



FACULTY MANAGEMENT PRACTICES AT PUBLIC UNIVERSITIES OF THE PUNJAB: PLANNING AND STRATEGIES ADOPTED BY TOP ADMINISTRATORS

(PENCAP DEVLET ÜNİVERSİTELERİNDEKİ FAKÜLTE YÖNETİM
UYGULAMALARI: ÜST DÜZEY YÖNETİCİLER TARAFINDAN
BENİMSENEN PLAN VE STRATEJİLER)

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ABSTRACT

Present study was conducted to investigate issues of concern on faculty management practices with special reference to future planning and current strategies adopted by the top administration in the public universities of Punjab, Pakistan. Ten universities' Vice-Chancellors, Registrars, and experts in the field of HRM were taken as sample. Interview was used as one of the diagnostic tools. The main objectives were to analyze the process of HR Planning; to find out the policies adopted by the university leadership to implement functional strategies effectively. The data were organized for qualitative analysis. Synthesized descriptions were used to organize, summarize, and interpret the whole set of information. It was concluded that all the universities, both old and new, were in the phase of expansion and were facing problems and complexities to meet the demands and needs of this expansion.

Keywords: Management, faculty, university teachers, administration, faculty management.

ÖZ

Bu çalışma, fakülte yönetim uygulamalarıyla ilgili konuları araştırmak amacıyla gerçekleştirilmiş olup, Pakistan'ın Pencap Eyaleti'ndeki devlet üniversitelerinin üst düzey yöneticilerince benimsenmiş olan mevcut stratejiler ve geleceğe dönük planlamaya özel atıfta bulunmaktadır. On üniversitenin rektör yardımcıları, sicil amirleri ve HRM alanında uzman yöneticileri çalışmanın örneklem grubunu oluşturmaktadır. Araştırma yöntemlerinden biri olarak görüşme yöntemi kullanılmıştır. Çalışmanın ana amaçları ise HR planlama sürecini çözümlmek ve üniversite lider grubunca işlevsel stratejileri etkili biçimde uygulamak için benimsenen politikaları tespit etmek şeklinde özetlenebilir. Toplanan veriler nitel analiz tekniği kullanılarak çözümlenmiştir. Bilgi kümesini organize etmek, özetlemek ve yorumlamak amacıyla yönelik olarak sentezlenmiş tanımlamalar kullanılmıştır. Araştırmanın bulgularına dayanılarak, hem eski hem de yeni üniversitelerin büyüme evresinde oldukları ve bu büyümenin getirdiği talep ve gereksinimleri karşılamaya dönük sorun ve karmaşa ile yüzleştikleri sonucuna varılmıştır.

Anahtar sözcükler: Yönetim, fakülte, üniversite öğretim elemanları, idari kadro, fakülte yönetimi

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INTRODUCTION

Nothing is of more importance to any organization than its people. Their skills and abilities enrich it and their failings and weaknesses deplete it. (Warner and Crosthwaite, 1995) This is true for business, industry, commerce or the educational institutions. Education plays a vital role in the national development and higher education is very crucial for building up a sound nation. Brown and Lauder (1996) argue that with the increasing importance attached to education in the global economy, nations will increasingly have to define their wealth in terms of the quality of human resources among the population. The institutions of higher education develop human resources with advanced knowledge for the future of a country. A university through the process of HR planning can ensure that it has right number of people, with the right skills in the right place and at the right time and that these people are capable of effectively carrying out those tasks that will help the organization in achieving its objectives. Robbins (1982) cited by Rebores (1987) explains HR planning, as a process that ensures the smooth development of an organization, “we assess where we are; we assess where we are going; we consider the implication of these objectives on future demands and future supply of HRs; and we attempt to match demand and supply to make them compatible with the achievement of the organization’s future needs.”

Gomez, et.al (2001) define HR strategy as a grand plan or general approach to effectively use people to accomplish organizational mission. HR strategy integrates the major objectives, policies and procedures into a cohesive whole (Ivancevich, 2001). Sinha (2004) emphasize the need of integration of HRM policies with not only strategies, but the internal integration and consistency of HRM policies themselves. Warner and Costhwait (1995) mentioned the challenge for the newly independent institutions of higher and further education to develop a human resource strategy which is in line with its mission statement and institutional aims. They further argued that implementation of this strategy will demand skills in managing change. There will be new employee relations climate which will signal a need for different approaches according to the local situation. More sophisticated selection techniques will be required to ensure that high caliber people are employed and more attention be given to employee development and remuneration. Legal aspects cannot be ignored, including expert knowledge of employment law and safe and healthy work practices. Systems are needed to manage the personnel information requirements of the organization and important choices are to be made. These problems and opportunities are the same for all educational institutions whatever their size and nature.

Strategic plan for higher education covers all the university programs. According to Smith (2002) the strategic plan provides an opportunity to reflect on past accomplishments and respond to changes that are reshaping higher

education. The plan signifies the commitment to how universities will interact not only with each other but also with their members and stakeholders. In the strategic program, the university identifies its vision, mission, and guiding principles that provide a foundation for specific goals, strategies, and action plans under development. So good planning is very crucial for the success of every university and faculty involvement is important

In Pakistan, all preceding educational policies have re-iterated the importance of higher education as an engine for the growth and development of all sectors of the society. According to the Report of the Commission on National Education (1959):

“Higher education may be defined as the form of education that exists for the advanced training of young people of serious purpose who have had at least twelve years of previous schooling and are on the verge of adulthood, who have a proven capacity for intellectual work, and who will eventually provide national leadership at various levels and in all spheres” (p: 18)

Since independence, the number of institutions of higher education have increased enormously in Pakistan. However a rapid increase occurred during the first decade of this century.

Table 1. Number of Public and Private Sector Universities in Pakistan.

Years	Universities			
	Public		Private	
	Total	Female	Total	Female
1947-48	2	-	0	-
1950-51	4	-	0	-
1959-60	5	-	0	-
1970-71	8	-	0	-
1979-80	15	-	0	-
1980-81	19	-	0	-
1990-91	20	-	2	-
2000-01	32	2	14	1
2001-02	36	2	20	1
2002-03	45	2	31	1
2003-04	47	3	34	1
2004-05	47	3	32	1
2004-05	47	3	34	1
2005-06	49	4	36	1
2006-07	53	4	39	1
2007-08	54	4	40	1
2008-09	58	4	40	1
2009-10	60	4	42	1

Source: Statistics on higher education (2010-11), <http://www.hec.gov.pk/new/QualityAssurance/Statistics/Number%20of%20UniversitiesDAIs%20in%20Pakistan.htm>

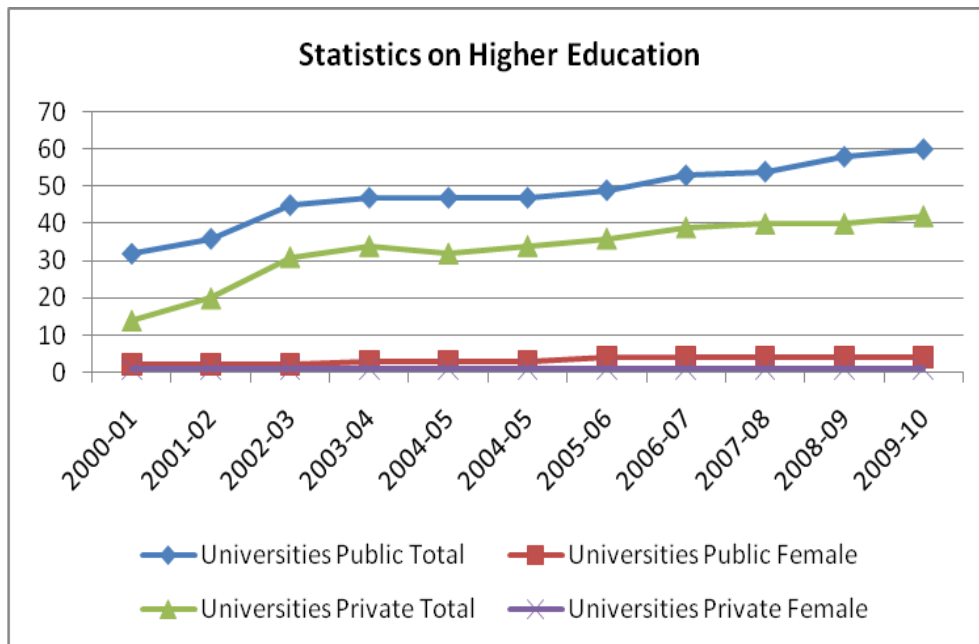


Figure 1. Growth of Universities in Public and Private Sector (1947-48 to 2006-07)

The above data revealed that Pakistan inherited a very weak base of university education. Since then, there is tremendous rise in students' enrollments and the number of universities has also increased. But, still the number of higher education institutions is far from satisfactory

HEC (2008) reported that during the years 2004-2006 the Higher Education Commission has undertaken a systematic process of implementation of the five-year agenda for reform outlined in the HEC Medium Term Development Framework (MTDF), in which access, quality and relevance have been recognized as the key challenges. To deal with these challenges a comprehensive strategy was developed that identified the core strategic aims for reform as faculty development in teaching, research, governance and management (Achievements of the Higher Education Commission, July, 2004-June 2006). The MTDF II, 2011-15 (HEC) further emphasized the need to build leadership within universities to help the management to serve as role model leaders.

Focus of the study

Present study was conducted to investigate issues of concern on faculty management practices with special reference to future planning and current strategies adopted by the top administration in the selected five old and five new public sector universities of Punjab, Pakistan

Objectives of the study

The specific objectives of the study were to:

1. analyze the current situation in planning for higher education by the university authorities.
2. find out the university level policies adopted by the leadership to implement functional strategies effectively.

Research design

The nature of the research study was qualitative in nature. Interviews with three categories of subjects were conducted from each university. They include, Vice Chancellor, Registrar, and expert in the field of human resource management. The information and opinion collected through interviews of the three different categories of interviewees was also triangulated. As to the process of conducting the interviews, first the relevant concepts were identified from the literature in order to focus the interviews on the important issues. Semi-structured interviews were conducted with these officers. Interviews were tape recorded and later on transcribed on the same day. The transcribed interviews were read and the essential issues reported were annotated.

Letters were written to the universities to seek interviews with the authorities but only one university responded and that was a refusal too. The researchers, then, visited all universities to request them for appointment for interview. Some universities facilitated by giving time in one or two days (In two cases, they arranged the interview on the same day). For attaining optimum level of response rate, several visits were made to each university. In some universities the attitude of authorities was very discouraging towards research. However, the interviews were finally taken from the universities' authorities.

Criteria for classification of universities and sample selection

The universities were divided into following two groups:.

1. Old universities
2. New universities

Old Universities:

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.

Table 2. Universities Included in the Sample

Type	Name of the University	Year of Establishment	Total Departments
Old Universities	University of the Punjab, Lahore	(1882)	66
	University of Engineering & Technology, Lahore	(1961)	16
	University of Agriculture, Faisalabad	(1961)	49
	Bahauddin Zakariya University, Multan.	(1975)	28
	Islamia University, Bahawalpur	(1975)	33
New Universities	University of Engineering and Technology, Taxila	(1993)	04
	University of Arid Agriculture, Rawalpindi	(1995)	16
	Govt. College University, Lahore	(1997)	21
	Fatime Jinnah Women University Rawalpindi	(1998)	14
	Lahore college for women university, Lahore	(1999)	29

Sources: www.hec.gov.pk (2007), prospectuses of various universities (2005-06), <http://www.geocities.com> (2005) and a telephonic survey (2005)

New Universities:

Other public sector universities in Punjab were established in 1993 or afterwards but for the purpose of this study, the universities that had completed less than five years in 2005, were excluded assuming that they might not have established HR practices. Consequently the above listed “new universities” were included in the study. In this way total ten (10) universities (five old and five new) were selected for the research study.

Narrations from the interviews regarding HR Planning in universities

The Vice-Chancellors, Registrars, and HRM experts were interviewed to explore the practices and reflections of officers on HR planning.

Vice-Chancellors’ Reflections

Vice-Chancellors were asked about the expansion future plans of universities. Mostly, they were planning to introduce new academic programs; establish new campuses and sub-campuses; infrastructure and faculty induction was also on their priority to cope with the imminent needs. Vice-Chancellor of an old university responded on university expansion plans as under:

“We are working on expansion plans that include infrastructure development (new buildings, labs, hostels, transport, libraries etc), faculty development, and increase in the number of teachers, knowledge expansion through enhancement of student enrolment, and expansion in research facilities.”

Another VC of an old university responded to the question in these words:

“We are planning to launch new programs; we are also opening up new campuses. We need new and highly qualified faculty to meet the demands of student body. We are short of senior and highly qualified faculty. However we are planning to offer incentives to attract not only young but senior teachers as well.”

They were further asked about challenges in managing and maintaining human resources after the establishment of a large number of universities both in the public and private sectors. All of them responded affirmatively and said “yes, we do feel challenge in this respect”. They said that problems are there in retaining good and highly qualified faculty and in offering reasonable compensation packages. Some of their reflections are given below:

“.....universities are trying their best to provide enabling environment to their faculty. Because of their [teaching faculty] raised awareness and interest in their work, they are looking for institutions where they can have more opportunities to work.... its going to be a challenge to manage and maintain faculty.... it will be more challenging in public sector because they cannot compete with private sector. Another issue that will be important in future is that education is not for all commercial, not for all money. It involves lot more than that. If I am teaching a course in four different universities without thinking that what exactly need to be incorporated for certain population, it will be unfair to replicate one course in four different universities. Every population has its own needs, so we should think on these things too.....that is quite challenging for people who are managing universities.” (a new university)

“Yes—Threat is always there for maintaining new faculty. Tenure track is offered, scale up-gradation and competitive packages to young incumbents are given. We want to make them not only satisfied but also happy.” (an old university)

The Vice-Chancellors of universities were then asked about their plans to improve HR practices in universities. Half of the respondents expressed their intentions to conduct better quality training and development programs followed by their planning to recruit highly qualified faculty and provision of opportunities for advanced studies to their faculty. Response of an old university’s VC was:

“There are various types of programs. One program is developed with the help of HEC for new teachers. Then we have training program during summer vacations. We train our staff to be skilful to use various equipments like computer, microscope etc. we trained 20 to 30 faculty members. Last year we had a program for social scientists. We asked the department of statistics to offer a specific program about the statistical packages and different techniques. So every year we used to have three or four programs to improve the quality of staff.”

Registrar’s reflections

The Registrars of universities responses were similar to those of the Vice-Chancellors. More than half of the Registrars told about their universities’ expansion plans to establish new campuses at various places. They confirmed that universities were further planning to open up new departments and programs in the universities and hiring new faculty to meet the future demands and infrastructure development were also included in the plans. Responses of two old universities’ Registrars are narrated here:

“University has already expanded enormously within 25 years. Now we have 455 colleges, four campuses, and huge infrastructure. In new campus 25 new departments are coming up, we are establishing new programs and encouraging research. We feel that once we consolidate on the present level of development project, we will be all set to launch another campus in Middle East or Dubai.”

“The university has already two campuses. We are planning to establish new disciplines and link programs with industry, so that education could serve in line with the needs of society. We are hiring new faculty too.”

With reference to the presence of any specialized HRM office in the university to seek advice on HRM practices, all of them responded in negation but they agreed with the need and utility of such office and expressed that they will try to establish such department in future. Expressions of two old universities Registrars, who are generally responsible for HRM in universities, are given below:

“There is no specialized HRM office. Registrar is the head of HRM practices and he is organizing all such activities. We are not planning but in future we hope to establish such a department.”

“Although there is no specialized HRM department in the University but we have an office which deals with the faculty promotion and appointment and their pension cases. We call it personnel section. With the passage of time, we will plan to establish a full fledged human resource management department which will take care of career planning, development, and promotion of the faculty.”

Registrars were further asked about the challenges they face in managing and maintaining teachers. Seven out of nine responded affirmatively and said that they are facing challenges in managing and maintaining teachers because of competition after the establishment of large number of public and private universities. They were not only facing challenges in retaining experienced teachers but young and talented faculty was also leaving their universities as they were offered better pay packages by the other universities. Some reflections from old and new universities’ Registrars are given below for reference:

“Some times teachers join us on merit, they spend 2-3 year, get polished by acquiring the relevant experience and quit the university to join private sector. There is a dearth of teachers; therefore they [private sector] hire them on better pay package.” (a new university)

Old universities’ Registrars’ responses revealed that retaining qualified staff will be a bigger challenge in future but they are optimistic to tackle this problem with the help of universities’ own policies along with the policies of HEC:

“People prefer to serve in a new university if they are offered higher positions, still we feel difficulty in maintaining and retaining the existing staff in certain departments but because we are a professional university therefore this problem is not so serious.” (an old specialized university)

“Yes, it may be a challenge to retain experienced faculty in future. They are paying well in private sector; our salaries are much lower than theirs’. HEC is offering

competitive pay packages now for public sector faculty. They are promoting research culture in universities. I think, people are more pressurized in private universities than in public universities.” (an old university)

The Registrars of old and new universities were also asked about universities’ plans to improve the faculty management practices in their universities. Half of them claimed their plans to improve the skills of faculty by the provision of opportunities for higher studies. They further told that they are planning to hire foreign faculty to improve HR practices in their universities. Old universities’ Registrars articulated on the plans to improve HR practices in universities in the following words:

“My future planning is to develop a career development programme for the faculty in such a way that prior to the availability of a post, the selection process may start in advance for every cadre of teaching staff so that at the time of superannuation/retirement of a university teacher, the department may have the required number of teaching staff....We invited applications from faculty members to indicate their teaching/ research work during a year. Then we process their cases for the award of incentive based on the given parameters.”

“Our plans are supported and funded by HEC and we would like to follow them. We have adopted integrated management. We are conscious that people should be rewarded if they are doing well. We always welcome their suggestion and try to solve their problems.”

It was further revealed that universities were encouraging their staff to improve their qualification and improve their skills. They were facilitating all such initiatives and efforts by the faculty members. New universities’ Registrars’ reflections are narrated as:

“....Administration always encourages young faculty to apply for scholarships abroad. Participation in international workshops, conferences and seminars is the regular feature of this university.....This university believes in establishing linkages between university and industry.....Industry supports university by providing scholarships to the students and raw material for practical work.....we have foreign faculty in chemistry, fine arts and pharmacy and for this purpose we have constructed foreign faculty hostel.”

“We need to have a specific HRM department to train teachers about managing things at work and to learn to make themselves more productive. We can improve if we have HRM division.”

Reflections of experts in the field of HRM

The experts in the field of HRM emphasized the need of specialized HRM personnel in the university offices. All of them expressed their opinion that HRM experts are key to implement best practices, ensure equal policies for all, and be more productive.

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

“Nobody can deny about the importance of professionals of HRM 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 the people should be done rather than to adopt the punitive measures, traditional ways are punitive measures to penalize a person rather than to rectify the problem....Decision making and policy making should rest with those people who are expert in this field.....Chief executive's [Vice-Chancellor] role is not to look after day to day affairs of organization. His role is policy making for next ten to twenty years. Universities are very critical in the uplift of the nation. They should have to play their due role in this sphere. Therefore, HR experts need to be inducted, instead of designations like treasurer etc, such positions need to be replaced by designation like director administration, director coordination. There should be concept of coordination rather than in posing the things. ”

The importance of HRM was further stated in these words:

“HRM is important because human resources are big assets. HR can be used as best asset in this university and no doubt about it that we have the best assets in the form 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 undertaken in university but we never receive any feedback....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....We don't have HR department. HR policies are implemented in bits and pieces and there is no centralized department. People like Registrar have no idea what HR is.”

They suggested ways to improve HRM practices in universities including provision of favorable work environment, continuous monitoring of HRM practices, induction of HRM experts on administrative positions, and coordination among university departments. Following are given some suggestions by the HRM:

“There should be coordination among departments. We must have a list of faculty/people coming from different areas within disciplines Multi disciplinary research should be promoted..... There should be reality based teachers training program and follow up studies to know the impact of such effort Furthermore, HR practices related to evaluation and rewards should be linked with performance. To avoid any bad feeling among colleagues, incentive efforts should be linked with performance. Retention is major issue. So efforts should be made to retain those who university highly relies upon.....” (Old University)

An expert from an old university reflected on utilizing expertise for effective HRM practices in universities and emphasized to strengthen the system so that every body work for the stability of the system. They said:

“Instead of outsourcing which would become expensive for the university itself should train its personnel for the task they are engaged in. There must be concept of job rotation, job enrichment rather than to go for outsourcing i.e. select a person for short time and then get rid of them instead looking into the matter that leaving a person may cause damage to institution/ university. Instead of strengthening people, system should be strengthened. So that every part and parcel of system, whether it's the procedure or human being they should play due role....There must be service oriented behavior of people and coordination among different departments of university. There must not be authoritative or administrative philosophy of getting the work done by others, there must be a concept of participative management. So all the people should feel privileged that they are giving a tangible performance for the organization rather

than few people are designated as must for the organization and the remaining are treated to be as useless part of the system. Every body should be involved so that everybody takes responsibility and should participate in the uplift and grooming of the organization.”

Strategies Adopted By the Universities’ Leadership for HRM

Information on HRM strategies was analyzed to know about strategies adopted by the university leadership.

Vice-Chancellors’ Reflections

Vice-Chancellors were asked about the long term strategies for management of universities. Most of them said that they are planning to extend services and facilities provided by their universities. They were enthusiastic to upgrade syllabi and curriculum according to the changing needs. They further told that they are planning for maximum utilization of available resources to develop and retain faculty. They expressed the need to have qualified people on administrative positions to manage work on modern lines. Response percentage could be seen in the following pie chart:

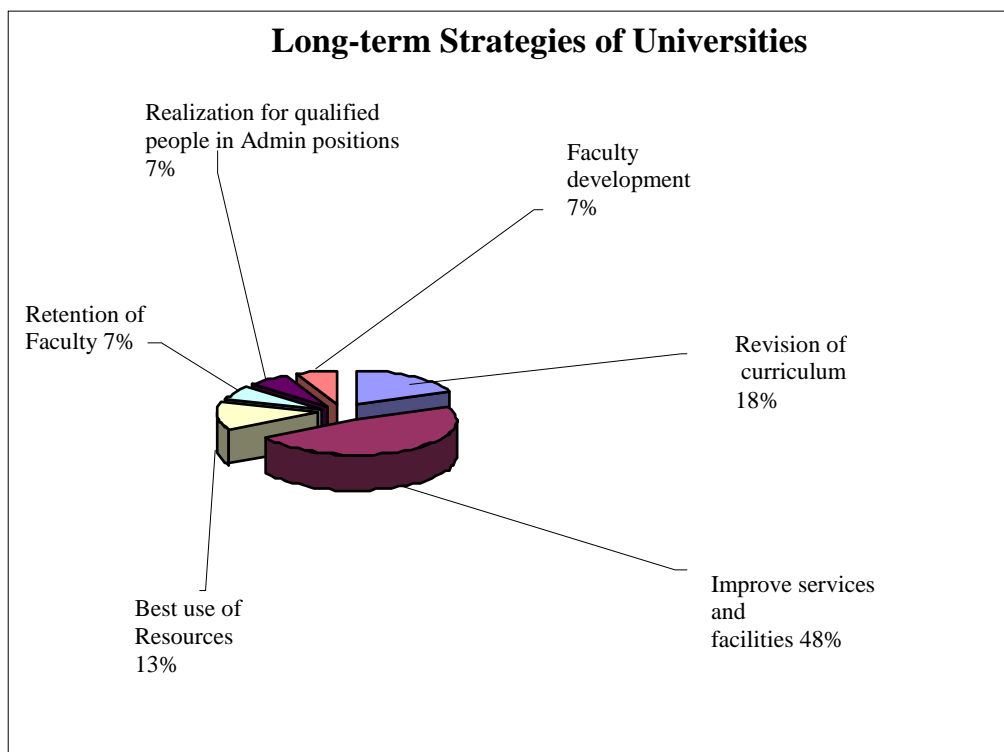


Figure 2. Long-term Strategies of Universities

One of the new university’s vice chancellor said on his long term strategy for university:

“There are certain constraints in terms of making long term strategies and implementing/ executing. The main purpose of university is to educate the Pakistani

students particularly of that class which doesn't have access to the higher education in other universities. At the same time we wanted to maintain certain standards of international level...First, we are giving preference to qualified staff and encourage them to go in research to higher degrees and enrol themselves in Ph.D. Program which is very much in line with the govt. policy and strategy for improving higher education. We are updating the courses regularly. Secondly, quality of education is ensured. The third and the most important is enabling environment for teachers. Enabling is a broad term but here it means facilitating people to achieve their goals like it starts from an individual and extends to the departments of the university. We have linkages with foreign universities and some of the faculty members developed program with these foreign universities. They come back and share their knowledge and experience with other faculty members and then from those faculty members they are extended to the classroom. This is the basic example explaining how enabling environment was created in the university."

An old university's Vice Chancellor told about their long term planning to become a world class University. He said that:

"The university has developed a long term plan titled "vision 2030". Based on this plan three mega projects namely, development of main campuses [names of campuses are deleted] were planned and successfully launched. In this long term strategy, important features are to support research work, faculty development, and Infrastructure development (lab facilities, modern equipments and library). Our vision is "to generate knowledge for global competitive world and develop into a leading world class engineering university". The university is guided by the values of merit, discipline, commitment and excellence."

The VCs were then inquired about the most critical needs and challenges that universities will face over the next five to ten years. On the whole they identified four needs and challenges. Need of highly qualified faculty was greatly recognized a challenge, while availability of funds, competitive environment among public, private and foreign universities, and infrastructure development were the other perceived challenges. Two of the Vice-Chancellors' of old universities responses on university expansion plans are narrated below:

"There will be an environment of competition e.g. domestic (public & private) and competition with foreign universities established in Pakistan. It will be a challenge because they will be bringing their own training, technology, advanced resources etc." "Updated knowledge is important. Some of the subject have become obsolete and new subjects are emerging. Faculty members in a public sector university do not have enough knowledge and with the increasing number of students we are going to almost double the infrastructure."

One of the VC of a new university critically analyzed the situation in Pakistani education sector in the following words:

".....unfortunately in Pakistani education sector it is observed that Government has increased funding and created opportunities to send people abroad and get training but the institutions starting from school to universities do not have capacity to absorb those resources. In next five years we are going to have an issue of absorption and how people can make best use of available resources. And then years down have the biggest challenges such as issue of intellectual property right because there is going to be a research and publication culture. Retention of good managerial administrative staff and faculty needs enough funding.....We need qualified people in the

administration to workout with new models of universities and at present in public sector university where administrator of grade 17 get meagre amount of money as salary as compared to big amount in private universities.”

Further, on meeting these challenges half of the respondents emphasized the need to have high quality skill development programs for teachers followed by the infrastructure development and availability of resources. They further recognized the need to maintain computerized data base and consistency in governmental policies. Some of their reflections are narrated in their own words:

“.....Teachers should have good background knowledge of the subject, clear vision about their discipline and good communication skills. As for as the administrative personnel are concerned they need to be better trained in the use of modern technology and should be familiarized with computerized data base.” (a new university)

Other required facilities identified by an old university VC were:

“Teachers’ orientation to new methods of teaching is required—an updated curriculum is needed. Experienced and knowledgeable faculty is required. Infrastructure needs to be improved in terms of facilities, and modern equipment (which is very expensive). There should be efforts to bring new technology like satellite remote sensing, digitalization and in other student and teachers resources for teaching. Consistent government policy on university education is also needed.” (an old university)

The VCs elaborated on the strategies introduced and adopted by the universities to improve the quality of teaching staff. Three main strategies were identified by them i.e. offering training programs, workshops, conferences, seminars etc to improve the quality of teaching ; offering opportunities for higher studies and establishment of Quality Enhancement Cell to monitor activities. Some statements by the new universities’ VCs about the strategies adopted to improve quality of teachers are:

“We are comparatively a newer university; only 9 years old.....We have to devise training program for those who were willing to learn. We have workshops on pedagogical styles, conducting research, and how to be good university teachers etc.....We have internal system of evaluation of staff done by senior peers and by students. Reports are sent to the departments, weak areas are identified and staff is encouraged to improve those weaknesses and get help from senior colleagues. Peer appraisal is the part of ACR. Student appraisal is not categorically put in ACR but it is discussed at departmental level and teachers are asked to do something in practical terms.”

“We have introduced quality assurance in our program. We have developed a data base in which we ask all the teachers to keep record of their teaching to check at any time. I myself had to work as teacher assistant to overcome my shyness in speaking English. A teacher should be able to express himself before students. So in my opinion PhD itself is a kind of training in which they not only teach how to do original research but also teach you how to communicate your research findings to the public. So if you are a good researcher, you are a good teacher too....”

There were diverse types of programs developed by the old universities to improve the quality of their teaching faculty. The old universities’ strategies

could be well understood with these narrations taken from the interviews with VCs, in their own words:

“We have taken a number of steps e.g. we have research groups, then training for the beginning teachers, faculty development programs, seminars, and international conferences (they are part of extension). When we train the staff they can use the equipments better and have interaction with senior staff members. Similarly, those people who go for statistical packages specially the computer programs they learn how to analyze and interpret the data. A university professor is supposed to deliver one seminar during a year in this university.....All these things improve the quality of the staff.”

“....It is presumed that retiring PhD teachers will be replaced by indigenous PhDs. Overall adequate incentives are offered for induction and retention of faculty. It is planned that young faculty will be put through pedagogical skills and internship training with industry and senior teachers will be encouraged to carryout research, attend international conferences and take up short term teaching assignments abroad. On-line journals are prescribed and student teacher ratio is planned 1: 20 in the next few years and eventually proposed to be improved to 1:18.”

Registrars’ reflections

Responses on long term strategies mainly covered four crucial areas i.e. introduction of high quality programs, development of teaching faculty, provision of conducive environment for teaching, learning and research, and increase in student enrolment. Following are given some reflections of old and new universities’ Registrars’ on the long term strategy of universities in their own words:

“Our strategy is to develop university in all respects such as new induction of faculty, introduction of new disciplines like telecommunication, faculty development, PhD program, provision of transport to students, foreign faculty hiring program, interaction of students, laboratory construction, girls hostel, foreign faculty hostel .”(a new university)

“University is working out a long term strategy of internalization of academic programs. We are trying to follow the good practices of quality assurance. We are also trying to follow the universal principles of accreditation, involvement of the technical and professional bodies.... they give us feed back nationally and internationally. We have signed memorandum of understanding with 100 universities all over the world to open up the windows of opportunities for teachers and students to see and feel the HE strategy adopted by various universities.....We should provide engine for the agricultural and economic growth to the country. We feel that university can present solutions for the problems of society and integrate values of harmony, hard work, merit, good governance, respect of fundamental rights, rule of law that will take university out of its traditional isolation which was there in early 1980s and 1990s but now we are visible on global map and we feel that exchange of students and through extensive adoption of the curriculum technology available the world over. We can share good knowledge available by using the library and internet resources so that our students may have access to the best knowledge and material. We send our Ph.D. theses for external evaluation to the industrialized countries of the world to get the satisfaction that quality of supervision is as good as civilized countries.....”(an old university)

“The long term strategy of the university is to provide high quality programs of study to attract able, motivated students, which prove relevant to their needs and the requirements of their prospective employers and sponsors. We also want to enhance the quality of the students’ experience at the university.” (an old university)

Registrars further highlighted four main needs and challenges that include retention of senior and qualified faculty, need for more resources, infrastructure development, and introduction of new disciplines in the university. Old university Registrars articulated on perceived critical needs and challenges faced by the universities in the next five to ten years in the following words:

“We are professional university and our students are required to reside at campus with regard to their teaching and research needs. At present our enrolment is 8076 out of this the only capacity for the residence of 3000 students. One major problem that we will face is shortage of accommodation for students. Another problem is brain drain. Most of the faculty serves overseas due to attractive pay packages. Although the Govt. has upgraded the existing teaching staff but still we will face shortage of highly qualified faculty in the university. Government policies should also be consistent to make things better in universities”

“The population growth, public expectation and the possible 100% rise in the students’ intake are great challenges. We can take the current level of students’ strength from 25000 to 50,000. That will be the bigger challenge. University cannot survive in an island, and sea of unrest so there be tranquility peace and good governance within Pakistani society that will be required....”

“Most of our senior faculty members are retiring. We are trying our best to fill in this gap with new inductions. We need people who are highly qualified to fill in these positions. Its difficult but we are trying to cope with that challenge.”

All the Registrars stated that the universities are hiring teaching personnel according to their long term strategic plan.” They were hiring faculty under different types of appointment. One of the old university registrars reflect on hiring of teaching faculty in these words:

“We are appointing teacher on four categories i.e. appointment on a permanent basis, appointment on temporary basis (Likely to become permanent), on contract basis, and nt on per lecture basis. Our plan is to appoint all the teachers on a permanent basis so that they may develop an ownership with the University, feel secured and serve the university with full devotion. We plan to train our people under faculty development and transfer of technology program (FDTTP).”

HRM experts’ reflections

Retention of faculty was recognized as a major challenge by the experts in the field of HRM. Main challenge perceived by them was the same as identified by VCs and Registrars. They further identified that provision of practical and purposeful education, competition with private sector universities, and provision of high incentive packages need more attention and planning. One of the new universities’ HRM experts predicted the future challenges and needs, and said:

“.....In the next five to ten years there will be a lot of competition in maintaining a quality institution. So they have to provide good facilities to their students. HEC is planning to establish foreign university campuses in Pakistan. Therefore, universities need to develop their faculty and infrastructure to meet the challenges....”

Old universities' challenges were identified in the following expressions:

“Things are changing now.University must inculcate environment for research.....We lack that. This need is more dominant in social sciences. Second, what we teach in university has less linkage with practice. Establishing linkage between what is going on in industry and what we teach is necessary”

“First challenge is retention of good teachers. Their main problem is professional satisfaction; the university was not providing them the environment they needed. Secondly the university must have the professional person as vice chancellor, bringing military people creates unhealthy environment among teachers. University is the highest seat of learning but unfortunately we are not producing highest type of learning, we are producing stereotype professionals. We have rich environment for research on a number of problems but our researchers even the PhD scholars don't conduct applied research, this is another challenge.”

Experts in the field of HRM suggested some strategies to retain highly qualified teachers. They identified maximum financial benefits, enabling environment, career growth opportunities and acknowledgement of teachers' work as good strategies to retain highly qualified teachers. Some extracts from the interviews of HRM experts from old universities on retention of faculty are given below:

“The professional teacher needs professional satisfaction. If you give him professional satisfaction only then they will remain with you..... Financial reward to fulfill their needs, is another policy to retain them. We should make these people free of worries and problems not only professionally but also economically.”

“Retention is major HRM challenge. We cannot retain all teachers but at least university may identify which teachers are crucial for university. There may be ten to twelve people in a good organization. Efforts should be made to retain only the most beneficial teachers. Very good senior teachers have left the university because private universities are offering huge incentives.”

“.....this is only possible when universities will give them a respectable place to retain the highly qualified. Merely offering them Rs. 5000 /- as allowance to Ph.D is not enough. This is peanut amount for them. So Ph.D. which is the highest degree, should be compensated accordingly.....”

One of the HRM experts from a new university told about the politics in universities and reflected in these words:

“Acknowledgement of work of highly qualified teachers will help retaining them. There is politics in the university but if someone is committed to work, the university must acknowledge..... Posts of Professors, Associate Professors etc must be offered internally first.....”

They further offered some candid suggestions to tackle these challenges. Nearly half of them recommended provision of enabling environment in universities. Departmental integration within university and more funding were also suggested to meet future challenges in universities. Suggestions from two old universities are given below:

“University which is high seat of learning should go for strategic planning. They should introduce talent based and purposeful education. Faculty should be introduced with emerging technologies. Accordingly focus of education should be on

entrepreneurship rather than employability because state on its own cannot offer job to all the people, we have to reshape our thinking. We should focus on analytical approach of learning”

“.....before moving outside to establish the linkages, we must establish linkages within different departments of university. For example many departments are imparting the same kind of education. So first we should establish what is the difference between this corridor and the otherWe need to have a common pool of expertise and we need to utilize this pool in different departments as long as we will be having this sharing of knowledge we will be strengthening our programs, especially Ph.D. program. The survival of this program depends whether we coordinate these programs or not.....This is age of finding linkages. We cannot run our program, unless we learn from each other. Sharing of resources and integration should be promoted because fragmentation has damaged us a lot. If we have integration we can have benefits from the collective strength of teachers. Politics have damaged the university a lot. Political parties have their own vested interests. They use students and teachers for this purpose. Teachers should promote professional standards.....If they give up politics and adopt professional practices; there is not lack of incentives.”

Triangulated opinion

Vice-Chancellors, Registrars, and HRM experts’ from both the old and new universities highlighted that their universities were in the phase of expansion and were facing problems and complexities to meet the consequent demands and needs of this expansion. Vice-Chancellors and Registrars stated four ways in which universities were expanding i.e. establishing new campuses/ sub campuses, introducing new academic programs, developing infrastructure, and inducting teachers due to increased students’ enrolment. Due to the continuous expansion they are facing difficulties in maintaining and managing teaching faculty. Both the Registrars and Vice-Chancellors were of the opinion that they were facing difficulties in hiring and retaining competent and highly qualified faculty because they are always offered jobs with better pay packages. They further expressed need for improved working conditions to retain new incumbents for a longer period.

The top administrators of both types of universities were planning to improve HR practices in their universities by introducing continuous training and development programs for teaching faculty and hiring enthusiastic teachers for effective teaching. Registrars and HRM experts confirmed that there was no specialized HRM office to give expert advice on university HRM practices. However, they agreed with the need and utility of such office as specialized services were considered important to adopt best practices, ensure equal policies and be more productive. They suggested utilizing such expertise for effective faculty management practices in universities.

According to the VCs, Registrars, and HRM experts’ the long term strategies of universities include provision of conducive environment for teaching, learning, and research through best availability and use of resources, extension of services and facilities, regular conduct of faculty development programs, and high quality academic programs. Faculty development was

considered the important need for university teachers to update their knowledge and skills. Continuous trainings was also recommended to safeguard teachers against obsolescence. The most critical needs and challenges identified by respondents were need of highly qualified faculty, availability of funds and resources, competitive environment among public and private universities, and improvement of programs offered by the universities. Induction and retention of highly qualified faculty was the topmost recognized challenge. They suggested that these challenges can be met by providing enabling environment through increased funding, use of modern technology and departmental integration within each university.

The VCs and Registrars of old and new universities demanded consistency in governmental policies to facilitate the expansion plans and to meet future challenges faced by universities. They further emphasize the availability of funds and resources to maintain and manage HRM practices in universities.

CONCLUSION AND DISCUSSION

The study was conducted to investigate issues of concern on faculty management practices with special reference to future planning and current strategies adopted by the top administration in the selected five old and five new public universities of Punjab, Pakistan

The underlying speculation that the old universities may be having well established faculty management practices as compared to new universities. Therefore, all faculty management practices were assessed and compared on the same underlying supposition..

The Vice-Chancellors, Registrars, and HRM experts were interviewed to explore their views on HR planning and the strategies adopted by them. It was found that all the universities, both old and new, were in the phase of expansion. Siddiqui (2007) also confirmed qualitative and quantitative expansion of universities. He was of the view that facilities do not match with the enhanced demand. The present study revealed that universities, both old and new, were expanding and were facing consequent problems and complexities. Vice-Chancellors and Registrars stated four areas of universities' expansion i.e. establishment of new campuses/ sub campuses, introduction of new academic programs, infrastructure development, and more inductions of teachers due to increased students' enrolment. The National Education Policy (1998-2010) also estimated that a population of 2.5 million will need to be provided higher education by 2010. According to the annual report of HEC (2009-10) Student enrolment has been increased to 803507 in 2008-09, which was 276274 in 2001-02. As per Education Policy 2009, Pakistan needs to increase access to higher education to 10% by 2015. This translates into more than doubling the number of students enrolled in higher education institutes within five years. (MTDF, 2011-15)

This quantitative target with quality education is a big challenge to achieve. Because of expansion, universities are facing difficulties in maintaining and managing teaching faculty. Both the Registrars and Vice-Chancellors stated that talented teachers are difficult to hire and then retaining them is even more difficult because they are always offered better pay packages by other institutions. They further expressed their concerns on need to improve working conditions to retain new incumbents for a longer period as one Registrar of a new university said that "...teachers join us on merit, they spend 2-3 years, get polished by acquiring the relevant experience and quit the university to join private sector...". The HRM experts suggested financial benefits, career growth opportunities, acknowledgement of teachers' work, and provision of enabling environment as good strategies to retain highly qualified teachers.

Universities, old and new, do not have specialized HRM office to give expert advice on university HRM practices. However, the authorities of both types of universities agreed with the need and utility of such an office as specialized services were considered important to adopt best practices, ensure equal policies and to be more productive. They suggested utilizing such expertise for effective faculty management practices in universities.

The long term strategies of universities include provision of conducive environment for teaching, learning, and research through optimum use of resources, extension of services and facilities, regular conduct of faculty development programs, and revision of curriculum and syllabi according to the changing needs and universities' goals and mission. As Warner and Crothwait (1995) emphasized to develop a human resource strategy in line with its mission statement and institutional aims. All the Registrars of both types of universities said that they are hiring teaching personnel according to the long term strategic plan. The Vice-Chancellors of all the universities told about the strategies introduced and adopted by the universities to improve the quality of teaching faculty. They were mostly arranging training programs, workshops, conferences, seminars, etc to improve the quality of faculty. There was Quality Enhancement Cell in two universities to monitor all the activities. Opportunities for higher education were also offered by the Higher Education Commission under different schemes. The most critical needs and challenges identified by the Vice-Chancellors, Registrars, and HRM experts, were need of highly qualified faculty, availability of funds and resources, competitive environment among public and private universities, and improvement and expansion of programs offered by the universities. Induction and retention of highly qualified faculty was the most recognized challenge. The HRM experts suggested that these challenges can be met by providing enabling environment through increased funding, use of modern technology and departmental integration within each university. The top administrators of old and new universities demanded consistency in governmental policies to facilitate the

expansion plans and to meet future challenges faced by universities. They further demanded more funds and resources to maintain and manage faculty development practices in universities.

Following suggestions were given on the basis of this research:

1. Universities need to have projection of manpower requirements based on teacher-student ratio and future specialization needs
2. Retention of qualified faculty is a major challenge, so efforts should be made to retain those which university highly relies upon by offering them attractive compensation packages.
3. Public universities should be provided all the modern facilities to compete well with the private sector universities.
4. A specialized HRM office should be established at each university to give professional advice and assist on different matters related to HRM.

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