

Full Length Research Paper

Tenure track system in higher education institutions of Pakistan: Prospects and challenges

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Accepted 25 July, 2011

Tenure track system (TTS) was introduced in higher education institutions of Pakistan in 2002 as part of administrative reforms. The main objectives of the reform were to improve performance of higher education in the country through attracting qualified people and improving performance of academic faculty of higher education institutions particularly the public sector universities of Pakistan. The paper discusses implementation of TTS to find factors that facilitate or impede its implementation in higher education institutions of Pakistan. Triggered by a report entitled, 'higher education in developing countries – peril and promise' published by the World Bank and UNESCO in 2000, the government of Pakistan initiated a process of reform in the higher education sector. The report developed as part of the process recommended for making certain revisions in the higher education including the recruitment and selection, compensation and performance management systems in order to make them more efficient and better performance oriented. TTS introduced by the Higher Education Commission of Pakistan (HEC) in the following years draws heavily from the findings of the report. Based on the findings of an empirical study conducted on the subject the paper assesses TTS as an administrative reform and identifies its prospects and challenges to the higher education institutions in Pakistan. Using the Government College University (GCU) as a case in point the paper provides useful suggestions towards smooth implementation of TTS in view of improving performance of higher education and the institutions/universities involved. It also discusses policy implications and offers guidelines towards strengthening the system by removing the weaknesses at an early stage of implementation.

Key words: Higher Education Reforms, Tenure Track System, Implementation Assessment, Change Management.

INTRODUCTION

Tenure track system (TTS) was introduced in higher education institutions (HEC) with an aim of attracting qualified people and improving performance of academic faculty of these institutions. In 2000, World Bank and UNESCO published a report titled Higher education in developing countries – peril and promise. This report made various suggestions for improving higher education sector of Pakistan and recommended that faculty compensations should be revised. While most of the

debate of this report was about higher education in public institutions there was hardly any representation of these institutions towards development of the report. Most of the members involved in the development of the report were from Boston, US and famous as the Boston group. The report prepared by the Boston group triggered the government of Pakistan to initiate a process of reform in the higher education sector in year 2001 and laid foundations of several reforms including the TTS introduced by the HEC in the following years. The report mentioned that permanent appointment of the faculty members should be strictly based on the tenure system as used in the universities of the United States. This report in a way did not concern much with the development of

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existing human resources of the higher education institutions (HEIs) and system of appointment in higher education in Pakistan. The reforms recommended in the report faced a lot of opposition from various stakeholders including teachers and administration of universities. Major resistance came from the teachers of public sector universities. The HEC of Pakistan introduced TTS as part of educational sector reforms in 2002 and proposed that it will replace the existing system of faculty recruitment in higher education institutions of Pakistan. The system was resisted and due to resistance from major universities HEC of Pakistan had to issue several versions of TTS. Teachers in higher education institutions/universities resisted the system as they did not find various statutes of the system acceptable. Initially, HEC did not allow any significant amendment to it. The situation was improved when the universities were allowed to modify some provisions to suit their needs. For instance, the first draft of TTS did not allow the teachers, if they fail to get tenure after probation, to revert back to the post they previously held whereas it was permitted later to do so. The first draft also excluded books or chapters in books as research publications which was later accepted as part of research.

While TTS provided for higher salaries for PhD faculty members of public sector universities of the country and was introduced in 2002 the HEC from time to time published on its website that the universities may supplement the salaries being given under TTS from their own funds. The fundamental question then arose that who would be responsible for the financial support for the scheme? Besides these, a clear cut criteria for performance appraisal of the tenured faculty was also not outlined, therefore, the new system posed certain challenges in terms of its implementation.

Purpose of the study

The main purpose of the study was to review the implementation of TTS in Pakistan as part of administrative reform and to investigate factors that facilitate or impede implementation of the system. Since Government College University (GCU) is the first among general universities of the Punjab which adopted TTS and implemented the scheme in 2005. Thus GCU, Lahore was selected as a case study to assess implementation of TTS. This study attempts to provide insights to the following questions:

- (1) What were the perceived and actual constraints for adopting tenure track system in higher education institutions of Pakistan?
- (2) What were the various problems faced by the public universities in adopting the system and how did they overcome these problems?
- (3) What were the major challenges to the system in

terms of performance measurement, evaluation of teaching, research and administrative services?

The research study adopting a mixed method approach of data collection addressed the above questions while using TTS as the focus of analysis. The findings of the study identify factors that may facilitate or impede an implementation of TTS in higher education in the specific context of Pakistan. It also underscores the importance of the specific contribution of the institution that may have an impact upon the implementation of an expectancy-based compensation system. The research will eventually conclude that institution-based differences should be explored before implementing a pay-for-performance compensation system such as TTS. Factors such as reward structure of the institution, performance management system of the institution, the linkage between pay and performance, institution's age, leadership, size of institution, employee's qualifications and experiences and trust level in institution should be given due consideration in the analysis of the system. While the preceding listing is not exhaustive, it might be taken as the first step towards improving the existing system.

Justification of the study

Presently, public sector universities in Pakistan are confronted with the challenge of adopting TTS as a new performance based system for faculty of higher education institutions. This new reform has been introduced in the public sector universities by the HEC of Pakistan to improve quality of higher education in the country. Since the system is in its infancy and both HEC and public sector universities have put in a lot of efforts toward establishment and continuity of the system, the present study would help stakeholders towards strengthening the system and removing the constraints if any at an earlier stage.

The higher education in Pakistan has been passing through series of reforms. Tenure track is one of such reform. This study facilitates understanding of the process of implementation of reforms in public sector universities in Pakistan. GCU is a public university and many challenges it faced during the implementation phase of tenure track might be faced by other public universities as well. Therefore, universities that are planning to adopt TTS may learn from the experience of GCU in terms of implementation of tenure track in their respective institutions.

This study would also help the international higher education sector to understand the problems of implementation of reforms such as the tenure track system in developing countries including Pakistan. This study can act as benchmark for other developing countries that are thinking to revise reward structures of

their faculty with tenure track appointments. It may also help to understand complexities of higher education sector of Pakistan. The information collected will be helpful to other developing countries that are passing through the same phase of transition.

The study highlights how tenure track system affects university and its inhabitants. It is hoped that this study will encourage discussion about problems of implementation of tenure and feasibility of tenure in developing countries. This whole information together would help policy makers to understand problems of implementation of the system at ground level which would ultimately help in reducing the gap between policy making and policy implementation. Since, the study is an implementation assessment; methodology employed by the study can be utilized to assess implementation of other education reforms of HEC.

LITERATURE REVIEW ON ACADEMIC TENURE

Literature provides a variety of views on academic tenure in higher education. Some of the competing views are discussed below to put the discussion into proper perspective. Tenure was first introduced in academia in 1915. Its purpose at that time was to protect teachers from whimsical firing and also to ensure that they should have continuous service with an institution (Sheehe, 1994). Those educators who were tenured were protected from capricious removal from services and were assured freedom to speak and write what is best for the subject and students without any fear of action from those who were in power within university. According to the statement of principles on academic freedom and tenure, 1940 "after the expiration of probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies." Hohm and Shore (1998) defended the institution of tenure and argued that selection and performance evaluation procedures are rigorous under the TTS. They say that Professors who attain tenure at American University pass through a tough screening process. This process normally takes seven years.

Kingrnan Brewster, the former presidents of the Yale University, expressed that "the practical fact in most places, and the unexceptional rule at Yale, is that tenure is for all normal purposes a guarantee of appointment until the retirement age". This is probably the best brief statement about the academic tenure in a research-based university. The other statement in the best general defense of tenure was made by the Duke's law, Professor William in 1971 who wrote that "tenure, accurately and unequivocally defined, lays no claim whatever to a guarantee of lifetime employment. Rather, tenure provides only that no person continuously retained

as a full-time faculty member beyond a specified lengthy period of probationary service may thereafter be dismissed without adequate cause." Both definitions are close to the truth: President Brewster's as a realistic observation, Professor William's as a cautious scholar's synthesis.

Studies also point to gender discrimination in tenure and non tenured positions in various universities of the United States (Daily Taxon, 2008). It is evident from the above discussions that institution of tenure brought controversies in universities of developed countries. It is therefore, argued that it is important to first understand the needs of Pakistani Universities and then design and implement the system to address those specific needs, otherwise, any effort of change using the borrowed models may cause serious implications to the system besides being temporary and short-lived.

THEORETICAL ORIENTATIONS AND MODEL

This section explains theoretical orientations which helped the researchers to develop a model for assessing implementation of the TTS in public universities of Pakistan. The underlying assumption behind reform is to bring a positive change in the existing system through some interventions. Literature on change management suggest that any new intervention in the form of change in the existing system is challenging and should be handled carefully by considering all stake holders' concerns. A generic definition of the term as defined by Miles (1964: 13) is "an undefined, primitive term that between time 1 and 2 some noticeable alteration has taken place in something".

Reforms may have different motivations and objectives. The first motivation in introducing administrative reform may be the financial crisis of the state including: increased activities, especially in the four sectors that is education, health, social security, and promoting employment; difficulties for the exchequer in financing these activities; resorting to increased public indebtedness; and the fear of state bankruptcy. The second important factor that has given rise to administrative reform policies is the result of dissatisfaction with the public sector's performance. It is considered to be cumbersome, intrusive, and politicized. It offers a wide range of services, but ineffectively and slowly. It imposes too many direct and indirect burdens (taxes and the time consumed by administrative formalities). The third factor may be internationalization which makes it essential for national systems to come in line with those of other countries and for coordination between the various systems. As Rose and Peter 1978, state that each national administration has to adapt to the developments of other administrations, under penalty of creating disadvantages for its own users (Rose and Peters, 1978).

Reform implementation studies are to be found at the intersection of public administration, Organizational theory, public management research, and political science (Schofield and Sausman, 2004). In the broadest sense, they can be characterized as studies of policy change (Jenkins, 1978). While, some scholars are primarily interested in statute, others focus on the actions of implementers. The relationship between implementing universities and the HEC is also an important characteristic of implementation of TTS as part of administrative reform. The process of implementation of reform can also be looked into as a value added activity. This means that implementing university through its experiences can give feedback about the policy. This sharing of experience may add value to the policy development process. Therefore, while analyzing the implementation process one may look into the degree of discretion that has been used to change, delete or add to the basic statutory blue print. It is also important to consider that what kind of changes have been made in tools, rules, assumptions, target populations, agency designations or specific desired outcomes. Building on the arguments and views discussed above this study deliberates on the issue of implementation of TTS, a higher educational reform using GCU as a case study.

The framework used here to describe the implementation process was influenced by the literature on cycles of organizational change (Mintzberg and Westley, 1992) top down theory of implementation developed by Sabatier and Mazmanian framework (1979, 1980). Drawing on the various concepts and theories reviewed earlier and discussion with senior academics and administration of the university a broad range of variables have been selected to develop the theoretical framework for the study. To reach findings of the study all variables have not been assigned equal weight age. The research highlights those variables that were found more important in the case of GCU. This study also indicates the active or passive roles that implementing university can adopt during the implementation process. It is assumed that an active sponsor would participate in each stage of change process, regulating it by acting on the information provided and offering guidance. Between these extremes lie a variety of management approaches. The patterns of information exchanges describe the degree and type of control used to promote compliance and show how managers deal with implementation-related questions. The present study attempts to analyze these patterns to identify various implementation related issues. The interpretive approach to policy implementation was utilized for this study. Since the basic aim of the study was to capture meanings and significance rather than measuring or quantifying aspects of implementation effectiveness, participants' experiences and subjective interpretations were utilized for the findings of the research study.

Hence one of the main objectives of the study was to investigate factors that might facilitate or impede the process of implementation of TTS by focusing on perspectives of the HEC, implementing universities, target population (faculty), it examined thoroughly how different actors interpret policies and affect multiple understanding on the implementation process. The study included some exogenous variables, which are outside of university, and various endogenous variables. Endogenous variables are university based factors which affect the implementation of the policy. Realizing the importance of indigenous context in which certain policies are implemented the study included university based factors such as age, faculty size, organizational structure, mission statement in the theoretical framework. The conceptual approach towards the development of this model is interpretative and constructivist, which argued that policy contents and objectives as well as implementation problems often could not be discerned in an objective basis. Instead the nature of issues during policy execution might be subjective due to the different perspectives of all players and their interactions.

Building on the above, the study introduced organization-based factors (internal/endogenous) as well as some factors outside of the organization that influence implementation of TTS at the university level (external/exogenous). The model hypothesized that the following factors might influence the implementation of TTS:

- (1) University Administration's confidence about linkage between pay and performance.
- (2) Faculty perception about the device used to assess employee performance.
- (3) Faculty Perception about linkage between pay and performance.
- (4) Faculty perception about existing reward structure of the organization.
- (5) University Administration's confidence about adequacy of the TTS statutes.
- (6) Perception of the senior administration of the university about support of HEC.
- (7) Institution/university leadership.
- (8) Existing faculty size and level of qualifications.
- (9) Age of the university/institution.
- (10) Political and organizational setup of a university.
- (11) Culture of the university.

A variety of factors specific to the particular organization in this case the public sector may affect employees' perceptions about the design and implementation of a compensation system, including the organization's primary mission, technology, size, and autonomy in designing and implementing such a system. It was also assumed that some agencies or organizations might be more receptive than others to performance-based compensation systems. For example, the size of an

organization and how dispersed its work groups and employees were might also affect design and implementation. Thus an organization which may have 300 faculty members located in a single place are more receptive for change as compare to a thousand of faculty members dispersed in different locations. Because the smaller agency may be better equipped to distribute awards fairly, its employees may, therefore, perceive a stronger connection between pay and performance.

Similarly, organizational autonomy in designing a merit pay plan may positively influence the acceptance of that plan to the extent that this gives employees confidence in a linkage between pay and performance and in the adequacy of the reward structure. Increased autonomy should also better enable an organization to design a performance-appraisal system adequate to its needs. Moreover, higher trust levels may increase confidence that a pay-performance link has been forged, where performance is appraised fairly, and that the ensuing rewards are distributed in an equitable manner. Building on the above discussion the following model has been developed for examining the factors that facilitate or impede implementation of TTS in higher education in Pakistan while using GCU as a case study (Figure 1).

METHODOLOGY

This research study aims at assessing the implementation of TTS in higher education institutions of Pakistan using GCU as a case study in terms of its actual and perceived constraints and evaluation of various possibilities related to the implementation of the system. Based on an in-depth analysis of the implementation process the study attempts to provide feedback about TTS at an initial stage. As it is important to keep the strengths and remove constraints if any to let the system hold ground. To answer the research questions outlined earlier, a multiphase approach was undertaken. In the first phase, interviews with tenure track faculty were conducted. Interviews with the university administration and HEC were conducted in second and third phase respectively. The fourth phase dealt with self filled questionnaire with the non tenure track faculty.

Population

This research was based on a case study of GCU specifically focused on implementation of the TTS. The population of the study consisted of TTS faculty of the GCU and administration of GCU who had been actively involved in the implementation of this system. The research also incorporated the ideas of those officials of HEC who introduced and implemented the tenure track in public universities of Pakistan. In order to get broader understanding of issue at hand non TTS faculty were also included to study the phenomenon from all possible angles. Total faculty members in GCU were 435 (as on December 2008) out of which 49 faculty members were on tenure track.

Sample

The phenomenon under study was analyzed from different angles.

This included the following four groups:

(i) *Tenure track Faculty of Government College University*

Presently, the total faculty members working under tenure track statutes (TTS) in GCU are forty-nine. Tenure track scheme was introduced in the university in 2005. The total population was divided according to the year of joining the scheme. This resulted into four categories which were tenure track faculty of year 2005, 2006, 2007 and 2008 respectively.

In order to have a representative sample these categories were further subdivided into Faculty of Science, Faculty of Arts and Social Sciences, Faculty of Languages, and Faculty of Islamic studies. Since the nature of the study is qualitative twenty seven faculty members were contacted and in depth face to face interviews were conducted with nineteen tenure track faculty members. An effort was also made to make the sample representative in terms of academic cadre representing Assistant Professors, Associate Professors and Professors.

(ii) *Non tenure track faculty of Government College University*

A list of all faculty members were acquired from the registrar's office and non TTS faculty members were selected from the same department from which interviews of TTS faculty members had been conducted. Total numbers of respondents included in this category were twenty six.

(iii) *Administration of Government College University*

In an organizational structure of GCU, the registrar and treasurer offices are highly important for all operational affairs of the university. The registrar acted as a program manager for the implementation of tenure track process statutes in GCU. The registrar, who was previously working as deputy registrar (establishment and administration) was interviewed to seek his input to the study. He had played an important role in the implementation of TTS.

(iv) *Higher Education Commission of Pakistan's officials*

Sample for HEC officials consisted of the chairman HEC, executive director HEC, member (planning and implementation), assistant director (finance) and assistant director (implementation). The study also included an interview with the executive director of HEC and acting chairman of HEC to enrich the whole discussion.

Sample selection methods

The researchers' association with academia assisted a great deal in terms of selection of sample of the study. Purposive sampling/theoretical sampling method was utilized for selecting interview subjects. The participants were selected on the basis of their association with the scheme in any capacity. An interaction with the GCU faculty in general and tenure track faculty in particular was utilized throughout the process. As pointed out by Dane (1990) one of the advantages of purposive sampling is that it allows researchers to make direct contact with those people or events who have good understanding of the event or phenomenon which is a critical element of qualitative research.

There are two things to be worth mentioned regarding sample size of this research study. Firstly, it was unlikely to be known with precision or certainty the exact sample size at the start of the project, as it went on unless new things stopped coming out.

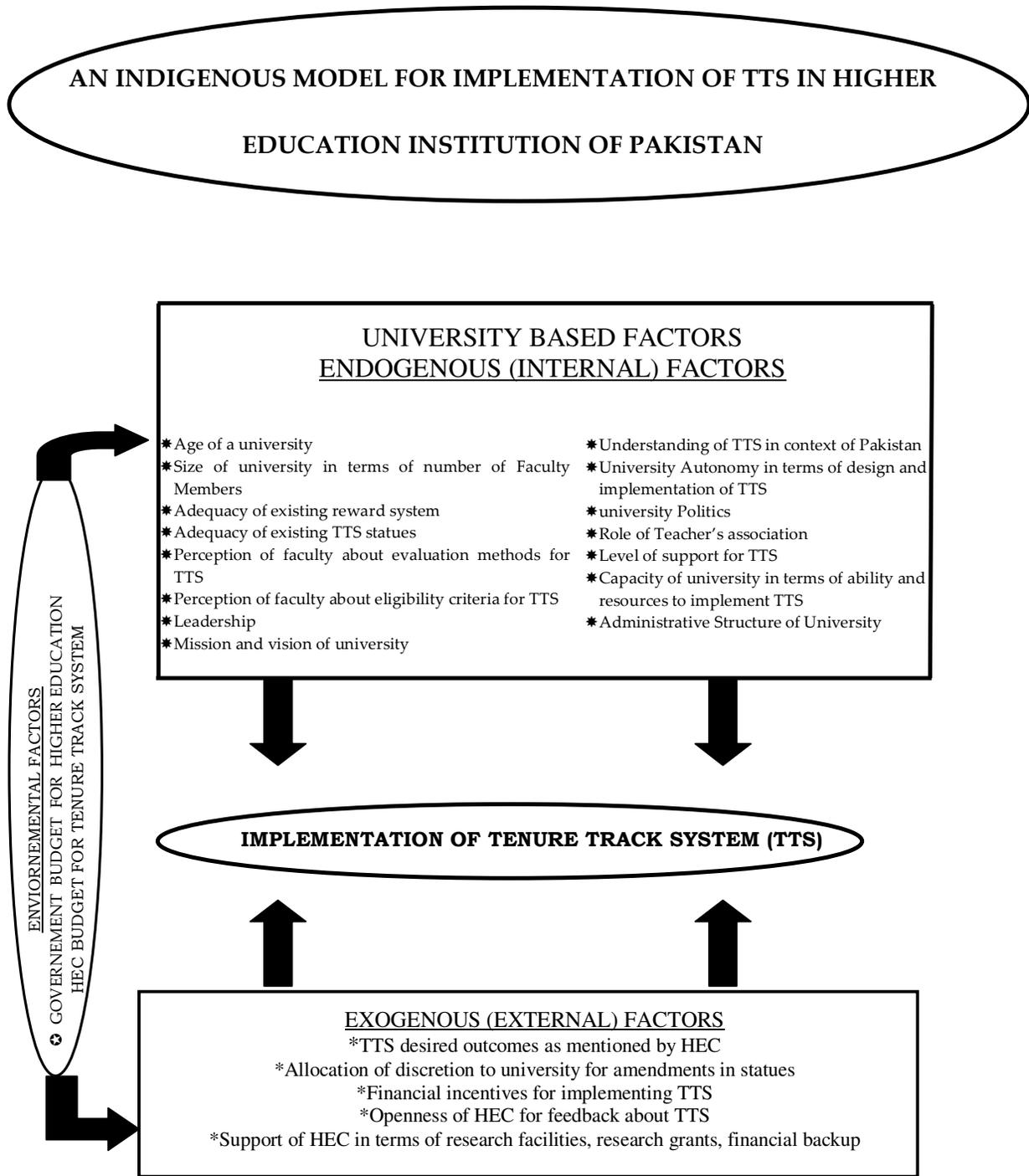


Figure 1. Indigenous model.

Secondly, the sample size would generally be very small. Both points were upsetting as they went against the traditions of traditional survey research approaches, and may open up the possibility of allegations of solvent and biased research designs. Furthermore, a case study method is particularly suited to purposeful sampling. This type of sampling permits to select those individuals for interview who have good experience or understanding of the phenomena, and thus have a considerable importance for the intended research. That is why purposive

sampling is so powerful.

For good comparison with non tenure track faculty, twenty-six faculty members of concerned departments were interviewed. Two senior administrators of the university, those who have been involved in implementation of tenure track were also interviewed. The respondents were contacted again and again to have clear understanding of the scheme. An elite interview with the Chief Executive Officer of HEC provided an in depth understanding of the HEC’s perspective on the scheme.

The person was previously working as member human resource and planning at the organization and he was a focal person for the development of tenure track statutes and its subsequent versions. The HEC officials directly involved in the implementation of the scheme were also interviewed. The total numbers of interviews including self administered questionnaires were fifty two. This sample size was quite large in keeping with the nature of qualitative data. As LioBondo-Wood and Haber (1998) argues that results based on a small sample (under 10) tend to be unstable so for this reason a sample of 50 addressed the question of validity.

Data analysis

An interpretative approach for analyzing data and to uncover patterns of meaning was utilized to reach findings of the current research study. The data in this case study came from various sources including primary and secondary sources of information consisting of semi structured interviews and documents. The researchers after reviewing the relevant literature developed the conceptual framework for the research study. The questionnaire was developed to investigate the issues relating to implementation of the TTS reform. The developed questionnaires were pilot tested and improved based on the feedback derived through pilot testing of TTS in the context of GCU, Lahore in order to explore facilitators and barriers to the implementation of TTS. Data from semi structured interview were collected according to set pattern of questions. This helped the researcher to find similarities and differences among respondents. The summary of process of analyzing interview transcriptions based on the iterative process of noticing, collecting and thinking has been discussed thus.

The data was collected through semi structured interviews. Interview questionnaire was developed and pre-tested before the collection of data. This instrument contained questions that were linked with dominant theme of the research study. That means prior coding was already been there. The data was collected with respect to this questionnaire. The collected information from each interview was typed in microsoft word software. Then these different files were assimilated in a single file. Proofreading of the data was made continuously and identification of themes was performed simultaneously. The grouping of data was thoroughly read and emergent themes were refined. More interviews were conducted in the case of information that aroused during this process. Emergent patterns were carefully observed. Finally common themes were constructed and opinions different from various dominant themes were also highlighted. Different symbols were used for categories of participants including Professors, Associate Professors, Assistant Professors, University Officials, and HEC officials. Use of different colors was made for similar themes. Then same colors were assimilated together. Any contradicting answers were also recorded. The linkage between themes was checked and written down to arrive at the common themes. Finally, the themes which corresponded with research objectives were selected. Microsoft word software was used for the analytic process adopted for the research.

It is important to mention here that prior coding of data had already been generated as concepts and its relevant questions were identified and data were collected accordingly. Interviews notes were taken and observations were made carefully. Additional information and observations were recorded at the end of document evaluation. Other information such as date of interview, place of interview, duration of interviews was also recorded accordingly. Secondary data were analyzed with the help of microsoft excel. Descriptive statistics were used to produce tables and graphs.

Case study as methodology

This research used a case study method as its primary research

methodology. The case study is a research strategy which focuses on understanding the dynamics present within single settings. Examples of case study research include Selznick's (1949) description of TVA, Allison's (1971) study of the Cuban missile crises, and Pettigrew's (1973) research on decision making at a British retailer. Case studies can involve either single or multiple cases, and numerous level of analysis (Yin, 1984). A case is considered to be one which may be considered a basic unit for study. According to Clifford R. Shaw, "case study method emphasizes the total situation or combination of factors, the description of the process or sequence of events in which the behaviour occurs, the study of individual behaviour in its total social setting, and comparison of cases leading to formulation of hypotheses" Staurt a. Queen describes, the case method is the examination of "single situations, persons, groups, or institutions as complex wholes in order to identify types and processes." Based on the above strengths of the method; the present study is to explore the phenomenon of implementation of TTS in its totality and investigate the factors that may facilitate or impede implementation of the system and case study method was selected as the most appropriate methodology for the research study.

Content analysis

Use of content analysis was made for analysis of textual material as qualitative data analysis technique for analyzing interview transcription and then developing the emerging themes. The focus of analysis was on understanding of the respondents' views about implementation of tenure track and its prospects and challenges.

Data collection method

Both primary and secondary sources of information were utilized for collection of data while secondary sources of information included examination of tenure track statutes, written correspondence of HEC with universities, primary sources consisted of semi structure interviews with respondents.

In this research, document analysis included the close inspection of all statutes of tenure track, HEC correspondence with universities before implementation of the scheme, GCU tenure track statutes, secondary data about TTS faculty, and secondary data about TTS faculty in GCU. Together, it took about four months to obtain all the information required to carry out the research, as internal University and HEC data for tenure track faculty otherwise was not available to the public.

Semi-structured interviews

The second method of data collection selected was the semi-structured interview. Semi-structured interview provide the flexibility of adapting questions according to the answers and comments of respondents. The method was selected mainly due to its freedom and flexibility in interviews, as it permits to probe far beyond the standard questions. Four separate interview schedules were devised, which in a first draft consisted of a list of potential questions arranged into groups relevant to the themes within the subject of the enquiry. Four questionnaires developed for the purpose were as follows:

- 1) Interview schedule for GCU administration.
- 2) Interview schedule for tenure track faculty working in the GCU.
- 3) Interview schedule for non tenure track faculty working in the GCU.
- 4) Interview schedule for executive director of the HEC.

Table 1. Universities which have a large number of tenure track faculty members.

No.	Name of university	2006 to 2007			2007 to 2008			% of total TTS faculty
		Male	Female	Total	Male	Female	Total	
1	Government College University, Lahore, Pakistan	12	2	14	37	5	42	9
2	Quaid-i-Azam University, Islamabad, Pakistan	0	0	0	56	10	66	14
3	University of Veterinary and Animal Sciences, Lahore, Pakistan	0	0	0	19	1	20	4
4	University of Engineering and Technology, Lahore, Pakistan	27	0	27	56	3	59	12
5	Liaquat University of Medical and Health Sciences, Jamshoro, Pakistan	13	5	18	13	5	18	3.7
6	COMSATS Institute of IT, Islamabad, Pakistan	9	5	14	85	8	93	19
	Grand total			73			298	61

RESULTS

The findings of the study reflected that tenure track system has been dominated by few universities. A study of Table 1 provided below indicated that out of 110 higher education institutions and centers, six institutions has 6% of total tenure faculty. COMSATS has the highest number of tenure track faculty (19%) and they have increased their tenure track faculty almost six times in the year 2007 to 08 as compared to year 2006 to 07. This allows us to made generalization that the focus of TTS is on limited universities.

The operational difficulties experienced by many implementing agencies were not anticipated, that is why we saw many versions of TTS statutes. Gender wise breakup of the TTS reflected that overall representation of women on tenure track is quite low as compared to their male counterparts. This also indicated inherit bias in the system in which there are few women at senior academic/administrative rank(s) in universities as exhibited in Table 2.

As discussed earlier, the tenure track statutes were introduced to promote a culture of performance and efficiency in Pakistan. It went

through lot of revisions due to the various concerns of the existing faculty, who do not want to disturb the equilibrium of power within their departments and universities. Almost all the tenure track faculty perceived that number of research publications was the only criteria on which their performance would be judged in future. Somehow the link of awarding tenure track with the performance of tenure track faculty was missing. Due to many uncertainties associated with the scheme, most of tenure track faculty perceived it as short term incentive. The findings of the study suggested that we first need to address the concerns of the existing Professors. Initially HEC tried to get more Assistant Professors on the scheme, but their efforts were derailed by the existing University Professors. An important lesson learnt was that in case of any fundamental change to be introduced in universities, the existing culture context and authority structure of the implementing universities need to be studied carefully. Tenure track faculty data was obtained from the finance division of the HEC. This data was updated in June 2008.

According to the data in Tables 3 and 4 large number of Professors were hired on TTS (43% of total TTS faculty during 2006 to 2007). This

percentage decreased about 29% in year 2007 to 2008. Professor represents a senior rank in university hierarchy and generally there are fewer Professors as compared to Associate Professors. Why did the universities hire more Professors on tenure track? One possible explanation might be that those Professors normally hold important authority positions in universities, and in order to maintain their authority structure they were given preference while granting TTS.

The data from GCU Lahore revealed that the focus of initial recruitment on tenure track scheme was tilted towards faculty members from the university. As one of the heads of the department from the university commented that the faculty of GCU had first right on the scheme. This was quite contradictory with the objectives of the scheme where the criteria was based on holding of a PhD degree and research publications and not on how many years did you serve to that institution. On the basis of the findings in Table 5, we can say that almost 90% of Professors and 67% of Associate Professors on tenure track are from GCU, Lahore. On the basis of findings in Table 6, we can say that initial recruitment of tenure track faculty, which was on senior ranks, was from GCU faculty. Later on this trend was reversed and

Table 2. TTS faculty gender wise breakup.

	TTS faculty (2006 to 07)			TTS faculty (2007 to 08)			TTS faculty (Total)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Total	94	28	122	324	43	367	418	71	489
Percentage	77	23		88	12		85	15	

Table 3. Tenure track faculty working in higher education institutions of Pakistan.

Rank	2006 to 2007			2007 to 2008			Total till December 2008		
	Male	Female	Total (%)	Male	Female	Total (%)	Male	Female	Total (%)
Professor	51	1	52(43)	97	11	108(29)	148	12	160(33)
Associate Professor	21	10	31(25)	31	4	35(10)	52	14	66(13)
Assistant Professor	22	17	39(32)	196	28	224(61)	218	45	263(64)
Total	94	28	122(100)	324	43	367(100)	418	71	489(100)

Table 4. Number of faculty hired on TTS (year wise break up).

Rank	2006 to 2007	2007 to 2008	% increase in 2007 to 2008	Total TTS faculty till year 2008
Professor	52	108	108	160
Associate Professor	31	35	13	66
Assistant Professor	39	224	474	263
Total	122	367	201	489

Source: HEC, Pakistan.

Table 5. Proportion of tenure track faculty from Government College University to outside GCU (according to ranks).

Rank	From GCU	%	Outside GCU	%	Total
Professor	8	89	1	11	9
Associate Professor	2	67	1	33	3
Assistant Professor	13	35	24	65	37
Total	23	47	26	53	49

Table 6. Year-wise recruitment pattern on tenure track in GC University, Lahore.

Faculty	2005	2006	2007	2008	Total
From GCU	13	4	5	1	23
Outside GCU		1	11	14	26
Total	13	5	16	15	49

junior ranks recruitment was made from outside of GCU.

Figure 2 shows that selection on tenure track from GCU, Lahore gradually declined by the year 2008 as

compared to the year 2005. The university recruited more faculty from outside of the university as they did not find eligible candidates for the scheme from within the university.

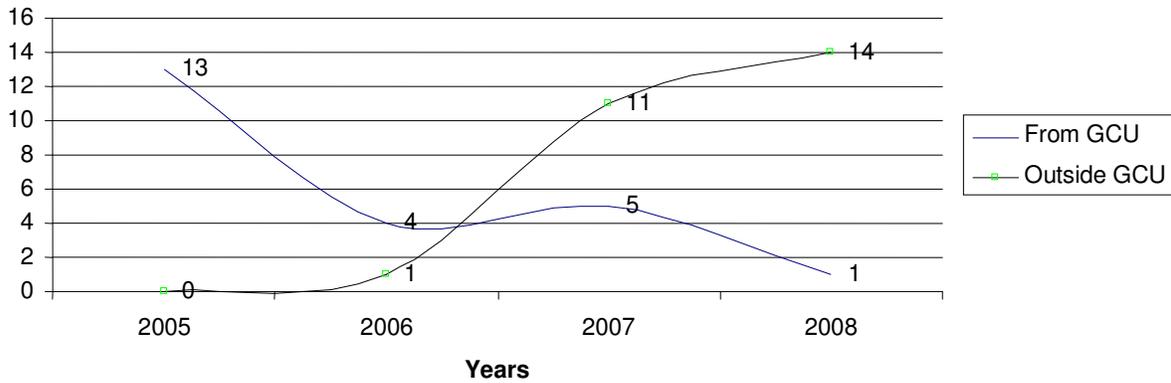


Figure 2. Trend of recruitment pattern.

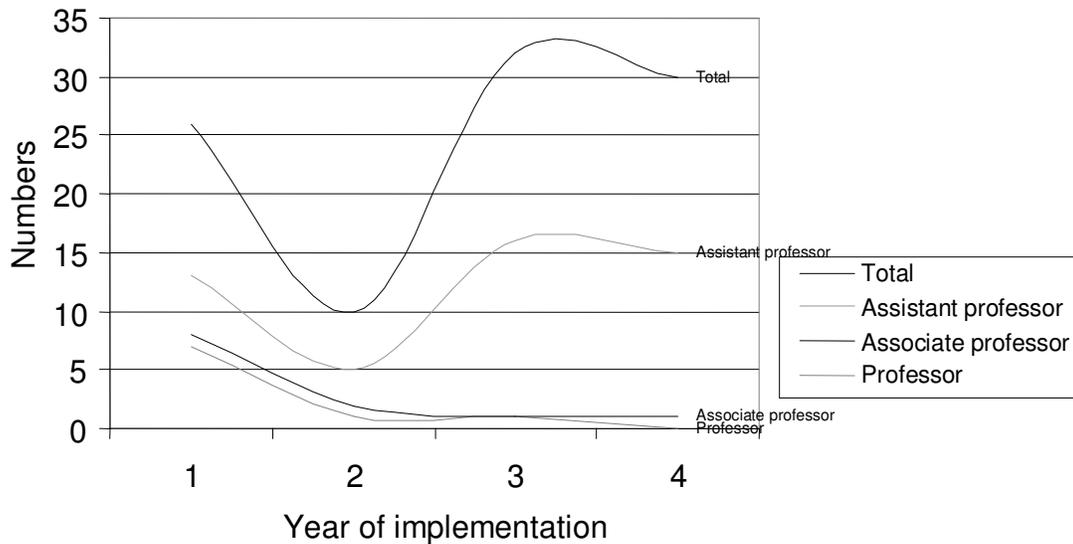


Figure 3. Trend in overall induction of tenure track faculty.

Initially scheme was highly tilted towards recruiting Professors from within the university and gradually the focus of the scheme moved on to recruitment of Assistant Professors from outside of the university. This happened as most of the eligible candidates from the university joined the scheme then the faculty from outside of the university were recruited on the scheme. The initial focus of the scheme as mentioned in correspondence of HEC, Pakistan was to hire more Assistant Professors whereas university recruited more Professors on the scheme in year 2005. All of these Professors belonged to the GCU. It can be inferred that initial recruitment for TTS were made to cater to the needs of senior academia of the university. This was a lesson for the HEC that new policy can be implemented when it addresses the needs of existing academic authority structure of the university.

Figure 3 demonstrates a decreasing trend in overall

induction of tenure track faculty. This slope gradually steep downward for Professor and Associate Professor positions.

DISCUSSION

An analysis of the common themes regarding the tenure track system among tenure track faculty, non tenure track faculty, GCU administration and HEC Officials suggested that TTS has a better pay as compared to the basic pays scales (BPS) system for teachers. GCU implemented the scheme as it provided better financial package to the faculty, commented the university administrator.

The major theme that emerged regarding university based factor that might have influenced the implementation of TTS revealed the following observations. Majority

of the respondents viewed that TTS has a better pay as compared to the BPS (this is a basic reward structure of employees of government of Pakistan) for teachers. The scheme has a better pay as compared to BPS system. One of the respondents commented that he was getting more on TTS as compared to BPS. GCU implemented the scheme as it provided better financial package to the faculty, said the university administrator. On answering questions about the university capacity and resources for implementation of TTS, most of the respondents agreed that GCU did not have capacity and resources to implement the scheme through its own funds. One of the respondents said "GCU is a new university and it is totally dependent on HEC for this scheme." On the contrary, another participant viewed that the university had the capacity to implement the scheme. Tenure track faculty of GCU did not get pay for three months due to financial crunch with HEC in the months of June, July and August, 2008. Big universities bore that financial expense but GCU shifted its tenure track faculty on BPS scale. University administration told the faculty that since they did not get the funds from HEC therefore they had to go back to BPS scale. This led to the conclusion that the university took that scheme to come from outside and did not own the scheme.

Most of the respondents identified resistance of existing faculty of the university as major hindrance in the way of implementation of the scheme. As one of the respondents commented on the initial problems for implementation and said, 'there was a condition that faculty should resign from their present jobs then they could join the TTS. This condition was later on changed by HEC.

The major theme that emerged about perceived and actual constraints about implementation of TTS revealed that sufficient financial funds were not available for the scheme. HEC provided financial grant to the university for implementation of the scheme. Then HEC asked the university if they failed to implement the scheme then their grant for this purpose would be stopped. Some Senior Professors commented that the university had reservations about the system, but implemented it as it was not in good financial condition. They also viewed that the university wanted to shift some financial burden to HEC. The HEC supported the scheme that is why the university implemented it. As one of the university administrators commented that faculty who used to work hard was still working hard, even when they were working on BPS (Basic Pay Scales). BPS had some weaknesses but it was still considered a good system. Although pays were comparatively low, still the system provided security to its incumbents. This system could become a better substitute of TTS, if separate teacher and researcher scales would evolve from that system. That new system would be based on higher PhD allowances, high rewards on publications, and separate compensation for administrative work which reflected that morale of teacher

was not simply related to compensation alone.

On question about that why university implemented the scheme, some senior Professors commented that the university had reservations about the system, but implemented it as it was not in good financial conditions. They also said that the university wanted to shift some financial burden to HEC. HEC supported the scheme that is why the university implemented it. As one university administrator commented that faculty who used to work hard was still working hard, even when they were working on BPS. BPS the old system had some weaknesses but it was still considered a good system. BPS was a tested and tried system of compensation used by all public sector institutions of Pakistan. Although pays were comparatively low in the BPS yet the system provided security to its incumbents. The BPS system could become a better substitute of TTS, if separate teacher and researcher scales would evolve from the system. The new system (TTS) would be based on higher PhD allowances, high rewards on publications, and separate compensation for administrative work. That revealed that morale of teacher was not simply related to compensation. It was also observed that most of the TTS faculty and administrator took the scheme as a temporary benefit, which might continue for few months. Since funding for the scheme was coming from HEC, thus they would not mind to maximize that benefit in short term. Some faculty members looked at it as a reward from the Vice Chancellor. Faculty members from science faculty were quite satisfied with the HEC support. 'University should improve its support for purchase of equipment and materials for projects. They should decentralize the purchase function to departments.' A faculty member from the sciences commented. The theme emerged here that faculty is dissatisfied with the university support system for the scheme. They are satisfied with the financial support by HEC except in recent financial crises of HEC.

HEC provided funds to the university. However, university mechanism for realization of objectives of the scheme was slow and inefficient. The level of dissatisfaction with the university support system was very high among respondents. The theme emerged here that HEC should look that whether university's existing infrastructure support could bear that scheme or not. How was the university realizing its goals? Did the university have qualified staff that understand the scheme and support the scheme for realizing its goals?

On our question regarding size, history, culture and organization structure, politics, age faculty qualifications, gender and teacher association affecting the implementation of tenure track system, the GCU administrators were of the view that age has no effect on the implementation of TTS. GCU got status of university in 2002 and were able to implement the scheme. One of the administrators boasted about the achievement of GCU and expressed that "the age of university do not

have any link with the implementation of TTS. A young university like GCU has outperformed as compared to many old universities." The theme emerged that younger universities do not have well entrenched systems. Any kind of proposed change can be embedded with the existing system of the university. GCU is a young university and implemented the system as its university systems are in stage of transitions. A sub theme of autonomy, decentralization, democratic culture also emerged from the data. GCU has a centralized system and that fact supported the swift implementation of TTS. "TTS is successfully implemented in those universities who are run by administrators. The university in which academics have voice in university level decision, the scheme was not successfully implemented." Faculty qualification has a strong link with the implementation of TTS. "Qualifications have an effect, obviously if we have more PhDs, more people can get TTS." That was a very different perspective from HEC, who mentioned in TTS statutes that it was primarily for new inductees. The sub theme emerged here that faculty and university administrators perceived the scheme for the existing faculty.

GCU has no teacher associations. Some faculty member expressed that faculty who was active to make that kind of forum, was given tenure track to stop their activities in that direction. University administrators also reiterated that there was no politics in the university and that was one of the main reasons that facilitated them in successfully implementing the scheme. Some faculty members criticized the scheme that it had created a class culture in the university. Even if HEC wanted to create a class system in the university; there would have been any other method for doing that. One of the heads of the departments commented, 'TTS created a disparity within the university which did not fit well with the overall culture of university.'

All the respondents agreed that university had autonomy for implementing TTS. First HEC gave university extra grant in their annual funding, then they asked them to implement the scheme otherwise funds would be taken back. Universities who were financially weak initially got into that trap to get some financial funding and then they had to implement the scheme to get the extra grant.

Regarding perception of tenure track faculty about the system and their motivation for applying for the scheme suggested that pay was the main motivation for almost all TTS faculty for joining the scheme. This was also observed that heads of the departments wanted to maintain equilibrium of power within their departments. 'I am personally against this unfair system but I adopted it to stabilize my department.'

Dominant theme that emerged from the data was that most of the teachers were underpaid in public universities. They used to give home tuitions or go to other places in evening for teaching to meet their expenses.

With an introduction of TTS, they could give more time and energy to their university work. Some of them wanted to establish their research group at the university. Since the scheme has a lucrative financial component attached to it, due to this attraction many shortcomings of the scheme were ignored by the implementing bodies. The respondents viewed it as a positive aspect of the scheme that faculty wanted to give more time to the university. Many universities did that and few respondents said that GCU should not have a narrow focus on publications but they should give proper weightage to other factors including the quality of teaching and administration as well. The weightage of all these components have not been mentioned clearly in the system. The respondents were of the view that more increments should be awarded on the basis of achievement of goals.

Most of the TTS faculty agreed that it had improved performance of teachers in the area of research. "TTS has improved performance of the university in research." One of the Senior Professors summarized the same and remarked, "now everybody knows the maxim publish or perish." It was also noted that TTS faculty was conscious about their research publications. Most of the non tenure track faculty agreed that the system had improved tenure track faculty performance in research to some extent. Another theme emerged here that while tenure track system improved research performance it did not affect the performance of the tenured faculty in terms of teaching. Then the question arose that those general universities that were predominantly teaching universities, if the TTS did not improve their teaching why would parents send their children to those universities. While publications were important for academics, were they really important for parents and students as well?

Another theme that emerged from the discussion was that TTS had created a class among faculty members. One faculty member commented that now even in the university functions, faculty was divided into tenure and non-tenure groups which has created differences among the faculty. The theme emerged that tenure track faculty was dissatisfied with the existing evaluation criteria with its narrow focus on publications. That dissatisfaction was quite high in social sciences and languages faculty. Faculty from sciences was quite satisfied with the criteria and wanted to make it more stringent. They felt the need for continuous feedback throughout the process. It was also felt by the faculty that objectives should be set at the beginning of each year. There should be proper orientation program for faculty to inform them about the performance criteria. The performance check should not be one time rather it should be continuous and its focus should be developmental. Most of the TTS faculties were not aware of the TTS statutes. Some respondents expressed that evaluation methods were not clear. It was suggested that proper orientation about criteria of evaluation at the beginning of each year might address the problem.

From the findings another theme emerged that practically head of department had discretion over initial evaluation of tenure track faculty. Statutes mentioned that chair/head of department should consult the tenured faculty member of the department. This was particularly difficult in faculties where there were no tenured faculty members in the university. This centered all power of evaluation in the hands of the head of departments. The respondents also shared that time period for evaluation was short whereas research publications took much time to publish. On our question regarding improvements for the system, teachers from the faculty of languages expressed that HEC approved journals for languages were very few. Many reputed journals that were previously part of HEC approved list have now been excluded from the list. The faculty members also added that HEC should evaluate the quality of research work not the numbers of published research. "I can produce research publication in two weeks whereas a quality research project may take two years." One science faculty commented on evaluation criteria of the scheme. "We do not have any support for publication of books." That's a common problem with language faculty as books were not initially considered a valid publication for evaluation purpose. We also observed that most of the TTS faculty was in stress, as at one end they had a pressure of publication and at the other end they felt that university system was not conducive for that kind of high performing job. They justified themselves that since they would not be able to publish due to HEC evaluation criteria, thus they would get inadequate evaluation at the end of year.

The research took more than one year to publish so HEC should allow sufficient time for publications. They also considered the fact that their papers accepted for publications would take some time to publish. They also expressed that list for approved journals should be more exhaustive. The sub theme that emerged from the findings suggested that the list of impact journals was not updated; it should be revised in the light of feedback of concerned subject experts. There was also a need for revision of the evaluation criteria for social sciences and language teachers.

It was observed that there were several hygiene factors, as mentioned by Henery Hertzberg, like computing support, working temperature, better office which might reduce dissatisfaction among the TTS faculty.

Most respondents think that evaluation methods are not clearly communicated. The university should conduct an orientation on evaluation methods and clearly communicate them about their yearly goals. The group evaluations can be done as most of the research has been done in groups.

Some respondents expressed that evaluation procedure and criteria was not measuring the exact performance of the tenured faculty. One of the respondents suggested that Tenure Track faculty evaluation might be

made through ranking and comparing performance of the faculty with each other. One theme emerged here that faculty members were more concerned with the contributions they made to the university. Most of them were confident that their contribution was much higher as compared to their fellow BPS colleagues. Another theme that emerged from the findings was that most of the faculty especially new incumbents were unaware about the real evaluation criteria. They had not given any annual goals against which they would be evaluated. Most of them expressed that probably they need one or two publications in order to get an increment of up to RS. 5000. Some of them opposed the involvement of their Head of their Departments in their evaluation. The theme emerged indicated mistrust on immediate supervisors. As one of the respondent expressed, 'current evaluation methods is to involve the head of departments, which is close to the previous system of BPS where you should have good relations with your boss in order to get good evaluation.' The fear of evaluation was quite dominant theme and mistrust on immediate bosses in view of their evaluation was also evident. Some of the respondents expressed that since their positions were funded by HEC, therefore HEC would make an arrangement for the evaluation of TTS faculty. Another respondent commented that evaluation should focus on the overall productivity of the teachers, rather than having focus on research publications alone. Some respondents said that TTS did not improve the research and teaching productivity of teachers awarded TTS.

On our question regarding alternative system to the tenure track, one of the respondents suggested that all those who publish research without seeing whether they were PhD or not should be equally rewarded. The theme emerged from the non TTS faculty data were that the scheme should not require PhD as entry level requirement. This scheme should be linked with the overall productivity of faculty in research and teaching. The respondents also viewed that it was a good idea but certain things needed to be changed. They expressed that the decisions for giving tenure track should be decided on the basis of merit which meant that HEC's dependency should be minimized for effective implementation of the system. The Departments that generate more financial resources might devote additional funds for research and faculty incentives that might improve the existing BPS system and separate the teaching scales from government servant scales.

Most of the respondents that were appointed on TTS in 2004 received their first pay cheque in November 2005. During the time, the university was in discussion with HEC regarding TTS. The main concern of GCU was about its existing faculty. GCU wanted to shift its Senior Professors on TTS whereas TTS had a primary focus on new inductees. The HEC initially supported 10% of existing faculty to join on TTS. The allocated amount for that purpose had been given to GCU in 2004, but stopped in the year 2005 as GCU did not induct any employee on

TTS at that time. Since that financial fund had stopped then they implemented the scheme in 2005. They only appointed TTS faculty from within the GUU. As one of the respondents expressed “it should benefit GCU employees first.”

The dominant theme emerged about the future of TTS was that most respondents were not very optimistic about the system. The main reason was recent financial crunch of HEC, which resulted into cut in TTS faculty salaries for three months. Tenure track faculty wanted that system to continue as the system provided them high salaries and supported post graduate education. However ‘future of TTS depends upon the financial future of HEC’, one Professor commented. Most respondents were not happy with the University for having too much reliance over HEC for the betterment of its teachers. The theme emerged here that universities should be financially autonomous bodies, which should decide about the pay scales of their teachers. However, that might be true only with those universities that were financially strong and want to retain good teachers from their own funds. Some of the respondents expressed that future of TTS was better and it was moving towards progress. They criticized the present government for cutting the budget on education. Most of the respondents agreed that future of TTS was linked with the priorities of the government. The theme emerged here that there was a feeling of uncertainty about the TTS among the tenured faculty.

Content analysis – Elite interview with the executive director, higher education commission of Pakistan

A content analysis of the interview with the executive director of the HEC revealed the following aspects of the system. “The basic spirit behind TTS was performance and reward.” The assumption here was of pay for performance. The executive director was of the view that faculty in higher education needed to be associated with teaching, research and service. It was also noted that the scheme was primarily developed for new faculty members or to attract qualified people from outside the universities. This was later on changed due to the pressure from respective institutions and a large number of TTS faculty come from their own institutions. The same was true with the TTS faculty working in senior ranks.

Another sub theme that emerged here was related to the autonomy of university and academic freedom. There was less autonomy given to the university while implementing the scheme as the university was not able to support the scheme through its own funds. Discretion for implementing university to change tenure track statutes was very minor. Universities were concerned if the system fringed upon their autonomy, and if the funding continued. The theme emerged here that major resistance for implementation of TTS was existing faculty of higher education institutions. Most of the existing

faculty members viewed that the scheme was for existing employees whereas HEC focused on new recruits for TTS. Therefore, a conflict of interests was noted in terms of implementation of the scheme which was later on resolved through various amendments in the statutes. Another issue was of HEC approved journals. The theme emerged here that HEC addressed those concerns that did not interfere with its selection procedure, it also agreed to provide funds for implementation of the scheme.

To conclude, the university environment was very different from that of the corporate sector from where did the concept of pay for performance came. The character and identity of a university was not of corporate in nature. However, they were still dependent on state for their financial requirements. The culture of universities is different and if rewards are not granted as per contributions of faculty members, this might damage the fabric of equal pay for equal work in the university. A critical question that may arise towards the end of the discussion is that if our universities in Pakistan were prepared for such shifts. As, by focusing on minority members while ignoring the large majority it might be very difficult to make any significant improvements in overall performance of the university.

Conclusion

The introduction of the scheme of TTS is a step towards creating new identity for public sector universities in Pakistan. This required a fundamental shift in the contracts of faculty. Change management is a sensitive process and this change occurred at various levels including the cultural, structural, systemic and people levels. HEC need to be sensitive about the various dimensions of change outlined above. The culture of dependence generally prevails in higher education institutions, especially those that are weaker financially. The universities are financially dependent on HEC for implementing and continuing of the TTS. This shows that universities do not have sufficient resources for implementing the scheme. TTS does not suit to financially weaker universities. The university dependence with regard to pay of their TTS faculty should be reduced gradually.

The need for recognition has been felt in the faculty including TTS and non TTS members. The total reward concept is based on understanding the needs and expectations of the faculty in order to motivate them and obtain their total co-operation. In our public universities where large number of faculty is comparatively low paid, it is important to introduce a relatively informal recognition scheme, with a greater number of recipients of fairly moderate to low cost awards. The university may introduce such schemes through its own funds without having much dependency on HEC. The various university

departments at the same time should also strive to make their universities move towards self-reliance.

Some Senior Professors suggested that TTS should incorporate the factor of experience in while determining financial rewards for TTS teachers. They were of the view that the system had brought fresh PhD and experienced teacher with PhD on the same scale. Financial implications of the scheme needed be worked out with universities that were implementing the tenure track system and funding decisions should be based on the capacity, resources and structure of the implementing institutions. It was recommended that financially weak universities should not be included in the scheme as it would disturb their overall reward system. It was observed that universities who had increased financial dependence on HEC were more drawn to this scheme. Initially, HEC provided the lump sum amount to implement the scheme, and then it restricted the scheme to number of faculty. This further increased the financial vulnerability of the institution as HEC asked them to contribute financially for the scheme as well. TTS statutes should be concrete and flexible in terms of accomplishing the objectives. TTS might be treated as many other labor contract arrangements available in the university. Different universities have different contexts and developed many labor contract arrangements. By saying TTS was the only recruitment method for future hiring might put the institutions in a straight jacket.

Organizational change can not proceed unless we internalize the concept of the change and inculcate in the mindset of organization members. This would only happen if we enhance participation of faculty members in the new system. The university with the support of HEC can gradually raise standards of teaching and research. TTS provide a ground for beginning of the transformation process at the higher education institutions. There should be a proper feedback mechanism at HEC, which provides constant feedback about the system. However the absence of adequate university support system, reluctance of universities for committing resources for the scheme, inadequate financial support, ignoring large number of existing faculty, lack of trust among stakeholders might pose serious challenges to the future of the scheme.

To make the scheme successful, it should be perceived as equitable with the same rewards forthcoming for the same effort. Clear evaluation criteria should be communicated to all parties and training of evaluators should be recognized so that they could conduct unbiased evaluation. More coordination and feedback mechanism need to be established between the HEC and universities. Other variables such as trust of teachers, insufficient government funding, and changes in government priorities also pose hindrances in the path of successful implementation of the system. In view of the above conclusions of the study, it would be more viable if universities come with their own reward system for their

faculty based on equity, fairness and improved outcomes linked with performance.

RECOMMENDATIONS FOR POLICY IMPROVEMENTS

The case study being first of its kind and nature in the higher education context of Pakistan is significant as it provided a detailed description of various events, actions and perceptions of the TTS as part of an administrative reform. Deriving from the respondents' information, some recommendations are offered towards improvement of the tenure track system in higher education institutions of Pakistan.

Smooth transition to change

The good thing about the TTS is that the system energized the higher education. The system in its present form is largely perceived as inequitable among university circles as it has created classes within the faculty and disturbed the reward system of the university. HEC need to introduce a system of performance and rewards which is fair and equitable and rewards performance rather than eligibility of the teachers. Rome did not build in a day, resistance for change is quite natural among the faculty. However, the resistance can be overcome through education, facilitation and support to university academia. Holding of a PhD degree should not be a cut off point for selecting teachers on tenure track. While it may have a certain weight age in eligibility criteria, importance should be given to teacher's performance in teaching, research and administrative service.

Orientation of TTS faculty

Many TTS faculty members do not know about their performance evaluation criteria. Clarifying of expectation at the beginning is very important. Performance evaluation should not be limited to performance appraisal forms, but it should incorporate all elements of performance management system, which are clarifying expectations, constant feedback, and coaching and performance appraisals.

Training of evaluators

Since head of the department has a primary responsibility of evaluating a tenure track faculty members HEC should conduct training of evaluators and communicate to them all key performance indicators of faculty performance. They should be well trained in objective evaluation of their faculty members.

Link with performance

The sole focus of the system on pay without having its linkage with performance is widely perceived as unfair and inequitable. It is suggested that other elements of performance such as teaching, administration and leadership potential should also be given due importance. Rewards should be based on performance not on mere qualifications. The compensation of the faculty should incorporate an element of market value of the faculty as well. If HEC want to promote a research culture in public universities, then university/HEC should introduce rewards for researchers even those not holding TTS.

Research facilities for faculty

HEC should ensure that faculty has all the infrastructure and support facilities which are necessary for research. This includes computing and printing facilities, room temperature in which creative work may be performed, funds availability and their timely disbursement, university procedures for purchase and other supports etc. As research cannot be done without support staff the salaries of support staff should also be revised. They are giving high salaries to teachers but if they are not giving adequate pay to support staff then productivity of teacher also goes down. TTS is a good program, but existing infrastructure is not adequate for TTS.

Clear evaluation criteria

Evaluation mechanism is important when measuring performance of individual. The research has revealed that evaluation methods for TTS are not clearly communicated to the faculty members. Tenure Track faculty did not know at the beginning of their term that what was expected from them? They do not have any job description which clearly communicates to them about their teaching and research workload. There is a requirement of proper orientation of new faculty members. Proper orientation and clarity of goals at the beginning of the tenure period would lessen ambiguity in the tenured faculty. University may develop guidelines for tenure track faculty member in this regard.

Moreover, it was largely perceived among tenure track faculty members that increments were rewarded on the basis of research publications. This kind of perception led them to think only about how to publish research. Consequently, other factors of performance such as teaching and other administrative assignments were set-aside. This kind of focus was quite narrow as some times research publication was delayed due to reasons that were beyond control of the faculty members. This created frustration among the faculty members. Other factors such as amount of research funding brought into the

university, teaching, and contribution to community are also important that received less focus in the existing tenure track scheme.

The dimension of practice can be incorporated for practical disciplines like medicine and business. The value of practice is quite high in medicine and management which might be added as another dimension for awarding tenure track faculty. Research groups are important for conducting research, many departments do not have enough faculty members who can form common interest group and do research. The university should employ those faculty members who have interest in line with the research undertaken by the university.

This research indicated that academic faculty of the university was involved in different areas which includes research, teaching, and administration. Different systems of evaluation of performance can be developed for each faculty group. Those faculty members who are involved in administration should not be evaluated on their research work. There is a need to form a committee comprising of senior academics to look into the matters relating to the tenure track faculty. The criteria for evaluation of performance need to be more objective. This can be done in many ways such as assigning weights to different categories, utilizing modern tools of performance appraisal including behaviorally anchored rating scales (BARS), rating method etc.

Affirmative action

There are very few women as compared to men on tenure track. There is a need of affirmative action at this stage. Once level playing field is established then the policy of equal opportunity may be implemented.

Future studies

At the end it is suggested that future research in the following areas may be conducted to enhance scope and outreach of the issue. The research study developed an indigenous model to explore prospects and challenges facing TTS for one public sector institution- GCU, the model need to be tested in other institutions of higher education. A separate research study can be conducted to investigate the productivity of TTS faculty and also to explore the contribution of the faculty in both research and teaching. This research will help the university to develop the work load standards/model for the faculty of university.

A comparison of performance of tenure and non tenure track faculty can be another area for research. Last but not the least, research might be conducted to find factors that really motivate teachers to undertake research.

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