

Faculty Training and Development in the Public Sector Universities of Punjab

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Abstract

The study was conducted to examine current practices of faculty training and development in the old and new public sector universities of Punjab, Pakistan. The sample of study included teachers, heads of departments (HoDs), and human resource management (HRM) experts. The data from teachers and HoDs were collected through questionnaires. Interviews were conducted with HRM experts. The main objective was to analyze the current practices of faculty development (FD) and training in old and new universities of Punjab. The results showed that training programs were more instrumental in improving teachers' skills and attitudes in old universities as compared with that in new universities. Universities do not have HRM offices. Therefore, specialized advice on HRD practices was also non-existent. HRM experts were concerned on sporadic conduct of training programs and they suggested regularizing and evaluating such programs appropriately.

Introduction

High quality performance demanded by the consumers of higher education and confronted by rapid changes in knowledge, technology, and even by the way academic work is being conducted (i.e., in teams, electronically over great distances, etc.) higher educational institutions must redefine themselves and, in essence, that means the faculty must either face obsolescence or continuously be participating in developmental activities. Therefore, institutions of higher education must develop a sustained long term faculty development strategy to enable their valuable human resources to work effectively and accomplish the organizational goals that are necessary to survive in the rapidly changing environment of higher education.

Training and development

People need competencies e.g. knowledge, attitudes, values and skills to perform tasks efficiently. Higher degree of quality of performance by the staff requires higher level of skills. According to Ivancevich (2003) employee orientation programs orient, direct and guide them to understand the work, organization, colleagues and mission. Training helps them to do their current work better. Apps (1988) cited Hoyle and Johnson (1987); argue "Twenty first century professors will need a larger repertoire of instructional strategies. They should have more knowledge about technology- the use of microcomputer programs, organized audiotape and color-slide presentations- and they should use games, simulations, and other modes of instruction that are in line with the objectives for the courses they will teach". Brawner, et al. (2002) reported that the Southeastern University and College Coalition for Engineering Education (SUCCEED) conducted a faculty survey in 1999 of teaching practices, involvement in faculty development programs, and perceptions of the importance of teaching in the faculty reward system.

The results showed the frequencies of use of instructional objectives, active learning, and team assignments were positively associated with attendance at teaching seminars by the faculty members; however, this observation does not prove that attending the seminars led to adoption of those methods. To determine whether the association was causal rather than merely correlational, the survey asked the respondents which methods they had adopted as a consequence of attending teaching workshops, seminars, or conferences. Of roughly 500 respondents, 59% reported that they either began or increased their use of active learning, 43% wrote instructional objectives, and 43% used team-based learning. When asked how the changes they made affected their students' learning, 69% of the respondents reported improvements, 6% said that they could see no improvement, and 25% indicated that they had not made any changes.

Consequently the results indicate that well over half of the 1999 respondents were using the stated teaching methods, with most attributing their use of the methods to their participation in teaching workshops and seminars.

According to Bergquist and Phillips (1975) and the professional & organizational development network in higher education (pod network) faculty development consists of three major areas: Personal/individual development, instructional development, and organizational development:

a. Faculty development programs focused on the individual faculty member.

The most common focus for programs of this type is *the faculty member as a teacher*. Faculty development specialists provide consultation on teaching including class organization, evaluation of students, in-class presentation skills, questioning and all aspects of design and presentation. They also advise faculty on other aspects of teacher/student interaction, such as advising, tutoring, discipline policies and administration. A second frequent focus of such programs is *the faculty member as a scholar and professional*. These programs offer assistance in career planning, professional development in scholarly skills such as grant writing, publishing, committee work, administrative work, supervisory skills, and a wide range of other activities expected of faculty. A third area on which faculty development programs focus is *the faculty member as a person*. This includes wellness management, interpersonal skills, stress and time management, assertiveness development and a host of other programs which address the individual's well-being.

b. Faculty development programs focus on the instructional development: These programs have their focus on the course, the curriculum and student learning.

c. Faculty development programs focus on the organizational development: The focus of these programs is the organizational structure of the institution and its sub components.

In reality many programs offer activities in all of these areas or combination of all three. If faculty is relatively independent individuals, programs which focus on their needs will best suit their style. If they frequently work in groups as units, instructional development will be very successful. If they regularly participate in governance, they will appreciate programs in organizational development. The direction of a program should be that which is desired by the faculty, supported by the administration and consistent with the resources. Before choosing a focus for the program an institution would be well advised to identify the desired program outcomes, determine what kinds of activities are likely to bring them about and then decide provided the resources are available to carry out the plan. Glatter and Kydd (2003) cited Eraut's research which suggests that work place learning depends on confidence, motivation and capability, knowledge and skills previously acquired, which in turn depends on how staff are managed and on the culture of their immediate work environment. Eash and Lane (1985) in their study found that institutions have not explored in depth the possible dimensions of programs in faculty development either within the institution or among institutions. They conclude that the area is poorly defined, conceptually underdeveloped, and largely neglected in higher education.

Faculty developers must begin "where the learner is"; that is, the educator must work according to the needs and interests of the faculty. Some strategies are suggested by Cranton (1994):

- a. develop a clear realization of the climate of the institution, including administrative support for teaching, faculty attitudes toward teaching innovation, the "real" reward system for effective teaching, and social norms related to teaching;
- b. discuss extensively with faculty, or systematically investigate, their expressed needs and interests related to teaching; offer series of workshops on issues of interest, involving faculty in planning as much as possible, and encouraging faculty to participate in as many sessions in the series as possible;
- c. develop "themes" based on issues of interest, offering several activities or services related to the themes for example, making materials available, holding workshops, having discussion groups, and offering grants for faculty projects, each related to the theme;
- d. provide the infrastructure and resources for a peer consultation program, encouraging longer-term interaction among participants by holding meetings of all participants and discussion groups throughout the year;
- e. Communicate regularly with participants in instructional development activities, including holding follow-up meetings, and encouraging the exchange of resources among faculty on topics of interest.

According to the Standard Practice Guide of Michigan University, the HR office is responsible to provide orientation for new staff members to acquaint them with university operations, programs, benefits, and facilities. University regulations further instruct all staff members to attend an orientation session as promptly as possible. University of Melbourne (2008) offers an extensive range of learning and development programs, consultancies and individualized coaching to their faculty under Performance Development Framework to achieve personal and professional goals which are aligned with the strategic and operational agenda of the university (<http://www.hr.unimelb.edu.au/development>). In Pakistan, developmental strategies for teachers at all levels are stated in the National Education Policy 1992-2002:

“Teacher training institutes will be equipped and strengthened and their faculty will be provided training to update their knowledge and skill” (p: 26)

“A regular in-service training programme will be launched for teachers at all levels.....A system of incentives will be created to encourage teachers to undergo in-service training. Special awards will be instituted for invention and creative work. ” (p: 26)

The policy provision in the National Education Policy 1998-2010 on faculty development stated:

“A Teacher Service Training Academy shall be established for imparting intensive in-service training in the fields, such as educational management (admn. and financial), curriculum development, research methodology and teaching methods.”(p: 79)

HEC (2008) discussed faculty development in a report titled “Achievements of the Higher Education Commission, July 2004- June 2006” that human resource development is considered as an important area in HEC’s reform process. HEC is striving to achieve the objectives of increasing institutional capacity and promoting and expanding local research activities. HEC has launched one and three month training programs for in-service university faculty containing modules on improvement of pedagogy, enhancement of communication and computer skills, advanced assessment methodologies and enhancement of subject knowledge. Through this program 340 faculty members had been trained till 2008 and it was planned to train all active faculty members during next three years. Furthermore, 430 faculty members have attended short-term training sessions to upgrade their subject specific knowledge and skills. Mansoor (2010) commented on achievements of the HEC in terms of faculty development as not impressive. She argued that HEC’s professional development courses have not achieved their target of training 100 percent of higher education faculty because these courses are not mandatory and are offered as per availability of resources. Moreover, the faculty lacks motivation to avail these courses, as the courses do not lead to any rewards in terms of increments or promotions.

Research Objectives

The specific objectives of the study were to:

1. analyze the current practices of faculty development (FD) in old and new universities.
2. determine the training and development needs in the universities.
3. solicit suggestions for improvement in faculty training and development programs from experts in the field of HRM from selected universities.

Research Methodology

The universities were divided into two groups for comparison i.e. old and new:

For the purpose of this research, the universities having more than 25 years of their establishment in 2005 were classified as “old universities”. In Punjab the number of such universities was five and all were included in the study. Other public sector universities in Punjab have been established in 1993 or afterwards but for the purpose of this study, the universities which had completed less than five years in 2005, were excluded because they might not have established HR practices. Five new universities were included in this research. In this way total of ten (10) universities (five old and five new) were taken for the research study. The underlying speculation to get information on old and new universities’ management practices and needs was that the old universities may be having well established faculty management practices as compared to new universities. Therefore, all faculty management practices were measured and compared on the same underlying supposition. The sample of the study included teachers, HoDs, and HRM experts. Following table shows the detail of sample and tools administered.

Table 1: Type of sample personnel, and research tool

Serial No.	Type of personnel to whom tools of research administered	Tool of research
1	Teaching faculty i.e. Professors, Associate Professors, Assistant Professors and Lecturers	Faculty Management Questionnaire- I
2	Heads of departments/ Chairpersons/ Directors	Faculty Management Questionnaire- II
3	HRM experts (The university administrators may practice HRM functions but for the purpose of this study only academicians were included as HRM specialists e.g. Professors from MBA, MPA & other relevant departments who teach HRM.)	Interview

Two stage random sampling was used. In the first stage required number of departments was selected and in the second stage teachers from each department were selected.

Number of teachers from each department

Lecturer	02
Assistant Professor	02
Associate Professor	01
Professor	01
Total	06 faculty members from each department

All the HoDs of selected departments were also included in the sample. There were some departments in every university that did not have the required number of teachers as needed in the sample. In such cases another department was substituted randomly from the remaining list. Total planned and available sample is given below:

<i>Personnel</i>	<i>planned/ available</i>
Faculty members	858/601
Heads of Departments (HoD)	143/113
HRM Experts	10/08

Analysis of Data

Information and opinion from the teachers and HoDs were solicited through separate questionnaire for both and Interviews were conducted from HRM experts to get their views about training and development. The percentages over rating categories are reported in annexure.

Teachers' opinions

Teachers' opinion was solicited on six general indicators of faculty development and five items about faculty training and orientation program. Chi-square statistics was applied to test the association in response pattern of teachers of both types of universities. Mean values were also calculated to get an average response of teachers. Summary of analysis is given below in table 2:

Table 2: Old and new universities teachers' opinions on faculty development

Faculty development practices	Type of University	Number of teachers	Mean value	χ^2	Sig. level
1. The top administration of university invests a considerable amount of its time to ensure the development of teachers.	Old	406	3.70	3.968	.410
	New	188	3.84		
2. The top administration of university invests resources to ensure the development of teachers.	Old	405	3.69	7.212	.056
	New	187	3.86		
3. HoD is conscientious to train and develop his teachers.	Old	401	3.94	1.356	.852
	New	187	3.91		
4. HoD sends teachers for developmental opportunities fairly.	Old	401	3.83	7.034	.134
	New	187	3.95		
5. Senior faculty members guide juniors to learn their job.	Old	405	3.75	1.385	.847
	New	185	3.78		
6. Teachers lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.	Old	400	3.53	7.852	.097
	New	183	3.66		

Summary χ^2 statistics given in the table – show that opinions of old and new university teachers' were independent of the type of the university on all the faculty development practices. Mean response values indicated that their opinions were almost similar on all the indicators. The results indicated that top administration invested considerable amount of time and resources to ensure teachers' development in both types of universities. However, mean values for opinions of teachers from new universities were greater than that of old universities indicating that new universities' top administration was investing more time and resources to ensure teachers' development as compared to old universities' top administration.

Further, comparison on item 3 show that HoDs in both types of universities were conscientious to train and develop teachers. However, responses on item 4 indicated that HoDs in new universities ($\bar{x} = 3.95$) send teachers for developmental opportunities more fairly as compared to old universities' HoDs ($\bar{x} = 3.83$). However the mean difference was minimal and non significant χ^2 values indicate no association between the responses of teachers and university type. Results of mean response values and χ^2 values on item 5 and 6 further indicated almost similar opinion that senior faculty members help juniors to learn their job and teachers who lack competence were helped to acquire those rather than being left unattended in both types of universities.

Teachers' opinions on training/ orientation program

Table 3: Old and new universities teachers' opinions on training/ orientation program

Practices regarding faculty training/ orientation programs	Type of University	Number of teachers	Mean value	χ^2	Sig. level
1. The program of new faculty is effective.	Old	234	3.89	5.941	.204
	New	114	3.92		
2. Teachers are selected for training programs on the basis of genuine training needs.	Old	283	3.49	3.559	.469
	New	129	3.66		
3. The program is improving the skills of teachers.	Old	287	3.99	.959	.916
	New	128	3.84		
4. The program needs to be improved.	Old	288	1.87	6.243	.182
	New	127	2.02		
5. Teachers sent for training, take it seriously to learn from the program.	Old	286	3.73	7.841	.098
	New	129	3.71		

The opinion of both types of university teachers on all indicators of faculty training/ orientation was almost similar as the value of χ^2 was not significant at 0.05 level of significance. Therefore, no association was found between the type of university and teachers' opinion on practices regarding faculty training/ orientation programs.

Though the χ^2 value was not significant, the comparison of mean response values showed that the selection of teachers for training programs was slightly more based on genuine training needs in new universities ($\bar{x} = 3.66$) as compared to old universities ($\bar{x} = 3.49$).

Further, the teachers of both types of universities opined that training programs were effective and were improving the skills of the teachers. The teachers sent for training seriously learn from such programs in old and new universities. They consider programs as properly designed inveterating their previous stance that training programs were effective.

Contents of training/ orientation program

In addition to the above opinion, a question with multiple responses was used to get information about contents/ areas of training.

Table 4 Contents/ areas in the orientation program

Response	Old Universities		New Universities		Total	
	Frequency	%	Frequency	%	Frequency	%
Mission/ goals of university	100	7.6	30	4.6	130	6.6
University culture	51	3.8	33	5.0	84	4.3
Work environment	114	8.7	54	8.3	168	8.5
Job assignments	102	7.8	40	6.1	142	7.2
Performance expectations	105	8.0	60	9.2	165	8.4
Teaching strategies	236	18.0	130	19.9	366	18.6
Assessment techniques	143	10.9	77	11.8	220	11.2
Educational administration	126	9.6	63	9.6	189	9.6
Computer/ multi-media use	150	11.4	74	11.3	224	11.4
Classroom management	186	14.2	93	14.2	279	14.2
Total	1313	100	654	100	1967	100

Almost similar spread of response percentage was found over all the areas in old and new universities. On the whole, teaching strategies (18.6%) constituted the major component of the orientation and training program followed by classroom management (14.2%), use of computer/ multi-media, and assessment techniques (11%). University culture was the least discussed topic in the orientation programs. Goals & mission, job assignments, performance expectations, work environment and educational administration were also not the discussed topics.

HoDs' Opinion

HoDs opined about the role of training programs in improving the skills and changing attitudes of teachers on a three point scale. Following table presents the summary of results:

Table 5: Old and new universities HoDs opinion on effect of training program on teachers' skills and attitudes

Areas of Effectiveness	Responses	Old Universities N=72		New Universities N=41		Total N=113	
		Frequency	%	Frequency	%	Frequency	%
Improving the skills of teachers.	To great extent	14	19.4	7	17.1	21	18.6
	To some extent	24	33.3	19	46.3	43	38.1
	Not at all	2	2.8	15	36.6	17	15.0
	Mean values	2.3		1.80		2.05	
Changing attitudes of teachers.	To great extent	9	12.5	2	4.9	11	9.7
	To some extent	28	38.9	23	56.1	51	45.1
	Not at all	1	1.4	16	39.0	17	1.3
	Mean value	2.21		1.66		1.92	

HoDs were asked to indicate if skills of teachers were improved as a result of training, only 3% responded in negative in old universities as compared to 37% in new universities. Whilst 19% in old universities and 7% in new universities responded affirmatively and 33% and 46% in old and new universities, respectively were somewhat satisfied with the outcome. Mean values further indicated that old universities' HoDs were relatively more satisfied with the training programs and agreed that those are instrumental in improving the skills of teachers. This opinion of HoDs was also in line with teachers' opinion i.e. the training programs were improving the skills of teachers.

The above data further revealed that majority of the HoDs were satisfied with the training programs. However, more new universities' HoDs (56%) were a bit more satisfied as compared to 39% HoDs from old universities.

According to the Mean values, more HoDs ($\bar{x} = 2.21$) were of the opinion that training programs were changing teachers' attitudes than relatively less number of HoDs from new universities ($\bar{x} = 1.66$). Moreover, teachers' skills were considered more improved ($\bar{x} = 2.05$) as compared to their attitudes ($\bar{x} = 1.92$) through training programs in both types of universities.

HRM Experts' reflections

Suggestions were invited, from HRM experts through separate interviews, for the improvement of teacher training programs. The information sought from them is given in narration.

Most of the HRM experts suggested that regular training programs should be conducted and teachers' pedagogical skills should be improved according to the changing needs. They further emphasize the need of proper evaluation of training programs whilst one of the experts was somewhat dissatisfied with the current training programs. HRM experts suggested some measures for effective training programs. Such as one expert said:

“University can improve the teacher training programs by implementing regular training programs at the entry level, before teachers go to classes. Training programs should be devised by experts in teaching which may inform them what teaching is and what they are expected to do as teachers.....” (an old university)

Another expert showed some dissatisfaction on the conduct of training programs and said:

Unfortunately training has been an area which is not much emphasized in this university [university name is deleted]. Some efforts are put in for teachers..... But there is no link among three centers providing trainings. So most of the activities are irregular and lack coordination.....There is a real gap in what is being offered and what career need is. University cannot design an effective training program without linking the training departments. (an old university)

One of the old university HRM experts highlighted the importance of training and suggested ways to improve these programs in the following words:

Training is a continuous process for the improvement of a professional.... A teacher feels him/herself in a static person, not alive of the current situation specially in emerging fields of study after some time...To make him aware of the current situation and to become more instrumental and significant for the stake holders there is a need that he/ she should be sent on job as well as off job training. Regular short courses should be conducted to enhance the delivery skills, subject expertise and to inform about latest developments in the field..... University should contact professional trainers for this purpose. Now universities are supposed to do as corporate, profit oriented entities. ”

When experts in the field of HRM were asked about the importance of HRM experts in the university administration, they emphasized the need of specialized HRM personnel in the university offices. All of them expressed their opinion that HRM experts are very important to adopt best practices, ensure equal policies for all, and to be more productive.

Some reflections by the HRM experts of old universities on the importance of HRM experts in the university administration are presented:

“Nobody can deny the importance of HRM professionals in the offices of university. True professional will adopt good practices and will conduct the business by adopting fair and equal employment practices....And definitely there will be a reward system, correction in actions of people should be done rather than to adopt the punitive measures, traditional ways are measures to penalize a person rather than to rectify the problem.....Decision making/ policy making should rest with those people who are expert in this field. HR experts need to be inducted.”

The importance of HRM was further stated in these words:

“HRM is important because human resources are big assets like in any other organization. HR can be used as best asset in this university and no doubt about it that we have the best assets in the form of HR in the university....There should be one central HR department to look after the selection criteria, recruitment policies, and training needs. A lot of evaluation exercises are done in university but we never receive any feed back.....There should be a centralized department having its own staff so that the application should be common for every one. There should be no different policy or rules for different departments..... HR policies are implemented in bits and pieces and there is no centralized department. People like Registrar have no idea what HR is.”

Triangulated Opinion

Both teachers and HoDs were generally of the opinion that training programs were improving teachers' skills. On the whole, teachers' and HoDs were satisfied with the training programs. However, there were a reasonable number of new universities' HoDs who were not satisfied and opined that training programs were not improving skills and attitudes of teachers in new universities as compared to quite satisfied HoDs of old universities. HRM experts' reflections showed that they were satisfied, only to some extent, with the training programs. They suggested conducting these programs on regular basis with proper evaluation and feedback.

Discussion

It was found that universities, old and new, do not have specialized HRM office to give expert advice on university HRM practices. Specialized advice on HRD practices is also non-existent. However, the need and utility of such an office was considered important to adopt best practices, ensure proper policies and to be more productive. It was suggested to utilize such expertise for effective faculty management practices in universities. The suggestion was in line with the HRM practices in world class universities. Noe et.al. (2007) consider it as necessary expense. Goerge and Cole (1992), Warner and Crosethwaite (1995) highlighted the worth of HR professionals. Latimer (2002) and Finegold and Frenkel (2006) recognized the HR professionals' strategic and central role in analyzing, categorizing, and developing differentiated HR practices.

There was no formal system of individualized mentoring in old and new universities. However, senior teachers were helping junior teachers to learn their job. Mirza (1988) in a study of Punjab University also reported non-existence of a formal structure to discuss academic matters in the university. The results of this study show that formal training and development of old and new universities' teachers was mostly irregular which is unlike the practices of world class universities where such programs are scheduled and accessible through out the year; however both teachers and HoDs were generally of the opinion that training programs were effective. Mansoor (2010) also reported the absence of faculty development policy framework and lack of incentives which consequently made faculty development sporadic and ineffective.

In general teachers were satisfied with faculty development practices in their universities and it was strange to note that teachers of both types of universities felt no need to improve these programs. It could be assumed that either the teachers were learning a lot from these programs or they were not well aware of their deficiencies. A reasonable percentage of new universities' HoDs were, however, not satisfied and said that these programs were not improving teachers' skills and attitudes as compared to quite satisfied HoDs of old universities. According to Mirza's (1988) survey results of the University of the Punjab, teachers were generally not happy with the development facilities provided by the university. Such programs, if they are well organized, need based and conducted regularly, can improve teachers' skills, attitude, and satisfaction. Brawner et.al. (2002) reported about a faculty survey conducted in 1999, according to which well over half of the respondents attributed their use of teaching methods to their participation in teaching workshops and seminars.

New universities' administrators were investing considerable resources and time to ensure teachers' development and the programs were also more need based but still they were not fully satisfied with the existing programs. This showed that new universities' were well aware of the importance of such programs, were putting in more time and resources and were evaluating change in the teachers' attitude and skills more actively as compared to old universities. Perhaps that's why they were dissatisfied with the behaviour change of teachers.

The analysis of content areas taught in training/ orientation programs revealed that "teaching strategies" constituted the major component of the orientation and training program followed by the classroom management, use of computer/ multimedia, and assessment techniques. This finding is in conformity with the recommendation of Apps (1988). University culture which is an important topic to discuss with new faculty was the least discussed topic followed by goals and mission, job assignments, performance expectations, work environment, and educational administration. A review of training and orientation programs of many universities showed various topics of individual, instructional, and organizational development included in such programs with freedom for faculty members to choose according to their need. Mirza (1988) also indicated that teachers' professional development activities was mostly related to the enrichment of content and curriculum which is only one component of instructional development. The methodological and pedagogical aspects were neglected. The areas of personal and organizational development were totally ignored. Therefore, universities should carefully design need based training programs. The reason for the above mentioned situation may be the short duration of program, lack of planning and poor management. Similar conclusion was described by Eash and Lane (1985) about faculty development programs which were, according to their research, poorly defined, conceptually underdeveloped, and largely neglected in higher education.

Recommendations

On the basis of the qualitative and quantitative data of the study, it is recommended that:

1. HRD cell be established in each university to provide assistance and advice on all the faculty development practices.
2. Individualized formal system of mentoring should be introduced by the universities.
3. Training content should be carefully selected and organized according to the needs of participants.
4. There should be proper evaluation of trainings conducted for teachers. Teachers' feedback can be used for improvement of these programs.
5. Universities should ensure regular conduct of continuous professional development (CPD) programs for capacity building of teachers for improved teaching and learning in universities.

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Annex 1: Percentage of old and new teachers’ responses on a scale ranging from 1-5, on indicators regarding faculty development

Faculty development practices	Type of University	Strongly Disagree %	Disagree %	Undecided %	Agree %	Strongly Agree %
1. The top administration of university invests a considerable amount of its time to ensure the development of teachers.	Old	3.7	11.1	19.2	43.1	22.9
	New	2.7	6.4	20.7	44.7	25.5
2. The top administration of university invests resources to ensure the development of teachers.	Old	3.5	10.4	19.0	48.4	18.8
	New	2.1	5.9	21.4	44.9	25.7
3. HoD is conscientious to train and develop his teachers.	Old	1.5	7.7	14.5	47.9	28.4
	New	1.6	10.2	12.3	47.1	28.9
4. HoD sends teachers for developmental opportunities fairly.	Old	3.0	8.5	14.0	51.6	22.9
	New	2.1	5.9	17.6	43.9	30.5
5. Senior faculty members guide juniors to learn their job.	Old	4.2	10.6	15.1	46.2	24.0
	New	4.9	9.7	11.9	49.2	24.3
6. Teachers lacking competence in doing their jobs are helped to acquire competence rather than being left unattended.	Old	4.0	14.0	26.3	37.0	18.8
	New	4.9	9.3	19.7	47.0	19.1

Annex 2: Relative mean difference of old and new teachers’ opinion on a scale ranging from 1-5, on indicators regarding faculty development

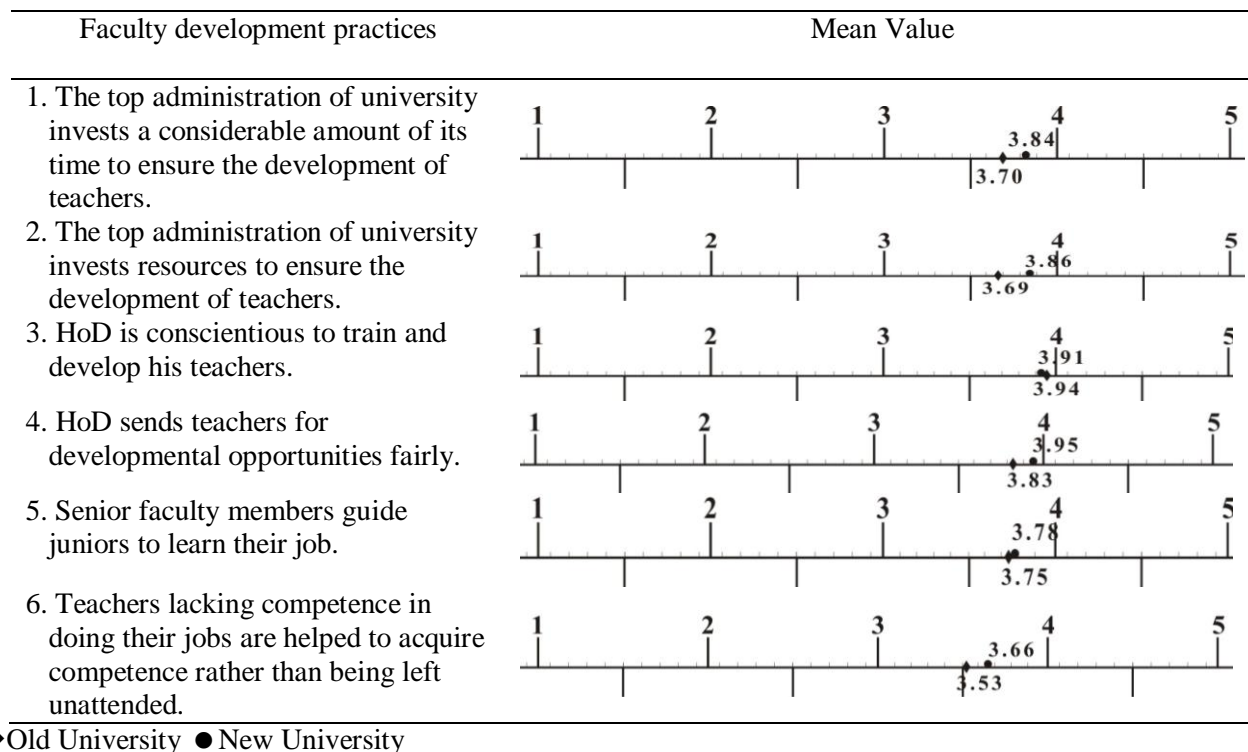
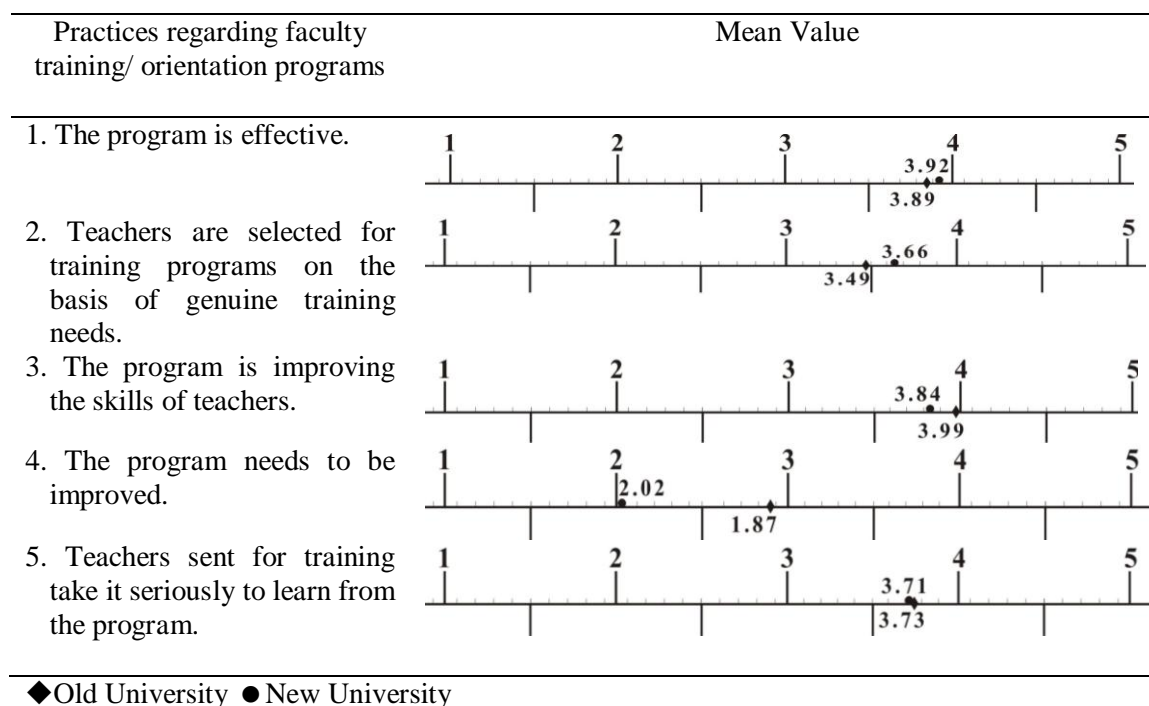


Figure 1: Relative means difference of old and new university teachers’ opinions on faculty development practices

Annex 3: Percentage of old and new HoDs’ responses on a scale ranging from 1-5, on indicators regarding faculty development

Practices regarding faculty training/ orientation programs	Type of University	S.D %	D %	UD %	A %	SA %
1. The program is effective.	Old	2.6	7.3	12.0	55.1	23.1
	New	.9	5.3	20.2	48.2	25.4
2. Teachers are selected for training programs on the basis of genuine training needs.	Old	4.9	12.7	24.7	43.8	13.8
	New	3.1	7.8	24.0	50.4	14.7
3. The program is improving the skills of teachers.	Old	1.8	6.3	20.7	46.3	24.9
	New	.8	7.8	21.1	46.9	23.4
4. The program needs to be improved.	Old	32.6	52.1	12.2	1.7	1.4
	New	27.6	48.0	20.5	3.1	.8
5. Teachers sent for training, take it seriously to learn from the program.	Old	1.7	7.7	22.0	52.8	15.7
	New	3.9	2.3	28.7	48.8	16.3

Annex 4: Relative mean difference of both types of university HoDs’ opinion on a scale ranging from 1-5, on all the indicators:



◆ Old University ● New University

Figure 2: Relative means difference of old and new university teachers’ opinions on faculty training and orientation program