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**Challenges in developing a quality ethos/culture
in merged institutions in South Africa**

**Enhancing a quality ethos in staff teaching and
programme/curriculum development at NWU**


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**CURRICULUM +
TEACHING + ? =
LEARNING**



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Ethos (from the Greek, "habit")

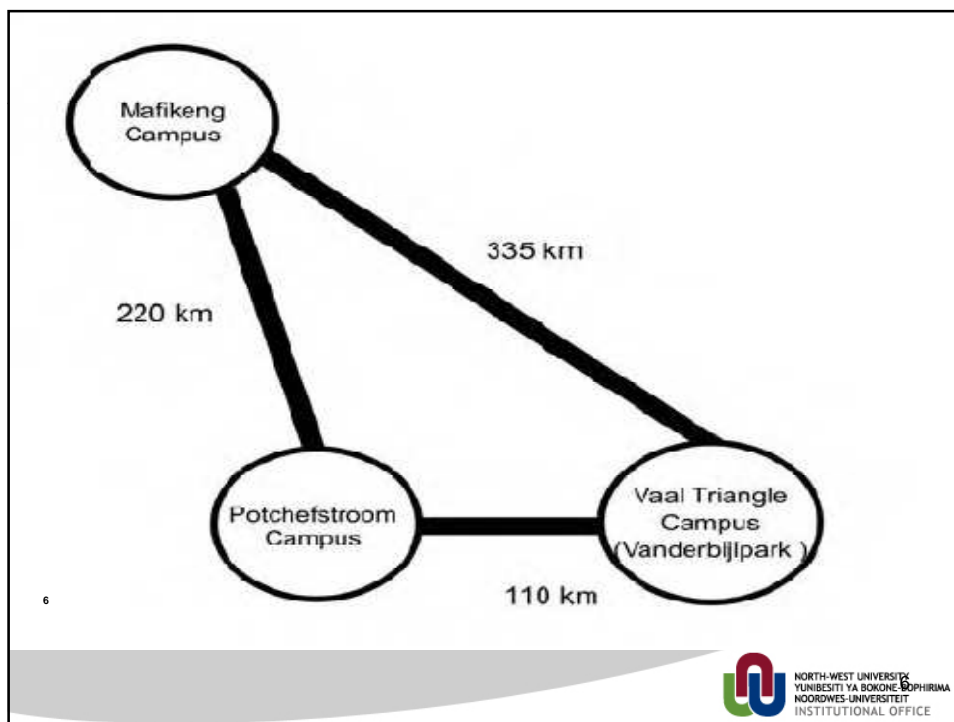
is a ***belief system*** widely shared by faculty, students, administrators, and others. It is shaped by a core of ***educational values*** manifested in the institution's ***mission*** and philosophy. Campus ***ethos*** provides clues about the institution's ***moral character*** and imposes a coherence on collective experience by reconciling individual and group roles with the institution's aspirations and public image (Kuh and Whitt, 1988).

Ethos...

- ***Ethos*** furthermore creates "***a sense of intrinsic obligation***: it not only encourages devotion, it demands it; it not only induces intellectual assent, it enforces ***emotional commitment***" (Kuh, 1993)

Mergers...ethos...policies...

Every **merged** education provider engaged in an attempt to reposition itself in relation to the emerging **policies** of the new South Africa. The NWU with its three campuses and institutional office is a case in point.



EXPECTATIONS FOR HIGHER EDUCATION

- Society based on democratic values...
- Produce graduates who are well-rounded and thoroughly grounded; who are skilled and competent...

INTEGRATING PERFORMANCE DISCIPLINES



9 Teaching and Curriculum – the link with “learning”

Higher education institutions marked by an **ethos** of **learning** share three common themes:

- ***a holistic institutional philosophy of learning;***
- ***an involving campus culture; and***
- ***a climate encouraging free expression.***

(Kuh, 1993)



10 ...a holistic institutional philosophy of learning... (Kuh, 1993)

- ***Teaching and learning framework***
 - ***Policies and procedures***
 - ***Academic Staff Development Programme***
 - ***New lecturers***
 - ***Existing/Experienced lecturers***
 - ***Academic Managers***
 - ***ITEA (Institutional Teaching Excellence Award)***

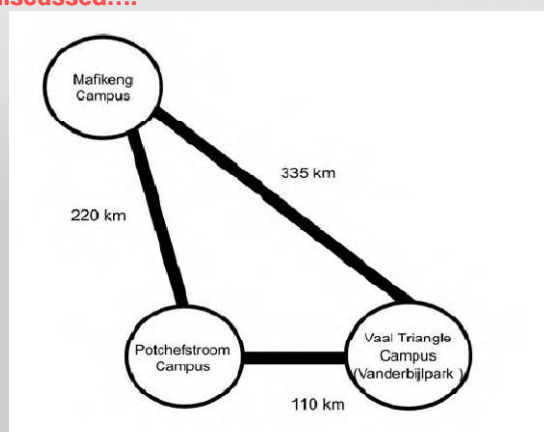


11 Teaching and learning framework at the NWU

- Short course policy (Institutional Senate, 31 August 2005)
- Teaching and Learning Policy (Institutional Senate, 15 May 2007)
- Assessment and Moderation Policy (Institutional Senate, 15 May 2007)
- RPL policy
- Academic student support policy
- Academic staff development policy
- Study guide policy
- Manual for study guide development
- Student feedback policy
- Work-integrated learning policy...etc...etc

12 ...an involving campus culture (Kuh, 1993) ...collective NWU culture?

...Struggle to create an atmosphere that embraces diverse ideas, dreams, and interests of staff and students, while allowing differences to be displayed and discussed....

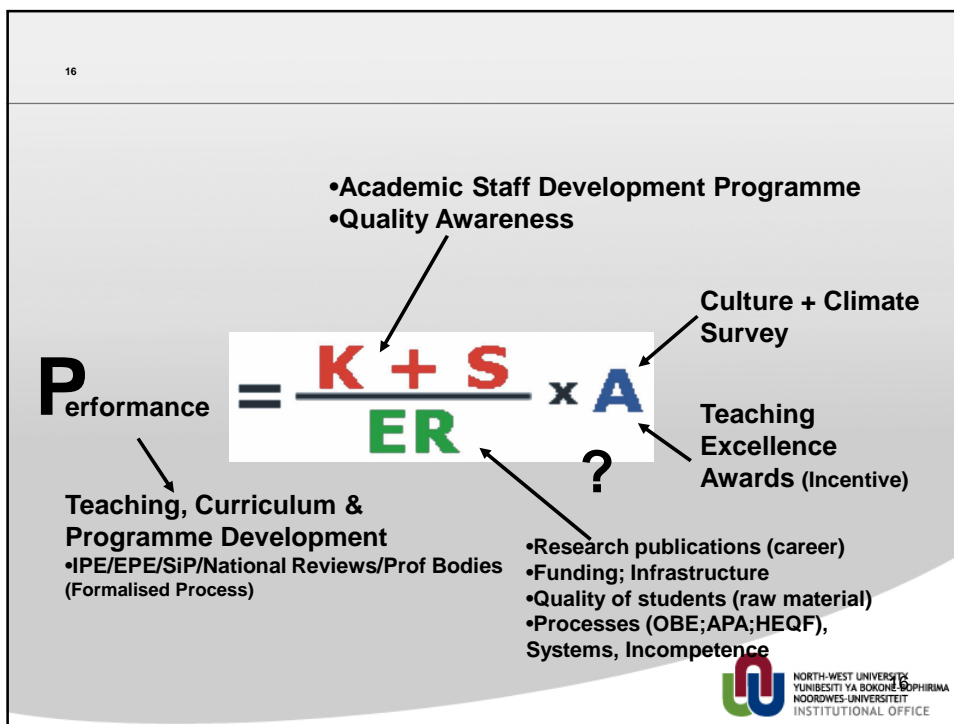
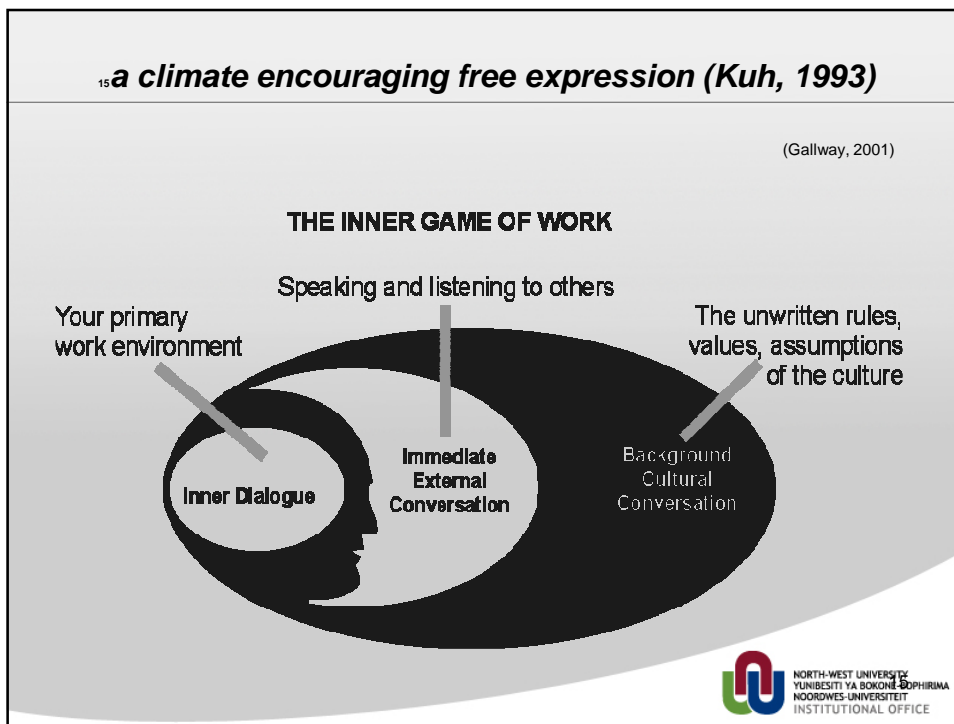


¹³ Organisational culture (context)

- **Most experienced commentators acknowledge that effective HE management, which harnesses the commitment and expertise of staff, requires an **understanding of and a sensitivity** for organisational culture (McCaffery, 2004).**

¹⁴ *Involving campus culture and free expression...* (Kuh, 1993)

- **Culture and climate survey (2005 and 2007).**
 - Institutional Culture (Views on Transformation, NWU Vision, Factors affecting reputation)
 - Organisational Climate (Perceptions of Do-Values, loyalty and general attitude)
 - NWU Core Business (Views on Academic programmes etc)
 - Operational Management (Views on Management and Focus Areas and Accountability)
 - Interventions and Initiatives (Perceptions of importance of and achievement with current initiatives)



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- **I do acknowledge that there are a host of factors well within the control of the university itself that determine success or failure**

¹⁸ **Current challenges**

- Quality of students
- Contribute towards environment that is conducive for performance (academics) and learning (students)
- Implementation and review of policies (T/L Framework)
- Institutional research on implementation of T/L framework and measuring impact on improvement of student learning

¹⁹ **The road is long ...**

...cycle of never ending improvement...



Thank You

