

**University Teaching as a Profession:
A Holistic Approach to Continuous Development in
South African Higher Education Institutions**

Adele L. Moodly and Melanie Drake

*Faculty of Education, University of Fort Hare, East London, Eastern Cape, South Africa
E-mail: amoodly@ufh.ac.za*

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ABSTRACT Challenges that South African HEIs (Higher Education Institutions) face, include access, admission, funding, retention, output and academic teachers falling short in creating effective spaces for quality teaching in lecture rooms. Issues of class size, workload, pressure to publish, student support and lack of effective teaching infrastructure and resource diminish the academic teacher's ability to focus on continuous professional development. This paper reviews the professionalization of teaching within a holistic approach as based on a Gestalt conceptual framework. The Council on Higher Education (CHE)'s latest institutional Audit of the Quality Enhancement Project contextualises the paper. Based on a theoretical overview on literature on challenges in CPTD the authors propose a holistic approach to CPTD within a policy context in South Africa.