At one level I don't like to do lousy lectures … but on another level I know that a really bad lecturer often gets good results … because the students know they have to work…
INTERVIEWER	I believe that self-evaluation is the most potent of all evaluation measures. Do you agree?
RESPONDENT	I don't see that you can isolate it … if you are going to use those other review mechanisms … then you're going to have to think about it … otherwise you might as well not have done it … You can't do self-reflection in isolation … you've got to have feedback from somewhere … you can't criticise yourself … You've got to have someone from the outside saying, "You need to do this or that" … and then you think about it … and adjust.

INTERVIEWER	Do you adjust?
RESPONDENT	Not major adjustments … the adjustments I do are for a class.

Appendix K

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Thursday, October 7, 2004 at 14h00.
VENUE:	Office of Respondent H
ABBRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	Because +/1 is my priority area … and I think it's very important.
INTERVIEWER	Of all the evaluation procedures, how important do you think self-reflection is?
RESPONDENT	I think that self-reflection can be biased … because you think you're doing everything right … that's why I think it's very nice to have a peer evaluation every now and then.
INTERVIEWER	Have you done that?
RESPONDENT	Yes. It depends on who is evaluating you … so there's a certain bias to that as well … but you can get certain stuff out of there that you can use … if you can look at it objectively and not take it too personally … It does depend on who's evaluating you … Sometimes people are just kind.
INTERVIEWER	Have you ever got negative feedback from peers?
RESPONDENT	No, some critical things like, "If you turn your back like that the students can't hear you>"… stuff like that. Then I think about it and think, "Ja, I do go this side or that side." … which is good you know.
INTERVIEWER	Have you been happy with your evaluations?
RESPONDENT	Ja … I just take it from whence it comes … I must say I'm very happy with the way evaluations have gone …
INTERVIEWER	Have you looked at the new Lecturer Evaluation Policy?
RESPONDENT	Yes … It didn't intimidate me at all … It's not a trouble one … I sent in some comments … and I was very positive … There was a problem with the ALP because that's what the Dean and Head of School sees, and I know there are a lot of staff that have a problem with that.
INTERVIEWER	Why is that an issue?
RESPONDENT	The students are getting tired of doing them…they feel over-loaded, but it should only be an issue (for lecturers) if you are not doing your job properly. I mean students write very personal things … you've got to have skin like a rhino … I mean sometimes I come out very average … unless I've really made a special effort to make it nice for them (to try and sell myself to them). But then you're not being a good

	teacher either… because all you're doing is making it good for them, but you're not doing anything for them.
INTERVIEWER	Talk to me about student evaluations .
RESPONDENT	I do a form for every course … called ALP'S – Assessment of Lecturer Performance.
INTERVIEWER	Do you get useful feedback from those?
RESPONDENT	I used to think it was worth it… it started in 1995 … I used to get really good ones and I used to always be in the top 5%, but as I've gone through the ten years I'm more in the middle, which is probably not very good.
INTERVIEWER	So why do you think the longer you've taught the lower the rating?
RESPONDENT	If you get students who keep averaging 50% … then that reflects how they feel about the course…
INTERVIEWER	So you think that the marks the students get are reflected in the evaluations they give you?
RESPONDENT	Yes…the students were much better in the early nineties.
INTERVIEWER	Do the students provide you with useful feedback?
RESPONDENT	Ja … there is some useful stuff coming through.
INTERVIEWER	But do you think the students are entitled to give you feedback… Do you consider the students as customers?
RESPONDENT	Ja.. I'm trying to teach something. I want them to go away from my courses and get something out of it… and (topic) is a hard subject to understand and you've really got to break it down for them… that scaffolding thing we've been talking about.
INTERVIEWER	Where did the scaffolding idea come from?
RESPONDENT	Because I was called in by the Head of School … in 2002.. who said the course was a bit too challenging for students at present… that my course averages were low …and I've got to "dumb-down"… those were the words he used…"you've got to dumb-down" and "I want to see better marks".
INTERVIEWER	Why…why did he say that?
RESPONDENT	Because at that stage we were trying to get more students. We were competing with other universities, but I though we had too many first years…and you can see their second-year marks… I mean they are really struggling and so that's why I was told to "dumb-down" so I decided I'm not going to dumb-down because I like to ask questions that make them think… so instead of dumbing-down, I decided to add more tutorials… and doing some scaffolding… and because I was changing and doing more teaching and learning and I needed to get some publications out…then I started stressing. It was a hot January

	afternoon and I was sitting here thinking," What am I going to do?…I've been told to dumb-down and I can't. I actually can't."
INTERVIEWER	How did you know about scaffolding?
RESPONDENT	I read. I read a lot about teaching …at tertiary level… and this little book I wrote for the students… and this is a little scaffold as well… just a guide for the school…the courses broken down, because they don't know what they have to do… how to take notes etc.
INTERVIEWER	What was the response from the school and students when you did this?
RESPONDENT	The response was mixed. Some said it was too small…some lost it.
INTERVIEWER	Talk to me about self-evaluation. Do you think it's a valid performance measure? What do you understand by self-evaluation?
RESPONDENT	Self-evaluation is first of all…when you've given a couple of lectures you come out of the lectures and say, "What did I achieve?"…
INTERVIEWER	Do you do that consciously after every lecture?
RESPONDENT	No not every lecture… No, after every week…
INTERVIEWER	If you have a bad lecture or bad results do you blame yourself immediately?
RESPONDENT	I don't blame myself… I really do try to make sure everyone understands.
INTERVIEWER	How would you explain a bad lecture or a bad result to your supervisor?
RESPONDENT	I would say that it was my fault…something I never got across …my Head of School would understand that.
INTERVIEWER	What kinds of things do you ask yourself when there is negative feedback on your teaching?
RESPONDENT	I blame myself first…and get a little down after everything I've done, this is what I get back…then I give it straight back to them…I photocopy everything and hand it back to them. And then you must see them cringe…and I say to them," This is what you wrote about me …this is very personal…how do you expect me to change this? Some of them say, "You lecture too fast"…which I know I do. All you've got to do is put up your hand and say, "Too fast!" and I take them through everything. And then I just get a bit down.
INTERVIEWER	How do they respond?

Appendix L

SEMI-STRUCTURED INTERVIEW TRANSCRIPT	
INTERVIEW CONDUCTED:	Thursday, October 7, 2004 at 14h00.
VENUE:	Office of Respondent I
ABRIDGED VERSION	
INTERVIEWER	Why are you participating in this study?
RESPONDENT	I'm interested. The school has undergone huge changes. Subject disciplines are now integrated … a" virtual school". In line with HEQC guidelines we are trying to develop programmes which are more integrated … to promote teaching and learning. We're trying to work towards outcomes based learning and teaching. I do think teaching, learning and evaluation are important. It is probably my approach which has won me the many awards. The – teaching award … the … Society of SA gave it to me in recognition of my teaching.
INTERVIEWER	What do you attribute your teaching success to? Do you have a formal teaching qualification?
RESPONDENT	No. I've tried really hard. I've made lots of mistakes … I enjoy seeing them learn. While I was doing my PHD I started working with AD as a tutor … so I could do my research and continue to tutor as an AD person in the faculty. I had a person in the programme who acted as a tutor … who was instrumental in showing me … I had no training. I had never taught before. We had to do lots of demonstrating … we were never given formal training…I knew I knew nothing …that I never had a formal educational background. I knew I would have to learn how to teach. It was through my interactions with people like -------. Through her input, and looking at books and things, I built up a resource file I could draw from.
INTERVIEWER	Have all your colleagues responded as positively to the recent changes?
RESPONDENT	I think no, but with quality assurance and things like that people are having to take note … when I took over the pass rates shot up. I developed a game … a three dimensional game to teach … and the students learnt to think three dimensionally … but when I got into this there was no way to teach (….)…anyway my brief was to "do anything but to get them to pass" … but a lot of them were trial and error/ chalk and talk type teachers. You could get by on chalk and talk in the past but now we've changed the programme … but we're meeting resistance.
INTERVIEWER	Why?

RESPONDENT	Firstly I don't think they understand outcomes based education and there has been no official decision on whether to go OBE or not… it's an area of debate.
INTERVIEWER	Should it be at university or not?
RESPONDENT	The head of our teaching and learning committee is battling. I know I'm as high as I can go as a tutor, but I can't get promoted unless I publish.
INTERVIEWER	Of all the evaluation processes– how valuable do you think self-evaluation is?
RESPONDENT	If you don't do self-evaluation, all the others are useless. I self-evaluate from day 1. I asked (…) to sit in on my lectures… so from the beginning I self-evaluated… based on feedback from peers. If I hadn't reflected on them she would have wasted her time…then at the end of the year she suggested student evaluation. It was the first time I had heard of it.
INTERVIEWER	Are students entitled to give you feedback?
RESPONDENT	Absolutely. I buy into the whole students as customer's concept. I do think students have a right too say… then we adjust accordingly. I do think the overall ability of the students is deteriorating.
INTERVIEWER	Have you ever been asked to "dumb down"?
RESPONDENT	Not in this school, but I have heard of it happening.
INTERVIEWER	What do you understand by self-evaluation?
RESPONDENT	Multi facetted. There are good and bad aspects…sometimes it's me…if I've had a bad lecture. Most times my expectations are too high…of the students. Sometimes I think this is easy, but they're not always with me. My lectures and tuts are completely integrated. I'm willing to change as we progress…I never justify a bad lecture…Sometimes it may happen as a result of the students being focussed on other work…a big project, they may be tired…miss lectures…Sometimes there are other dynamics that I can't do anything about.
INTERVIEWER	What do you say to yourself when your students do badly…do you attribute it to your own teaching?
RESPONDENT	No…I've had to learn that there are students that just never take off… sometimes it's under-preparedness, laziness, parental pressure … bursary pressure where they're doing something they're not cut out for… the softer issues or surrounding issues which have very little to do with my ability to teach or not.
INTERVIEWER	Are your peers qualified to assess you?
RESPONDENT	Yes and no. Some can comment on my teaching abilities… I find the team teaching very useful. We try to build in our areas of research. I like it. It's good for the students. I think it would be better for

	education and subject matter experts to assess me.
INTERVIEWER	Do you think your assessor is competent or capable?
RESPONDENT	Yes. I've been very happy with my evaluations.
INTERVIEWER	Would you consider that money is an incentive to lecturers?
RESPONDENT	Yes and yes. I get an additional bonus from the school … because of increases, awards and so on and I'm getting recognition for what I do.
INTERVIEWER	What gets you up in the morning?
RESPONDENT	I love what I do. I enjoy seeing the lights come on… I have more good days than bad.
INTERVIEWER	Would you ever do a teaching qualification?
RESPONDENT	No. I might not be as easily swayed into doing things differently. I like to be spontaneous… I like the freedom. If II knew there was some sort of "-ism" I might not be so liberal.
INTERVIEWER	Why are lecturers so resistant to evaluation?
RESPONDENT	Insecurity… older academics… "Those that can publish do, those that can't teach!" (G B Shaw).