



TOWARDS EFFECTIVE IMPLEMENTATION OF TENURE TRACK SYSTEM FOR IMPROVING QUALITY OF HIGHER EDUCATION IN PAKISTAN

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ABSTRACT

Tenure Track System was introduced in the higher education institutions of Pakistan in 2002 as part of administrative reform. The main objectives of the reform were to improve quality 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.

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. Tenure track system introduced by the Higher Education Commission of Pakistan 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 Tenure Track System as an administrative reform. Using GC University as a case in point the paper provides useful suggestions towards smooth implementation of TTS for improving quality and performance of higher education and the institutions/universities involved in imparting higher education in Pakistan. It also offers policy guidelines towards strengthening the system and removing its weaknesses at an early stage of implementation.

Keywords: Tenure Track, Implementation, Reform, Higher Education Management

INTRODUCTION

Background

Tenure Track system was introduced in higher education institutions with an aim of attracting qualified people and improving performance of academic faculty and quality of education in these institutions. 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 reviewing the higher education and making certain amendments in that including the recruitment and selection, compensation and performance management systems in order to make it more efficient and better performance oriented.

However, the irony in the context of Pakistan is that while most of the debate of this report is about public institutions there is hardly any representation of these institutions towards development of the report. This report triggered Government of Pakistan to initiate a process of reforms in the higher education sector in year 2001. Ultimately a report was developed which made recommendations for reviewing the higher education system in Pakistan. The report was heavily influenced by the report developed by a group who termed themselves as the Boston Group (because most of participants involved in the development of the report come from the Boston, US). The Boston Group mentioned that their purpose of report was to advance discussions on ideas previously presented in the 2000 World Bank report about higher education. This report laid the foundations of several reforms including the tenure track reform introduced by HEC in the following years. It was clearly stated in the report 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 about the development of existing human resource, it rather emphasized upon hiring new people assuming that qualified human resource may reside outside of universities.

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 Higher Education Commission of Pakistan (HEC) introduced Tenure Track Scheme (TTS) as part of educational sector reforms in 2002 and proposed that it would replace the existing system of faculty recruitment in higher education institutions of Pakistan. The system was resisted and due to resistance from major universities the Higher Education Commission of Pakistan had to issue several versions of tenure track system. 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. Ultimately, the situation was improved when universities were allowed to modify some provisions of the TTS to suit to their needs. For instance, the first draft of TTS did not allow teachers to revert back to the post they previously held in case they fail to get tenure after probation, whereas later on it was permitted. Similarly, the first draft also excluded books or chapters in books as research publications which was later accepted as a research contribution.

The Higher Education Commission (HEC) introduced the performance based Tenure Track System in public sector universities of Pakistan in 2002 with a view to improve both performance and quality of higher education institutions. The TTS offered high salaries to the Ph.D faculty of public sector universities. To what extent the higher salaries as offered by the Tenure Track System has contributed towards bringing quality and improvement in these institutions is the subject of the empirical research conducted on the implementation of TTS in Pakistani universities using GC University as a case study.

Purpose

The main purpose of the study was to review the implementation status of TTS in higher education institutions of Pakistan and to investigate factors that facilitate or impede implementation of TTS as part of administrative reform. Since GCU is the first among General Universities of the Punjab which adopted TTS and implemented the scheme in 2005 it was selected as a case in point for the study.

The study attempts to provide insights to the following questions:

What were the perceived and actual constraints for adopting tenure track system in higher education institutions of Pakistan? What were the various problems faced by the public universities in adopting the system and how were they handled?

What were the major challenges of the TTS in terms of performance measurement, quality improvement, and evaluation of teaching, research and administrative services?

The research study addressed the above questions using Tenure Track System as the focus of analysis. The findings of the study identified a list of factors that might facilitate or impede an implementation of TTS in higher education institutions in the specific context of Pakistan. It also underscored the importance of the specific contribution of the institution that might have an impact upon the implementation of a performance -based compensation system. The research denoted that institution-based differences should be explored before implementing a reform that is- The Tenure Track System. 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, employee's qualifications and experiences and trust level in institution should be given due attention. While the preceding listing is not exhaustive, it is a beginning toward improving the quality of the existing system.

Justification of the Study

Presently, public sector universities in Pakistan are confronted with the challenge of adopting Tenure Track System (TTS) as a new performance based system towards improving performance of faculty and quality of higher education institutions. TTS was introduced by the Higher Education Commission (HEC) in 2002 as part of its institutional and administrative reform. Since the system is evolving and both HEC and public sector universities have put in their efforts toward establishment and continuity of the system, the present study would help the stakeholders towards strengthening the system and removing constraints if any at an early stage. The higher education in Pakistan has been passing through series of reforms including the Tenure track system aiming at improving performance and quality of higher education institutions in Pakistan. This study facilitates the smooth implementation of the TTS as part of reform in public universities. Since GC University is a public university and many challenges it faced during the implementation of

tenure track might be faced by other public universities as well. Universities that are either implementing or planning to adopt TTS may learn from the example of GC University for effective implementation of the system in their respective institutions.

The study would also help the international higher education sector to understand the problems of implementation of tenure track system in developing countries including Pakistan. This study can be a benchmark for other developing countries that are considering enhancing performance and improving quality of education in their respective institutions. It is hoped that this study would encourage discussion about problems of implementation of tenure and its feasibility in developing countries. The whole information in turn, would help policy makers to understand problems at ground level in order to reduce the gap between policy making and policy implementation.

The case study methodology employed for implementation assessment of TTS reform can also be utilized to assess implementation of other education reforms aiming at improving quality of higher education institutions.

Literature review on Academic Tenure

The literature provides a wide 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 introduced in 1915 and its purpose 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 was best for the subject and students without any fear of action from those 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 were rigorous under the Tenure Track System. They noted that professors who attained tenure at American universities pass through a tough screening process which normally took seven years.

The former president of Yale University, Kingrnan Brewster, expressed that "the practical fact in most places, and the unexceptional rule at the Yale, is that tenure is for all normal purposes a guarantee of appointment until retirement age" ¹ William (1971) the Duke law professor wrote in defense of tenure: "Tenure, accurately and unequivocally defined, lays no claim whatever to a guarantee of lifetime employment. Rather, tenure provides only that no one is continuously retained as a full-time faculty member beyond a specified lengthy period of probationary service may thereafter be dismissed without adequate cause"² .Both

¹ Kingman Brewster, Jr., On Tenure, 58 AAUP Bull 381 (1972) (excerpted from his 1971-72 Report as President of Yale University).

² William W. Van Alstyne, Tenure: A Summary, Explanation, and "Defase, " 57 AAUP Bull 328(1971)

of the above definitions are close to the truth: President Brewster's as a realistic observation and Professor Van Alstyne'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 Texan, 2008).

It is evident from the above discussions that institution of tenure brought controversies in universities of developed countries. Therefore, it is important that before implementing TTS in developing countries including Pakistan needs of the local universities be determined. Only the system which addresses those needs should be implemented, otherwise any effort of quality and performance improvement using the borrowed models may not bring the desired outcomes.

THEORETICAL ORIENTATIONS AND MODEL

This section explains theoretical orientations utilized for developing the research model. A review of the literature on administrative reform suggested that basically a reform means introducing some interventions and changes in the existing system aiming at improvement in the system. Similarly, literature on change management suggested that any new intervention in the form of change in the existing system as part of reform is challenging and should be handled by considering all stake holders' concerns. A generic definition of the term reform as defined by Miles (1964) is as "an undefined, primitive term that between time I and time II some noticeable alteration has taken place in something" (Miles, 1964, p.13).

Reforms may have different motivations and objectives. The first motivation is the financial crisis of the state including: increased activities, especially in the four sectors i.e. 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 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 is internationalization, which makes it essential for national systems to come at par with those of other countries for standardization and better coordination. 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](#)).

Implementation studies are to be found at the intersection of public administration, organizational theory, public management research, and political science studies (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 statutes of various reforms, others focus on the actions of implementers. The relationship between implementing universities and HEC

is also an important characteristic of implementation of TTS. Implementation can be looked as a value added activity. This means that implementing university through its experiences can give feedback about the policy. This sharing of experience adds value to the policy development process. When we are analyzing implementation we can 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 in view of indigenous requirements. Building on the arguments and views discussed above the study deliberated on the issue of implementation of TTS, as a higher educational quality improvement reform using GCU as a case study.

The framework of the study was specifically developed in view of the literature on cycles of organizational change (Mintzberg and Westley, 1992) and top down theory of implementation developed by Sabatier and Mazmanian framework (1979, 1980). Drawing on the various concepts and theories reviewed earlier and discussions with senior academics and administration staff of the university a broad range of variables were selected to develop the theoretical framework for the study. To reach findings of the study all of the variables were not assigned equal weight age, the research rather highlighted variables which were more important in the case of GC University. The study also indicated the active or passive roles that an implementing university might have adopted during the implementation process. It was assumed that an active sponsor would participate at each stage of a change process, regulating it by acting on the information provided and offering guidance. Between these extremes were a variety of management approaches. The patterns of information exchanges described the degree and type of control used to promote compliance and exhibited how managers deal with implementation-related questions.

An interpretive approach to policy implementation was utilized for the 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. The fundamental distinction between the quantitative and qualitative paradigm is essentially a philosophical difference, a contrast of epistemological as well as methodological positions (Denzin & Lincoln 1994, Guba & Lincoln 1994).

Hence one of the main objectives of the study was to facilitate the process of implementation of TTS by focusing on perspectives of HEC, implementing universities, target population (faculty), it examined thoroughly how different actors interpret policies and affects of these multiple understandings on the implementation process. The study included some exogenous variables that were outside the university and some endogenous variables, within the university. While endogenous variables included the university based factors that might affect the implementation of the policy indigenous variables included university based factors such as age, faculty size, organizational structure and mission statement of the respective institution. The conceptual approach towards the development of this model was interpretative and constructivist.

Building on the above, the study identified a list of internal/endogenous and external/exogenous factors that might have influenced implementation of TTS at the university level. The model hypothesized that 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 the linkage between pay and performance.
- 4) Faculty's perception about existing rewards structure of the organization.
- 5) University Administration's confidence about adequacy of statutes of TTS.
- 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 particular organization in this case public university may affect employee 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. Some agencies or organizations may be more receptive than others to performance-based compensation systems. For example, the size of an organization and its dispersed work groups and employees and how they might affect design and implementation of the system. Thus an organization having 300 faculty members located at a single place might be more receptive to change as compared to a university having thousands of faculty members dispersed in different locations. It was assumed that a smaller agency might be better equipped to distribute awards fairly and its employees might perceive a stronger connection between pay and performance.

Similarly, organizational autonomy in designing a merit pay plan might also positively influence the acceptance of that plan to the extent that it 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 might increase confidence that a pay-performance link has been forged, where performance was appraised fairly, and that the ensuing rewards were distributed in an equitable manner. Building on the above discussion the following model was developed for examining the factors that might facilitate or impede implementation of TTS in higher education institutions of Pakistan in general and for GCU in specific.

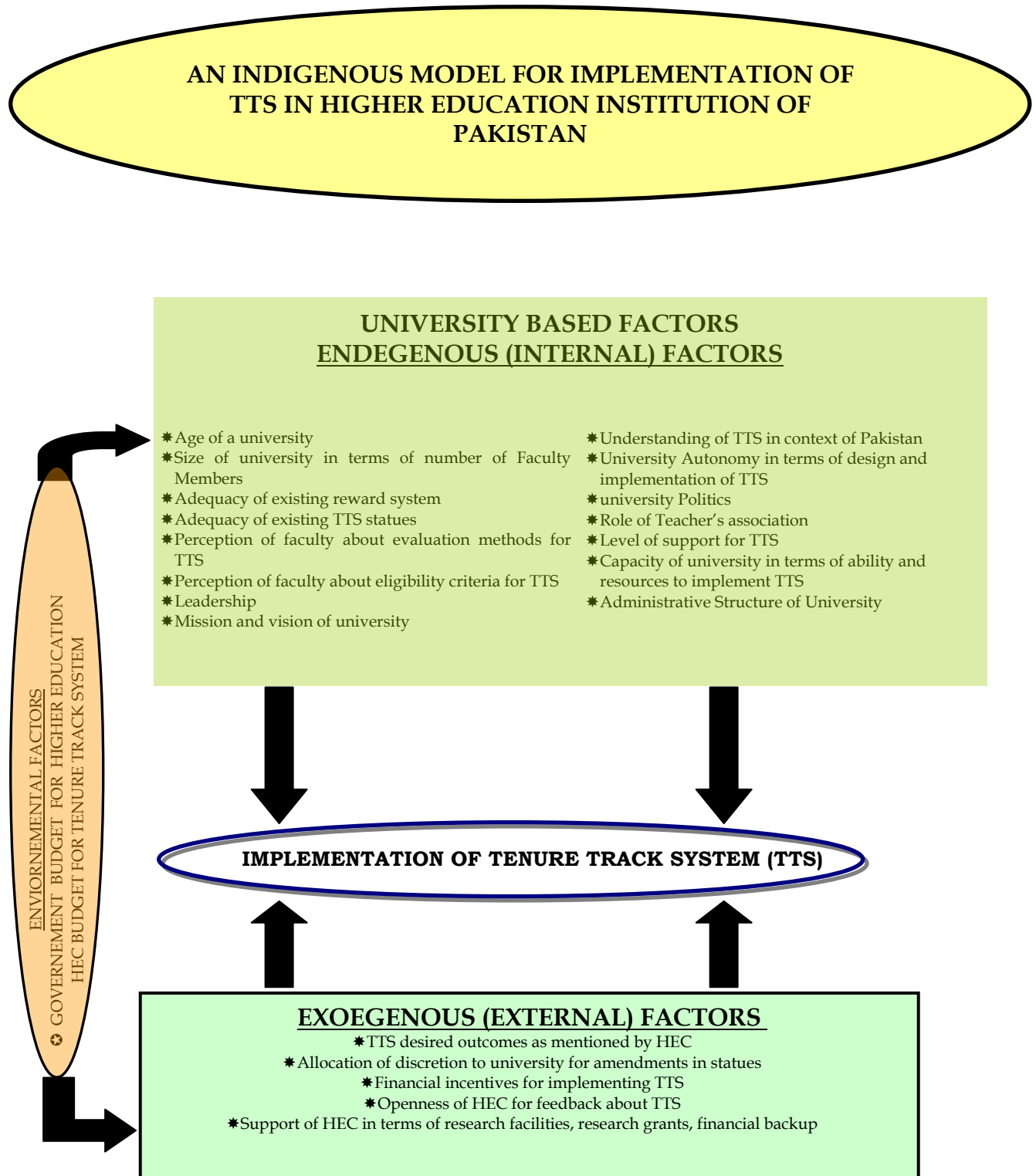


Figure 1: Indigenous Model

METHODOLOGY

The research study aimed at assessing the implementation of Tenure Track System in higher education institutions of Pakistan using GC University 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 attempted 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 these questions, 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 Tenure Track System (TTS). The population of the study consisted of TTS faculty of the GC University and administration of GC University who had been actively involved in the implementation of the 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 have a broader understanding of the issue non TTS faculty was also included to study the phenomenon from all possible angles. As per latest available data out of total 435 faculty members in GC University. 49 faculty members were on tenure track (December 2008).

Sample

The phenomenon under study was analyzed from different angles by including the following four groups in sample:

i) Tenure track faculty of GC University.

At the time the study was conducted, total faculty members working under tenure track statutes (TTS) in GC University was forty nine. This scheme was introduced at GCU in 2005. The population was divided according to the year of joining the scheme. This resulted into four categories that included: tenure track faculty of year 2005, 2006, 2007, and 2008.

In order to have a representative sample the above categories were subdivided into faculty of science, faculty of arts and social sciences, and faculty of languages and Islamic studies. Since the nature of the study was qualitative twenty seven faculty members were contacted and nineteen in depth face to face interviews were

conducted with tenure track faculty members. An effort was also made to make the sample representative in terms of academic cadre and which included participants having academic titles of assistant professor, associate professor and professor.

ii) Non tenure track faculty of GC University.

The researcher acquired a list of all faculty members from the registrar's office and selected non TTS faculty members from the same department from which interviews of TTS faculty members had been conducted. Total numbers of respondents were twenty six.

iii) Administration of GC University.

In an organizational structure of GC University, 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 GC University. The Registrar, who was previously working as Deputy Registrar (establishment and administration) was interviewed to seek his input to the study since 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 a comprehensive interview with the executive director and acting chairman of HEC to have an in-depth insight of the issue.

Sample Selection Method(s)

The researcher's 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.

There are two things to be worth mentioned regarding the sample size of the 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. 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 might open up the possibility of allegations of solvent and biased research designs. In view of these limitations a case study method with purposive sampling was selected for the study. In order to make comparison with non tenure track faculty, twenty six faculty members of the concerned departments were interviewed. Two senior administrators of the university, those who had 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 (CEO) of HEC provided an understanding of the HEC's perspective on the scheme. 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 Lobiondo & 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 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.

A thorough review of related documents including 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 GC University was conducted. Together, it took about four months to obtain all the information required to carry out the research, since 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. 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 GC University Administration.
- 2) Interview schedule for Tenure Track Faculty working in GC University.
- 3) Interview schedule for non tenure track faculty working in GC University.
- 4) Interview schedule for Executive Director HEC.

RESULTS

The findings of the study revealed that tenure track system had been dominated by few universities. Table 1 provided below indicated that out of 110 higher education institutions and centers, six institutions has 61% 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 year 2007-08 as compared to the year 2006-07. This allows us to made generalization that the focus of TTS is on limited universities.

Table 1.0: Universities which have a large number of tenure track faculty members

Sr. No.	Name of University	2006-07			2007-08			% of total TTS faculty	
		Male	Female	Total	Male	Female	Total		
1	Government College University, Lahore	12	2	14	37	5	42	9%	
2	Quaid-i-Azam University, Islamabad	0	0	0	56	10	66	14%	
3	Univ. of Veterinary & Animal Sciences, Lahore	0	0	0	19	1	20	4%	
4	University of Engg. & Tech., Lahore	27	0	27	56	3	59	12%	
5	Liaquat Univ. of Medical & Health Sciences, Jamshoro	13	5	18	13	5	18	3.7%	
6	COMSATS Institute of IT, Islamabad	9	5	14	85	8	93	19%	
Grand Total					73			298	61%

The operational difficulties experienced by many implementing agencies were not anticipated, that is why we see many versions of TTS statutes over the time. Gender wise breakup of the TTS reflected that overall representation of women on tenure track has been 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 is exhibited in table 2.0.

Table 2.0: TTS Faculty gender wise breakup

	TTS faculty (2006-07)			TTS faculty (2007-08)			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%	

As discussed earlier, the tenure track statutes were introduced to promote a culture of quality and performance in Pakistan. It went through lot of revisions due to the various concerns of the existing faculty, who did 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 cultural 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.

Table 3.0: Tenure track faculty working in higher education institutions of Pakistan

Rank	2006-07			2007-08			Total till Dec 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 4.0: Number of faculty hired on TTS (year wise break up)

Rank	2006-07	2007-08	% increase in 2007-08	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

According to the data in table 3.0 and 4.0 a large number of professors were hired on TTS (43% of total TTS faculty during 2006-07). This percentage decreased about 29% in year 2007-08. Professors represent the senior rank in university and generally there are fewer professors as compared to associate professors.

DISCUSSION

Why did the universities hire more professors on tenure track? One possible explanation might be that these professors normally hold important authority positions in universities, and in order to maintain their authority structure they were given preference while granting TTS.

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 Tenure Track system has a better pay as compared to the Basic Pays Scales for teachers. GCU implemented the scheme as it provided better financial package to the faculty.

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 can 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 universities for implementation of the scheme. Then HEC asked the universities if they failed to implement the scheme their grant for that purpose would be stopped.

Some senior professors commented that the university had reservations about the system, but implemented it to strengthen its financial conditions. They also viewed that the university wanted to shift some financial burden to HEC. HEC supported the scheme that is why the university implemented it. One of the university administrators commented that faculty who used to work was still working, even they were working on BPS (Basic Pay Scales). BPS (existing compensation system for government servants) the old system 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 this system. This new system would be based on higher PhD allowances, high rewards for publications, and separate compensation for administrative work. It indicated that morale of teachers was not simply related to compensation.

Some faculty members criticized the scheme that it created a class culture in the university. Even if HEC wanted to create a class system in the university; there would have been a different method of doing it. 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 the university.'

All respondents were agreed that university had autonomy for implementing TTS. First HEC gave the 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 got into that trap to get some financial funding then they implemented the scheme to get the extra grant.

The theme emerged that younger universities do not have well entrenched financial systems. Any kind of proposed change needed to be embedded with the existing system of the university for success and sustainability. GCU was a young university and implemented the system as its university systems were in stage of transition. A sub theme of autonomy, decentralization, democratic culture also emerged from this data. GCU had a centralized system and this fact supported the swift implementation of TTS. "TTS was successfully implemented in those universities who were run by administrators. The university in which academics have voice in university level decisions, the scheme was not successfully implemented."

Another important theme emerged here that women representation was quite low as compared to their male colleagues in tenure track system. That was most evident in senior academic ranks. Even though all tenure track faculty said that gender had no affect on the implementation of TTS. 23 % of total tenure faculty in year 2006-07 was female, in the rank of professors, which represented a ratio of only 3.5% (1 professor) as compared to the male

faculty which represented 77% as discussed earlier in Table 1.0. The reason might be that many universities used tenure as means to strengthen their existing academic management structure and one would find few women on these ranks. Thus tenure track system carried forward the inherent bias of the existing system prevalent in the university.

Findings on 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 the department. One of the respondents commented, 'I was personally against this unfair system but I adopted it to stabilize my department.'

Dominant theme that emerged from this 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 had a lucrative financial component attached to it, due to that 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.

Most of the TTS faculty agreed that it improved performance of teachers in the area of research. "TTS improved the performance in research." One senior professors reiterated, "now everybody knows the maxim publish or perish." The researcher also observed that TTS faculty was conscious about the research publications. Most of the non Tenure Track faculty agreed that it improved Tenure Track faculty performance in research to some extent. Another theme that emerged was that while tenure track system improved research performance it did not affect the performance of faculty in teaching. Now the question arises that, if this employment arrangement did not improve teaching then why parents should send their children in those predominantly teaching universities. Publications are important for academics, but are they really important for parents and students still remains a dilemma.

Another theme that emerged from the findings was that this system created classes among faculty members. One faculty member commented that now even in the university functions, faculty was divided into tenure and non tenure groups. This created differences among faculty as well.

The theme emerged that Tenure Track Faculty was dissatisfied with the existing evaluation criteria with its narrow focus on publications. This dissatisfaction is 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 felt that objectives should be set at the beginning of 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 faculty was not well

aware of the TTS statutes. Some respondents showed that evaluation methods were not clear. 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 has 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 was no tenured faculty members in the university. This centered all power of evaluation in the hands of the heads of various departments. Respondents told that time period for evaluation was short whereas research publications took much time to publish.

Most of the respondents were of the view that evaluation methods were not clearly communicated. The university should conduct an orientation on evaluation methods of tenured faculty and clearly communicate the stake holders about their yearly goals. The group evaluations should also be given due importance as most of the research at university level was undertaken in groups.

CONCLUSION

To conclude, TTS was introduced in public universities of Pakistan as part of higher education reform. The scheme was primarily meant for improving performance of the faculty and quality of education at university level. The findings of the study revealed that TTS is a step towards creating a new identity for the universities that have adopted the scheme. However, the overall discussion made earlier suggested that the reform 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 level, structural level, system level and people level. HEC need to be sensitive about the various dimensions of change outlined above. It was also noted during the study that a culture of dependence generally prevails in our higher education institutions, especially those who are weaker financially. The university is financially dependent on HEC for continuing of the TTS. This shows that university has no resources and capacity to implement this scheme. This scheme does not suit to financially weaker universities. The university dependence with regard to pay of their TTS faculty should be reduced gradually.

The need of recognition was largely 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 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 this scheme through its own funds. The departments should strive towards the identity of self-reliance of this University.

Some senior professors expressed that TTS should incorporate the factor of experience in the financial rewards for TTS teachers. They brought fresh PhD and experienced teacher with PhD on a same scale which might be unfair to a certain extent.

Nevertheless, to make the system really contributing towards quality and improved performance the financial implications of the scheme have to be worked out with universities that are implementing the tenure track system. Funding decisions might be based on the capacity, resources and structure of implementing institutions. It is recommended that financially weak universities should not be included in this scheme as it would disturb their whole reward system. Furthermore, TTS statutes should be concrete and flexible in terms of accomplishing the objectives. This scheme might be treated as many other labor contract arrangements available in the universities as 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.

Last but not the least, organizational change cannot be implemented successfully unless the concept of change is internalized by the organization members. This would only happen if participation of faculty members in the new system is enhanced.

The University with the support of HEC can gradually raise standards of teaching and research. TTS may provide a ground for beginning of the transformation process at the higher education institutions if there is a proper feedback mechanism at HEC level. It was also observed during the study that 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 questions about the future of the scheme.

To sum up, in order 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 HEC and universities. Other variables such as trust of teachers, insufficient government funding, and changes in government priorities also pose serious hindrances in the path of successful implementation of the system. Therefore it would be much better if universities come up with their own reward system for their teachers based on equity, fairness and improved outcomes linked with performance only then the system is expected to come up to the desired outcomes of quality and performance on a continued basis.

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