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Faculty Perceptions of Faculty Development Programs in Egyptian Universities: an Exploratory Study

Graduate School of Education

**Faculty Perceptions of Faculty Development Programs in Egyptian Universities: an
Exploratory Study**

A Thesis Submitted to

The Graduate School of Education

Department of International & Comparative Education

In partial fulfillment of the requirements
of the degree of Master of Arts in Educational Leadership

By **Noran Ali Eldebecky**

Under the supervision of Dr. Stacie Rissmann-Joyce

January 2017

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Dedication

To my dear mother and my father's spirit in heaven

I hope I make you proud

To my beautiful daughter Nour

You are my heart and soul

To my hansom son Ahmed

You are the apple of my eye

Thank you for making this thesis possible

Thank you for all the sacrifices you made

I love you my everything

Abstract

Faculty members teaching in the 21st century face pressing challenges of accelerated advancement in their disciplines, pedagogy, and technology. Furthermore, they face a different student body that is demanding better quality education. With these challenges, come the myriad roles of faculty in teaching, research and community service. To navigate successfully between these three pillars and to face the 21st century challenges, faculty development comprehensive initiatives are needed. In Egypt, faculty development started systematically only at the beginning of the 21st century. Thus, it is important to explore the effectiveness of faculty development initiatives from faculty's perspectives. As such, the purpose of this phenomenological exploratory qualitative study is to explore faculty personnel's perceptions of comprehensive faculty development initiatives offered by Egyptian universities inside their premises for faculty professional development. The sample included faculty members from one public university and one private, in addition to faculty developers and the director of the center of learning and teaching in the private university. The main instrument was semi-structure interviews with all participants, in addition to documents from the public university website. Thematic analysis was used for data analysis with the help of NVIVO@11 software. The main results show that faculty members had different perceptions regarding formal faculty development initiatives in their universities that could be grouped in four themes: benefits, motivations and feelings, challenges, and needs. The first theme included academic benefit, through which faculty changed their teaching methods based on faculty development. The second benefit is social, through which faculty shared experiences with colleagues from other disciplines. Faculty also stated two feelings which are frustration from the current faculty development initiatives and some extrinsic motivations that could help them attend more initiatives. Faculty members also reported some challenges that undermine the effectiveness of formal faculty development initiatives. The first

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challenge reported by participants in the two universities is the one-size-fits-all system. The second challenge, reported only by the public university was organizational bureaucracy. The third challenge was faulty time. The last challenge was having mandatory workshops. Furthermore, faculty members indicated their needs to have a better faculty development experience: first a need for more variety of topics; second more practical workshops; third a need for a bottom up approach for faculty development; and finally a need for more discipline specific workshops. However, each university had its specific subthemes. In the private university all faculty developers' perceptions generally reflected their role as that of pedagogical guidance and support to faculty. This role is clear from the four themes emerging from the data which are: needs assessment for faculty's needs, motivations for better faculty development experience, enhancing teaching and learning through experiential learning, and extended pedagogical support. Finally, the director of the CLT perceptions were very similar to the faculty developers' perceptions. She perceived the CLT role as that of pedagogical support for faculty. Her perceptions can be grouped into four themes: extended pedagogical support, assessment of success, and motivations needed for better faculty development experience. Implications mentioned can guide future faculty development initiatives to better meet faculty's needs.

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Abbreviations and Acronyms

AUC	American University in Cairo
CAPMAS	Central Agency for Mobilization and Statistics
CLT	Center of Learning and Teaching
ETCP	Egyptian Technical Colleges Project
EULC	Egyptian Universities Libraries Consortium
FLDP	Faculty and Leadership Development Project
FLDC	Faculty and Leadership Development Center
GoE	Government of Egypt
HEEP	Higher Education Enhancement Project
HEEPF	Higher Education Enhancement Project Fund
HEIs	Higher Education Institutions
HERS	Higher Education Reform Strategy
IBCT	International Board of Certified Trainers
ICTP	Information & Communication Technology Project
IRB	Institutional Review Board
MoHE	Ministry of Higher Education

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NCFLD National Centre for Faculty and Leadership Development

QAAP Quality Assurance and Accreditation Project

TOT Training of Trainers

UPMU University Project Management Unit

CHAPTER 1 INTRODUCTION

1.1 Change in Higher Education in the 21st Century

In today's globalized world, change is the key factor that shape teaching and learning enterprises in higher education institutions. With new platforms of learning as blended learning and flipped classrooms, the educational scene in the 21st century differed from the twentieth century. Although, it is the prime duty of faculty to be the chief innovators and initiators of change in academia, with the accelerated technological advances and expanded globalization this is a difficult task (Camplin & Steger, 2000).

Change is seen in many factors in academia, first, in the professor's means of knowledge. It was always assumed that faculty members are capable of self-learning to be updated with new developments in their disciplines and develop their skills. However, with the speed of new advancements in different areas of study, it is rather difficult to keep up, relying only on personal efforts. As such, it is important that higher education institution maintain faculty development endeavors to aid faculty members (Camplin & Steger, 2000).

Another factor of change comes in the consumers (e.g., students, parents, employers, etc.) in higher education. Nowadays, consumers of higher education demand high levels of liability than in the past. Many rapid challenges face higher institutions today such as the rapid changes in knowledge, technology, and even by the way academic work is being conducted, i.e., in teams, electronically over great distances, etc. (Camplin & Steger, 2000). Thus, higher education institutions need to provide continuous opportunities to their faculty for learning.

In comprehensive universities, faculty members face a more challenging task, in addition to this change, which is to navigate successfully through the three faculty's roles: teaching, research, and community service. As Austin, Brocato & Rohrer (1997) suggested "faculty are

pressed to fulfill heavy teaching responsibilities while they also develop significant research agendas and meet responsibilities as institutional citizens. At the research universities, and particularly those with research and land-grant traditions, multiple missions must be met. These include knowledge discovery and creation (research), knowledge dissemination (teaching), and knowledge application (outreach or public service to external constituencies)” (P. 5).

For the first role teaching differs in the 21st century is from before. With the rise of constructivism, the teacher is seen as a facilitator of learning rather than the source of knowledge. For many faculty members who are accustomed to lecturing while students listen, learner-centered teaching techniques may require new and unfamiliar teaching skills and raise fears about lack of coverage of content or less control over assessment activities. However, learner-centered teaching, allows students to do more of the leaning tasks, such as organizing content or summarizing discussions, and encourages them to learn more from and with each other (Sorcinellie, 2007). In Egypt particularly, higher education is more teacher-centered rather than learner-centered. The emphasis is on rote memorization with the lecturer is the source of knowledge. Usually with curricula that are narrow, rigid, and outdated from, that are only based on the lecturer perspective. Only in private universities that more group-based and experiential learning techniques are encouraged (OECD, 2010; Strategic Planning Unit, 2008). To change this trait in Egyptian education system, professional development of faculty is encouraged for better utilization of new student-centered teaching techniques.

The other prominent role is research. In Egypt, according to the OECD report “research capacity needs to be built up to an internationally competitive level in selected areas and integrated with university education” (OECD, 2010, P. 203). Research internationally is vastly expanding in different disciplines. However, Egyptian faculty are not able to keep up with this

expansion. In fact, according to the Strategic Planning Unit (2008) more than half of Egyptian university research output comes from three universities only, which indicates that The alignment of university research even with national development goals is weak (Strategic Planning Unit, 2008). This fact shows the significance of the need for a systematic means to help faculty in their research goals.

The aforementioned challenges in teaching and research were the main reason why he “OECD report recommends having professional development for faculty as one of the main steps in higher educational reform” (OECD, 2010, P. 203). Thus, for successful navigation of the three academic pillars, teaching, scholarship, and service, it is important that higher education institutions provide faculty with faculty development initiatives (Puri, Graves, Lowenstein, & Hsu, 2012). Faculty Development may be defined as “an endeavor aimed at promoting faculty success and academic acculturation. Some common forms of faculty development include support through course release time, funding, training, opportunities to network, orientation programs, and workshops on teaching and grant writing” (Puri, Graves, Lowenstein, & Hsu, 2012, P. 1). Nevertheless, more comprehensive initiatives are needed to suit faculty members’ busy schedules and to insure an ongoing learning process. Thus, the focus of this study is on formal comprehensive faculty development programs that are offered by universities for their faculty members.

1.2 Higher Education in Egypt

1.2.1 Types of Higher Education Institutions

Higher education includes public and private technical colleges and universities. The higher education system offers two types of *undergraduate* degrees: bachelors (bachelors of Arts

and bachelors of Science) and diplomas. The bachelors' degree is awarded by public and private universities after four, five or six year programs (or their equivalent in private higher institutes). Technical colleges offer two-year programs leading to a Diploma. In addition, the public higher education system also grants diplomas, masters (MA and MSc) and PhD degrees after fulfilling the requirements of different postgraduate programs (Strategic Planning Unit, 2008).

1.2.2 Higher Education Management System

Higher education in Egypt has a centralized system of management, governed by the Ministry of Higher Education MoHE and the Supreme Council of Universities SCU. The SCU functions within a centralized system of governance and management. Public and private higher education institutions also function under different judicial and financing rules. Leadership is another important factor for the management of the higher education sector. The government appoints university leaders — the Minister of Higher Education recommends three candidates and a presidential decree is issued for one of them. This process does not match the recruitment regulations and procedures described by the “universities regulating law” where the selection of universities' leaders should be through (Strategic Planning Unit, 2008).

1.2.3 Faculty Appointment

Faculty members in Egypt are appointed based on Egypt's public service system of a lasting appointment to the post. They are promoted based on seniority. “Under this system, there is no difference in remuneration or tenure for high-performing and under-performing staff. In 2006, with a view to lifting performance quality and dynamism in the sector, the Minister for Higher Education proposed the introduction of a “merit system” of hiring according to qualifications and promotion according to achievements. The proposal met academic staff

resistance. Part of these qualifications is the professional development workshops or seminars that a faculty member attends during the period before promotion” (OECD, 2010, P.171).

1.2.4 Higher Education in Numbers

Higher education has a relatively high expenditure in the Egyptian public expenditure. According to CAPMAS (2015), the Egyptian state public expenditure is 789 431.0. Expenditure on university education is 19 984.9. This number forms 21.2 % of the public expenditure on university education to expenditure on education. Table 1 and 2 show the number of faculty members and students enrolled in Egyptian Higher Education Institutions (CAPMAS, 2015).

Faculty Role	Public Universities	Private Universities
Demonstrator	21000	1571
Assistant Lecturers	19035	911
Lecturers	2 3612	1045
Assistant Professor	11226	291
Professors	14351	507
Total	88960	4 325

Table 1: Number of Faculty Members in Egyptian Universities 14/2015

Level of Education	Students Enrolled
Middle Technical Institutes	55873
Higher Institutes	52117
Public Universities	1918197
Private Universities	36347

Table 2: Students' Enrollment in Higher Education Institutions 14/2015

1.2.5 Faculty Development in Egypt

In Egypt, faculty professional development in education differs in public universities from private universities. In public universities, it was not introduced systematically until the start of the twenty first century. During the twentieth century, most of the universities in Egypt did not provide any pedagogical training to faculty members. However, starting 2000 the World Bank funded a project to improve the quality of higher education. One project in this initiative was dedicated to the training of h university instruction academics. Nowadays, this training program is compulsory in all Egyptian universities for faculty promotion and appraisal. Furthermore, it is interesting to note that faculty members who are certified trainers, both nationally and internationally, conduct teacher training workshops.

In public universities, each university includes a Faculty and Leadership Development Center (FLDC). These centers were initially established as one of six development projects recommended by the first conference for “Higher Education Reform Strategy” in 2000 as one of the World Bank initiative to reform education in Egypt. This conference was directed towards improving the quality, efficiency, and relevance of higher education. The FLDCs provide public

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universities faculty members with professional development through a series of workshops that are mandatory on for all faculty members for appraisal and promotion. However, the effectiveness of these workshops is questionable for some faculty members.

As for private universities, each university follows its own program according to the administration beliefs and the faculty's needs. In the private university that is selected in this study, a Center for Learning and Teaching (CLT) has been providing continuous support for the faculty in their teaching since 2002. However, it was not until only 2015 that the provost decided to initiate a new system for faculty development through a comprehensive program that includes a series of workshops to develop all faculty-teaching skills for all full, part time, new, and adjunct professors. Investigating the effectiveness of this initiative is important to further develop faculty professional endeavors.

1.3 Statement of the Problem

Looking at these two universities as examples of public and private universities in Egypt, it is apparent that faculty development is rather a new trend in universities, although, it is a crucial factor for the educational process success. Furthermore, according to the researcher's knowledge, to date, this is the only study investigating the effectiveness of faculty development programs in both public and private Egyptian universities from faculty members' perceptions.

1.4 Purpose of the Study

Thus, the purpose of this phenomenological exploratory descriptive study is to investigate faculty personnel's perceptions about formal faculty development programs in public and private universities.

1.5 Research Questions

The study was guided by three research questions:

1. What are faculty members' perceptions of faculty development initiatives offered by their universities?
2. What are faculty developers' perceptions of faculty development initiatives offered by their universities?
3. What are the perceptions of directors of faculty development centers of faculty development initiatives offered by their universities?

1.6 Definition of Terms

Faculty perceptions: for the purpose of this study, perceptions refer to how faculty members see and feel about formal faculty development initiatives/ workshops offered by their university.

Faculty development: in this study, faculty development is defined as the formal initiatives are workshops that are offered by a university as professional development for faculty members inside its premises in learning and teaching centers.

1.7 Significance of the Study

This study is the first to explore faculty development both in public and private Egyptian universities from faculty members' perceptions, faculty developers', and directors' of faculty development centers perceptions. Thus, the results and recommendations of this study will provide a comprehensive view of faculty development in Egyptian universities from different perspectives. This will help faculty developers to better understand faculty members' needs and the effectiveness of the existing initiative. Furthermore, recommendations of this study can be helpful in designing new initiatives.

CHAPTER 2 LITERATURE REVIEW

In this chapter a chronological overview will be presented to faculty development as a field in the United States, as it is the country this field originated. Then, a detailed presentation of the Faculty Development Leadership Project FLDP in Egypt will be followed, in addition to the studies that tackled this project. The conceptual framework will then be presented.

2.1 Chronological Overview of Faculty Development in the US

Faculty development in the US changed over time based on the changes happening in the educational field. Sorcinelli et al. (2006) proposed four ages of faculty development in the US: the age of the scholar (mid 1950s to 1960s), the age of the teacher (late 1960s through 1970s), the age of the developer (1980s), the age of the learner (1990s- 2000), and the age of the network.

2.1.1 Age of the Scholar (mid1950s to 1960s)

In this age, the main goal for faculty development was to master specific disciplines and stay up to date with it. Academic success was based on faculty development in their fields, especially research and publication. As such, the focus in this age was on the faculty member as a scholar. Thus, faculty development in this age were mainly based on grants, sabbaticals, and reducing teaching loads to enable faculty members to work on research or to pursue an advanced degree in one's discipline, which resulted in faculty development becoming narrowly defined as support for research and scholarly activities (Cited in Barsoum, 2014).

2.1.2 The Age of the Teacher (late 1960s through 1970s)

In this age, higher education expanded. Students from different backgrounds joined universities. A demand for better quality of instruction was apparent. This led to a change in

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faculty's role from a mere scholar to a qualified instructor. Higher education institutions devoted their resources to more instructional development for faculty. This age signifies the first faculty development models by Gaff's (1975), Bergquist and Phillips (1975), and Centra (1978).

Workshops, consultations and grants were the main forms of faculty development in this age (Barsoum, 2014). The following section will present the three main models in this age.

Bergquist and Phillips (1975) suggested model for faculty development is based on three dimensions: personal development, instructional development, and organizational development. Linked to these dimensions are proposed changes in the attitude, process, and structure in the educational process. Attitude is linked to personal development of the faculty member. Several tools were proposed to change faculty members' attitude toward the educational process for more personal development, such as faculty interviews, supportive and counseling sessions, interpersonal skills training, and life planning workshops. Process was linked to instructional development, in which faculty develop and advance their instructional methods and technology. Proposed initiatives for this dimension include pedagogical workshops such as microteaching, educational technology training, and, assessment. Change in structure was linked to the organizational development dimension of the model. This encompasses targeting institutional policies and structures. Different organizational development activities were proposed to achieve change in this dimension, such as team building, conflict management, and decision making on the department level.

Gaff (1975) proposed a similar model including three dimensions: faculty development, instructional development, and organizational development. Developing the knowledge, skills and growth of faculty members is the focus of the first dimension, faculty development. The second, instructional development is more concerned with teaching and learning. Thus, the focus

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is on initiatives that would develop student learning. The last dimension, organizational development is concerned with initiatives that would ensure an effective organizational culture that would encourage teaching and learning enterprises (cited in Barssoum, 2014).

Centra (1978), while criticizing the previous models as being heuristic in nature, proposed another model that is based on his 1044 sample of faculty and college coordinators across the US. Results of the factorial analysis indicated four groups of practices of faculty development identifies by the sample. The first, he considered to be traditional practices including “sabbaticals” and temporary reduction in the teaching load offered by the university. The second included initiatives offered by faculty members to faculty members to help each other in their teaching. The third group of practices, he called "instructional assistance". This included providing specialist instructional support for faulty such as visual aids and other pedagogical facilities. The last group of practices focused on assessment, for example assessing students. Centra (1978) expounded that these four categories of practice offer a rather different view of faculty development programs in contrast with the “heuristic” models of Bergquist and Phillips and Gaff’s. However, his model’s “instructional assistance” might overlap with the previous models instructional development.

During this age also, a very prominent professional organization was formed which is the Professional and Organizational Development Network in Higher education (POD). The Professional and Organizational Development Network in Higher Education (POD Network) was formed in 1974 to support faculty development and organizational improvement initiatives. Its 1,400 members consist of faculty, graduate students, and educational administrators whose employment relate to or is involved in achieving consistent improvement of higher education (McKee et al., 2013).

2.1.3 The Age of the Developer (1980s)

During this age a number of very prominent faculty development programs and organizations were established. Another prominent change is that faculty development initiatives became more comprehensive addressing faculty's different roles, teaching, research, and community service, and also different career stages. Thus, the focus in this age was on the faculty developer. Faculty development focus shifted from developing the faculty's skills and knowledge to improvement of courses and curricula (cited in Barsoum, 2014)

2.1.4 The Age of the Learner (1990s-2000)

In this age, there was a paradigm shift in education from the role of the faculty as a teacher and lecturer to that of the facilitator. With the constructivism and other learning theories that encourage student-centered learning, learning was seen as two way process, in which the faculty member is a facilitator rather than knowledge transmitter (cited in Barsoum, 2014). Faculty development programs focused on different learning strategies, such as active and cooperative learning, problem-based learning, and assessment and student evaluation. Another focus of this age is instructional technology. One prominent problem-based learning faculty development model is Irby (1996) that will be explained below.

Irby (1996) proposed a comprehensive Problem-based faculty development model that includes four dimensions: instructional development, professional development, leadership development, and organizational development. Instructional development is concerned with advancing pedagogical skills. The time frame of these initiatives is usually short workshops focusing on two aspects of teaching: general pedagogical skills, focusing on methods of presenting lectures and teaching in a Problem-based Learning context, and content specific pedagogy, focusing on teaching a discipline specific content or problem in a problem-based

learning environment for a specific academic year. The second dimension, professional development is more concerned with the professional development of faculty academically. Programs covering this dimension would include topics such as conducting rigorous research, writing for publication, working with a mentor, and developing professional networks. The third dimension, leadership development is more concerned with developing leadership skills in faculty. Thus, typical topics covering this dimension could include achieving goals in an organization, promoting vision, leading groups, and managing one's self and others. The last dimension proposed by Irby (1996) is organizational development. Irby (1996) explained "This deals with the structures and procedures of organizations and seeks to create self-renewing systems that continuously improve quality. Organizational development efforts focus on creating participative and empowering policies and procedures, and organizational structures. These might include developing procedures to: evaluate and reward teaching excellence, administer the curriculum, or collaborate across departmental boundaries".

Another model that can also be placed in this age is the POD comprehensive model. POD uses the term educational development rather than faculty development because of the former's comprehensive nature. This model will be explained in details in the conceptual framework.

2.1.5 The Age of the Network (2000- the present day)

With the accelerated technological advances that are present every day, faculty members face new challenges to stay up to date with their disciplines, student learning, and advance technology. A number of comprehensive studies were conducted to investigate faculty development programs effectiveness or faculty perceptions of faculty development. The most prominent and recent studies will be reviewed below.

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In 2006, under the membership of the DOP Network, Sorcinelli, Austin, Eddy, and Beach conducted a comprehensive study on POD Network members. The study aimed at exploring respondents' perception of their institution's goals for faculty development, different faculty development practices, the extent used and importance to their institution of a series of faculty development practices, and the extent to which a series of development efforts are used and should be used in their organizations. A survey entitled "Envisioning the Future of Faculty Development: A Survey of Faculty Development Professionals," was sent to 999 members of the POD, from which 494 were returned and analyzed. This sample represented 300 higher education institutions of different types including research and doctoral institutions, comprehensive I and II institutions, Liberal Arts I and II institutions, and community colleges from both US and Canada (MaKee et al., 2013; Sorcinelli, 2007).

Based on the results, Sorcinelli (2007) identified three main challenges facing faculty development in our age. These are the changing professoriate, the changing nature of the student body and the changing nature of teaching, learning, and scholarship. Each will be explained in details below.

In Sorcinelli et al., (2006), faculty developers identified a number of challenges that faculty face that cause transformational changes in faculty's roles. The first is the expansion of faculty roles. "The set of tasks expected of faculty is intensifying under increasing pressure to keep up with new directions in teaching and research. Thus, for example, new faculty members may need to develop skills in grant-writing or in designing and offering online courses" (Sorcinelli et al. 2006). The second challenge is finding balance between these increasing roles, and also between the personal and professional life. Another challenge is satisfying needs of new faculty through different faculty development practices such as mentoring, orientation, providing

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learning communities, and individual consultation. Another factor in this challenge is the rise of a big number of non-tenure-track and part-time faculty who also have different needs from full time faculty.

The second challenge is the changing nature of the student body. Faculty developers in this study underscored two key challenges: the challenge presented by increased multiculturalism and diversity and the challenge presented by underprepared students. The challenge of the underprepared student was identified as one of the most important educational problems facing faculty and faculty development (Sorcinelli, 2007).

The last challenge is the changing nature of teaching, leaning, and scholarship. This challenge encompasses four factors: emphasizing Learner-Centered teaching, emphasizing assessment of student learning outcomes, emphasizing assessment of student learning outcomes, expanding definitions of scholarship, and building interdisciplinary collaboration (Sorcinelli, 2007). One interesting note relates to faculty development specifically in the use of instructional technology. Of the eight issues identified by professional and faculty developers in the 2001 POD research, “integrating technology into traditional teaching and learning settings” was one of the top three most important issues (Sorcinelli et al. 2006, P.72).

Another important research project was conducted by McKee, Johnson, Richie, and Tew in 2010. The study aimed at investigating chief faculty development officers’ expectations and perceptions of faculty development endeavors in terms of type, size, and level of institution. “By doing so, the researchers hoped to describe and assess these activities to determine the expectations for faculty development, the magnitude of support provided, and whether or not this support varies by type of institution and whether the faculty member is full-time or part-time

(MaKee et al., 2013). A web-based survey was sent to the chief academic officers in all Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) accredited institutions. The sample consisted of 546 completed the survey. The results indicated that participants agreed that their institutions provided travel funds to attend professional conferences, 66 percent indicated their institutions provided release time for professional development, 45 percent provided professional development funds for membership in professional organizations, and 63 percent provided funds for courses taken to enhance academic credentials (McKee et al., 2013).

2.2 Principles of Good Practice in Teaching and Learning Centers

Although institutional foci for faculty development differ according to the institution's objectives, the main goal for any center is to develop faculty different skills. Based on her long research and experience in the field of faculty development, Sorcinelli (2002) suggested ten principles of good practice in faculty development. These practices are important in creating and maintaining teaching and learning centers. They can be used as a guide for faculty developers for better and more innovative ideas for faculty development. Each of these ten principles will be explained in details below.

The first principle is to build stakeholders by listening to all perspectives. It is important for any teaching and learning center to listen to different perspectives of different stakeholders in the teaching and learning process. Thus, faculty developers need to design faculty development initiatives based on the feedback from faculty, teaching assistant, administrators, and even students on the teaching and learning endeavors in the institutions. This could happen through

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soliciting feedback and ideas through a needs assessment that is conducted internally or externally (Sorcinelli, 2002).

The second principle is ensuring effective program leadership management. Sorcinelli (2002) expounded that it is crucial for successful teaching and learning centers to have a person of vision, dedication, and excellent evaluative skills directing the center. She recommended having a full-time director for the center who is able to observe the needs of faculty, evaluate initiatives effectiveness, and manage everyday administrative tasks. She further elaborated that it is for the good of the center that the director is accessible to the faculty for better faculty-developer contact.

The third principle suggested by Sorcinelli (2002) is emphasizing faculty ownership. Ensuring faculty ownership is important so that the center can provide services that suit faculty's needs. Although the director can evaluate the needs of faculty, having faculty members involved can provide insightful ideas for faculty developers. Ensuring faculty ownership can happen through myriad means. One of them is to select well respected faculty members who can work as associates for the teaching and learning center for better communication of faculty's needs. To ensure these well respected faculty engagement in the center, Sorcinelli (2002) suggested some modest incentives such as giving a title such as faculty associate or teaching mentor, a stipend, small funds for professional development, or release time from course. The fourth principle is related to the third one. It is cultivating administrative commitment. This could happen through ensuring the involvement of a senior administrator who is dedicated and interested in faculty development. This person can be the link between the center and the administration (Sorcinelli, 2002).

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The fifth principle is developing guiding principles, clear goals, and assessment procedures for the center. Sorcinelli (2002) suggested that a center's goals should be a reflection of the feedback taken from different stakeholders. These goals should be communicated to the institution through a report. Furthermore, these goals need to be discussed and prioritized according. After that, faculty developers need to assess the centers activities periodically. Assessment and evaluation may include different ways, such as faculty's satisfaction, student learning outcomes, faculty participation, or even changes in the teaching and learning culture in the institution. Evaluation and assessment are important for two main reasons. First, they show whether the scheduled goals were achieved or not, and to what extent. They can also act as a method of feedback on the success of the initiatives in the center. Finally, they can be a source for administration to check the center's accountability.

The sixth principle suggested by Sorcinelli (2002) is to strategically place the center within the organizational structure. This principle encompasses two aspects, the administrative and the physical placement. Sorcinelli (2002) suggests that the director of a center of teaching and learning should be in direct contact with the administration in the institution. This would ensure that the center would have the academic and financial support needed which in turn would affect faculty positively. The other aspect is the physical location of the center. Sorcinelli (2002) further suggested locating the center of teaching and learning in the center of the campus rather than "on the periphery". This way it can be more accessible to faculty for personal consultation in addition to group workshops.

The seventh principle is to offer a range of opportunities, but to lead with strengths. As studies show the diverse needs of faculty in different career stages, it is crucial that a center of teaching and learning designs initiatives that would cater for these different needs. Such

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initiatives may vary including “orientations for teaching assistants and new faculty, early feedback mechanisms for pre-tenure teachers, and mentoring opportunities involving senior faculty” (Sorcinelli, 2002). Nevertheless, a successful director would prioritize these programs according to faculty’s needs, budget and staffing limits while still insisting on good quality of the initiatives.

The eighth principle is to encourage collegiality and community. One of the main benefits of participating in faculty development is to be introduced to faculty members from different disciplines and share ideas and experiences with (Sorcinelli, 2002). A successful center of teaching and learning would encourage such opportunities through small modest ways such as a luncheon or refreshments. These occasions will set the scene for faculty conversations to occur. Thus, by time faculty members who participate in such occasions will encourage their colleagues to also participate in faculty development to benefit from other colleagues’ experiences and also share theirs.

The ninth principle is to create collaborative systems of support. This is suggested through seeking support from different administrative offices in the institution such as the provost office. Support and collaboration could be financial and administrative to help create and maintain faculty development activities as part of the strategic plan of the institution (Sorcinelli, 2002).

The last principle is to provide measures of recognition and rewards. Sorcinelli (2002) suggested using formal and informal methods to motivate faculty for more participation in faculty development. Some of the suggested means are providing class-free time for developing more innovative teaching methods for example integrating technology in teaching; providing

small teaching grants programs; or even showing appreciation and recognition through a note, a plaque, a luncheon, a gift certificate for books, or a designation as mentor. These ideas will be well recognized by faculty and will encourage more participation in faculty development programs (Sorcinelli, 2002).

2.3 Faculty's Perceptions and Teaching and Learning Centers

Some studies investigated faculty members' perceptions of initiatives offered by centers of teaching and learning. As this is the focus of this study, two studies will be summarized in this section.

Mitchell (2015) investigated faculty members' perceptions of faculty development initiatives offered by a teaching and learning center in a non-profit regionally accredited private university. A convenient sample including 22 full time faculty members answered a questionnaire that was designed for the purpose of the study. The instrument used was a quantitative survey designed by the researcher for the purpose of the study. Results indicated that participants had positive perceptions regarding the Teaching and Learning Center initiatives. They further explained that the initiatives prepared them well for their first teaching assignments at the university. Nevertheless, participants indicated that more variety of topics is required for these initiatives. On the other hand, mentoring experiences results were mixed. Participants reported facing problems with the mentorships system. Results also showed that participants' perceptions of the TLC workshops and mentoring were not affected much by the demographic variables and the experience factors.

In his qualitative phenomenological study, White (2014) investigated the experiences of lead faculty developers (LFDs) from faculty development centers (FDCs) in the U. S to better understand the role of interactions and perceptions of LFDs on success of faculty development

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programs. The sample included LFDs from multiple FDCs around the U.S. with varying levels of experience and differing levels of interactions within their institutions. In-depth, semi-structured questions were asked of LFDs regarding their perceptions of faculty development success, how they interact with college personnel, and their perceptions of the impact of those interactions on faculty development efforts. Results included seven themes: first, using the attendance system to measure the success of FDC; second change in faculty members' behavior could be an indicator for assessment; FLDs indicated a desire to help faculty and administrative personnel; content expertise does not necessarily ensure effective teaching skills; teaching most of the time is not a priority to faculty members because of their busy schedules; and strong personal relationship produce positive outcomes.

2.4 Faculty Development in Egypt

Faculty development is rather a new trend in Egypt. To the knowledge of the researcher, no nationwide faculty development initiatives were introduced before the 21st century. Only in 2000, when the Government of Egypt realized the challenges facing education in general and the higher education sector in particular, that a national move was sought. According to the World Bank Report (2009), in 2000, a new reform strategy, Higher Education Reform Strategy (HERS) was prepared by the Government of Egypt (GoE) and was discussed during a National Conference on Higher Education held in February in the same year. Twenty five reform initiatives were identified in the conference. The main issues addressed in this conference that are relevant to the context of this study were centralized governance and system inefficiencies and low quality of university education. According to the World Bank:

Despite shortage of data to assess the quality of university education, there was a general acknowledgement that university graduates skills were below what is needed to improve

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Egypt's economic competitiveness, and that employers prefer foreign skilled graduates.

University education was heavily lecture/textbook reliant with memorization-based assessment systems, no emphasis on creative thinking, problem solving and collaborative work, and insufficient use of IT (World Bank, 2009, xii).

To improve higher education quality together with the other problems addressed in the conference, the GoE proposed 25 specific initiatives to be executed within a period of fifteen years. This reform agenda was financed by the World Bank with a fund of (i) a US\$13 million IDA credit to support quality improvement in the faculties of Education; and (ii) a US\$50 million IBRD loan complemented by a US\$10 million funding from the GoE to finance 11 out of the 25 initiatives under the HERS. The initiatives to be supported by the IBRD under the Higher Education Enhancement Project (HEEP) were selected based on the priority given to improve: (i) system governance and efficiency; and (ii) quality and relevance of higher education.

The main beneficiaries of this reform acknowledged by the World Bank report were higher education students. However, the other beneficiaries were public and private sector employer and faculty and instructors in higher education institutions who would have access to additional resources and professional development opportunities.

One of the original components in the World Bank Project was in-service training of approximately 5,000 university faculty members. The main purpose of the training was to develop their capabilities in using and applying computer technology and integrating technology in their instruction (World Bank, 2009). To further reform higher education in Egypt, the Ministry of Higher Education reorganized the project to include five sub-projects including: Quality Assurance and Accreditation Project (QAAP), Higher Education Enhancement Project Fund (HEEPF), Information & Communication Technology Project (ICTP), Faculty-Leadership

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Development Project (FLDP), Egyptian Technical Colleges Project (ETCP) (World Bank, 2009).

The six projects were implemented together under the umbrella of the Higher Education Enhancement Project (HEEP) funded from World Bank (Said, 2009).

The Faculty-Leadership Development Project (FLDP), which is the concern of this study, “aims at enhancing institutional and professional potentials of higher education institutions (HEIs), along with developing the skills and competencies of faculty members, administrators and leaderships to enable them to cope with developments of the era, to face competitiveness, and to increase the efficiency of higher education outcomes. The achievements of FLDP fulfilled through: identifying the training needs of HEIs, developing training strategies by universities/ HEIs, conducting Training of Trainers (TOT) workshops to create core teams of certified trainers within each university/HEI, establishing sustainable training and development mechanisms, supporting the establishment of training centers in each public university to ensure sustainability of the continuous training process, setting training priorities, prioritizing training groups and developing annual training planners, executing all training activities within the training centers established in each university/HEI, and performing periodic evaluation and impact assessment of the training programs in accordance with quality assurance and accreditation requirements” (Said,2009, P.465).

In its first phase of implementation the project management established 17 training centers in 17 universities across Egypt in partnership with an international partner (ICTB). Approximately 760 trainers were trained with a primary group of 40 certified trainers who were expected to be role models and communicate their knowledge to their institutions. Furthermore, more than 220,000 courses were delivered together with 16 specialized and 3 TOT training packages (World Bank, 2009). In fact an unexpected outcome of this project was the initiation of

the National Centre for Faculty and Leadership Development (NCFLD) with an international accreditation and the mandate of training of trainers and certification programs as well as the top Management at central and university levels (World Bank, 2009). This center was established “as the third branch of the International Board of Certified Trainers (IBCT) in the US, with its second branch in the Netherlands to cover EU countries, offers its training services to certify master trainers, training materials, and training labs, covering 22 counties in the MENA region, Africa and Asia. NCFLD also operates as a hub networking the FLDCs established in all public universities to coordinate training activities and ensure that they conducted in accordance with international good practice and certification requirements” (Said, 2009, P. 467). Aboulmagd & Khalifa (2016) further explain “Through FLDP “the concept of life-long learning was consolidated within universities” (Ministry of Higher Education, 2010, p. 41). In addition, FLDP established a National Training Center, which was authorized by the International Board of Certified Trainers in the USA, in order to locally offer faculty members international certification (Ministry of Higher Education, 2010). This project also “helped establish a training center within each university in which faculty members are urged to be enrolled by linking training attendance with promotion” (Ministry of Higher Education, 2010, p. 41)” (as cited in Aboulmagd & Khalifa, 2016).

“In response to the nation-wide implementation of the HEED, each university has set up its own University Project Management Unit (UPMU) within its organizational structure to ensure proper implementation of the project. As a result of this project a National Center for Faculty and Leadership Development (NCFLD) was established to primarily focus on training of the trainers, providing certified programs and workshops material for selected set of courses,

tailored to each university's facilities (World Bank, 2009)" (as cited in Aboulmagd & Khalifa, 2016).

The initial assessment study for this project was conducted by the World Bank had positive findings. The project director of the FLDP project together with the other five project directors made a report based on a survey of a random sample from the 17 universities implementing the project. The sample included 1000 students from the third year or above, 500 of faculty members, 350 of the teaching assistants and 300 of graduate students from each participated university. The results show that over half of these courses were of huge usefulness for them among all specialties (World Bank, 2009).

It is worth mentioning that the FLDC is now in each public university under the supervision of the Supreme Council of Universities. However, private universities do not follow this project. Each university organizes its own faculty development initiative according to the institution's needs.

2.4.1 Studies on Faculty Development in Egypt

This section will cover the studies done on faculty development in Egyptian universities. All of the studies are MA and PhD dissertations. The researcher searched the Egyptian Universities Libraries Consortium (EULC) database with the years covered from 1977 to 2016. However, studies on faculty development in Egypt were only found from 2009 till 2015. The researcher focused on studies investigating the FLDC model only rather than all faculty development initiatives as it is the focus of this study in the public university. These studies can be categorized into two groups; studies focusing on the Egyptian universities, and comparative studies. In addition to the FLDC model in the public universities, one study included in this

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section focused on a needs assessment for the American University in Cairo faculty's needs for faculty development.

2.4.1.1 Egyptian Public Universities

Many scholars focused in their studies on the Egyptian faculty development model of FLDC centers under the umbrella of quality and accreditation framework. Results of these studies contradict the initial assessment by the World Bank. Allabody (2013) sought to investigate how to develop professional development for faculty members and their assistants in Egyptian universities in the light of the standards of quality and accreditation. To answer this research question, Allabody (2013) used the descriptive and comparative approach. She interviewed a sample of 240 faculty members from five Egyptian universities: Suez Canal University, Ain Shams University, Helwan University, Mansoura University, and Elmenia University. The main results of this research included the following: professional development programs in Egyptian universities are still focusing on theoretical rather than practical aspects; lecturing and discussions are the two most used instructional activities in professional development programs in Egyptian universities; poor application of academic quality and accreditation in the field of professional development of academic staff and their assistants in Egyptian universities.

Hussien (2013) explored faculty development programs in terms of objectives, content, training methods and techniques, and duration time. The main purpose of the study was to identify and test learning assessment before and after the program. This study adopted the mixed methods descriptive approach in which several instruments were employed including a survey, interviews, pre-post evaluation questionnaire for professional development programs. Data were collected from 252 faculty members of different ranks, assistant professor, lecturer, assistant

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lecturer, and demonstrator, who attended a number of faculty development initiatives in Menofia University. Results showed that faculty development programs were not announced ahead of time with proper propaganda to reach all faculties. Monetary and psychological incentives are needed to motivate faculty to attend and excel in these programs. These programs were offered in a one-size fits all method with no distinction between scientific and humanities schools. Scientific schools/ faculties training should differ from humanities/social sciences schools. Evaluation/ assessment of these programs are not comprehensive; thus they do not evaluate all learning outcomes of the program on the faculty member including knowledge, skills, and attitudes.

Abdelmotaleb, (2010) explored faculty members experiences of attending professional development initiatives, and to what extent they participate in these initiatives. Furthermore, Abdelmotaleb, (2010) investigated the obstacles facing faculty members in attending professional development programs. The sample included a sample 420 participants from the ALU, including faculty members of different ranks, profession, assistant professor and lecturer. Questionnaires were disseminated to faculty members to suit the objective of the study. Results indicated that first, professional development programs for faculty members have a positive impact on university education system, as well as the culture faculty members. Second, demographic variables affect the participation rate of these programs. Third, professional development programs help in building social relations between faculty members from different discipline. Fourth, there are many obstacles impeding the ultimate benefit of these programs to faculty members. Finally, professional development programs help faculty in changing their teaching methodology.

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Almorsy, (2009) sought to explore the experience of attending professional development initiatives offered by Faculty and Leadership Development Project in Mansoura University for faculty members. He further wanted to explore the vision, elements, procedures and obstacles of this program. The results indicated that the program's vision is to meet the needs of faculty members for professional development. The objectives of the project are to enhance faculty members teaching skills, develop their research skills, and introduce them to the modern and most up-to-date technology in the scientific research methodology. Procedures of the project include setting a special center for professional development in campus and holding up trained courses for staff and leaders of the University to promote their skills scientifically professionally and culturally, and saving a program to train trainers. The main obstacles found of this project are faculty members were not internally motivated to attend the workshops offered; faculty members had to repeat the same topics in different promotions, different workshops with different titles would have the same content; trainers do not respect faculty members' scientific backgrounds in their teaching; faculty members were not involved in the preparation process of these initiatives; minimal change of academic exchange between universities. The study had some recommendations such as motivating faculty members to attend more workshops; involving faculty members in the preparation process of these initiatives; exchanging experiences with other Arab and international universities.

2.4.1.2 Comparative

Elsaadawy (2015) investigated professional development of Egyptian faculty by using distance-learning technology compared to British and German universities represented by Oxford University in the UK and Munich in Germany. The study found multiple results, notably that professional development is an important factor in developing the abilities, skills and

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knowledge of faculty members. Furthermore, distance education technology is one of the important strategies to develop professional development programs for faculty members. Distance education technology also contributed to the modernization and development of professional development programs for faculty members in the universities of Oxford, England and Munich, Germany in an advanced manner. It was also found that the lack of professional development process for faculty member using distance education technologies is reflected negatively on important development programs provided to faculty members and thus the overall performance of higher education institutions in Egypt.

Makhas (2011) study explored faculty development in Egyptian universities compared to their counterparts in American and German universities. The studies approach is comparative in which the researcher investigated the similarities and differences between these workshops, especially cultural factors, to benefit from the international experiences in the Egyptian universities. To achieve this, the researcher used the entrance to American and German studies exploring faculty development using technology, analyzed and compared them to the Egyptian experience. The major results revealed the inadequacy of Egyptian programs in goals, content, and method of implementation in developing faculty members' skills and knowledge compared to the American and German programs.

2.4.1.3 Private Universities

One study tackled a case of one private university, namely the American University in Cairo. Barsoum, (2014) qualitative study sought to assess the personal and professional needs, objectives, challenges, and concerns of faculty members in the School of Sciences and Engineering at the American University in Cairo (AUC) for faculty development. Using semi-structured interviews, Barsoum (2014) interviewed faculty members representing different career

stages and departments as well as administrators. The results suggested that there is a gap between the offered and required support and development mechanisms at the university, emphasizing the need for more comprehensive and tailored educational development programs that constitute instructional, organizational, and faculty development strategies.

As been demonstrated by the above literature review, and to the knowledge of the researcher, this study is the first to explore faculty members' perceptions in both public and private universities in Egypt.

2.5 Conceptual Framework

The conceptual framework of this study encompasses two levels/ dimensions of the faculty development process: the micro level represented by faculty and the macro level represented by the content of the faculty development initiatives and their alignment with organizations vision. For the micro dimension, Andragogy or the Adult learning Model is utilized for analysis. For the macro level, the POD comprehensive educational development model is utilized for analysis. The following two sections will present each framework.

2.5.1 The Micro Level: Adult Learning Model Andragogy

In the context of faculty development, faculty members can be considered adult learners, as they are seeking new knowledge to be utilized in their professional lives. Designing faculty development initiatives in a way that would cater for faculty's needs is thus an important task. Based on this believe, I chose to use the Adult Learning Model proposed by Knowles (1980) or Andragogy to analyze faculty's perceptions about faculty development considering it a learning experience. Although some scholars criticized Knowles Andragogy, it continues to be utilized by instructors and practitioners in different fields. Knowles (1984) gathered 36 cases in different

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fields including business, postsecondary education, professional education, health education, religious education, and remedial education in which Andragogy assumptions were utilized. Other fields and publications in which Andragogy was used include agriculture (Gharibpanah & Zamani, 2011), nursing (Riggs, 2010), e-learning (Muirhead, 2007), engineering (Winter, McAulliffe, Hargreaves & Chandwick, 2009), criminal justice (Birzer, 2004), management (Forrest & Peterson, 2006), and human resource development (Holton, Wilson, & Bates, 2009; Kowles, Holton, & Swanson, 2011) as cited in (Merriam & Bierema, 2013). However, it is important to note that these assumptions can only be called a model rather than a theory due to the lack of big empirical support.

Andragogy is a concept that was first introduced by Knowles from Europe in a 1968 article. This originally European concept of andragogy means “the art and science of helping adults learn,” that is contrasted with pedagogy which is the art and science of helping children learn (cited in Merriam, Caffarella, Baumgartner, & Credo, 2012). Knowles (1973) stated that andragogy refers to helping adults, which comes from the Greek word *aner* that is man. He was concerned with the assumptions related to adult learners. He postulated six main assumptions. First, an adult learner is a self-directed learner. Second, an adult learner’s experience is a rich source of learning. Third, an adult learner social role is closely related to how far he/she learns. Fourth, an adult learner is more problem-centered learner than a subject-centered learner. Fifth, adult learners are more driven by intrinsic motivation rather than extrinsic motivation. Finally, adult learners need to know the reason behind learning (Merriam & Bierema, 2013). Each assumption will be presented in details together with implications on it.

The first assumption is learner’s self-concept. Knowles (1984) expounded that adults perceive themselves as independent and self-directing. Thus, they expect to be treated this way.

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They develop a “deep psychological need to be perceived by others, and treated by others, as capable of taking responsibility for ourselves” and if “others are imposing their wills on us without our participating in making decisions affecting us, we experience a feeling, often subconsciously, of resentment and resistance” (cited in Merriam & Bierema, 2013). It is important to note that this feeling of resentment can happen due to the facilitator’s usage of pedagogical methodologies. A number of implications for this assumption aroused. First, what Knowles called “climate setting”. Knowles (1984) suggested that in the andragogy model the learner needs to be involved in planning, delivery and evaluation of their learning. Thus, the instructor or facilitator needs to prepare a physical and psychological setting that would suit this purpose (cited in Merriam & Bierema, 2013). This would lead to an engaging psychological atmosphere. Thus, Knowles explicated that “The climate should cause adults to feel accepted, respected, and supported; further, there should exist “a spirit of mutuality between teachers and students as joint inquirers (1980, p. 47)” (cited in Merriam, Caffarella, Baumgartner, & Credo, 2012).

Experience is the second assumption. Adult learners learn by reflecting on their large reservoir of life experiences in different roles. Thus, experience is a fundamental tool in adult’s learning. The implication to this assumption is instructors should design instructional activities that would respect and integrate learners’ life experiences. If their experiences were not respected and acknowledged, adult learners would experience a feeling of rejection not only to their experiences but also to their personalities (Merriam & Bierema, 2013). Thus, instructional activities such as group discussions, role play, simulations, field experiences, case studies, and problem based learning are all suitable for an adult learning setting. In addition, while selecting

the instructional activities, it is important that the facilitator can connect these activities to the learner's experiences.

Related to the previous assumption of life experiences is the readiness to learn of adult learners. Adult learners have different social roles; these roles create in the learner a need to learn new skills and knowledge to be fit for these roles. Furthermore, these roles change by time and experience. Thus, a new employee's tasks would differ from a mid-career employee. With that change of social roles, the adult learners experience a change in the readiness to know new skills for these new roles. Facilitators then should seize this "teachable moment" and plan a whole program that would cater to these needs. Merriam & Bierema (2013) further explained "though it seems obvious that readiness to learn is related to an adult's development and social roles, much of this learning, especially that in formal settings, rather than responding to an immediate need, emphasizes preparation for future roles. The trick for adult educators is to create the readiness for learning through instructional techniques that are experiential in nature."

Problem-centered orientation is another assumption of Andragogy. Adult learners are problem-centered learners rather than subject-centered, who need instantaneous hands on practice on the knowledge gained. This is related to the previous assumptions. As the adult learner is self-directed who has different social roles that make him/ her ready to learn new skills to be applied in these new roles, application rather than conceptualization is more important to fit in the social roles. Thus, problem-centered orientation presents a more pragmatic approach of learning than the subject-centered approach (Merriam & Bierema, 2013).

In line with the previous assumption, Knowles (1984) suggested that adult learners are internally motivated to learn rather than externally motivated. Contrary to children, adult learners have the free will of choosing to learn or not. Thus, intrinsic motivation is the goal of learning.

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Merriam and Bierema (2013) expounded “Indeed, internal motivation along with the other assumptions of andragogy place this theory squarely in a humanistic framework where the individual is at the center of learning transaction, where self-direction and independence is valued, and where learning leads to personal growth and fulfillment.”

Last but not least is the assumption of the need to know for adult learners. This assumption is very much related to the previous assumption. Intrinsic motivation for the adult learner is related to the need to know new skills and knowledge. Thus, if adult learners perceive the importance of a new objective or skill before they learn it, they will be more motivated to learn. This is of course related to the desire of fitting in the new social roles of the learner. Nevertheless, in some formal learning settings the adult learner is obliged to learn without necessarily having this internal motivation. In this case, the adult educator is challenged. To face this challenge, Knowles (2011) suggested some implications:

The first task of the facilitator of learning is to help the learners become aware of the “need to know”. At the very least, facilitators can make an intellectual case for the value of the learning in improving the effectiveness of the learners’ performance or the quality of their lives. Even more potent tools for raising the level of awareness of the need to know are real or simulated experiences in which the learners discover for themselves the gaps between where they are now and where they want to be. Personnel appraisal system, job rotation, exposure to role models, and diagnostic performance assessment are examples of such tools. (p. 63) (cited in Merriam & Bierema, 2013)

Based on Knowles assumptions and implications, Gitterman (2004) proposes eight implications that suit the six assumptions of Knowles Andragogy. These are: creating a climate for collaborative learning, providing structure for collaborative learning, dealing with obstacles

to peer learning, experiencing abstractions, operationalizing abstractions, building generalizations and critical thinking, and balancing lecture, discussion, role play, and visual methods. The most relevant to this study are creating a climate for collaborative learning, experiencing abstractions, operationalizing abstractions, building generalizations and critical thinking, balancing lecture, discussion, role play, and visual methods and role modeling professional competence.

To set the climate for collaborative learning, the facilitator has to construct an encouraging physical and psychological learning environment. As such, the normal class setting in which there is a lectern and rows of chairs would “probably be the least conducive to learning . . . It announces . . . that the name of the game here is one-way transmission . . . (Knowles, 1985, p. 15)” (cited in Gitterman (2004). A more encouraging setting for collaborative learning would be arranging chairs in a circle or semicircle arrangement of chairs. This would give an immediate feeling in the learner that participation is expected and respected (Gitterman, 2004). As such, facilitators would also be setting an assuring psychological and social climate, which is even more important than the physical setting. Feeling more respected and trusted by the instructor, adult learners would be more ready for collaborative learning. On the other hand, if the learners sense a lack of respect and trust, “their energy is spent dealing with this feeling more than with learning (Knowles 1985, p. 15)” cited in (Gitterman, 2004).

Experiencing abstractions is another implication of Andragogy; theory can be experienced by learners. Adult learners build on their past experiences and existing schema to learn a new concept. Providing knowledge in an abstract way without that is far from the learners area of expertise could result in negative consequences (Gitterman, 2004). Another related implication is operationalizing abstractions. Turning abstract knowledge to practical action is the

key in this implication. There is a difference between knowing the fact and knowing how to use this fact. An adult learner needs the facilitator to put theory into practice to maximize the learning process. Thus, the learner needs operationalizing the abstract.

The ability of knowledge transfer from the specific to the general is another important implication for Andragogy. Bruner (1968, p. 77) denotes this as “the active pragmatic idea of leaping the barrier from learning to thinking” (cited in Gitterman, 2004). Adult learners need to feel the capacity of applying specific knowledge to different cases in their fields. This mastery of professional competence can come by experiential situations provided by the facilitator. For the learner, this is called critical thinking.

Another implication that is related to the instructional activities utilized by the facilitator of adult learning is balancing between lectures, discussions, role play, and visual methods. Bruner (1966) proposes that adult learners have different methods of learning and cognitive styles (cited in Gitterman, 2004). Adult learners could be symbolic learners who mainly learn by conceptualizing and theorizing. Others learners are visual learners who learn mostly by visualizing. On the other hand, active participation could be the main method of learning for active learners. To cater for different learner styles, the facilitator has to vary and balance his/ instructional methods. They should include lectures, visual aids, group discussions, role play, and case studies.

2.5.2 The Macro Level: POD Educational Development Model

Educational development encompasses all levels of development including: individual, program, and institutional. It also involves all stakeholders of the educational process, namely graduate students, faculty, postdoctoral scholars, administrators, and organizations. The POD educational development model includes three dimensions: faculty development, instructional

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development, and organizational development. A detailed explanation of each dimension will be presented below (POD, n. d.).

Faculty development includes three areas of a faculty member development. The focus in the first area is on developing and advancing personal skills of the faculty member. Thus, specialists in areas of design and presentation are expected to arrange initiatives and consultations for faculty including topics such as teaching, class organization, assessment, teaching methodology, teaching technology, and active learning. Other teacher-student communication topics need to be addressed, such as advising, tutoring, class discipline, and administration. The second area of this dimension is concerned with a faculty member as a scholar and professional. Initiatives that would assist the faculty member in their research and profession should be available. Some examples of these topics include publishing, grant writing, administrative work, committee work, and supervisory work. The final area in this dimension is more concerned with the faculty member as a person. Some topics that should be included in this area of development include interpersonal skills, stress and time management, and wellness management (POD, n.d.).

Instructional development on the other hand focuses on teaching and learning. Thus, the focus is more towards curriculum design and student leaning. In this dimension faculty members work with pedagogy experts to develop different course design skills. Many of these programs include media design initiatives. Other focuses in which this dimension is geared include examining how a course fits in the institutional vision, maximizing teaching objectives and methodologies, selection of advanced and appropriate pedagogical technology, and learning how to evaluate course material. Some institutions expanded initiatives that would cover this dimension by adding workshops on design courses, new/ unconventional teaching methods,

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innovative technological tools, and learning management system. Faculty developers could also guide faculty members on how to assess their own learning and conduct their own research on this aspect (POD, n.d.)

Organizational development is more concerned with making the most out of organizational effectiveness. These programs would focus on the macro level, namely the organization, rather than the micro level, faculty member. “Many centers are involved in large-scale institutional change efforts, involving high-level college and university priorities, such as grants designed to transform teaching and learning structures and practices. Similar activities include helping academic units plan and enhance their curricula, through processes such as assessment, curriculum mapping, and discussion of learning goals. A third area of organizational development focuses on developing leadership capacities in faculty and administrators. One activity such programs offer is administrative development for department chairs, deans and other decision makers. The reasoning is that these are the individuals who will be making the policies that affect how courses are taught, how faculty are hired and promoted, and how students are admitted and graduated” (POD, n.d.)

CHAPTER 3 METHODOLOGY

This is an exploratory qualitative study to investigate faculty personnel's perceptions of faculty development programs in their respective universities. Semi-structured interviews were used for data collection. As professional development is a new field in higher education in Egypt, it is important to use the qualitative design to provide an in-depth analysis of what is offered and what needs to be added.

3.1 Research Design

Creswell, Hanson, Clark Plano, & Morales, (2007) identified five types of qualitative research design: narrative, ground theory, case study, participatory action research and phenomenology. This study follows a phenomenological research design. Creswell et al. (2007) explains that in a phenomenological study, the researcher identifies a human experience and collects data from participants who have gone through this experience. Thus, the researcher will come up with a comprehensive description of the "essence of his phenomenon" for participants. They further identified two types of phenomenological design: hermeneutical, in which the research both describes and interprets the lived experience of the participants, and transcendental, in which the researcher brackets all his thoughts and experiences to describe objectively participants' lived experiences. This study follows the hermeneutic phenomenological approach, as the emerging themes from the data analysis were interpreted based on the literature. Creswell et al. (2007) suggest essence question as the type of research questions for this design. In this study, faculty personnel's perceptions about faculty development initiatives were sought. To allow for in depth insight of faculty development initiatives in Egypt, the phenomenological design was utilized.

3.2 Sample

The sample in this study includes faculty personnel from two top Egyptian universities: one public and one private. The sample includes faculty members, faculty developers, and the director of the Learning and Teaching Center *CLT* in the private university. In the coming sections a detailed description of the research site and the CLT and Faculty Leadership and Development Center *FLDC* then participants' characteristics will be presented.

Polkinghore (1989) suggests that the sample of a phenomenological study should include 5 to 25 participants who have experienced the phenomenon of question (cited in Creswell, 2007). In this study 21 university personnel participated. Participants were selected from two top Egyptian Universities, one public and one private. The sample includes university personnel: faculty members, faculty developers, and one director of faculty professional development center from the private university. The original plan was to include faculty members, faculty developers, and directors for training centers from both universities. However, after verbal approval to participate in the study, three faculty developers and the director of the training center in the public university abstained from meeting the researcher for interviews. Consequently, due to the low response from faculty members, the final sample includes twenty one participants including 16 faculty members, 4 faculty developers and one director of a center of learning and teaching. Participants' ages ranged between 30 to 65 years. 11 participants were females and 10 males. Twenty participants were Egyptian and one participant was American.

The researcher utilized two methods of sample selection. The first is random for faculty members. Faculty members were selected randomly from each university. Eight faculty members were selected from each university. For the public university, the researcher went to the center of faculty training and randomly asked participants the permission to participate in the study.

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Moreover, she went to two faculties and asked permission of three faculty members to participate in the study.

As for the private university, purposeful sampling was used to select faculty developers and the director of the CLT. For faculty members, the researcher selected random names from the university's directory, and emailed faculty members to ask for permission to participate in the study.

During data collection, two participants in the private university mentioned that they used to work at the same public university that is the focus of the study. Furthermore, they indicated that they attended the faculty development workshops offered by the FLDC. Thus, some parts of their interviews were relevant to the themes that emerged for the public university sample. Therefore, these parts were analyzed together with the public university. This way, the number of participants of the public university can be considered ten instead of eight. Participants' characteristics are included in tables 1 and 2. For confidentiality reasons, participants' identities are hidden by providing codes for each university. Thus, the public university is called University X; the private university is called University Y. Then faculty members are given numbers, such as P1, P2, or P3.

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Number of Participants	Gender	Title	Department
3	Female	Assistant Professor	Faculty of Agriculture
1	Male	Assistant Professor	Faculty of Agriculture
1	Male	Associate Professor	Faculty of Agriculture
1	Female	Assistant Lecturer	Faculty of Languages
1	Female	Assistant Professor	Faculty of Languages
1	Male	Assistant Professor	Faculty of Commerce

Table 3: Participants' Characteristics in University X

Number of Participants	Gender	Position	Title	Department
1	Female	Director of the Teaching and Learning Center	Full time Professor	CLT
2	Males	Faculty developers	Full time MA	CLT
1	Male	Faculty developer	Full time Associate Professor of Practice	CLT

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Number of Participants	Gender	Position		Title	Department
1	Female	Faculty developer	Full time	Associate Professor of Practice	CLT
1	Female	Faculty developer	Full time	Associate professor of practice	CLT
2	Males	Faculty Members	Full time	Professors	Engineering
1	Female	Faculty Member	Adjunct	Assistant Professor	Psychology
1	Male	Faculty Member	Full time	Assistant Professor	English and Comparative Literature
1	Male	Faculty Member	Full time	Assistant Professor	Applied Arts
1	Female	Faculty Member	Full time	Associate Professor	International and Comparative Education
1	Female	Faculty Member	Full time	English Language Instructor	English Language Instruction Institute
1	Female	Faculty Member	Full time	Arabic Language Instructor	Arabic Language Instruction Institute

Table 4: Participants Characteristics in University Y

3.3 Instruments

Creswell et al. (2007) identifies interviews as the main method of data collection in a phenomenological study, in addition to documents and observations. In this study, interviews were the main instrument for data collection in addition to documents from the two universities websites to allow for a more objective analysis of data. Interviews were conducted by the researcher to explore the content of the training, in order to identify the differences between programs and faculty perceptions. The interviews were semi-structured to allow for smooth discussions. Three interview protocols were designed by the researcher after a thorough reading of the literature. One interview protocol was designed for directors of training centers; one interview protocol was designed for faculty developers; and one protocol was designed for faculty members. The interview protocols were first designed in English. Then, they were translated to Arabic to suit the public university sample. The interview protocols were translated by two translators and then reviewed by the researcher to assure accuracy. The translators' mother language is Arabic, and they have an international diploma in translation from the American University in Cairo. The researcher then piloted the interview questions with three participants to insure reliability of the questions. The participants in the pilot study were: one faculty member from the public university, one faculty member from the private university, and one faculty developer from the private university. After piloting the interviews, two main questions were added for both the faculty and developers' protocol. Two questions tackled what could motivate faculty members to attend more faculty development workshops, and how faculty developers assess faculty members' needs.

3.4 Data Collection Procedures

After the Institutional Review Board *IRB* and Central Agency for Mobilization and Statistics *CAPMAS* approvals were granted, the researcher sent faculty personnel in the private university an email introducing herself and the purpose of the study. For the private university, the researcher selected random names from the university's directory, and emailed faculty members to ask for permission to participate in the study. Furthermore, the email included permission to participate in the study. After the approval of the prospective participants, the consent form was signed. The researcher then met faculty personnel at their offices at times that were convenient to them. The interviews ranged between 20 to 45 minutes. The interviews were one on one. The participants were thanked for their participation.

At the public university, the researcher went to the faculty training center, the FLDC, introduced herself to the administrative director and shared the CAPMAS approval. Interviews with the academic director of the center and three faculty developers were scheduled; however, they all refused to meet at the scheduled timings. Thus, they were excluded from the sample. As for faculty members, the researcher waited in the break time between workshops and asked faculty members randomly to participate in her study. After getting their verbal consent, the researcher introduced the purpose of the study together with the written consent forms and asked faculty members to sign them. The interviews then were administered. The interviews were divided into one focus group including three faculty members from the same discipline and five one-on-one interviews with faculty members from different disciplines. Data was collected in one month in April 2016.

3.5 Data Analysis

Creswell et al. (2007) recommends using bracketing, statements, meaning units or themes, textual description, structural description, and essence of the phenomenon for data analysis in a phenomenological study. Thus, in this study thematic analysis was utilized. Descriptive validity was ascertained by recording and transcribing the interviews of the private university English interview responses. For the public university, interviews were in Arabic. The researcher translated them prior to transcription. It is important to note that the researcher's native language is Arabic and she has a BA in English Language and Literature.

Creswell et al. (2007) explain that data analysis of a phenomenological study may include reading the transcripts and highlighting the significant points, quotes, of statements to the phenomenon. Then these statements could be grouped to form themes explanatory of the phenomenon. In this study NVIVO 11 software was used to determine the frequency of the codes. In addition, the research read and reread the transcripts several times; significant quotes were highlighted in specific color code; then similar quotes were grouped together forming themes.

3.6 Triangulation and Data Validity

Creswell and Miller (2000) identified nine methods to strengthen qualitative data validity. These are: triangulation, disconfirming evidence, researcher reflexivity, member checking, prolonged engagement in the field, collaboration, the audit trail, thick rich description, and peer debriefing. In this study, three methods of data validity were used, triangulation, member checking and thick rich description. Creswell and Miller (2000) define triangulation as “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” P.126. In this study, the

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researcher utilized two methods of triangulation including interviewing participants of different roles in faculty development initiatives to have a more comprehensive perspective of faculty development phenomenon. Furthermore, the researcher resorted to the two universities websites to better validate participants' views. Member checking was the second method used for data validity. Transcripts were sent to 19 participants out of 21 to check the accuracy of transcription. Thick, rich description is the last method used for data validity in this study. This includes describing in details the setting, participants and the themes of the study (Creswell & Miller, 2000). In this study, the researcher described the research site and participants in details, in addition to detailed themes description in the results section.

3.7 Ethical considerations

To insure ethical considerations, before data collection, the Central Agency for Mobilization and Statistics (CAPMAS) and the Institution Review Board (IRB) approvals were obtained before any data collection. Furthermore, the researcher explained the study's purpose and data collection procedures to all participants and waited for their verbal consent. Upon having the verbal consent, the researcher asked all participants to sign a consent form, explaining the purpose and procedures of the study before starting the interviews. All consent forms have been kept in a locked locker in which only the researcher has access. In addition, all transcripts are saved anonymously on the researcher's personal computer that is secured by a password.

CHAPTER 4 RESULTS

The purpose of this phenomenological qualitative study is to explore faculty personnel perceptions' of faculty development initiatives in public and Egyptian Universities. Data was collected using semi-structured interviews from twenty one faculty personnel in one public university and one private university. Creswell et al. (2007) explain that data analysis of a phenomenological study may include reading the transcripts and highlighting the significant points, quotes, of statements to the phenomenon. Then these statements could be grouped to form themes explanatory of the phenomenon. As such, the researcher used thematic analysis that rendered a number of themes and sub themes that are common for both universities in addition to more specific themes to each university. As part of insuring data validity, thick rich description of themes is important in presenting the results (Creswell & Miller, 2000). Thus, in this chapter a detailed description of the major themes and subthemes that emerged from the interviews based on the research questions will be presented.

4.1 Research Question 1: What are faculty members' perceptions of faculty development initiatives offered by their universities?

Faculty members had different perceptions regarding the formal faculty development initiatives in their universities. Based on data analysis of faculty members' interviews, four major themes emerged: academic and social benefits from the initiatives, challenges they faced, needs and feelings and motivations. Benefits included both academic and social. In general, 62% of the participants indicated changing in their teaching methods and course design based on faculty development initiatives universities with variation in each university. 25% reported revisiting their existing knowledge because of the workshops. 25% reported getting social benefit from the workshops through widening their social circle.

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Faculty members also reported some challenges that undermine the effect of formal faculty development initiatives. The first challenge reported by participants in the two universities is the one-size-fits-all system, which was reported by 92.8 % of participants. The second challenge, reported only by the public university which means 50%, was organizational bureaucracy. The third challenge was faulty time, reported 37.5%; however this was specific to the private university only. The last challenge was having mandatory workshops, reported by 25%, in the private university only.

Faculty members also indicated some feelings and motivations that they feel regarding formal faculty development initiatives in their universities. The first feeling was frustration reported by 50%, in the public university only. Furthermore, faculty mentioned some incentives that can motivate them attend more faculty development initiatives. These were reported as extrinsic motivation by 40%.

Furthermore, faculty members indicated their needs to have a better faculty development experience. 56% reported a need for more variety of topics; 40% reported their need to have more practical workshops; 40% reported a need for a bottom up approach for faculty development; and 25 % reported a need for more discipline specific workshops. However, each university had its specific subthemes. Thus, a detailed analysis of the four major themes will be presented below with specific focus on each university. Themes and reasons are summarized in the following table.

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Theme	Reasons	University X	University Y
T1. Benefit 1: Change in instructional methods and course design based on faculty development initiatives	<ol style="list-style-type: none"> 1. For new and mid-career faculty: new topics such as assessment and evaluation 2. For all participants: topics related to technology 3. For public university: communication and presentation skills 4. For public university: international publishing 5. For the private university: the use of experiential learning methods 	4 participants	7 participants
T1. Benefit 2: Revisiting existing knowledge	Senior and content competent faculty, such as education and computer science disciplines	NA	4 participants
T1. Benefit 3: Widening the social circle and sharing experiences		4 participants	NA
T2. Challenge 1: One-size-fits all	<p>For University X</p> <ol style="list-style-type: none"> 1. Highly theoretical content: lecturing and a focus on theory rather than practice. 2. Redundancy of topics: repetition on the same topics in different promotions and different workshop titles for the same content. 3. Quantity versus quality: big content for the time allotted for workshops; long operation system from 8 am to 3 pm; fixed number of workshops for each promotion regardless of the content 4. Faculty developers: individual differences between developers affecting the delivery method; focus of some developers on their personal experiences <p>For University Y</p> <ol style="list-style-type: none"> 1. Topics of the same faculty discipline; the compatibility of the topics to the discipline 	10 participants	4 participants
T2. Challenge 2: Organizational bureaucracy	<ol style="list-style-type: none"> 1. Cost of the workshops 2. Focus on accreditation rather than qualification: international graduate degrees, other places for faculty development 	8 participants	NA
T2. Challenge 3: Faculty Time	<ol style="list-style-type: none"> 1. Appropriateness of the CLT schedule to faculty schedule 2. Busy faculty schedules that restrain them from attending CLT workshops 	NA	3 participants

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Theme	Reasons	University X	University Y
T3. Challenge 4: Mandatory workshops		NA	2 participants
T3. Need 1: Variety of topics	1. For different career stages 2. For different career roles	10	NA
T3. Need 2: Practical workshops		7	NA
T3. Need 3: Bottom up approach for faculty development	1. Workshops based on faculty's needs 2. Decentralized faculty development initiatives 3. Introducing new bottom up policies for faculty development	8	NA
T3. Need 4: Discipline specific workshops		3 participants	1
T3. Need 5: Research workshops		6	2
T3. Need 6: More technology friendly workshops		NA	1
T3. Need 7: Dealing with students with disabilities		NA	1
T3. Need 8: Providing alternative faculty development approaches other than the CLT		NA	1

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Theme	Reasons	University X	University Y
T4. Feeling 1: Frustration	1. Lack of variety of topics	10	NA
	2. Faculty developers		
T4. Feeling 2: Extrinsic motivations to attend more faculty development initiatives	1. A certificate of attendance	NA	4
	2. Added merit or bonus		
	3. Part of the annual report		
	4. Alternative methods such as the teaching excellence certificate		

Table 5: Summary of Faculty Members' Perceptions

4.1.1 Theme 1: Benefits

Faculty members in University X identified two main benefits of faculty development initiatives offered by the university namely academic benefit and social benefit. However, there was kind of consensus that the academic benefit was really minimal, but was mainly a change in the teaching instructions methods and course design. Many participants attended these workshops because they have to, and the main benefit they got was the social benefit in the sense of interacting with their colleagues from different disciplines. This helped them widen their social circle. In University Y, more participants reported change in their instructional methods based on faculty development workshops as the first academic benefit. The other benefit was revising existing knowledge because of these workshops. In the coming section the change in instructional methods and course design will be tackled first, then the social benefit. The following table and chart will overview the benefits reported by faculty in both universities.

Theme	Reasons	University X	University Y
T1. Benefit 1: Change in instructional methods and course design based on faculty development initiatives	<ol style="list-style-type: none"> 1. For new and mid-career faculty: new topics such as assessment and evaluation 2. For all participants: topics related to technology 3. For public university: communication and presentation skills 4. For public university: international publishing 5. For the private university: the use of experiential learning methods 	4 participants	7 participants
T1. Benefit 2: Revisiting existing knowledge	Senior and content competent faculty, such as education and computer science disciplines	NA	4 participants
T1. Benefit 3: Widening the social circle and sharing experiences		4 participants	NA

Table 6: Theme 1 Benefits

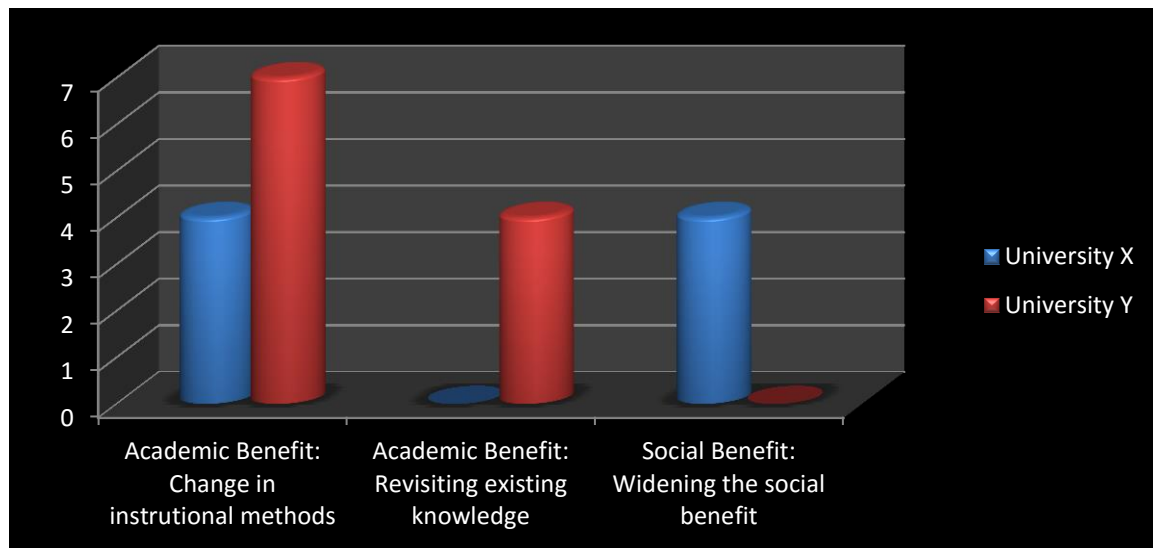


Figure 1: Theme 1 Benefits

4.1.1.1 Benefit 1: Change in Instructional Methods

In University X

As participants of the public university come from different stages in the academic career, the academic benefit they got from faculty development initiatives differed according to the stage they are in in their career. Nevertheless, all participants agreed that the benefit was really minimal. Many of them mentioned that they did not benefit at all academically. Furthermore, they did not change anything in their design of courses nor their teaching techniques based on the faculty development workshops offered by the university. Only four participants out of ten mentioned that they benefited from some of the topics presented in the workshops, and that they changes their course design based on that.

For early career faculty and middle career faculty, the benefit was in topics that they were not introduced to before such as assessment and evaluation and integrating technology in teaching. Assistant lecturers benefited to an extent from some of the workshops. *P17*, who is an

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assistant lecturer mentioned that the only benefit she was introduced to a new concept of how to design questions in exams. Nevertheless, the benefit was really marginal. She explained:

Assessment and evaluation workshop was about writing exams and evaluating students helped me change my exam questions. There was one basic change, which is the notion of the average student. There is no such thing as an exam question that should be for an average or a struggling student and a question for an excellent one. Either the student knows how to answer a certain question or doesn't. Questions shouldn't be tailored, if we may say so.

Evaluation and assessment workshop had a positive effect on yet another faculty member. *P19* mentioned that she chose to take assessment and evaluation workshop after she got her PhD to be able to utilize this knowledge while designing her exams:

I chose to attend the assessment and evaluation workshop after I got my PhD, because I felt that I would benefit from it, and I can actually apply what is in it when I can only put exams/ or design my own exams, but before that it won't benefit me much. I also benefited from it because the information in it was new to me, and it opened many things in my mind especially on how to design nontraditional questions, as I did not attend it in any of the other two promotions workshops: assistant teacher and assistant lecturer.

In addition to evaluation and assessment, topics such as effective presentation skills, international publication, and integrating technology in teaching were other good examples of beneficial topics to faculty members. *P20* stated some of the examples for these workshops:

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Effective presentation skills workshop is one that I attended and benefited a lot from.

International publication is another very good workshop, and the trainer was really good.

Using/ integrating technology in education is another very good workshop that would keep us up to date with new technology. Also, one of the workshops that we attended that was really effective was student evaluation, assessment and designing exams.

In the same manner, *P15* thinks that integrating technology in teaching was one of the most effective workshops. Based on this workshop, he started integrating more technological devices in his lectures. He believes that using technology can be a good alternative of field trips when they are not available. This workshop helped him to better integrate multimedia in his lectures, which for him had a similar effect of field trips which are crucial to his field. He even bought a data show projector to display his presentations on. He explained:

As for the academic benefits, some of the courses actually benefited me in my teaching.

For example, using technology in teaching was one of the workshops that I used in my teaching. I like utilizing modern technology in my classroom. I even bought a data show screen in my classroom. I like my students to see things visually in visual aids such as films, if I can't take them to field trips.

Another topic that was noted as important by some faculty members is effective communication skills. Faculty members believe that good channels of communication between lecturers and students are the key for better teaching and learning. *P15*, who is mostly interested in developing good communication channels with his colleagues and students, further explained that for him effective communication skills was a very useful workshop. He further explained

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that this workshop helped to change the way he deals with people that helped him in better communication.

Contrary to the previous views of faculty members, the other six participant of the public university believe that faculty development workshops offered by their university did not add to them much. In fact, when asked whether they changed anything in their teaching based on these workshops, the answer was “not really” or “to a meager extent, unfortunately”. *P18* said about the change in teaching or the academic benefit: “as for scientific or academic knowledge, I don’t think I benefit, because at the end of the day my purpose for attending these workshops is just promotion”. In the same realm, *P16*, an assistant professor in English Language and Literature explained her experience with a frustrating tone: “some of these workshops were really beneficial such as time management, for example, while the material provided by others was boring and outdated”. For her faculty development workshops were more “waste of time, waste of money, waste of effort” than a beneficial experience.

For faculty members who got their PhDs from the USA and the UK the experience of attending the FLDC workshops was described again as a waste of time and effort. They believe that they did not need to take such workshops as they took more advanced workshops and other faculty development activities while studying for their PhD. *P21* clarified that after being promoted to an associate professor even before coming back to Egypt, he had to attend these workshops offered by the university. But for him they did not add much. He describes his experience in the below quote:

So I reached to a position of an associate professor before I came here to Egypt. I have been in Egypt for the past couple of years. And when I first came to University X, I was

asked to attend a program to elevate the qualifications of faculty members here in order to receive a higher rank and a promotion. So I had the chance to attend that and I believe that most of the programs for me, it didn't add much. Why? Because if you receive your degree from a university abroad such as the USA or Europe, during the process of acquiring knowledge and doing research, and interacting with your professors and your classmates and your students, in addition to the activities at the university, you acquire all of these qualifications.

The same experience of being over qualified is shared by *P14*. After attending about 35 professional development workshops in the UK as a PhD student, and after getting a diploma in teaching as part of his scholarship—in the UK even teaching assistants need to get a diploma in teaching to conduct classes or labs in the university—he believed that all the workshops offered by the FLDC were not of any benefit to him, and he had to attend them to finish his promotion procedures only. When asked about the benefit of these workshops to him in teaching he answered: “I have to say not much. For different reasons, first this is compulsory and not designed well. Second the material. The majority of these courses were not relevant to what I was looking for. Third, I don't how they choose the trainers. So I was not that happy. I came because this is compulsory, I should do that. I think the benefit is very limited”. He further elaborated on this point that even though faculty members can choose the workshop they want to attend according to their preferences or needs, for him: “the categories of courses are not useful for me. So I should attend, but I know that the benefit will be very low”. Nevertheless, this was not the case for *P14* in case of faculty development workshops that he attended in the UK. He mentioned that he changes many aspects in his teaching and in dealing with his students based on these workshops.

The same experience of no change in the instructional methods or any academic benefit was shared by two of the private university faculty members who used to work in the same public university. *P6* mentioned that the only academic benefit to her was revisiting some of the topics of her existing knowledge, but nothing new was of any importance to her. In the same manner, *P8* a professor in engineering stated that he tried to get any value from the workshops because this is his nature, but eventually he felt that they were: “The workshop was not beneficial at all. But I tried to get something out of the material and tailor it, but it wasn’t worth it. Particularly for those workshops, which actually are the ones that are currently being going on. They are a waste of time from my point of view.”

In University Y

The scene in the private university is different from that of the public university. Six out of eight participants reported that they changed aspects in their teaching or designing courses according to the CLT different workshops. The seventh participant encouraged his colleagues to change in their courses and helped them to implement this change only because he was not teaching for that semester. Only one participant did not change anything in his courses because of his personal belief of the inability of organizations like the CLT to support his teaching. Based on a close observation to the interviews, we can say that this change happened because of two main factors, which are the content of the workshops with a specific focus on technology and the experiential nature of the instructional methods of workshops. All participants who reported a change in their teaching technique mentioned one aspect of integrating technology in their teaching. The other factor for change was the experiential methods used by the instructors to facilitate faculty members’ learning. In the following section, each point will be discussed in details.

Reason 1 Technology

The words technology, technological, technology integrated pedagogy and many other derivatives were very recurrent in almost all transcripts except for one. Many topics related to technology were the main focus of different workshops in the CLT. It was the most mentioned topic that was stated by seven participants that caused them to change their methods of teaching is technology. Topics like designing a blended course, flipped classrooms, integrating multimedia in classroom activities, gamefying education and even using digital software for classrooms discussions are all reported by participants as topics of interest that they tried to integrate in their classrooms. In fact, three of the participants were senior faculty members who have degrees in education and teaching. They all reported that although the other courses of the workshops were not new to them, all technology related topics were really interesting, and they tried them in their classes. *P7* who is the chairperson of the English instruction institute, mentioned that attending professional development workshops is an interesting experience for her, although most of the time she did not get new info, because of her seniority and years of experience. But with technology there is always something new. She explained: “But TECHNOLOGY, this is what is new. So there is a lot to learn about using technology in teaching in the academic English from the CLT box”. She further stated that she applied a lot of the CLT workshops topics in her classes. For example, she realized that students love technology; they like to use their smartphones and I pads. She started changing the way she delivers her courses and set her assignments by including more material online for the students. This was based on many workshops she attended in the CLT. *P12* whose major is psychology, although felt that pedagogy related topics were redundant to her, she stated that she found technology workshops useful. She mentioned that when she was first introduced to using the blackboard and turnitin,

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she found these workshops useful and applied them in class. She further explained that: “You find it mostly the technology part for me is more useful”. Another topic that *P12* mentioned to be interesting is broadcasting. She explained that using this software, the professor can ask questions and then you can get feedback from the students immediately using their smart phones, like collecting opinions, like the opinions say of thirty students in one second. This software helps in two ways; first it encourages shy students to participate in class discussion without feeling uncomfortable. Second, it makes students use their smartphones in class but instead of checking their social media accounts, they will be participating in class activities, and thus, will keep them engaged.

Another example is *P6* who is an associate professor in comparative education. *P6* reported that she attended a number of workshops in the CLT; the most recent topics were blended learning and advanced blended learning course. She noted that it was interesting to understand the theoretical assumptions of this notion, especially engaging students in the online course. She further explained: “ I think those were very beneficial in terms of understanding better the theoretical assumptions for that, especially how to engage students in interactive experience online, because you may engage them online but it wouldn't be necessarily and interactive experience, and how to design, different approaches of designing your course in a blended format”.

Scientific disciplines professors share the same experience as the humanities professors. *P8*, a professor in engineering, reported many technology-related workshops in the CLT only because he wanted to advance his technological knowledge. He further explained that out of these workshops, he applied about three or four initiatives in his courses, for example he used flipped classroom and blended learning. He designed a blended course in which 30% of it was

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online based on the blended learning workshop. He also reported on changing methods of assessing his students based on workshops he attended at the CLT. In addition, to the general workshops, he reported on attending a long initiative on pedagogy lab that he needed for a competition. He stated that because of his passion to advance his knowledge and the good quality of the CLT workshops, he decided on attending this pedagogy lab workshop without being mandatory.

It was interesting to note that even participants who did not changed aspects of their teaching because of the technology workshops; they were very interested in the notion itself and tried to pilot it with other professors so as to use it later in their teaching. In fact, one of the participants encouraged and helped his fellow professors to change redesign a dense course as he described it to be a blended course instead of face to face. This change was based on his interest in a topic presented in one of the workshops offered by the CLT. He further explained:

I am trying to push the other professors here in the department to start using this kind of technology and concept instead of the traditional teaching methods like one to one of the student in the classroom or the lectures. Many of our courses are depending on technology right now. So there is a portion that can be used for distance learning or to change the method of how the information is delivered.

Only one participant did not find technology related workshops interesting or even relevant to his teaching. *P13*, an assistant professor in the comparative English literature department could be considered an outlier in this theme. *P13* explained in his interview that he does not believe in the ability of organizations like the CLT to enhance professors teaching. In fact, after attending one workshop as part of the orientation for new professors, he abstained

from attending any more workshops offered by the CLT. He mentioned that the topic of this workshop was flipped classroom, which is a technology oriented topic. Nevertheless, he left in the middle of the workshops, because he believed that this kind of pedagogy is fairly shallow and did not suit his discipline. For him his kind of instruction “is the kind of instruction that you would kind of be using in kind of middle school or high school classroom, which I thought wasn't rigorous enough nor challenging. So since then I haven't really taken part in any of the CLT workshops”.

Reason 2 Experiential Learning

Contrary to the case in the public university, the focus in the private university is more on practice rather than theory. Faculty members confirmed faculty developers' words by stating that they were really empowered by some of the instructional strategies that were used in the workshops. The other factor that was reported by faculty members that helped in their change on the professional level is the practical experiential methods that the CLT developers use to present the workshops and later use to support faculty members in their teaching journey. *P11* who is a senior Arabic language instructor mentioned that in one of the faculty development initiatives at the CLT, the developers did something that she described as really empowering. This initiative was like a conference in which different topics were presented. On the last day, faculty developers asked the audience to do something which they called un-conference day. They asked participants to prepare a presentation and give it on the final day. *P11* explained this experience and said:

Yes, actually there was something really really empowering in one of the workshops. Let me say that it wasn't a real workshop, but it was a conference. However, at the end there

was a day that was called un-conference day. And on that day, before it by may be couple of days, they send us an email saying that it would be great that we present something on that day. So we feel that although you are a participant in that workshop as an attendee, however, they empowered you to present at the same time. So it was really really really very effective and great, and actually I presented at the last day and I can say that empowering people to learn or to present themselves or they voice their points of view freely, that would make them more passionate about their doings.

This kind of experience was really memorable for *P11* and it motivated her and added to her confidence as a learner. Another situation is *P9* situation. *P9* is an engineering professor who based on his attendance of one the faculty development workshops in the CLT was inspired to change some of his teaching techniques. He consulted the CLT faculty developers and they helped him in his initiative in myriad ways. He related his story in the below quote:

I think I benefited a lot. I don't remember exactly the topics, but some of the topics were telling me that I need to change my style of teaching a little bit. I actually was interested and am still interested in blended learning and making an online course. And I did something like that with my students a year ago, and it was a good experience, and the CLT actually helped me with like video-taping my lectures, and also like planning what do I do etc... and I presented this experience in one of the workshops last year.

Except for one participant, all other participants reported different instructional methods that were used in the workshops that involved hands on experiential learning. *P12* for example, mentioned that the developer asked them to use the same software that she was proposing for

them to use in class. This activity helped her to know how to make use of this software, in addition of getting a sense of the students' feelings towards using it.

4.1.1.2 Benefit 2: Revisiting Existing Knowledge

Revisiting existing knowledge was another theme that emerged from the interviews with the professors of the private university. Senior faculty members and faculty members who are knowledgeable in a discipline that is related to the topics the CLT presents, disciplines like psychology, education, or computer science, felt that some of the workshops did not add to them anything new, but rather refreshed their existing schema. Four participants with educational and computer science backgrounds reported that faculty development initiatives offered by the CLT did not add new information to them in their field of discipline but rather made them revisit their existing knowledge.

P6 whose degree is teacher professionalism, and who published extensively in international journals stated that in addition to the new topics to her, such as technology integrated teaching, she also preferred to attend other topics in areas of knowledge that she is knowledgeable in to update her knowledge. She further explained: "it was an interesting experience because I was revisiting much more than really benefiting, but it is good, because training programs are part of engagement of participant in obtaining knowledge and also sharing knowledge. It is sort of exchanging knowledge and experience from my perspective, especially if it is professional development for faculty". The same thought was shared by *P7* who is the chairperson of the English instruction institute. She feels that at her senior career state, and after attending and presenting in different international conferences, in addition to doing her own research, she feels when attending faculty development workshops that all this knowledge gets confirmed rather than feeling that they are adding new knowledge to her. She said: "I am very

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experienced and I don't need that a teacher has to discover and learn a lot in her job. So it is like I often benefit in the sense that what I am doing gets confirmed. So I am not hearing something new. I am hearing something that I am doing in class. So it feels good to know that this is the most like up to date and the most effective for learning and that I am doing well. So it is this feeling that I often get when I attend professional development at my age and at my level of experience". The only topic that she feels she is getting new information in is technology. In the same manner, *P11* who is an Arabic instructor but has a degree in computer science stated that for her faculty development workshops are like communities of practice in which she shares her experiences with other colleagues from different disciplines on the same topic. Most of the time because of her computer science background, she does not introduce something new in her class based on the workshop, but rather reflects on her existing experience based on her discussions with her fellow faculty members.

P12 is another example but in a different sense. She is an assistant professor in psychology. She indicated that most of the workshops that tackled teaching, assessment or pedagogy topics were not new to her as this is her field. The only topic that she felt was introducing something new to her in her field was how to make a student-centered class. She further explained that she know the principles and the theoretical part of it, but did not know how to apply it. The workshop helped her to know hands on activities that could be applied in class to have more student-centered class. This again refers back to the previous theme which is experiential learning. She said about the activities: "I know the principles, but I didn't know how to apply it till I applied some of the tricks in the workshop. I tried them also in class and it worked. So yes, they are good".

4.1.1.3 Benefit 3: Widening the Social Circle and Sharing Experiences

The other benefit that was noted by four of the eight participants in the public university and also one participant that used to work in the public university is rather social than academic. Participant felt that faculty development initiatives are good opportunities for them to widen their social circle and share their experiences with their colleagues from different disciplines. In fact that was considered by them as the major benefit of these initiatives. *P15* stated twice in his interview that faculty development workshops give him the opportunity to meet with people from different disciplines and share ideas with them. He elaborated that for him personally: “I believe the more people you meet and the more you are exposed to, the better for widening your horizon. So as I told you before, one of the best benefits in attending workshops in the center here. For me this is one of the most important social benefits that I like”.

In accordance with *P15's* words, *P19's*, *P20*, and *P18* explained that the only benefit for them is widening the social circle not the academic benefit. For them sharing experiences with colleagues from a variety of disciplines is a rich experience that does not impact their teaching only but also enhances their soft skills. *P18* explained that: “The only thing I benefit from is that maybe I am introduced to a new teaching methodology that I may try; I may meet a new colleague, faculty member and we share our experiences; I get exposed to other disciplines, and thus know other perspectives on the same issue and integrate them with my own; I widen my social circle”.

P6 who now works in the private university but used to work at the same public university shared the same experience with current public faculty members. Because her major is teacher education and her post graduate studies are in teacher professionalism, she did not feel that the FLDC workshops add much to her knowledge. The two main benefits for her were

sharing experiences with other disciplines and meeting new people, in addition to revisiting her existing knowledge. She elaborated by saying:

You know for me the biggest benefit I gained was interacting with colleagues from different disciplines. So the opportunity of attending these faculty programs which brings faculty members from all disciplines. You don't know exactly who will be with you, but you have colleagues from medical school, colleagues from engineering schools from all of the university, colleagues from communication and political science, colleagues from whatever major like sciences and humanities kinds of major.

4.1.2 Theme 2: Challenges

Participants in the public university were generally not happy about the whole experience of faculty development. Based on the analysis, two main challenges were encountered by all participants, which are one-size-fits-all approach used in the workshops and the organizational bureaucracy they faced in many aspects of their training experience. Contrary to the public university, participants in the private university saw more benefits than challenges in the CLT workshops. However, there were still a few problems that held faculty members back from attending more faculty development workshops. Three main challenges were reported by five participants. In addition to the one size fits all approach of designing and delivering the workshops that is shared by the public university but with different reasons, the second challenge is faculty time that is not always available. Finally, the last problem reported was mandating faculty members to attend compulsory workshops. The following table and chart will overview the challenges reported by faculty in both universities.

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Challenge	Reason stated by University X	Reason stated by University Y	Participants in University X	Participants in University Y
Challenge 1: One-size-fits all	1.Highly theoretical content: lecturing and a focus on theory rather than practice. 2.Redundancy of topics: repetition on the same topics in different promotions and different workshop titles for the same content. 3.Quantity versus quality: big content for the time allotted for workshops; long operation system from 8 am to 3 pm; fixed number of workshops for each promotion regardless of the content 4.Faculty developers: individual differences between developers affecting the delivery method; focus of some developers on their personal experiences	Topics of the same faculty discipline; the compatibility of the topics to the discipline	10 participants	4 participants
Challenge 2: Organizational bureaucracy	1.Cost of the workshops 2.Focus on accreditation rather than qualification: international graduate degrees, other places for faculty development		8 participants	NA
Challenge 3: Faculty Time		1. Appropriateness of the CLT schedule to faculty schedule 2. Busy faculty schedules that restrain them from attending CLT workshops	NA	3 participants
Challenge 4: Mandatory workshops			NA	2 participants

Table 7: Theme 2 Challenges

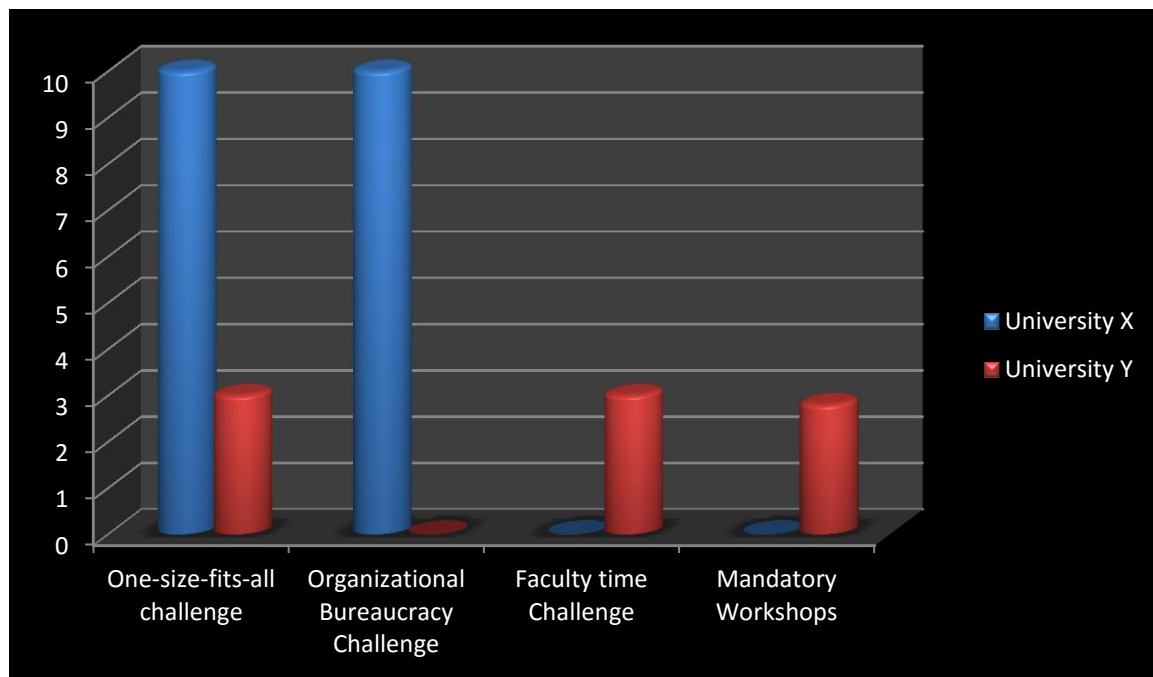


Figure 2: Theme 2 Challenges

4.1.2.1 Challenge 1: One-size-fits all

In University X

The content and instructional methods used in the FLDC project workshops were criticized by all participants because of the one-size-fits all approach of the workshops. Being teachers themselves and in this case learners, faculty members evaluated the content and instructional methods of the workshops based on their experiences as teachers, and based on how they were able to apply the content of the workshops as learners. The major problems that faced faculty members in their journey of faculty development were first a focus on theory and theoretical aspects of the educational process rather than the practical aspects; this included too the methods used by the faculty developers to deliver the workshops, which relied heavily on the lecturing technique with minimum use of hands on activities. The second point is the redundancy

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of content and lack of variety that forced many faculty members to attend again workshops that they attended before because there are no other options. The third point which is very much related to the second is a focus on quantity rather than quality. This was apparent in different aspects such as the huge content of the workshops that did not fit with the time allotted; the number of workshops that has to be done in one day that was really hectic to the faculty members; and the number of workshops that the faculty member has to attend in each promotion regardless of the content of the workshop. Thus, faculty members had to attend six workshops for each promotion regardless of the topics of these workshops. The fourth point is selection criteria of faculty developers, I would rather use the term trainer not developer, and this is based on my observation from faculty members' comments. Each of these subthemes will be discussed in details in the coming sections.

Reason 1: Highly theoretical content

Professors in the public university in general indicated that there is a focus in almost all the faculty development initiatives that are organized by the university on highly theoretical content rather than hands on practice. This focus included the content of the workshops as well as methods of delivery. This focus dates back even to old initiatives that were done in 2007. *P15* states that one of the initiatives that he attended as part of preparing him for teaching in his early career was called "Preparing university teachers". Although it extended for 21 days, that for him was better than the existing day-system workshops now, he felt that he did not benefit at all because the content was about introducing educational theories, not how to apply them in teaching. He said:

The content was really based on theoretical educational background that would prepare me to be a good lecturer, but not a good teacher. I believe the trainers needed to link these theories to different disciplines such as how to teach agriculture students, how to teach medical students, how to teach engineering students. The problem was they presented the material in a highly theoretical way as a one size fits all, without linking it to different disciplines. The course needed more flexibility and practical assignment. They should have taught us how to teach and be good teachers instead of knowing the educational theories. We needed more discussions and hands on activities to help us apply these theories in our teaching. I only felt that I knew how to teach based on this course with only 25%; I wanted to benefit 100%. It cannot be that the title of the course is preparing the faculty member, and there is no preparation whatsoever in the workshops. They should have seen us teaching and erring and correct us so that we learn from our mistakes, and we would have done this willingly, but what happened is that the practical part of the course was the least of importance and it wasn't enough. This course is even cancelled now.

In fact the problem with trainers' highly theoretical content and method was also emphasized by *P21* who in addition to being a faculty member, he is also working in an administered position at the training center. *P21*'s view is that the problem behind the highly content of workshops is the way faculty developers; or rather in this case trainers are prepared. He thinks that having a certificate in training does not qualify a person to be a good faculty developer or make him/her knowledgeable of most effective methods that would keep faculty members engaged in a workshop and at the same time benefit from it.

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P21's view is in accordance with many faculty members' views. Many faculty members describe their experience with attending mandatory workshops in the university as a hectic experience because of the lecturing technique. *P6* who had attended many workshops nationally and internationally, and who has worked in both public and private university was really furious stating that one main problem in public universities initiatives of faculty development is the lack of "hands on experience". She said: "You cannot keep faculty members in a room for eight hours in one day with one break with the lecturing technique".

The same point was repeated by *P19*. The fact that she has to stay for one whole day with only one break in between is to her is not convenient. She said:

Actually the idea of having a one day workshops from 8 am till 3 pm is not convenient at all to the faculty member or to the content of the workshops. I believe there has to be a kind of flexibility in designing and preparing these workshops. The content should only fit the time allotted to each workshop. Not everything about the topic of the workshop should be included in this short period of time. Or the other alternative is to put the knowledge/ theoretical content in the time from 8 to 3. Then, this should be complemented by the practical side/ aspect, which is the interactive part, through workshops, discussions and meetings between faculty members and the trainers, or focus groups. Actually not all trainers consider these things. As a result, attending faculty development workshops turns to be a hectic experience for the faculty member both physically and mentally, that he/ she would go home upset/ angry more than benefiting.

Most of the instructional methods that were used in the workshops were power point presentations and lecturing. *P17* stated that the main instructional method was Power point

presentation. Interviewees as teachers identified the lack of having hands on activities as a point of weakness on the side of the trainers. Participants reported lack of variety in instructional methods except for power points and lecturing technique. *P20* said:

So, in some workshops although the content is important for us and we want to hear it, after some time our brain stops being interactive because of the lecturing technique. What happens is we lose our concentration at one point because of the continuous technique of lecturing. Thus, at one point, the instructor loses us. So if the workshop is based more on hands on, practical activities and group discussions, this helps in boosting our interest in the topic at hand and interacts with the instructor, which in turn helps us to benefit from the workshop. Moreover, having case studies or situations that I can apply my knowledge in is important too. Another thing, the instructor should be the only source of information and experience. Our colleagues too have many experiences. So I may have a colleague who has been in a situation that I wasn't been before that could help me in my work. So sharing experiences, group discussions, workshops and brainstorming are very important techniques in giving workshops. Sharing experiences between trainees makes the workshop not just two ways experience that is between the instructor and the trainees, it becomes a multi way experience that is based on other faculty members' experiences too. This makes attending the workshops a rich experience. In many workshops, the instructor builds the whole workshop on his/her content and personal experience without giving the faculty members the chance to give their input about the topic at hand. What happened is the workshop turns to a lecture, many faculty members lose interest, and actually in many workshops some people lose interest in a way that really shows. However, this does not stop the instructor from pouring in his content by lecturing regardless of the benefit of the

faculty members. He/ she has a content that has to be covered in the workshop time regardless of faculty members' interaction with him/her and their gain/ benefit from the content.

As shown, it is apparent that in the public university, theory whether in content or in instructional methods is the main focus of trainers/ faulty developers. It is even part of the whole learning process of the trainers themselves, as they are chosen based on a theoretical basis which is only a certificate.

Reason 2: Redundancy and lack of variety

Redundancy and lack of variety in both the content and the methods of delivering workshops were two other challenges that faced faculty members. Seven out of eight participants in the public university in addition to two faculty members who used to work at the same university agreed on this point. Furthermore, by checking the number of workshops that are presented by the FLDC according to their website, they turned out to be sixteen. Putting in mind that each faculty member needs to take six workshops for each promotion, with five promotions in his/ her academic career, this could result as reported by the participants in repeating the same topics of workshop just to be promoted. In *P15*'s interview alone, redundancy and the need to update were repeated more than four times. He first stated that "the problem is I feel that that the topics presented now in the center are not varied, they are not up to date". He further elaborated:

But the problem is we feel that there is a kind of repetition and redundancy. We have the same content every day for about three or four days, as if we have a certain content or *curriculum* that we don't want to change.... I really hate it when I hear from many

colleagues saying that we pay money here to get promoted not to benefit from the workshops. The workshops now are both redundant and have this routine sense.

He articulated his point in the below quote:

But most of the courses are not new in content. I just wish that the courses may vary. Plus, some courses are of less benefit may be because the material is insufficient or that the instructor is not able to communicate with faculty members, which is really saddening. The problem is there is no variety in the courses/ workshops offered. The same courses that we take after the masters are the same as the ones we take after the PhD and even after. Where the development is then in the whole process, there is no unfortunately, as we don't develop taking the same courses every promotion. So I for example will have to take the same workshops that I took for the last promotion. Thus, the whole process is not for development; it is just like taking courses in the primary stage: you have to take a number of courses regardless of the content or benefit. There is no variety in the content. They don't put in their minds that they are dealing with academic faculty members who need to always be up-to-date and develop.

In accordance with *P15's* view, *P17* and *P16* described the topics of faculty development workshops offered by the FLDC as redundant and a waste of time. In the same manner, *P19* started her interview by stating the main problem she has with these workshops: "The problem here is that the topics of the workshops are all known and familiar to us. So after two or three promotions, we find ourselves repeating the same topics because of lack of variety". Her colleague *P20* stated the same problem of repeating the same topics in the last promotion because of lack of variety. She explained: "I am attending topics that I attended for the last

promotions. The thing is each promotion you need to attend 6 workshops, and I believe the total number of workshops offered by the center is about 18, and I think that this could even be more than the true number. So repeating the same topic in another promotion does not benefit me much. It is just kind of refreshment on my exiting knowledge. But there is nothing new presented”. When the FLDC website was checked by the researcher, it was found that the total number of workshops offered by the center is 18, which leaves very limited chance of choosing different topics in four or five promotions.

P8 who works at this public university and the private confirms this point by stating that he stopped attending these workshops offered by the FLDC since 2004, since his last promotion. He felt that there is nothing new presented there that will help him develop. He explained: “To give you an idea, I attended a workshop for the promotion to a professor, like in 2004, so that’s more than 12 years ago and nothing after that, absolutely nothing after that. All the workshops I attended, I attended here at the University Y”.

Reason 3: Quantity versus quality

Another challenge that is very much related to the other two is the focus of quantity rather than quality. This problem consists of three aspects. First, the huge content of workshops that does not suit the time allotted for it. Second, the operation system of the workshops, in which faculty members have to stay from 8 am till about 3 pm with only one break in between workshops for the purpose of finishing a number of workshops each day. The last aspect of this problem is the fact that faculty members have to take a fixed number of workshops, six, for each promotion regardless of the content of these workshops. Thus, they can and do repeat workshops to have their papers complete.

Four participants indicated the problem of big content of the workshop as of the main problem that hinders their benefit from these workshops. *P19* stated that: “Another problem is that there is no planning or coordination in designing the content of the workshops. Trainers/ developers, design their workshops in a way that they focus on how much should be covered in the time allotted for the workshops without putting in mind what will actually/ really benefit the faculty member. So it is all about quantity not quality”. *P20* confirms this as she attended a workshop that is really interesting to her, legal and financial topics for a faculty member, but because of the big content, she was not able to benefit from it the most. She complements this idea by pointing to the other aspect of this problem which is the operation system of workshops. She said: “Actually the idea of having a one day workshops from 8 am till 3 pm is not convenient at all to the faculty member or to the content of the workshops. I believe there has to be a kind of flexibility in designing and preparing these workshops. The content should only fit the time allotted to each workshop. Not everything about the topic of the workshop should be included in this short period of time”. For her this system harms faculty members more than helping them to develop. She commented on this by saying: “As a result, attending faculty development workshops turns to be a hectic experience for the faculty member both physically and mentally, that he/ she would go home upset/ angry more than benefiting”.

Related to quantity versus quality, *P20* indicated that “Six workshops are required for each promotion” for each faculty member. This is a fixed number that does not change. The problem is there is no emphasis from the university on the content of these workshops. Thus, if the faculty member attends the same topic for two promotions, there will be no problem as long as he/she attends six workshops in total for each promotion. Consequently, because of the lack of variety that was previously mentioned by participants, faculty members find themselves

attending the same topics they attended in previous promotions just to get their papers done. This problem was expressed by three faculty members. *P18* said: “I am attending topics that I attended for the last promotions”. Her colleague *P19* confirmed the same point by saying: “after two or three promotions, we find ourselves repeating the same topics because of lack of variety”. This problem undermines the benefit of these workshops, as faculty members find that they do not get new knowledge. *P20* explained: “So repeating the same topic in another promotion does not benefit me much. It is just kind of refreshment on my exiting knowledge. But there is nothing new presented”. The same is described by *P18* with a frustrating tone:

We have reached a point that we can attend the same workshop that we attended in one of the previous promotions, because we have to take six workshops in each promotion, and there is no variety in the topics offered. So we attend the same to fill in the gap. For the university, it doesn't matter whether you attend the same topics or not, what matters is attending six workshops for each promotion. So for us, there isn't really much benefit.

Reason 4: Faculty developers

Another challenge that was perceived by faculty members that undermines the benefit of faculty development in the FLDC is the instructor or the trainer. This challenge encompasses two aspects which are individual differences between trainers in methods of instruction and the focus of some trainers on their personal achievements rather than the content of the workshop.

FLDC trainers are faculty members who got one or more training certificates such as TOT or training of the trainer. However, it was observed from the participants' comments that there is a big discrepancy between different trainers in methods of instruction, which affect in turn the effectiveness of the workshop. So, some trainers would rely heavily on the lecturing technique and oral presentations, whereas others would utilize more hands on activities to keep

faculty members engaged. Six participants conveyed this problem in their comments. *P16 and P17* mentioned that the effectiveness of the workshop for them relied on the method of instruction used by the trainer which differed from one trainer to another. *P15* summarized the whole situation in the following quote:

Interaction is the key word. There were different techniques that are based on individual difference between the instructors. Some of them were really excellent in everything, some not. For example, some presentations were really good and interactive, other presentations included very wordy slides including even paragraphs that kept the pace boring. However, other trainers started interacting with us from the very first moment. So they would ask us to introduce ourselves to each other and then would start working. One of the trainers was really good, that I once asked her to explain and present a point that I read and she gave me space to present it in the workshop. The thing is the methods used in the workshops differ according to the individual differences of the trainers. Thus, I believe that the criteria for choosing trainers should be different. It should be based on how interactive he/ she is with faculty members; he/ she has to have this skill of attracting people to what is being presented in the workshop. A trainer should be able to deal with different types of characters too, because this is what he/ she will face in a workshop. So for example, some people are introverts, some are extroverts, and some would like to monopolize the discussions. So the trainer should be able to deal with all these types and moderate the workshop effectively.

P18, P19, and P20 stated that whenever the method of instruction was hands on and the workshop included group discussion and brainstorming, the benefit of the workshop was

maximized. However, this differed from one trainer to another. Thus, they would choose which workshop to attend based on their knowledge of the instructor not the topic of the workshop.

P6 who used to work at the same public university confirms this thought. She explained the same thought:

I would say that some of the trainers or facilitators were really good in terms of engaging us in the discussion and bringing our perspectives to the discussions, but also design activities that would enable hands on experience and things like that, but others wouldn't, which means that it differs from one person to another and it undermines the benefit expected from these training programs, which means that the quality of the program itself would encourage faculty member to attend in addition to their self-motivation for lifelong learning.

The other aspect of the trainers' challenge is the focus of some trainers on their personal accomplishments rather than the content of the workshop. *P17* explained that she did not benefit much from some workshops because "some of the lecturers were more concerned with their achievements and pointing them out rather than the main reason why we were the workshop".

P18 stated the same thought with a frustrating tone:

Actually some trainers would talk too much about personal experiences in the workshops to the extent that they deviate from the topic at hand. This leads to boredom and redundancy, and this demotivates faculty members from attending the workshops or even when attending, interacting in the workshop. This is one of the main problems we face too here. The workshop would turn to be kind of a personal biography in which the trainer would brag about his/ her personal experiences. So we end up listening to personal

stories that are not related to the topic at hand, thus, no benefit gained. If these stories were examples on the workshop topic, they would have been effective. But the problem is it turns to be a chit chat in which the trainer is trying to present a certain image of him/her. It is always “I”.

The problem is intensified when the same trainer presents more than one workshop. The same content is repeated in the same manner which in turn limits faculty members’ chances of being exposed to a variety of topics and instructional methods. This situation was clarified by *P18* “Another problem is that some trainers give more than one topic. We find that the content of these workshops, although with different titles, is more or less the same because the trainer repeats most of the content. Thus, after some time I feel bored and not gaining any new information”.

Related to the same issue, some trainers do not adapt the content of the workshop to their audience, in this case faculty members from different disciplines. Instead, the trainer would handle the content of the workshops based on his/her academic background rather than providing examples from different disciplines which in turn would cater to the diversity of the audience. Thus the result would be very interesting topics that are presented in a very discipline specific method which limits the effectiveness of the workshop. *P16* clarified this situation: “The topics are good and they are supposed to be on the menus of all universities. The problem lies in how the trainer handles these topics. Sometimes, the whole workshop pertains only to professors in the Faculty of medicine (like the ethics of research) while others, as I said before, provide outdated information”.

In University Y

In the private university, three out of eight participants reported their discontent with the approach the CLT designs and delivers workshop. Participants reported that the way CLT workshops are presented did not suit their knowledge background or their discipline. *P12* who studied psychology and education felt that attending such topics as assessment and course design were not of any benefit to her. In fact she described these topics as “redundant” because of her discipline. She felt that mandating education or psychology professors to attend such workshops especially if they are experienced is questionable. As mentioned in the benefits theme, the only part that she felt was new to her was the technology part.

P11 who is an Arabic instructor and multimedia trainer shared the same concern of *P12* but in her field. *P11* has a bachelor degree in computer science in addition to a long experience in multimedia training. She felt that having technology related workshops presented with the same content and methods to faculty members from different disciplines and technological backgrounds is not effective. She further explained:

Attendees come from different backgrounds and different disciplines and different levels of computer competence. If you are here talking about technology, they have different experiences with technology. So, if you are going to say that the novice person who is starting to learn about technology sits with an expert who uses technology for a very long time that might not be beneficial for both, because the instruction will not be targeting certain person, but will be targeting general concepts. So, the ones who will attend these workshops will attend them only in order to receive the certificate at the end of the workshops. And this does not lead to achieving the objective. It is waste of time and not beneficial.

Another problem with having generic workshops for all faculty members is the compatibility of the topics to the disciplines. *P13* believed that the kind of topics offered by the CLT did not suit his discipline which is English and comparative literature. He described topics like flipped classroom and blended learning as rather shallow and only suitable for high school students. He further explained: “It is the kind of instruction that you would kind of be used in kind of middle school or high school classroom, which I thought wasn't rigorous enough nor challenging”. He believes that teaching to different disciplines requires different teaching methodologies. For example, teaching chemistry is different from teaching Egyptology or teaching literature. For him, consulting with experienced colleagues is better than attending these workshops. So he disagrees with the way the CLT works; he explained:

When it comes to grouping our pedagogy, we are generally better off when consulting with our colleagues in the field, either here at University Y or in other institutions. So the way the CLT is set up is just not very useful. And also and this is fairly typical of the way the administration handles a lot of these initiatives, they announce big really plans that they are going to do but they never really talk to the people in depth before they do it. Like they never really talk to us and say hey what do you need? What kinds of resources are useful to us? They just grab some buzz words and rumble them. And that's not very helpful. I mean these programs need to be designed based on faculty needs rather than just picking up a trendy idea like the flipped classroom without really thinking, and without really asking what instructors and students really need.

4.1.2.2 Challenge 2: Organizational Bureaucracy

In addition to the challenges faced with the FLDC workshops content and instructional methods, faculty members in the public university perceived another challenge which is the

organizational bureaucracy. This challenge encompasses two problems which are the cost for these workshops, and the emphasis from the Ministry of higher education on accreditation rather than qualification. Each problem will be presented separately.

Reason 1: Cost

All participants asserted that faculty members need to pay for the FLDC workshops and they are mandatory for each promotion. In fact, all participants were against this compulsory system, as they have to pay money and attend courses that they might not need. The system of payment was explained by four participants. *P14* explained the whole system of attending workshops and promotion: “for every stage from assistant professor to associate professor and from associate professor to full professor you should take at least five or six courses. And you should pay for all these courses except in some cases every one year you may be exempted from one course paid by the university according to the budget available at this time”. *P19* further complimented that the case is out of the six workshops for each promotion the faculty member need to pay five whereas the sixth is paid by the university. In fact, as stated by *P18*, faculty members have to pay for these workshops to have their paper work complete. Nevertheless, all participants believe that this is a questionable and problematic system. *P15* perceived the idea of paying for workshops that could be repeated just for the sake of promotion questionable. He articulated his viewpoint in the following quote: “If you would accept my opinion, all these courses of course, have a benefit, but it is covered with a sort of administrative or bureaucratic benefit in a form of making it mandatory. You don’t have to force me. If it is important, I will want to take it and I’ll pay for it”.

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Furthermore, many of participants felt that attending these workshops is a waste of time, as they do not get what they need for development. *P16* stated in a frustrating tone that for her: “faculty development workshops are Waste of time, waste of money, waste of effort”. In the same manner, *P19* stated that: “The problem now is that we have to attend these workshops and we have to pay for them too, so this way I am wasting both time and money without actually gaining anything substantial”. In fact, all participants were not happy about this system. For them, they consider the amount of money they pay a means to get them promoted. *P15* stated that it is really saddening “when I hear from many colleagues that we pay money here to get promoted not to benefit from the workshops”. *P19* explained the same notion with an angry tone: “It is really hard that he/ she would waste time, effort, money, as we have to pay for these workshops, but we have to get our promotions. We want these workshops to be for personal and professional development rather than being routine for promotions”. The amount paid for each promotion is relatively not small. *P18* stated that for her it is better to spend this amount on another professional development event rather than wasting it in the FLDC workshops. She said: “Now I pay about 1000 LE in this center, 200 LE for each workshop. I can use this 1000 LE to take a course in scientific English. This will be more effective and beneficial to me”. *P19* stated some examples of other courses that they need for personal and professional development instead of the ones presented in the FLDC such as English courses presented at the AUC cost relatively that same amount.

Reason 2: Accreditation versus Qualification

The other aspect of organizational bureaucratic challenge that was mentioned by six participants, in addition to the two participants from the private university, is the focus from the Ministry of Higher Education on accreditation from the ministry rather than the qualifications of

the faculty members. In fact, this experience was shared by faculty members who got their PhDs from highly reputable American and British universities, and also faculty members who attended other workshops in different places other than the FLDC and wanted to accredit these workshops.

It is stated in all the bylaws of promotion including the latest of 2016 that faculty members who are applying for a promotion need to list all the workshops of professional development that they attended in order to be evaluated by the promotion committee. It is not stated though that these workshops need to be from a particular place. However, this is not the case based on the participants' stories.

Two participants of the public university and one from the private relate their stories. *P14* who got his PhD from Birmingham in the UK stated that after he came back from the UK with a PhD from a very internationally prestigious university, and with at least 35 professional development workshops in addition to a diploma in teaching in higher education, he was faced with a bureaucratic problem that he had to attend the FLDC workshops as all the workshops he attended in the UK are not accredited from the MoHE. He explained that for him the courses that he had to attend in the FLDC were not beneficial. When asked about the benefit of these workshops, he answered: "I don't think so because these courses were compulsory, and I already had highly qualified courses in these fields. And they didn't accept these courses that I got from Birmingham University, and I had to attend them again just because the bylaws of the university for nothing. So this added to me nothing because I got something better than that being offered".

P21 related a very similar scenario:

I lived in the United States for 17 years. I had the chance to walk to different universities such as University of Massachusetts, University of Roseland, Michigan University, and I also had the chance to walk at an international program between University of Roseland and a German University, where we had students both from the USA and from Germany undergraduate and post graduate as well. So I reached to a position of an associate professor before I came here to Egypt. I have been in Egypt for the past couple of years. And when I first came to University X, I was asked to attend a program to elevate the qualifications of faculty members here in order to receive a higher rank and a promotion. So I had the chance to attend that and I believe that most of the programs for me, it didn't add much. Why? Because if you receive your degree from a university abroad such as the USA or Europe, during the process of acquiring knowledge and doing research, and interacting with your professors and your classmates and your students, in addition to the activities at the university, you acquire all of these qualifications.

P21 further explained that during his studying period he had assignments on topics that are similar to the ones offered by the FLDC. For example grant proposal writing, presentation skills while presenting his assignments to the professors, ethics of academic research through learning how to write a paper and at a later stage of his study a thesis. But he had to take the workshops offered by the FLDC to be promoted to associate professor.

A similar painful experience, as she described it, was related by *P6* who worked at the public university. After she came back from the USA after she got her PhD, she was ignorant of the new bylaws, then, of the MoHE that obligate faculty members of all disciplines to attend the FLDC workshops as part of their promotion process. She described her experience in the following quote:

It was really a painful experience. After I finished my doctoral degree abroad, and I mentioned that my background is in teacher education. So I received the required training in becoming a teacher, and I continued investigating even the impact of academic programs, educational reforms on teachers and students, and to what extent would it enable them to perform their work. So teacher professionalism is part of my doctoral dissertation. I returned back to Egypt, at that time it was required from all faculty members whether specialized in teacher education or educational studies or any other major or discipline to attend and obtain the certificate of teacher education program or teacher education preparation training program. And it was a three weeks training program, and this was a change of the university policy. Before I left to get my PhD, the university policy was to exempt professors of faculty members who take a degree in educational studies from attending these training programs. However, when I returned back they changed that under the assumption that the preparation of a university teacher differ from the preparation of pre-university education. So it happened that I prepared my file to return to my position in the public institution here and it took me about three months, because I had to prepare an equivalent of degree from the Supreme Council of Universities, and then submit everything to my faculty or school. What happened is at the day of submission of my file, which was the last day of the training program for faculty; I was informed by an administrative staff that she cannot accept my file because it is missing the certificate of attending this training program. So I tried to explain the amount of equivalent programs that I attended in the US, and also my bachelor degree, and my master's degree and my doctoral degree and each specific field, but no response. Only this is the law and you have to abide by it. Which means that I had to spend a full year

filling the position that is called assistant lecturer, while I am holding a doctoral degree from one of a very recognized, one of the top universities abroad? My salary was equivalent to that; my assignments in teaching or whatever courses I had to give were equivalent to being an assistant lecturer. So it was very painful, having a fixed system that would apply to everyone those who worked hard in developing their expertise, and skills, and knowledge and those who are doing nothing or doing the minimum. So it was a painful experience because these training programs were offered only one time every year. So I had to wait a whole year, in addition to the months of attending this program and then bring in the certificate and then submit my file.

The problem of accreditation was also the concern of faculty members who got their PhDs from Egyptian universities but attended other workshops in other places different from the FLDC but were unable to accredit it as a promotion workshop. Four participants out of eight attended a workshop on quantitative analysis, the SPSS package. In fact, that was a course rather than a workshop that was organized by their faculty, in the same university, for about one month. The professors found the content and the instructional methods in this course really beneficial and relevant to needs. They mentioned that they worked on analyzing their own data while being monitored by the instructor, and they also had a final exam at the end to get their certificate. But when they tried to add this workshop to professional development workshops they attended from promotion, it was not accepted although it is organized by the same university offering the FLDC workshops. *P19* related this experience:

But we faced a bureaucratic problem that this workshop is not approved nor accredited by University X center. This means that they only focus on accreditation regardless of the content, although the content for the SPSS workshop was much stronger than many other

workshops that I attended here in the center. This does not mean that all the workshops here are bad; some of them were actually effective. But what I am talking about is that the SPSS workshop is an extremely important workshop for all disciplines, as we all use it in our research. We really surprised that although the workshop was really effective and beneficial, and it also included an exam at the end, it was not accepted by the university to be one of the promotion workshops, and we didn't know that from the beginning. Why won't the center then offer such applied workshops, as it is the only accredited place, so that we attend them and consider these workshops from the promotion workshops. This system is really questionable: why is it that we have to take a fixed number of workshops, from a fixed place that is obligatory?; why is it that no other workshop from any other place other than the center does not count and is not acceptable nor accredited?

4.1.2.3 Challenge 3: Faculty Time

Faculty time is another challenge reported by three participants of the private university. However, it was not really emphasized except by one participant. This challenge encompasses two aspects. The first is the appropriateness of the workshops schedules to faculty members' schedule. The second is the busy schedule of faculty members that restrain them from attending the CLT workshops or providing more time for planning their teaching.

P11 reported that one problem she faced in attending more workshops in the CLT was the time set for these workshops. She mentioned that these workshops were offered in parallel with her teaching which made it really difficult on her to leave her teaching and marking task to attend more professional development workshops. It is important to note here, that *P11* has two masters and working on her PhD. She also described herself as someone who has a passion for

advancing their knowledge and skills in every possible way. Thus, attending professional development initiatives is really important to her.

The other aspect of the problem was reported by the two engineering professors of the participants. *P9* explained that sometimes faculty member would like an idea mentioned in a workshop w but would not have time to implement it, as it needs time for preparation and implementation, and they do not have this time because of the other tasks on their shoulders. Thus, they stick to the old methods which would be their comfort zone. In the same manner, *P8* explained that because of the myriad tasks of faculty members, some professors do not put enough time in planning their teaching and changing their old methods. She further explained: “actually the problem is faculty members don't put their full time into their teaching. They have full schedules and other things to do, outside the university, particularly in public universities. Their schedules are full with duties other than academics. So once again, if the schedule is like that who will care about attending a workshop like that about enhancing their teaching? They don't care”.

4.1.2.4 Challenge 4: Mandatory Workshops

In addition to the different optional activities that the CLT offers to support faculty members' teaching, in 2015 the provost of this private university initiated a new method of attending workshops that is mandatory especially for adjunct faculty members. This initiative is called the teaching enhancement certificate. According to *P1* the director of the CLT, this initiative includes four tracks. Two participants were against this initiative in addition to *P13* who is against the system the CLT operates.

P12 who is an adjunct faculty, but who has been working in this university for about 16 years, and has a degree in psychology was not happy with the fact that she had to attend workshops that are very much related to her discipline. She said: “I was actually told that my contract will not be renewed in September unless I take this professional development course”. She did not like this mandate as she feels that this system is questionable. She further explained:

It is just about the compulsory part, I am against it. Some people will need it. Maybe I would suggest giving this kind of workshop to any new comer to the university. But I have been here for 16 years. So coming after 16 years and telling me you have to come and attend this workshop, I felt it was insulting. I have been teaching for 16 years. Either I am doing a bad job so I should not be here, or I am doing a good job so I shouldn't be made forced to attend. And maybe it could be compulsory for people, if for example it is their first semester for teaching and their evaluation are below a certain level, then it should be compulsory for them to go and attend these workshops, but you can't generalize to everybody. This is my idea.

P11 who has two masters in education and a BSc in computer science felt the same way. She said: “Let me tell you also that being mandatory is not the thing that will make people attend, because some people might be stubborn and they have certain personalities like they will resist”.

4.1.3 Theme 3: Needs

Faculty members indicated six main needs that they need faculty development centers to consider in order maximizing the benefit of these workshops. These needs were different in the two universities. Public university faculty, University X, indicated their need for more variety in

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the FLDC topics, including workshops that would cater for different career stages for faculty and different faculty roles particularly teaching and research. The second need was to have more practical workshops to understand how to apply workshops content in their teaching according to their fields. The final need reported by public faculty is to have a bottom up approach in planning and designing future FLDC workshops. This bottom approach can be divided into three aspects: first, faculty members should be part of the planning and designing stage to ensure that their needs are fulfilled; second to have a decentralized faculty development department in each school or discipline; finally, policy makers should consider revisiting the existing policies from a bottom up approach.

In the private universities, University Y, most of faculty members were satisfied with the CLT initiatives. However, two needs were also mentioned by only three participants. The first need is to have more research workshops to help faculty in their academic careers. This need was stated by an instructor and an adjunct faculty member. The second need groups together miscellaneous needs reported by three members only. One participant reported a need for more technology user-friendly workshops. One participant indicated the need for more discipline specific workshops. One participant mentioned the need for workshops on how to deal with students with disability. Finally, one participant was against the CLT system and indicated the need to have alternative means of professional development for faculty such as mentoring and communities of practice. The following table and chart will overview the needs reported by the two universities.

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Needs	Reason stated by University X	Participants in University X	Participants in University Y
T3. Need 1: Variety of topics	3. For different career stages 4. For different career roles	10	NA
T3. Need 2: Practical workshops		7	NA
T3. Need 3: Bottom up approach for faculty development	4. Workshops based on faculty's needs 5. Decentralized faculty development initiatives 6. Introducing new bottom up policies for faculty development	8	NA
T3. Need 4: Discipline specific workshops		3 participants	1
T3. Need 5: Research workshops		6	2
T3. Need 6: More technology friendly workshops		NA	1
T3. Need 7: Dealing with students with disabilities		NA	1
T3. Need 8: Providing alternative faculty development approaches other than the CLT		NA	1

Table 8: Theme 3 Needs

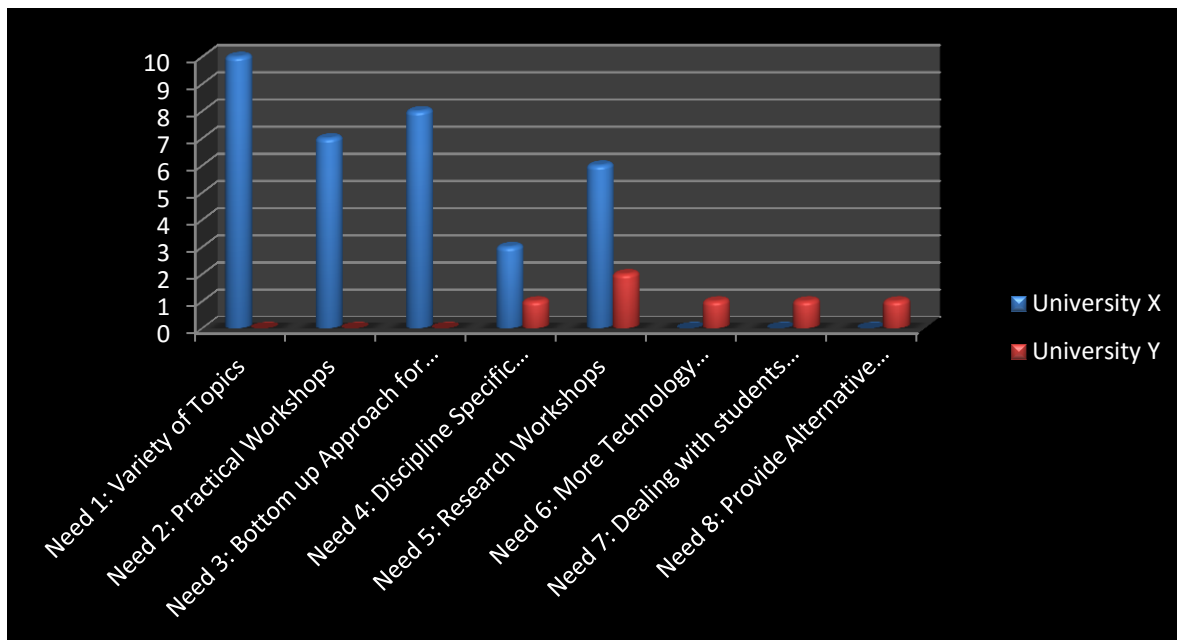


Figure 3: Theme 3 Needs

Needs in University X

Participants in the public university reported clearly their dissatisfaction with the FLDC faculty development system that was apparent in the challenges theme. Generally, they mentioned that their needs are not met by this system. Thus, all participants mentioned some of these needs. To start with, faculty members do not need the system to be compulsory. As mentioned before, for them this is part of the organizational bureaucracy that keeps them from true development. Other needs mentioned by the participants can be grouped to four subthemes; variety of topics, discipline specific workshops, practical workshops, and bottom up reform. It is important to note that most of the below needs would look like practical implications or recommendations, however these were the demands, needs, and suggestions made by the participants to live a better faculty professional development experience. Thus, they needed to be reported as findings. On the other hand, the majority of participants in the private university were satisfied with different initiatives offered by the CLT. When asked about other topics that they

need to be available in the CLT but could not find, they reported that the CLT provides them with a variety of up to date topics that supports them in their teaching. The topics mentioned varied in a way that it was difficult to group them as one or more themes. However, it was observed that the major topics were related to research and academic publishing, discipline specific workshops, more technology workshops, and workshops on dealing with students with disability. Three participants though indicated the need to have workshops on other areas. One participant suggested alternative methods of professional development rather than attending workshops in the CLT. He further mentioned other needs that he would like the budget of the CLT be allocated to.

4.1.3.1 Need 1: Variety of Topics

In challenges, all participants of the public university, 10 participants, reported lack of variety in the workshops offered by the FLDC. Thus, it was only natural that they indicated the need for more different topics as the number one need. Participants felt that in order for the FLDC workshops to have a developmental nature, workshops should be offered in way that suits different faculty in their different career stages and different aspects of faculty members' characters.

Different Career stages workshops: All participants asked for a system that would cater to their needs in different career stages. Three participants stated that it is crucial to design the workshops based on faculty member's needs. *P20* explained that it is important to have a survey to assess faculty member's needs. She further explained that there is now an evaluation sheet that is disseminated after each workshop and at the end of the course. However, the suggestions in them are not implemented. She said: "There is a survey that is always being disseminated at the end of the workshops each year, but it has never been considered".

Related to the same idea, three participants mentioned that in the past, the MoHE used to offer a faculty development course for teaching assistants. This course was called “Preparing the Teaching Assistant”. In this course, newly hired faculty members were exposed to different teaching related topics to prepare them for their teaching tasks. However, this course is cancelled now. *P18, P19, and P20* suggested having this course again for teaching assistants to suit their early career teaching needs. *P18* said: “Providing such workshop again to faculty members specially those who are newly hired is important, as they only get their teaching knowledge or expertise from experience, which affects in turn their learning outcomes and self-confidence as good teachers”. In fact they recommended some topics for this course to better prepare teaching assistants. They suggested the following topics to be included: communication skills, self-development, effective teacher student communication, assessment, course design, presentation skills, active learning, computer, English and plagiarism. Other topics include developing ones soft skills and human development. *P19* believed that it is important to provide soft skills workshops and especially communication skills as this would reflect on students’ learning. Furthermore, *P20* explained the importance of designing human development workshops for teaching assistants to insure better communication with the students. She said:

We also need workshops in developing human resources. This is very important. Why don’t we focus on these aspects of a teaching assistant? This teaching assistant will grow to be a professor and a role model to the students, so we should develop his/ her personally. Many problems occur between students and faculty members, because the lack of awareness of the importance of developing the personalities of the faculty member. No workshops are offered for human resources development or personal development. They don’t focus on these aspects.

Different workshops for different faculty roles: Having different topics for different faculty members' roles was another need mentioned by participants. Faculty members have different roles such as teaching, research and community service. Participants emphasized the need to have workshops that would help faculty to fulfill all these roles. One of the participants, *P17*, mentioned the importance of having workshops on how to organize faculty time between teaching and research. She further explained that a similar workshop is offered but it is informative: "I believe there's one workshop that addresses a similar concern, but those who attended it said the lecturer talked about an entirely different thing".

The first role is teaching. For participants, different topics on presentation skills, integrating technology in teaching, and assessment and designing exams were considered very crucial for their teaching. Although these topics are already offered by the FLDC, participants stated a need for more up-to-date information related to these fields. In addition to pedagogical related workshops, one participant indicated the need to have workshops on how to deal with students psychologically. *P17* stressed that there should also be sessions on how to council students. She said: "I'd also like to attend a workshop on how to help the students are struggling academically but not for academic reasons". The same concern was shared by another four participants in a different sense. *P15*, *P18*, *P19*, and *P20* mentioned that it is crucial for faculty members to attend human development workshops that would help them on reflecting on their personality's flaws in addition to better communicating with students who need help. They also stressed the need for having more workshops on different teaching methodologies.

The other role that was emphasized by the participants is research. Participants indicated that there is a need to have different topics in the workshops pertaining to academic research. The most pressing two were using scientific English, conducting rigorous research, and

plagiarism. The concern of conducting rigorous research in the faculty members' career journey was stated by *P14*. He mentioned the need to have more workshops focusing on searching on academic databases. He also emphasized the need to have workshops on writing MA and PhD proposals for early career faculty, in addition to workshops on quantitative data analysis and statistical packages. Introducing quantitative analysis in workshops was also one of the needs of *P18, P19, and P20*. They explained that this topic is highly needed in all disciplines whether scientific or humanities, as such it is crucial to have it within the framework of faculty professional development. In the same manner, *P15* mentioned having more research topics as one of the most needed workshops namely research skills and the basics of scientific research.

Academic English and plagiarism are two other research related topics that were identified by participants as extremely important needs. Three participants indicated that the ministry bylaws obligate them to publish internationally as part of their promotion procedures. To publish in international journals, they need to write in academic English, which to them not an easy task. *P19* explained that acquiring General English is not a difficult task as it can be done through every day dialogues and presenting lectures. However, academic or according to her scientific English is a different story. She mentioned that it is difficult on anyone to write academically if not been taught how to. Thus, as faculty members whose field is not English and who did not get their degrees from abroad, find it extremely difficult to publish in international journals and thus fulfill one of their academic roles. Another related need is having plagiarism workshops. *P20* mentioned that another new bylaw is to upload any research on plagiarizing software before being published. The problem, as stated by *P20* is:

The question here is: have we been prepared/ have they prepared us to publish internationally and get our works checked for plagiarism. No one trained us of how to do

so. We were not even introduced to the plagiarism program to be familiar with it. There actually is a workshop that is designed for this purpose, but it was not for everyone. They selected two people from each department: an assistant lecturer and a lecturer to be introduced to the plagiarism program and how not to plagiarize, because I might be plagiarizing without knowing by over-quoting from a source. The problem is that we don't have this culture; since we were teaching assistants, we had a particular system with our supervisors. You made me develop and get promoted in a system that is based on plagiarism, starting from the teaching assistants to the professor. So the thing is you have first to teach me help me, and then apply what you want.

To conclude faculty members mentioned some pedagogical, psychological, and research topics that could enrich the faculty development framework in the FLDC. Furthermore, they suggested having different workshops for different career stage faculty that could help in more personal and academic development.

4.1.3.2 Need 2: Practical Workshops

The other prominent need mentioned by all participants in the public university is having more hands on activities in faculty professional development that would help them in applying the knowledge they gain in their academic lives. This need was a projection of the theory versus practice challenge. As previously mentioned, most of the content and material used in these workshop is highly theoretical. Participants demand a change in the instructional methods of delivering workshops to be more interactive. Some experiential learning techniques were suggested by participants such as group discussions, hands on workshops for the objective, case studies, presentations from participants of the workshop on the objective. Participants further recommended dividing the theoretical aspect of the workshop and the practical side of it. *P19*

suggested to have the current system as it is, but to have more complementary practical workshops that would include having faculty members experimenting with the new teaching techniques presented to them in the workshops. This, she asserted should be a continuous kind of development through several meetings between the faculty member and trainers. In the same manner, *P18* mentioned that there is an urgent need to more hands on activities to boost faculty members' motivation to attend the FLDC workshops. Furthermore, she added that if the workshops provide more hands on activities, more practical topics, and more variety, faculty members would willingly and gladly come to attend these workshops even if they have the same cost as they have now. She also stressed using case studies and other experiential learning activities. She said:

A good instructor should vary his instructional activities between lecturing and application. So if the workshop is based more on hands on, practical activities and group discussions, this helps in boosting our interest in the topic at hand and interacts with the instructor, which in turn helps us to benefit from the workshop. Moreover, having case studies or situations that I can apply my knowledge in is important too. Another thing, the instructor should be the only source of information and experience. Our colleagues too have many experiences. So I may have a colleague who has been in a situation that I wasn't been before that could help me in my work. So sharing experiences, group discussions, workshops and brainstorming are very important techniques in giving workshops. Sharing experiences between trainees makes the workshop not just two ways experience that is between the instructor and the trainees, it becomes a multi way experience that is based on other faculty members' experiences too. This makes attending the workshops a rich experience.

4.1.3.3 Need 3: Bottom up Versus Top down System

All participants in the public university shared their concerns about having dictated conditions from the ministry to develop their skills. The current system of faculty development in the FLDC is a top down approach in reform, in which the conditions and aspects of development are all dictated by the Ministry of Higher Education. Participants identified the need to more bottom up approach to development as one of their urgent needs. This bottom up approach encompasses several aspects. First, faculty development initiatives should be tailored to faculty members needs based on a needs assessment that can be easily implemented through a needs assessment survey disseminated periodically. The second aspect suggested is to have a kind of decentralized professional development in each school and major. The last aspect is to introduce bottom up decentralized flexible policies that would make professional development of faculty really meaningful rather than a method of “arranging papers” for organizational bureaucracy.

The first aspect of this need is tailoring faculty development initiatives to faculty member’s needs. Six participants in the study demanded a better coordination between faculty member, faculty trainers and policy makers. They wanted these programs to have real benefit for them, instead of being a waste of time and money. Thus, they demand changing methods of designing these courses to be based on faculty members’ consultation. To implement this solution, *P19* suggested having periodical needs assessment for faculty needs through a survey. Based on its results, the centers coordinators can then design the courses without the need to have this one size fits all policy.

Another perspective to the bottom up need is to have an internal unit of professional development in each school and major rather than the current centralized approach. This

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perspective was suggested by *P21* who had an administrative position in the FLDC center. He started his suggestion by saying: “I believe that the change has to come from the bottom not from the top. We have many training facilities in Egypt. I am not talking about the center here, but all the universities’ facilities can produce trainers but this is mostly theoretical, not practical”. Based on his experience in the US and in Germany, he believes that having this one size fits all centralized system would lead to any development. Instead he mentioned that there is a need to have a “brain power” in each school and major to guide and mentor new faculty members. He further explained that it is important to have such professional development workshops as part of the undergraduate and graduate studies of any student not just faculty members. However, there should be emphasis on these workshops as part of faculty members studies. This way, they will acquire new skills and knowledge not through lecturing but rather through experiential activities that would provide hands on practice. Another aspect of his proposition is to utilize the expertise of all Egyptian professors who had their PhDs from internationally recognized universities to form a committee and suggest new dimensions of faculty development based on the international criteria. Then disseminate this knowledge to other faculty members. Thus, if policies are to be made, they would be based on faculty members ideas rather than the ministry’s decisions. This would be a bottom up approach to professional development.

The last aspect of the bottom up need was suggested by *P6*, who used to work in this university. *P6* perceived the current system of the FLDC under the umbrella of quality assurance and accreditation as unfair. She further explained that evaluating faculty members based on a set of fixed conditions is unfair. She stated:

I wonder in terms of policies, they need may be to revisit some of the policies may perceived like fixed kind of designed like one-size fits all thing. So there is a need really

to change the perspective of designing policies, and monitor and evaluate faculty members through these faculty programs based on very specific indicators that is not comprehensive, but also put everyone with different backgrounds and experiences, those who have invested a lot of their time developing themselves professionally in the same basket with those who did the minimum, which means you need a working group may be that sit and review the existing policies may be, and try to maximize academic freedom within these policies of monitoring and evaluating and encouraging continuous professional development for faculty members, which is very difficult to be done nowadays in this country with the whole quality assurance in this country is developed from top down approach.

As *P21* mentioned, and as a reflection to the accreditation versus qualification challenge, *P6* stated that: “There are many other ways for professional development than attending the six courses that are required and designed by the whole project of faculty development, then implement it at university level. Do you know what I mean? So you need to stop centralized top down one size fits all policies”.

4.1.3.4 Need 4: Discipline Specific Workshops

A less demanded need mentioned by faculty members was discipline specific workshops. Many participants understood that the FLDC workshops were meant to develop faculty pedagogically and academically, however, they also needed a link between general teaching methods and their disciplines. Three participants indicated the need to have more specific-discipline workshops. *P16*, a humanities assistant professor indicated that she reluctantly attend the FLDC workshops, as she believes they are a waste of time and money. However, had these workshops had her field, she would willingly attend these workshops. She said that she needs:

“Topics related to my field. Like a workshop on new ways of teaching literature courses, for examples”. *P14* shared this thought; he would like to have workshops on different statistical data analysis packages other than SPSS. Although, he understands that this could be really specific to one discipline, but would also cater to all faculty members in this discipline.

P15 had a new vision about discipline specific workshops. He wanted workshops related to different disciplines to be introduced to faculty members from disciplines to widen faculty members’ horizons. She suggested the following:

For me personally, I would have loved to have workshops that focus too on new trends in my discipline or field. Egypt is a number one an agricultural country; so it is needed that we get to know all the new in the field. Why don’t we design workshops with an agricultural focus that could be offered to different disciplines that would help other faculty members in other fields to know more about the agricultural field in Egypt and later utilize it in their own field? Why don’t I know more about the medical field by having more workshops in the medical field? Some people would say it is too scientific, but actually these workshops can be presented in a simplified way to suit other disciplines and also be linked to professional development. They can be presented for one day or even one session not more.

4.1.3.5 Need 5: Research Workshops

Two participants in the private university mentioned the need for workshops on academic research and publishing. *P11* an Arabic instructor and a PhD students mentioned that although the CLT offers some workshops on writing good research, usually the workshop lasts for two

hours only, and in such field more time is needed to suggest the material. So she suggested the following:

So it is better to be on a weekly basis or a periodical way, more than just two hours or so, because this is very important especially that we are in an academic field. And in addition to that it is important also to have workshops on how to publish your papers. Because an instructor, I am not obliged to publish a paper like professors. As professors do have, like they already finished their PhDs and they already published some papers. As an instructor, I need someone to guide me on how to publish papers in well-established journals with high reputation. Because I know that there different journals with different reputations and it is better of course to submit a paper in a higher reputable journal.

P12 an adjunct faculty shares the same opinion. As a part timer, she does not have the chance to be helped in publishing or getting grants. Thus, she suggested having more workshops in areas like: “grant writing or area of research, applying to peer reviewed journals, how to write in a way that will guarantee that my paper will be published”.

4.1.3.6 Need 6: Miscellaneous

P12 also suggested having more user friendly technology workshops that help in more engaging classes. She also suggested having workshops on how to deal with students with disability, as she believes that this is a very important topic that is usually overlooked in educational institutions.

Other needs were more specific discipline workshops. However, this was suggested by one participant only. *P10* mentioned that he is totally satisfied with the workshops offered by the CLT if we are that are concerned with the teaching framework. He mentioned that in this they

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provide a variety of topics that makes it hard on the faculty member to need more pedagogical guidance. On the other hand, he would like to have more specific discipline courses like using multimedia in applied arts. Although he mentioned that he understands if they do not provide such workshops because they are very specific to one discipline.

One participant, *P13*, mentioned some of his needs however not in offering new workshops, rather to have the budget allocated for workshops at the CLT spent in other initiatives. As was mentioned previously, *P13* does not believe in the ability of institutions like the CLT to support faculty members' teaching needs. For him, an incentive like the teaching award will be more rewarding and have a better effect on the faculty member. However, he criticized the fact that this reward is only senior professors are eligible to this award. Thus, he suggests to have similar or the same incentive to earlier career faculty members. Another need that *P13* mentioned is to have text books and other teaching material accessible to the professors and students. He explained:

Instead of what we have in the CLT, I would rather have better support I need for my classes. For example, text book stores are disastrous; you never get books on time, things are repeatedly messy. I would rather be sure that we are getting students the materials they need. Just basic things like that, getting their books in their hands before classes start. Making sure the obvious technology they are having in the classrooms, works. You know, many times in my classrooms the projector had problems; putting resources in places that you can find.

P13 also suggested alternative forms of professional development other than attending workshops in the CLT. He suggested having good mentorship from senior professors in the same

discipline. This would happen if the university maintains its standards to keep full time professors. He also suggested that consulting with other colleagues in the same field and forming communities of practice would be more effective than attending any workshop at the CLT. Sharing experiences in the same field is for him the means for better teaching. The below quote summarizes his opinion:

We need good mentorship; we need senior faculty. We need to have more interest in the career of newer faculty: other faculty would give them advice and observe their teaching. And professors need to have these conversations about pedagogy, observe each other and critiquing each other. But that's the best kind of development for faculty and generally that is what makes them stand on their feet. As I said teaching calculus is different from teaching other subjects. That's more useful than having and attending workshops.

4.1.4 Theme 4: Feelings and Motivations

Faculty members in the two universities had different feelings and motivations about formal faculty development initiatives in their universities. In the public university, University X, all participants shared a feeling of frustration towards the FLDC workshops. This feeling was caused by different factors, first the fact that they have to attend to finish their promotion papers. Second, the lack of variety and the need to update the topics and content of the workshops made faculty members demotivated to attend, as they know they will not benefit. Another reason for this frustration is the faculty developers. Participants felt that many faculty developers would rather focus on their personal achievements than focus on the content of the workshop. Thus, the academic benefit of the workshops is really minimal.

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The other feeling reported by University Y participants was extrinsic motivation. Some participants mentioned some incentives that work as extrinsic motivations that may have more faculty members participate in formal faculty development initiatives. Such incentives are like having a certificate of attendance for these workshops, giving an added merit or bonus to faculty, make attending these sessions as part of the annual evaluation report, and provide teaching excellence certificates for all career stage faculty not just seniors. The following table and chart will overview feelings and motivations reported by participants.

Feelings and Motivations	Reason stated by University X	Reason stated by University Y	Participants in University X	Participants in University Y
T4. Feeling 1: Frustration	1.Lack of variety of topics 2.Faculty developers		10	NA
T4. Feeling 2: Extrinsic motivations to attend more faculty development initiatives		1. A certificate of attendance 2. Added merit or bonus 3. Part of the annual report 4. Alternative methods such as the teaching excellence certificate	NA	4

Table 9: Theme 4 Feelings and Motivations

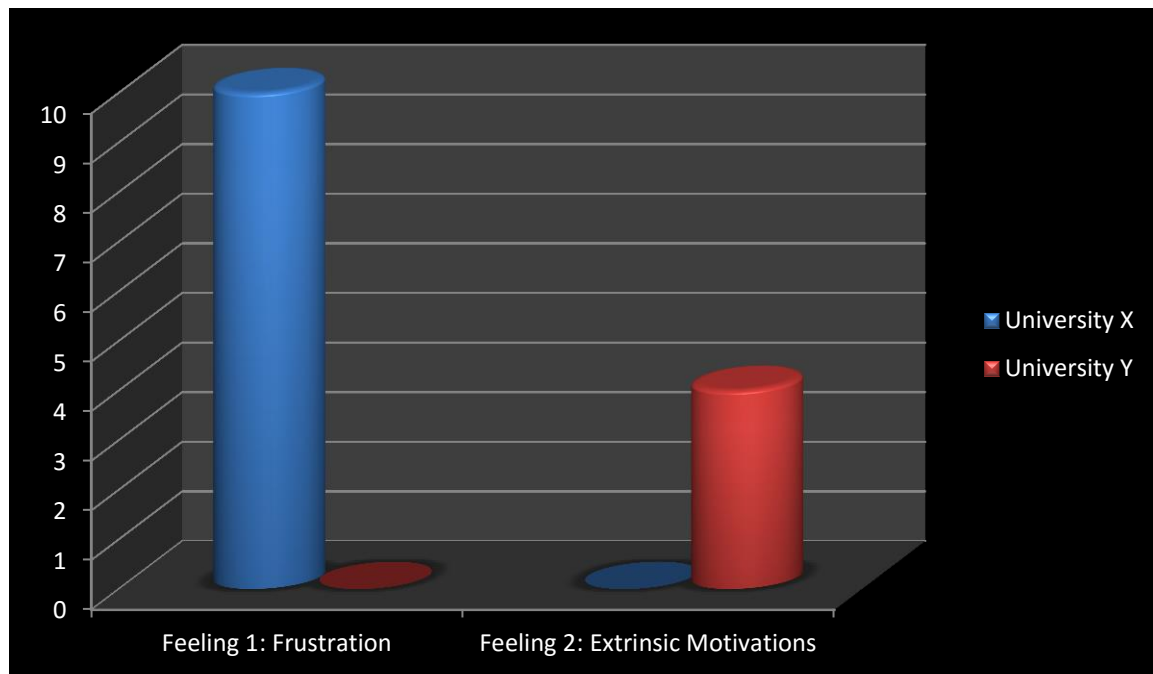


Figure 4: Theme 4 Feelings and Motivations

4.1.4.1 Feeling 1: Frustration

All participants in the public university, 10 participants, agreed that they only attend the FLDC workshops because they have to as part of the promotion process. *P21* who has an administration post in the FLDC observes faculty members who attend these workshops every day. He described his observation as: “most of the faculty members who attend these programs become frustrated and stiffed out, and some of them they don’t even want to come and attend”. This observation is confirmed by participants who were attending these workshops at the time of data collection. Four participants mention that they only come because they are forced to finish their promotion process. *P19* stated that they enter with a frustrated feeling: “the faculty member would attend these workshops only because he/ she have to for promotion, because of routine, not necessarily because they want to. So they would enter with an impression that he/ she would not want to attend nor listen to what is being said, unless there is a trainer that could catch faculty members’ interest and attract their attention”. As she clarified this sense of frustration for her is

linked to the content of the workshop and the trainer's method of delivery. The only soothing factor would be if the trainer can engage them in an interactive workshop.

This sense of frustration is also linked by six participants to the lack of variety and the need to update the topics and content of the workshops. *P20* asserted that she and her colleagues lost hope of any updating in the FLDC workshops. Thus, whenever they want to attend a topic of interest to them, they would not search for it in the center; rather they look for it in another place. She said: "Actually, the problem is that the center would not even give us the chance to think of this point. Whenever, there is something that we want to know more of, we just try to find it in another place, as we know that there is no variety in the center". This problem seems to be prevalent as Dr. Mahmoud mentioned that he could hear his colleagues while attending these workshops say they pay to get promoted. He explained: "I really hate it when I hear from many colleagues saying that we pay money here to get promoted not to benefit from the workshops. The workshops now are both redundant and have this routine sense". *P14* who attended these workshops three years ago confirmed the same feeling of frustration that is linked to redundancy and lack of variety. He mentioned that although he can choose courses: "the categories of courses are not useful for me. So I should attend, but I know that the benefit will be very low". In accordance with the previous point, *P6* who used to work at this public university and who attended these courses long ago stated the need for updating these programs. She explained: "I think there's a need to always update these programs. Not just to develop the material of these programs and train other faculty members to give these programs. It should be an ongoing process. Otherwise when people leave the training and share their knowledge, other members who would go and attend would find this is really boring and they have heard about it".

Faculty developers were also a concern for participants that reflected this sense of frustration. Two faculty members had the feeling that even trainers were forced to present. *P14* said that he did not much. He explained: “I have to say not much. For different reasons, first this is compulsory and not designed well. Second the material. The majority of these courses were not relevant to what I was looking for. Third, I don’t how they choose the trainers. So I was not that happy. I came because this is compulsory, I should do that. I think the benefit is very limited”. *P8* felt that everyone attending and presenting was forced to attend which projected a general sense of frustration. He further explained: “Everybody was attending because they have to and I think even the instructors giving this workshop for one reason or another that I don’t know why. The workshop was not beneficial at all. But I tried to get something out of the material and tailor it, but it wasn’t worth it. Particularly for those workshops, which actually are the ones that are currently being going on. They are a waste of time from my point of view”.

4.1.4.2 Feeling 2: Extrinsic Motivation

Extrinsic motivation in this context can be defined as incentives or external motivations that would encourage faculty members to attend more faculty development initiatives. Different suggestions were recommended by the participants. The most prominent of them is to link attending these workshops to promotion, but not in a bureaucratic sense, rather to link it to teaching and better student evaluation, and thus promotion.

As for extrinsic motivations, faculty members mentioned a number of recommendations to better motivate them and their colleagues to attend faculty development initiatives. *P10* suggested showing the significance and the positive outcome that will enrich the teaching process after attending such sessions. This can be reinforced by connecting the attendance of the workshop to a kind of a certificate that can show the progress of the professor. In the same

manner, *P8* although driven personally by his intrinsic motivation, suggested correlating teaching to student evaluation and thus promotion.

Another perspective that was stated by two participants is to have an added merit or bonus or make it a part of the annual evaluation report of the faculty member. Such incentives are more tangible. *P12* who is an adjunct faculty and is against having compulsory workshops as part of faculty development stated her opinion in the below quote:

I think may be like an added not money, but merit may be. You get more points for attending more workshops, I don't know. The idea is actually I am against making the workshops compulsory. The idea is if I feel force, I don't have a choice. ...May be it could be made a point that if you attend 2 workshops in a year, you will get some kind of recognition, some kind of bonus whatever, like incentives. But not the idea of if you won't attend you won't be kept at the university. This makes things more forcing. They are forcing us to attend the workshop. Even, if it is if they tell you that if you attend 2 or 3 workshops, you will get a discount in the bookstore to buy a book. It could be something as effective as 10 pounds off your next purchase of a book. Very very simple kinds of incentives to begin of, but it will make me feel that I am choosing to go and attend the workshop and there is some kind of benefit.

Similarly, *P9* suggested that any faculty professional activity attended by the faculty member should be added to the annual report, whether seminars, workshops or conference. The university administration then needs to put these activities into consideration when planning raise or salary upgrade. *P9* believed that these criteria are actually considered but what is missing is more transparency in announcing them. He further explained:

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It is not very clear how much do I do to get a raise or as a new faculty member, do I have to attend all these workshops and seminars per year. Is this good enough or I really need to do more on that to be on the right track for tenure ship. So it is not clear for most of the people, and that's why actually more people don't get involved in these activities, because they are time consuming. Some people would think I need to prepare my own lectures, so I don't have extra time for this.

However, two participants did share the same view. *P13* an assistant professor in the English and comparative literature department, who according to him is not really an advocate of this kind of professional development, did not think that any external incentive would motivate a faculty member to attend these workshops as long as they do not believe in this kind of professional development. Instead, he suggested other incentives that could encourage faculty members to enhance their teaching, for example, getting the teaching award. For him this is one incentive that could motivate him personally to do better in his teaching. However, according to him, one problem with this awarding system is that only professors are eligible to it. He suggests having other similar incentives for early career faculty as well.

In a different manner, *P7* believed that it is extremely important for any teacher to advance his/her teaching through professional development. However, she believed that there is nothing more important than intrinsic motivation for a faculty member to advance his/her skills and knowledge through attending faculty development initiatives. She said:

I believe that faculty have to be self-motivated--nothing like intrinsic motivation and learning for the sake of learning. This is how real learning happens. However, the reality is that very few faculty are like that. Faculty tend to do things in the same way over the years and become so comfortable doing it that it becomes extremely difficult to change--

same materials, same techniques, same level of learners, same course, same time, same room! Their excuse for not changing is "Why should I change if it's working?" As I told you--it's one year experience twenty times! It's true we can introduce extrinsic motivators, like a certificate or something like that, but then it will be attending for the sake of the certificate, which does not count as genuine professional development. Also, there's no guarantee they will really apply what they're learning--it will be attendance for the sake of attendance and the certificate. It's hard to push teachers out of their comfort zone. So, I really believe unless it's self-motivated, it will not have much of an effect.

4.2 Research Question 2: What are faculty developers' perceptions of faculty development initiatives offered by their universities?

As mentioned in the methodology section, faculty developers in the public university, for unmentioned reason, refused to be interviewed after their initial verbal consent. Thus, the perceptions analyzed were that of the private university faculty developers. To complement this flaw, the researcher will present objectives and methods of instruction mentioned on the public university website.

In the private university, University Y, all faculty developers' perceptions generally reflect their role as that of pedagogical guidance and support to faculty. This role is clear from the four themes emerging from the data which are: needs assessment for faculty's needs, motivations for better faculty development experience, enhancing teaching and learning through experiential learning, and extended pedagogical support.

The first aspect to achieve this role is a comprehensive approach for faculty's needs assessment that ensure all stake holders opinions are included. Moreover, the CLT faculty

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utilized a triangulated approach for needs assessment including quantitative surveys, interviews and focus groups. Furthermore, a new initiative that was introduced this year is having a CLT associate in each school or department to communicate his/her school's needs to the CLT. This way, faculty developers can get a comprehensive view of faculty's needs to further support them in their teaching.

The second perception that was reported by faculty perceptions is the motivations that they think could motivate more faculty members to attend more faculty development initiatives offered by the CLT. First, they perceived faculty's intrinsic motivation as the first and foremost important motivation. Second, faculty developers mentioned a number of incentives that could motivate more faculty to attend formal faculty development workshops.

The third aspect of the support role was evident in the third theme which is enhancing teaching and learning through experiential learning. Faculty developers select topics that are more pragmatic in nature to enhance faculty's teaching. Moreover, this pragmatic approach is emphasized by utilizing hands-on instructional activities that would ensure faculty's engagement in the workshops.

The last theme is that further emphasizes this role is extended pedagogical support. Faculty developers mentioned that the CLT is not an evaluative center. Thus, their main goal is to help and support faculty members in their teaching rather than evaluate them. They also mentioned that this support is extended through choosing up to date topics for teaching enhancement for workshops as well as providing consultation for faculty after the workshops. A summary of the faculty development perceptions' is presented in table 3.

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In the public university, the FLDC website reports a more comprehensive approach to faculty development. The objectives of the center are to develop faculty in four main areas: teaching and pedagogy, scientific research and profession's ethics, management and leadership, and personal skills (FLDC website). As a reflection of these objectives, the center provides a matrix of topics including four main groups of workshops: teaching and education system, scientific research, management and leadership, and group communication and interaction (FLDC website). The following table will present all the workshop topics mentioned on the FLDC website. These workshops are mandatory for all faculty members to attend to be promoted.

Theme	Reasons
Theme 1: Needs Assessment for faculty's needs	<ol style="list-style-type: none">1. Informal conversations with faculty during lunch hours2. Focus groups with faculty members every two years3. Graduate students needs assessment theses4. CLT associates in each school and department5. Midterm assessment through surveys and focus groups with faculty for their classes
Theme 2: Motivations for better more faculty development engagement	<ol style="list-style-type: none">1. Intrinsic motivation of faculty2. Tailored discipline specific workshops3. More flexible methods of delivery for workshops, such as online or evening workshops4. Having more formal/mandatory workshops5. Rewards or promotions for attending CLT workshops
Theme 3: Enhancing teaching and learning through experiential learning	<ol style="list-style-type: none">1. Selection of practical pedagogical methods topics, such as active learning, cooperative learning, design thinking, etc...2. Using practical instructional methods in workshops, such as active learning, experiential learning, reflective thinking, brainstorming and group discussions, application, and peer feedback.
Theme 4: Extended Pedagogical Support	<ol style="list-style-type: none">1. The CLT is not an evaluative center; rather it provides pedagogical and technological support

- for faculty.
- 2. Presenting up to date topics for teaching enhancement, such as active learning, cooperative learning, community based learning, blended learning, assessment, flipped classrooms, design thinking, gamifying education.
- 3. Providing teaching and technological consultations for faculty after workshops.

Table 10: Faculty Developers' Perceptions

Main Topic	Titles of workshop
Teaching and education systems	<ol style="list-style-type: none"> 1. Use of technology in teaching 2. The credit hour system 3. Exams and standard evaluation systems 4. Quality standards in the education process
Scientific research	<ol style="list-style-type: none"> 1. International publishing of scientific research 2. Managing research teams 3. Competing for research funds 4. Research ethics
Management and leadership	<ol style="list-style-type: none"> 1. Strategic planning 2. Legal and financial aspects in university environment 3. Managing time and meetings 4. University management
Group communication and interaction	<ol style="list-style-type: none"> 1. Communication skills 2. Effective presentation skills 3. Conference organization 4. University code of ethics

Table 11: FLDC Workshops Topics

4.2.1 Theme 1: Needs Assessment for Faculty's Needs

Faculty developers in the CLT perceive faculty development as an ongoing process of supporting faculty in their teaching endeavors. Thus, they described a comprehensive system of assessing faculty and students needs for teaching and learning. It is important to note that this system includes all of the educational process stakeholders namely, faculty developers, faculty, and students. Furthermore, the needs assessment system uses quantitative and qualitative data triangulation through using surveys and interviews to get a deeper understanding on the teaching and learning needs in the university.

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The first level of assessment is done through informal conversations between faculty developers and faculty during lunch hours in workshops. *P3* explained: “So we start conversations with the faculty members; so they start talking about their classes and their experiences. So we start collecting some ideas”. A more formal kind of assessment was explained by *P4*. Every couple of years, the CLT selects invites faculty members from different discipline and different contact level with the CLT to be part of a focus group indicating their needs. Furthermore, the CLT utilizes education master’s students’ theses if in the field of faculty development needs assessment to enhance their programs. This is done in parallel with the midterm assessment; this includes surveys and focus groups with faculty for their classes. *P4* explained the importance of these assessments: “these of course are very insightful because we get to hear first-hand from the students and their problems, and therefore try of course solve that with the faculty. This way the CLT faculty developers guarantee the involvement of all stakeholders of the educational process, and thus better results.

Another means of assessment that was only introduced the last year is having CLT associates. CLT associates, as defined by all faculty developers in the study, are faculty members who listen to their departments’ or schools’ needs and requirements, and then be in direct contact with one of the faculty developers in the CLT to ensure tailoring new workshops to faculty member’s needs. *P3* explained this system:

So we have a representative from each department, or each school at least, but some schools have more than one representative that is in direct contact with the CLT. And we meet with them twice a semester, or at least once a semester, but sometimes once a semester. So the whole group meets once a semester and one CLT member is responsible or is in direct contact with one or two of the CLT associate.

P3 further explained that this system is important for resources allocation, especially if they are scarce. *P4* shared with *P3* the same concern by explaining: “And this is a really important thing because you have some of the requests like a specific workshop to the department and so on. And because we have a limited amount of resources, we have to be really selective on what we can do. So I think it is good to have an insider in each department”.

4.2.2 Theme 2: Motivations for More Engagement in Faculty Development

Faculty developers in the CLT identified a number of motivations that they think could motivate faculty members to attend more faculty development initiatives. All faculty developers agreed that the first and foremost motivation is intrinsic motivation. *P2* said: “I think it has to come from them, so there need to see what they needed or what they could benefit from”. This gave rise to another extrinsic motivation which is having tailored workshops for specific disciplines. Two faculty developers agreed that one approach that would make faculty members more interested in attending faculty development is to have specific-discipline workshops. In fact, both mentioned that in the CLT they do tailored workshops for specific departments based on their needs. However, this is not always possible because of the scarce resources. *P2* further explained “What we try to do if possible, that is not always possible logistically, that if a particular department ask for what they need, we offer that to them”. *P3* stated the same opinion: “But I think this is one thing, had the resources been available, this is one thing that would encourage more people who don’t attend to come and attend, because it is professional development in their field, not just general teaching enhancement. No, it is about teaching the specific topic or this specific discipline, which I think they would be more interested to attend that if it is just a generic workshop”.

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Another method that was suggested by two faculty developers is to have a more flexible method of delivery for workshops. *P3* identified one main challenge for attending faculty development for faculty which is time. He further suggested having other ways of delivering these workshops. In fact, *P4* suggested a specific method which is having online or blended workshops. This can save faculty members' time and encourage them more to be part of these initiatives. Other options were also suggested by *P4* "I think maybe they are designed in a different way. So if the material of the training is provided online, providing more accessibility, so providing evening workshops may be".

Another motivation that could help faculty members' better perceived professional development is announcing and pronouncing the workshops in a different way. 3 faculty developers identified a culture challenge with many faculty members which is they feel that to attend professional development workshops, this means that they are missing something in their teaching, which is not acceptable. Thus, if they have to attend a workshop with a title "Basics of Course Design" and they have been teaching for 20 years, they could take it as an insult. *P2* suggested introducing these workshops as a kind of discussion between different attendees of the workshop to share their experiences rather instead of the formal method of delivery. *P2* further explained "It's more like, let's have a discussion about teaching and bring in your experiences with you and see how you can learn from others experiences as well rather than learning from me I am the facilitator". *P4* that changing faculty's attitude is difficult, however one way to change this is to "have more regular university wide talks about professional development, because a lot of people think that teaching has changes these twenty years, and I think that teaching has changes these twenty years, so I think that people are becoming more aware that attending these workshops is more useful". Another initiative that can help in changing faculty

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members' attitude that was also mentioned by *P4* is to have “a biannual symposium in which we have them favor teaching to show cases to other faculty and to present it and show cases. We do this every year or every two years to get faculty to participate more in faculty development. One thing that really helped was speaking to some of the people who have attended compulsory workshops in other universities or in other institutions saying that the workshops were very beneficial and engaging”.

In addition to these informal incentives, faculty developers identified more formal incentives such as having mandatory workshops and rewards or promotion on attending these initiatives. Two participants mentioned that the last initiative by the provost for having mandatory workshops was a start to more attendance levels. *P4* explained why in the below quote:

I think the certificate initiative, this really helped. ...I think that the incentive of doing four workshops and getting a certificate may be encouraged people, may be just because of the certificate or may be because they were a proportional number of certificates on one topic, rather than one topic in each workshop made them feel better.

The last motivation suggested by two developers is reward or promotion. *P5* explained that correlating attending these workshops with promotion and tenure may help much in attracting more faculty. He further explained: “It becomes mandatory in a way but not like everyone has to come, but to get a chance of promotion, you have to get professional development so that inherently everybody has to do it”. *P2* had a slightly different perspective. She said:

It matters I think that it gets rewarded, but I don't think that this is the reason people should do it. So you know what I mean? I think it is bad not to reward it, because it would like as if you do not care about teaching. So AUC only rewards you for how many papers you publish, but not rewarding you on how often you focus on your teaching. But there are a lot of things that you can do for your teaching other than professional development, right? So you need to have all of these things that you can do for your teaching, your pool of teaching and reward them in some way. But not having it as a threat, if you don't do it you will be in trouble, but more like you will be rewarded if you do. It is a good thing that it is rewarded.

4.2.3 Theme 3: Enhancing Teaching and Learning through Experiential Learning

Contrary to the case in the public university, the focus in the private university is more on practice rather than theory. In fact this focus starts with the criteria of selecting faculty developers. *PI*, the director of the center for teaching and learning stated that faculty developers are not just selected based on academic credentials, they are also selected based on their good practice; based on being good teachers. She asserts that faculty developers "are chosen basically on their practice. Or they have built up the professional development that they know. I mean the practical side of it. And other people who give workshops or actually faculty that their themselves are good teachers and this collaborate to their designing workshops."

Consistent with *PI*'s vision of focusing on good practice rather than theory, most of the topics of workshops offered by the CLT are based on active learning, experiential learning, and integrating technology in pedagogy. *PI* mentioned some of the tracks offered by the CLT:

Well, at the CLT we basically focus on three things: pedagogy, general, and this is all types of you know active learning and experiential learning; we also do assessment, and most of it is either you formative: we give faculty formative assessment or we give workshops on formative assessment. We do work design; we do lots of workshops on which technology is integrated in the teaching but with a very specific focus on the pedagogical gain. We shouldn't be using technology for the sake of technology. So we have number of workshops to offer. This year we started actually very specific tracks. We have five tracks. One of them is the web-enhanced track. The other one is the active learning track; curriculum design track, assessment track and community-based learning track.

Other topics mentioned by CLT faculty developers and faculty members include design thinking, gamifying education, blended learning, cooperative learning, and many other workshops on how to integrate technology in teaching.

To further enhance the practical side of workshops, faculty developers and faculty members mentioned a great variety of instructional methods that would encourage active learning, experiential learning, and reflective thinking. *P3* explained that his workshops incorporated presentations in addition to other multimedia methods. He explained:

Obviously, there is always a presentation of some sort. But we always try to incorporate some videos in the presentations, some multimedia. In my workshops, I always focus on giving faculty prompts to work on. For example, if I am gamifying my course, so we say that games are successful in capturing students' motivation and engagement and interest and things like that. So in order to design a course in a form of a game, I need to

understand exactly what could result in this behavior. So we discuss this briefly in the presentations, but then faculty members have to brainstorm and state why they think games are successful. Forget education, why do players get hooked in games. Why is it the comfort zone to many students; why is it attractive; why is it engaging, and so on. So we start brainstorming across all tables and then people start drawing on ideas and build on each other's ideas and things like that. And then we do the same and ask so what are the challenges of education that make students lose interest or don't have curiosity or whatever or won't turn in work and so on. So we start on talking about the challenges that we have and again brainstorm. So it all about we give them prompts, brainstorming, come back with discussion, and then another brainstorming and we come back with discussion, then how to deal with it. It all hands on as much as we can so as to facilitate application later.So as much as possible we try to make the activities hands on, so they apply what we are talking about once they leave the classroom to redesign their course.

P4 another faculty developer explained that all his workshops are based on group discussions and hands on activity. He explained that the main focus for him is to get faculty members try the concept presented in the workshop themselves so as to utilize it later in their classes. He explains:

After the discussions, we usually have hands on activities, where the faculty members actually apply what we talked about. So for example if we talked about learning outcomes, and how they are written in different disciplines, then faculty members take their time to write their own learning outcomes and give each other some feedback. Then we would talk about some assessment strategies and their different types, then help them

in the discussion and let them apply and try to align learning outcomes with specific assessment strategies. Then provide feedback, also peer feedback on their work. So usually we try as much as possible especially in the last two years to make the faculty try and practice and apply some of the strategies, so it is not just a repetition/ lectures. And I think when we tried to do that the material that we were giving is been used a lot by faculty members than before when we used to give them presentation in the workshops.

He added that when he first came to the CLT, he designed a workshop on cooperative learning that was very theoretical. However, after noticing the feedback from the faculty members, he changed the design of the workshop to be more practical including how to design classes based on cooperative learning rather than theory behind cooperative learning. He mentioned that the way faculty developers at the CLT design their workshops is based experience. He asserted:

The way you deliver the material is I think a mixture of experience and knowing your target audience. I think the first workshop that I give in the CLT was on cooperative learning, and it was very very very theory driven. It was about cooperative learning, theories that are with is, theories that negate it. The feedback I got was that it was interesting, but it was not what we need, because we need thing that can be applied in the classroom. So I changed the workshops to model why cooperative learning works versus other types of learning, while talking about how they can use it in their classrooms and the theory behind it. So those who are interested in the theory were provided by material and readings and whatever. But most of the workshops have to focus on the application.

4.2.4 Theme 4: Extended Pedagogical Support

All faculty developers in University Y perceive their role as that of extending support for faculty in their teaching endeavors. This support is emphasized through a number of things. First the CLT is not an evaluative center of learning, it rather provide pedagogical and technological guidance to faculty. As such, the topics of workshops stated by faculty developer vary with a focus of introducing up to date topics for teaching enhancement. These topics including active learning, cooperative learning, community based learning, blended learning, assessment, flipped classrooms, design thinking, gamifying education, and many more. Teaching guidance does not stop by offering workshops, it continues by providing after workshop guidance. *P4* explained:

We usually invite faculty to further consultations to explore things further, because of restrictions of faculty time. We can't really do much in an hour or an hour and half, which isn't really sufficient for them to be experts in a specific knowledge area. So what we are trying to do is give them a flavor and some application of what we are trying to do in the workshop. And we invite them to further consultations, so we can work with them throughout the semester to apply this. We also encourage them to do their own action research if they are trying something new. That way they can get material for their own publication or we can collaborate with them to produce new material.

Other support activities offered by the CLT, according to *P2* include:

We help faculty if they want to make formative assessment for their teaching. Like if they want an assessment that would help them get feedback from their students. We can go on and do that. We can go on and do a survey, online usually, or we can go and talk to the students and we call this FGID, Formal instruction diagnosis. We have students go to a room and they sit together in groups and they get to answer two questions: what helped

them learn the course, and what can be improved and how. Then we collect these questions and we have a discussion on them to understand what they want and how common each concept is. It is a little bit more in-depth than a survey. It gives them an opportunity to explain themselves and for us to give feedback to the instructor and give them recommendations on how to do that. So this stuff we do to help the instructor not to evaluate them for tenure or promotion.

4.3 Research Question 3: What are the perceptions of directors of faculty development centers of faculty development initiatives offered by their universities?

The director of the CLT perceptions were very similar to the faculty developers' perceptions. She perceived the CLT role as that of pedagogical support for faculty. Her perceptions can be grouped into four themes: extended pedagogical support, assessment of success, and motivations needed for better faculty development experience.

4.3.1 Theme 1: Extended Pedagogical Support

The first theme is extended support. P1 believes that the role of any center of learning and teaching should be to support faculty members in their teaching for better learning outcomes for the students. Thus, she stated that in her opinion faculty development does not end at attending one or two workshops or even a series of them, rather it has to be an ongoing process done by the faculty member with the help of the CLT. Consequently, the CLT offers different activities and initiatives other than periodical workshops to support faculty members in their teaching. She further elaborated on this point by saying:

I have to say something professional workshop does not stop at a workshop. You can go to a workshop, listen to it and that's the end of that. It doesn't stop on that. It is our

continuously work with the faculty on the syllabi or the curriculum or learning outcomes.

If they want to try something new, we help them develop, we answer their questions if they want to do some research, classroom action research, we work with them.

With this end in mind, P1 explained different activities and initiatives that are offered by the CLT. The focus in the CLT is on three main aspects in education; these are pedagogy, assessment, and technology. For these three, the focus is on a better more interactive learning experience that is shared both by the faculty member and the student. Thus, for pedagogy topics like active learning and experiential learning are emphasized; for assessment, both summative and formative assessment are utilized; and for technology, the focus is on integrating technology in pedagogy rather than utilizing technology for its own sake. She further elaborated:

This year we started actually very specific tracks. We have five tracks. One of them is the web-enhanced track. The other one is the active learning track; curriculum design track, assessment track and community-based learning track. So we have workshops that if you cover four workshops, you will get a certificate of participation also. We have developed large numbers of workshops that cover different types of the science of teaching. We also developed a new initiative at university which is the blended-learning and online learning. Blended learning mostly will be related to online learning. So these are extended workshops of may be a month, that would make faculty able to think for four weeks looking at blended learning, and then we have them also design their own blended learning course, have them integrate the technology they needed, and we support them also in making sure how to deal with student in a blended- learning course.

4.3.2 Theme 2: Assessment of Success

An integral part of the success of any faculty development initiative is assessment of success of its initiatives. This could happen through different means. It is equally important to know how all stakeholders of this process perceive this feedback. Thus, it was important to explore *PI's* view of how faculty members perceive faculty development initiatives offered by the center. In general, she described a fairly positive feedback mainly after the workshops end, not necessarily the beginning. She further explained that she assessed this success not just through the evaluation sheet presented at the end of the workshops, but also, and more importantly, through faculty members' reactions, and their eagerness to further know about the topics presented through consulting with the CLT developers to integrate the new topics and techniques in their courses and teaching. She explained:

I can only tell you by the reactions we have, and the reactions were extremely positive. When I first started with them, because until this point all our workshops, all our work was voluntary. When the provost asked some people to come and do them, it was very different from what we have before, and I was sort of concerned may be that faculty would not be happy, as faculty don't like being told what to do. But I have to tell you, every single institute, the nine institutes, nine full day institutes were fruitful for the adjunct. In every single occasion whether verbally or in a written format, they have written to us and told us that we had no idea that would turn out to be good, thank you very much. And I had people from some departments; I don't want to mention names, but somebody who was a chair of ... said that he didn't expect it to be that good. So I don't know what they do it, but I know that they were there and I know that in large numbers of days/ moments they were very happy about the workshops. So I am really happy about

this. And also, we had evaluations. So in every workshop we get an evaluation sheet. But the evaluation sheet is one thing, and having one telling you and sending you emails is another; that was very encouraging.

4.3.3 Theme 3: Motivations Needed for More Engagement in Faculty Development

As previously mentioned by many of the participants the key factor for attending faculty development initiatives is their intrinsic motivation. *P1* shared the same opinion. However, she further stated that is important that the university would provide a kind of incentive that would keep faculty members interested in attending more workshops. With the various role faculty members have, teaching, research and community service, it is even more difficult with the intrinsic motivation alone to continue attending these initiatives. Thus, *P1* suggested “in order to do more than what they do for the teaching, I think there should be some kind of recognition. And recognition comes in sort of activity reports, the merit, the promotion or evaluation. Something is recognized as being gone beyond what is necessary. And I think University Y is doing that; University Y is recognizing those who go the extra mile. So I think there have to be some incentive. There is also that you are doing it because you want to do it. But the majority of faculty because they are required to do much research and go to conferences, then there has to be some kind of additional incentives”.

CHAPTER 5 DISCUSSION

In a phenomenological study, a detailed description of themes in the results could be enough to show the essence of the phenomenon according to participants. However, a reflection on the past literature and theories in the field is also recommended (Creswell et al. 2007). Thus, in this chapter the researcher will try to interpret the emerging themes in light of the conceptual model and the previous literature. Furthermore, a comparison between the public and private university on one level, and the faculty members perceptions and faculty developers' and director of the CLT will be attempted. Practical implications, limitations, and recommendations for future research will follow.

The conceptual model in this study encompasses two levels to analyze faculty development formal initiatives in Egypt: first, the micro level represented in faculty member as adult learners, and the other is the macro level, represented by faculty developers' perceptions, the CLT director's perceptions and documentation from the public university websites in alignment with the POD educational model.

5.1 The Micro Level: Faculty Members' Perceptions

In a formal faculty development setting, faculty members can be considered as adult learners. Thus, the researcher chose Knowles (1984) Adult Learning assumptions to analyze faculty members' perceptions. All the themes emerging from the interviews can be explained through Knowles (1984) six assumptions and Gitterman (2004) implications of them. A detailed explanation will be presented in this section.

Knowles (1984) first assumption suggested that an adult learner is an independent self-directing learner who expects to be perceived this way by others. Thus, if others treat the learner

in a different way, a subconscious feeling of resentment and resistance appear on the learner (Merriam & Bierema, 2013). This assumption can explain two challenges reported by the participants and one need. The first challenge is organizational bureaucracy that was apparent in the public university; University X. Participants had a feeling that they were forced to attend workshops that they may have attended before just for the sake of promotion. This feeling of being forced to attend not for any benefit but just for mere formality was reflected on one of the feelings reported by participants in the same university which is frustration. This is what Knowles (1984) called climate setting. Adult learners need the instructor to set a climate that shows that they are appreciated and respected. If they do not get this perfect climate, they will sense a lack of respect and trust, which in turn will make “their energy is spent dealing with this feeling more than with learning (Knowles 1985, p. 15)” cited in (Gitterman, 2004). This is what happened in the public university. Faculty members were so frustrated from the whole system of the FLDC that forces them to spend money and effort for organizational bureaucracy and arranging papers that they do not benefit much academically. This can be confirmed by the fact that only four participants out of ten reported having benefited academically from the FLDC workshops, and that the benefit was minimal. Furthermore, because of being self-directing learners, participants in the public university also reported on a need for a more bottom up approach for faculty development, in which they are involved in the planning and designing of the workshops rather than have topics that are dictated on them by the center without catering for their needs.

One implication that is related to this assumption is setting a climate in which there should exist “a spirit of mutuality between teachers and students as joint inquirers (1980, p. 47)” (cited in Merriam, Caffarella, Baumgartner, & Credo, 2012). This implication can explain one of

the feelings reported by the public university participants which is frustration. In fact, one of the reasons mentioned by participants for this feeling is the focus of faculty developers on their personal achievements and experiences rather than the content and faculty's experiences. Thus, faculty members in this case created a one way channel of communication that does not set the learning climate for an engaging learning experience.

The second assumption is related to the adults experience as the main source of knowledge. This assumption is related to both the public and the private university members. Knowles (1984) suggested a number of instructional activities that could help to respect the learner's large reservoir of experience, for example group discussions, role play, simulations, field experiences, case studies, and problem based learning. In addition, while selecting the instructional activities, it is important that the facilitator can connect these activities to the learner's experiences (Merriam & Bierema, 2013). Seven out of eight faculty in the private university reported an academic benefit based on the CLT workshops because of the experiential instructional methods used by the faculty developers. This confirms that when faculty members' experiences are respected and put into practice in a specific context, learning occurs. In fact it is interesting to note that this academic benefit was a change in the instructional methods used by faculty, and it was reported by different career stage faculty. It is well known that changing in the instructional methods is not an easy task to any teacher because of preferring the comfort zone. However, in this study it happened because of respecting faculty's, the learners experiences.

On the other hand, in the public university, the absence of this assumption led to faculty reporting one of the challenges they faced in the FLDC workshops. Faculty members reported in the one-size-fits all challenge a highly theoretical content that affected them negatively in the

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sense of gaining minimal academic benefit from the workshops, and at the same time feel frustrated because they don't feel respected as faculty members. In fact, some of them stated that they felt imprisoned while wasting their time and effort.

The third assumption of the Adult Learning Theory is that adult learners have different social roles that change over time. Adult learners seek knowledge that can help them fit in these new roles (Merriam & Bierema, 2013). This moment is described by Knowles as the "teachable moment". If the instructor sizes this moment, learning will occur. In this study, the first benefit reported by participants is change in instructional methods. By further analysis, it was observed that faculty who reported this benefit in the public university were new or mid-career faculty. In fact, the workshops that they reported affecting their instructional methods were all workshops that they needed in their career because they were assigned a new task. For example, assessment and evaluation was reported to be effective by one participant because she took it after getting the PhD. This way this faculty member can apply the knowledge gained from the workshop while setting exams, which is a task that was only assigned to her after getting the PhD.

Furthermore, this assumption may explain why faculty members reported the need to have more variety of topics that would cater for different career stages and different faculty roles, because they are adult learners who appreciate their social role and for them it is one reason for learning.

Another assumption is that adult learners are problem-centered learners rather than content centered (Merriam & Bierema, 2013). Related to this assumption are three implications by Gitterman (2004) which are experiencing abstractions, operationalizing abstractions and balancing instructional activities utilized by the facilitator of adult learner between lectures, discussions, role play, and visual methods. These assumptions and implications may explain the

difference between the public and private university results. In the public university, the main challenge is having one-size-fits all approach that focus on the lecturing technique and highly theoretical content. Thus, the focus is content-based not problem-based. Faculty do not get a chance to operationalize abstractions or relate them to their fields. Thus, minimal learning occurs. On the other hand, in the private university the main reason that faculty reported for the academic benefit was use of experiential techniques that encourage critical thinking and relating the content to different disciplines.

5.2 The Marco Level: Faculty Developers' and the CLT director's perceptions

The POD educational development model which is the focus of the macro level of the conceptual model is divided into three areas of development: faculty development, focusing on developing a faculty member personally, academically, and professionally; instructional development, focusing on teaching and learning with a special focus on curriculum design and student leaning; and organizational development, focusing on organizational effectiveness with a special focus on developing leadership capacities in faculty and administrators (POD, n. d.). The two universities in this study differed in their approaches to faculty development. The public university, University X, had topics covering the two dimensions of development which are faculty and organizational development; whereas the private university, University Y focused more on the second dimension which is instructional development.

The first dimension is faculty dimension which focuses on a faculty member as a teacher, scholar and person. According to private university participants' perceptions, the private university, University Y, does not have initiatives covering this dimension. However, the public university, University X, initiatives, mostly come under this dimension. According to the POD faculty development covers three areas which are teaching development, research and

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professional development, and personal development (POD, n. d.). From the four groups of workshops that are offered by the FLDC, three groups cover the first two areas of the POD model. The first group of the FLDC is concerned with teaching and education systems, which include use of technology in teaching, which is one aspect of the teaching development; the credit hour system and quality standards, which are administration development that is also one aspect of teaching development; and exams and standard evaluation systems, which is concerned with assessment, that is another aspect of the teaching development. The third group of the FLDC workshops also includes conference organization, which comes under supervisory work that is again part of the teaching development and university code of ethics that is an admin skill. Furthermore, the second group of workshops is only concerned with scientific research which aligns with developing the faculty member as a scholar in the POD model. It is interesting to note that none of the workshops stated on the website align with developing the faculty member as a person. In fact, one of the needs mentioned by one faculty member in the public university is to have workshops on how to manage faculty's time between teaching and research, which is one of the topics of the third area in faculty development dimension. Furthermore, many participants in University X reported the need to have workshops related to personal and human development. It is also important to note that two participants in the private university indicated their need to more research workshops.

The second dimension of educational development is instructional development. It encompasses three main areas: teaching and learning, focusing on curriculum design, student learning, and course design; the second is how a course fits in institutional vision. This can happen by the organization focus on selecting advanced and appropriate technology, learning how to evaluate course material, providing workshops on design courses, providing new and

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unconventional teaching methods workshops, providing innovative technological tools, and learning management system. The final area in this dimension is done through faculty developers providing guidance to faculty on how to assess their own learning and conduct their own research on that (POD, n. d.). In fact the CLT in the private university, University Y, applies all these aspects of the instructional model, whereas there is no evidence in the public university data of any initiative covering this dimension. This is the area under which the CLT comes. All the activities reported by the participants and announced on the website are concerned with enhancing teaching and learning not personal and academic development of faculty. Based on the director of the CLT perceptions, CLT role is to provide extended pedagogical support. Thus, the topics she mentioned include three main aspects in education; these are pedagogy, assessment, and technology. For these three, the focus is on a better more interactive learning experience that is shared both by the faculty member and the student, which is the focus of instructional development, that is teaching and learning. Thus, for pedagogy topics like active learning and experiential learning are emphasized, which are new unconventional teaching methods. Another area in the CLT is assessment in which both summative and formative assessments are utilized. This goes in line with one of the aspects of instructional development which is to learn how to evaluate course material. Another focus of the CLT workshops is technology; the focus is on integrating technology in pedagogy, which also aligns with another aspect of this dimension which is selection of advanced and appropriate pedagogical technology and emphasizing innovative technological tools. Furthermore, faculty developers identified two themes that reflect instructional development level; these are enhancing teaching and learning through experiential learning and extended pedagogical support. In the first theme, faculty developers identified different topics offered by the CLT including active learning, cooperative

learning, assessment and using technology in assessment, flipped classrooms, blended learning, curriculum design, and others, all of which are examples of instructional development. In the second theme, faculty developers explained that they provide pedagogical support for faculty by selecting up to date teaching enhancing topics and providing pedagogical consultation to faculty after workshops, which is another aspect of instructional development according to the POD.

As for the third dimension which is organizational development, this was apparent only in the public university website, as there was no mention by any of the participants in the private university of initiatives. In the public university and according to the FLDC website, one of the main objectives of the center is to develop faculty management and leadership skills (FLDC website). This is applied through offering four workshops entitled: strategic planning, legal and financial aspects in university environment, managing meetings, and university management. In fact these workshops cover one of the three aspects of organizational development according to the POD which is developing leadership capacities in faculty and administration. However, only one participant mentioned that one of these workshops, legal and financial aspect in university environment, was important but not effective because of its huge content that was not suitable to the time allotted to the workshop. Thus, this suggests that methods of delivering workshops is more important and more effective than announcing great plans with minimal benefit to the faculty members.

To conclude, according to faculty developers' perceptions, the director of the CLT perceptions, and the FLDC website, faculty development initiatives in the two selected universities follow the POD educational development model with variation. The public university, University X, offers faculty development initiatives that cover the two dimensions of the model, namely faculty development and organizational development. On the other hand, the

private university, University Y, focuses more on offering initiatives covering instructional development to faculty.

5.3 Linking the Micro with the Macro Level

Faculty development main goal is to develop faculty's skills and characters to be better personally and professionally. Although different foci differ from one organization to another, the main goal is always the same: development of faculty. According to the POD and the analysis based on the macro level of faculty development, the public university has a more comprehensive approach that covers two levels of development: faculty and organizational development, whereas the private university focus only on one dimension which is instructional development. Nevertheless, faculty members in the public university were not satisfied with this kind of development, because of the different challenges they mentioned which are all a reflection of instructional methodology used by the developers that do not suit adult learners, in this case, faculty members. On the other hand, faculty in the private university were mostly satisfied with the CLT kind of development although it does not cover all levels of development. This is due to the experiential methodology used by the developers, in addition to respecting faculty's experience as adult learners. The conclusion is even in selecting programs, the private university center, as reported by the participants, focus on quantity of workshops offered rather than the quality they are delivered.

Another observation could be linking the benefits mentioned by faculty to the dimension. Meaning, the main academic benefits mentioned by the participants in both universities is change in instructional methods. This was mostly reported by University Y faculty. This could be explained by the fact that instructional dimension is the focus of this university, which reflects on

teaching and learning. On the other hand, University X workshops do not focus on instructional development, which could explain the minimal change in faculty's instructional methods.

To conclude, it was apparent that providing comprehensive faculty development frameworks without applying adult learning techniques led to minimum benefit for faculty members. Furthermore, focusing on instructional development in University Y while respecting faculty's adult learning nature led to maximum benefit, which is change in instructional methods. Finally, faculty members need faculty development initiatives that cater for different career stages and different faculty roles. Thus, all three dimensions of the POD need to be available in teaching and learning centers.

5.4 Public versus Private Universities in Egypt

Faculty members in both universities perceived academic and social benefits of faculty development initiatives offered by their universities, but these benefits varied according to the university, career level of faculty members, topic and instructional methods used in the workshops. Professors in the public university reported a minimal academic benefit to faculty development workshops, compared to the private university. The main topics that were interesting and of great benefit to participants in both universities were technology-related topics, assessment, presentation and communication skills. All participants from different career stages and disciplines reported technology related workshops to be effective. New and mid-care faculty reported benefiting from topics such assessment, presentation, and communication skills. For senior faculty members, technology was the main topic related for academic benefit. Another point is related to the faculty member's teaching discipline. General pedagogy workshops were of minimal benefit to education and psychology professors. Another conclusion is related to the

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teaching methodology of the workshop. It was noticed that the main methods used for effective workshops are hands on and experiential techniques.

Faculty members reported a number of challenges that they experience while attending faculty development initiatives. It was noted that the public university challenges were more than the private university. In addition, they are of different nature. The public university challenges are mainly the operational system in the FLDC and the content and methods of instruction of the workshops. Public university faculty members generally perceived the FLDC workshops as part of a bureaucratic demand by the university to finish their promotion procedures rather than developmental activities. Paying a considerably big amount of money for each promotion was perceived questionable by faculty members from different backgrounds. The focus on accreditation from the FLDC rather than any other place was another challenge for public faculty members. Many of them attended other workshops and initiatives in other places on their own that, for them, is more effective than the FLDC workshops, but were not able to use them for promotion procedures, because the FLDC is the only accredited place. Thus, all the participants explained a concern that faculty development initiatives related to the FLDC are more concerned with organizational bureaucracy and arranging papers rather than development. On the academic level, the challenges faced related to the theoretical dated repeated content and the use of lecturing technique rather than hands on activities all impeded the ultimate effectiveness of the FLDC workshops. It is important to note that the above mentioned challenges were reported by all public faculty members with their different career-stage and discipline. In contrast, the number of challenges reported by faculty members in the private university is rather small and reported by a few number of participants.

Participants' needs in both universities varied according to the effectiveness of faculty development initiatives in each university. In the public university, all participants indicated the need for different topics that would cater for different career-stages and different faculty roles. In addition, four participants indicated the need for more personal development workshops. Discipline specific workshops were less demanded need that was mentioned by three participants. Practical workshops and bottom up reform were two other needs mentioned by public university participants. In general, public university participants indicated pragmatic needs that could help them to develop both personally and professionally. On the other hand, to a great extent satisfied with the CLT initiatives, participants of the private university indicated a few number of needs that were mentioned by only three participants. A shared need with the public university was more research-related topics. Another that was mentioned by one participant is how to deal with students with disability. One participant indicated the need for more discipline specific workshops. Another participant suggested an alternative framework for faculty development other than attending workshops, including mentoring new faculty and maintaining communities of practice.

5.5 Faculty Development in Egypt and Internationally

This study results are very similar to the Egyptian literature review. Faculty members in the public university reported a feeling of frustration because of the redundancy of the FLDC workshops. They mentioned that they have to attend the same topic for each promotion because of the lack of variety. This goes in line with Almorsy (2009) who found that the main obstacles found of the FLDC project are faculty members were not internally motivated to attend the workshops offered; faculty members had to repeat the same topics in different promotions, different workshops with different titles would have the same content; trainers do not respect

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faculty members' scientific backgrounds in their teaching; faculty members were not involved in the preparation process of these initiatives.

The majority of participants in this study reported changing their instructional method and content based on the workshops attended in the FLDC and CLT center. However, the reasons mentioned for this change differed in each university. There was consensus though those technology-related topics were the number one reason for this change. This goes in line with Sorcinelli et al. (2006) study, as one of the top three issues related by faculty developers in their study was "integrating technology into traditional teaching and learning settings" (Sorcinelli et al. 2006, P.72).

In the public university, less than half of the participants reported changing their methods of teaching because of the workshops. It is interesting to note that those participants were either new or mid-career faculty. The topics of workshops that resulted in change, other than technology-related topics, are assessment and evaluation, communication and presentation skills and international publishing. This is in line with Abdelmotaleb (2010) results, as he mentioned a change in the participants teaching methods because of the professional development programs. However, he also reported that the obstacles impeding the benefit of these workshops were more than the benefits, which is the case in my study.

The last benefit reported by participants, particularly public university, is rather social than academic. Participants in the public university were not much satisfied with the academic outcomes of the workshops; however, they felt that one major benefit to these programs is getting to know new colleagues from different disciplines and share their academic experiences with. This benefit is in line with Abdelmotaleb, (2010) whose results indicated that professional

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development programs help in building social relations between faculty members from different discipline. This benefit can also be related Sorcinelli (2002) principle of encouraging collegiality and community. Although, not encouraged by the center administration, except for the fact that there is a lunch break between workshops, faculty members found a great pleasure in meeting new colleagues from different disciplines while attending faculty development workshops. In fact, they considered this as more important than the academic benefit.

The first and most reported challenge is the one-size-fits all approach of formal faculty development initiatives. This challenge was reported by both universities; however the public university outweighed the private. Different reasons or components were reported by participants for this challenge. The first component of this challenge, for the public university is highly theoretical content of both the content and instructional methods used by faculty developers, which relied heavily on the lecturing technique. This reason was also mentioned in Allabody (2013). The main results of this research included the following: professional development programs in Egyptian universities are still focusing on theoretical rather than practical aspects; lecturing and discussions are the two most used instructional activities in professional development programs Allabody (2013). Furthermore, similar to Abdelmotaleb (2010) faculty members in my study reported more challenges than benefits for the FLDC workshop.

The three other reasons reported by public university participants are very much related. They are redundancy of topics in which there is repetition for the same topics in different promotions and different workshop titles for the same content; quantity versus quality in which big content of workshops for the time allotted for workshops; long operation system from 8 am to 3 pm; fixed number of workshops for each promotion regardless of the content; and faculty developers: individual differences between developers affecting the delivery method; focus of

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some developers on their personal experiences. These findings are similar to Hussien (2013) results which indicated that FLDC professional development programs offer one-size-fits all workshops without distinction between humanities and scientific discipline schools. Moreover, these results are also in line with Almorsy (2009) results that indicated that faculty members had to repeat the same topics in different promotions, different workshops with different titles would have the same content; trainers do not respect faculty members' scientific backgrounds in their teaching. This challenge is the opposite of what Sorcinelli (2002) suggested as one of the principles of faculty development, which is offering a range of opportunities for faculty development, but lead with strengths.

The second challenge that was apparent in participants' perceptions, mainly public university participants, is organizational bureaucracy. The two reasons mentioned by faculty for this challenge were the relatively high cost of the FLDC workshops and the emphasis from the center on accreditation of certificates from it rather than assessing faculty's qualifications. Because of the latter reason, qualified faculty who got their PhDs from the UK and the USA had to attend workshops that they do not need just to get their promotion papers done. Furthermore, other participants who attended other professional development workshops outside the FLDC were not able to waive these workshops for their promotion. Thus, they had to repeat the same workshops for different promotions. These findings are in line with Almorsy, (2009) who found that one of the main obstacles found of the FLDC project was that faculty members had to repeat the same topics in different promotions.

Two other minor challenges were reported by faculty, mainly in the private university, faculty time encompassing two factors which are appropriateness of the CLT schedule to faculty

schedule and faculty's busy teaching schedules. The other is having mandatory workshops for faculty development. Faculty time is one of the challenges mentioned by Socilleni et al. (2006).

5.6 Practical Implications

Based on the previous discussion some practical implications are suggested to further enrich faculty development initiatives in Egyptian universities. First, some practical implications can add to the FLDC project in all Egyptian public universities will be mentioned below:

- A comprehensive needs assessment is important to be executed before designing any new workshops in the FLDC. The means for this needs assessment should include a triangulation of data in the form of a survey disseminated to all faculty members, in addition to forming focus groups representative of each school or discipline to identify faculty members' needs.
- Faculty development workshops should be tailored according to the most prominent needs that are reported in this needs assessment.
- Different new topics should be included to the existing matrix of topics in the FLDC, including English scientific writing, identifying plagiarism, soft skills and personal development workshops, human development, more technological workshops, advanced research methods and quantitative data analysis packages workshops, writing grant proposals, and searching academic databases.
- A circular setting should be set in workshop halls instead of the usual setting of a lectern and rows of chairs to encourage more collaborative learning.
- Utilizing different experiential instructional methods that would facilitate problem-based learning such as group discussions, case studies, simulation, and microteaching.

Other implications are suggested for private universities:

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- More research workshops are suggested as based on this study's results, teaching and learning centers are more concerned with the role of the faculty member as a teacher rather than a researcher.
- More personal development workshops are suggested such as time management.
- Providing rotations of workshops in different timings to cater for faculty members busy schedules.
- Delivering faculty development workshops online or in a blended format.
- Providing night workshops for faculty with busy schedules.
- Providing different levels for the same workshop to suit faculty's different knowledge background.
- Providing workshops for dealing with multicultural student body and students with disabilities
- Providing incentives for attending more faculty development initiatives such as rewards or teaching excellence certificate.

5.7 Recommendations for Future Research

It is recommended for future studies to investigate the perceptions of different stakeholders in the teaching and learning process. Thus, a good suggestion is to evaluate students' learning after faculty members' workshop attendance. It is also recommended to use bigger sample size from different public universities to have more representative results. Another recommendation is to use theoretical models such as Experiential Learning and Social Cognitive theory for analyzing faculty members' perceptions.

5.8 Limitations of the Study

The sample selected from public universities is only representative of Greater Cairo, as public university selected is located there. The difficulty of accessing universities in other governorates in Egypt was the reason for this selection criterion. Additionally, with the exception of Alexandria University, the selected public university is one of the biggest and most prominent of all Egyptian universities. Another limitation is that the results from the private university cannot be generalized to other private universities as each private university in Egypt designs its own faculty professional programs.

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Appendix A

Interview Questions with Faculty Members

1. Please introduce yourself and your position/background.
2. Have you ever attended any professional development programs? Was there a cost for the training? If so, who paid for the training? Is this a benefit/ part of your contract? Was there a cost for the training? If so, who paid for the training? Is this a benefit/ part of your contract?
3. To what extent have you benefited from these programs in your teaching?
4. Would you like to attend more workshops/training courses?
5. Did you make any changes in your thinking because of your faculty development experience(s)? If so, what are these changes?
6. Did you change the way you teach and/ or design your courses after attending these workshops?
7. In your opinion, which is more effective having a faculty professional program in your workplace or attending other faculty professional development activities on your own?
8. What you think of the topics presented in these you attended, their topics, and how you benefited from them?
9. In your opinion, what could motivate faculty to attend more faculty development workshops?
10. Is there a topic that you wanted to be discussed and could not find in these workshops?

Appendix B

Training Centers Directors Interview Protocol

1. Please introduce yourself and your position/background.
2. Please describe the center and its history.
3. How are the trainers for the center selected?
4. Please describe the workshops and/or initiative presented in the center to help faculty members in teaching and learning. Are the topics you listed earlier offered as workshop sessions? In addition to these, what are other topics presented?
5. Which of these activities are mandatory?
6. In your opinion, what faculty development and organizational development strategies are needed to encourage faculty members to continuously pursue teaching and instructional development?
7. In your opinion, what other skills/ topics/ initiative can be included in the center to further develop faculty development skills?
8. Is there anything else you want to add?

Appendix C

Interview Questions with the Faculty Developers

1. Please, introduce yourself.
2. In your opinion, which of the traditional faculty roles or instructional strategies do you think faculty members need to further develop and grow in and why?
3. In your opinion, are there specific knowledge areas, competencies, experiences that you would like faculty members to further develop to better fulfill the university's mission?
4. How do you assess faculty's teaching? Do you visit the student's class to observe teaching and learning? If so, is there a specific rubric used to determine teaching expertise?
5. To what extent do you think faculty would benefit from the provision of personal development activities that address interpersonal skills development, stress management, and time management?
6. In your opinion, what could motivate faculty to attend more faculty development workshops?
7. Is there anything else you want to add?

Appendix D

English Consent Form

Documentation of Informed Consent for Participation in Research Study

Project Title: *Faculty Perceptions of Faculty Development Programs in Egyptian Universities: an Exploratory Study*

Principal Investigator: *Noran Ali Eldebecky*

Noran.eldebecky@aucegypt.edu

01066751578

You are being asked to participate in a research study. The purpose of the research is *to investigate faculty member perceptions about faculty development programs in public and private universities in Egypt through adult learning theory and the findings may be published, presented, or both.* The expected duration of your participation is *one hour.*

The procedures of the research will be as follows: *after getting faculty personnel oral and written approval, through this consent form and explaining the purpose of the study, the researcher will interview faculty personnel individually to ask about their perceptions about faculty development programs offered in their universities. Each interview will take about one hour and will be audio recorded. The participants then will be thanked.*

There will not be any risks or discomforts associated with this research.

There will be benefits to you from this research. Faculty members will reflect on their training experiences, and will get a better understanding of what they need. Furthermore, academic administrators, training centers directors and trainers will get a better understanding of the effectiveness of their training programs from faculty members' perceptions. Thus, for future workshops, they can adapt their plans to better suit faculty members' needs.

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The information you provide for purposes of this research *is confidential*.

Questions about the research, my rights, or research-related injuries should be directed to Noran Ali Eldebecky at 01066751578.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

Appendix E

Interview Questions for Faculty in Arabic

أسئلة المقابلة مع أعضاء هيئة التدريس

1. يرجى تقديم نفسك وخلفيتك الوظيفية.
2. هل حضرت أي برامج للتطوير المهني في أي وقت مضى؟
في حالة الإجابة بنعم
كان هناك تكلفة لتدريب؟
إذا كان الأمر كذلك، فهل قامت المؤسسة بتغطية ثمن التدريب؟
هل يعتبر تغطية نفقات التدريب جزءا من عقدك أم يعتبر خدمة إضافية تقوم بها المؤسسة؟
3. إلى أي مدى استفدت من تلك البرامج التدريبية في حياتك العملية؟
4. هل ترغب في حضور المزيد من برامج التطوير المهني أو ورش العمل؟
5. ما هو أكثر موضوع استفدت منه؟
6. هل أثرت هذه البرامج على طريقة تفكيرك أثناء تأدية دورك كعضو هيئة تدريس؟ يرجى التوضيح.
7. هل تغيرت طريقتك في التعليم أو تصميم المناهج بعد حضور تلك الورش والمحاضرات؟
8. في رأيك، أي الدورات التدريبية أكثر فاعلية: المنظمة للتطوير المهني في مكان عملك أم في أماكن أخرى وتقوم باختيارها والعمل عليها بنفسك؟
9. ما رأيك في المواضيع المقدمة في الدورات والورش التي حضرتها وكيف استفدت منها؟
10. هل هناك موضوع تبحث عنها وأردت أن تستفيد منه ولم تجده متاحا في أي من الورش والدورات المعروضة؟

Appendix F

Interview Questions for Teaching and Learning Centers Directors in Arabic

أسئلة المقابلة مع مديري مراكز التدريب

1. يرجى تقديم نفسك وموقفك / الخلفية.
2. يرجى تحديد اسم مركز التدريب مع مختصر لتاريخه.
3. كيف يتم اختيار المدربين في المركز؟
4. يرجى توضيح المزيد عن ورش العمل و/ أو المبادرات المقدمة من المركز لمساعدة أعضاء هيئة التدريس في التعليم والتعلم. هل الموضوعات المدرجة سابقا عن جلسات ورشة العمل مقدمة في المركز؟ هل يوجد موضوعات أخرى يعرضها المركز؟
5. هل أي من هذه الأنشطة أنشطة إجبارية؟
6. في رأيك، ما هي الاستراتيجيات تطوير أعضاء هيئة التدريس والتطوير التنظيمي اللازمة لتشجيع أعضاء هيئة التدريس على متابعة التطوير التعليمي؟
7. في رأيك، ما هي المهارات أو المواضيع أو المبادرات التي يمكن أن تدرج في المركز لتطوير مهارات أعضاء هيئة التدريس؟
8. هل هناك أي شيء آخر تريد أن تضيفه؟

Appendix G

Interview Questions for Trainers in Arabic

أسئلة المقابلة مع المدربين

1. الرجاء قدم نفسك.
2. في رأيك، ما هي أدوار أعضاء هيئة التدريس التقليدية أو الاستراتيجيات التعليمية التي يحتاجها أعضاء هيئة التدريس لمزيد من التطور والنمو ولماذا؟
3. في رأيك هل هناك خبرات معينة ترغب أن يقوم أعضاء هيئة التدريس بتطويرها من أجل أداء أفضل في التدريس وفي مهمتهم بالجامعة؟
4. كيف تقيمون التدريس بالكلية؟ هل قمت بزيارة الطالب في مكان دراسته لمراقبة عملية التعليم والتعلم؟ إذا كان الأمر كذلك، هل هناك قواعد محددة للآليات المستخدمة لتقييم الخبرات التعليمية؟
5. إلى أي مدى تعتقد أن أعضاء هيئة التدريس الاستفادة من توفير أنشطة التنمية الشخصية التي تتناول تطوير مهارات التعامل مع الآخرين، وإدارة الإجهاد، وإدارة الوقت؟
6. هل هناك أي شيء آخر تريد أن تضيف؟

Appendix H

Arabic Consent Form

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث: آراء أعضاء هيئة التدريس في برامج تنمية أعضاء هيئة التدريس في الجامعات المصرية: دراسة استطلاعية

الباحث الرئيسي: نوران على الديبكي- معيدة بالجامعة الألمانية

البريد الإلكتروني: noran.eldebecky@aucegypt.edu

الهاتف: 01066751578

انت مدعو للمشاركة في دراسة بحثية عن آراء أعضاء هيئة التدريس في برامج تنمية أعضاء هيئة التدريس في الجامعات المصرية.

هدف الدراسة هو (استطلاع ودراسة وتحليل آراء أعضاء هيئة التدريس عن برامج تطوير أعضاء هيئة التدريس في الجامعات (الحكومية والخاصة في مصر من خلال نظرية التعلم التحويلية

نتائج البحث ستنشر في دوريه متخصصة أو مؤتمر علمي أو ربما كليهما.

المدة المتوقعة للمشاركة في هذا البحث ساعة واحدة

اجراءات الدراسة تشتمل على أولا الحصول على موافقة أعضاء هيئة التدريس العاملين الشفوية والكتابية على المشاركة في

هذا البحث بعد شرح الباحثة لهدف البحث. بعد الموافقة على الاشتراك في البحث ستقوم الباحثة بإجراء مقابلات فردية مع

أعضاء هيئة التدريس والعاملين بمراكز تنمية مهارات أعضاء هيئة التدريس. ستستغرق كل مقابلة حوالي ساعة واحدة، وسوف

تكون المقابلات مسجلة صوتيا. ثم سيتم شكر المشاركين

المخاطر المتوقعة من المشاركة في هذه الدراسة لا توجد أي مخاطر أو المضايقات متوقعة من المشاركة في هذا البحث

الاستفادة المتوقعة من المشاركة في البحث من خلال هذا البحث سيستطيع أعضاء هيئة التدريس تقييم خبراتهم التدريبية السابقة

و الاستفادة منها. علاوة على ذلك ، سيقوم القائمين على مراكز التدريب والمدرسين على فهم أفضل لفعالية البرامج التدريبية من

خلال آراء أعضاء هيئة التدريس. ومن ثم التخطيط الجيد لورش العمل المستقبلية لتناسب احتياجات أعضاء هيئة التدريس.

السرية واحترام الخصوصية: المعلومات التي ستدلى بها في هذا البحث سوف تكون ستكون هويتك سرية وغير محددة.

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" أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها أو عند حدوث أي اصابات ناتجة عن هذه المشاركة يجب ان توجه

الى نوران على الديبكي

رقم الهاتف 01066751578.

ان المشاركة في هذه الدراسة ما هي الا عمل تطوعي، حيث أن الامتناع عن المشاركة لا يتضمن أي عقوبات أو فقدان أي

مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

الامضاء:

اسم المشارك :

التاريخ :/...../.....

Appendix I

IRB Approval

CASE #2015-2016-143



To: Noran Eldebecky
Cc: Dena Riad & Salma Serry
From: Atta Gebril, Chair of the IRB
Date: April 20, 2016
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled "Faculty Perceptions of Faculty Development Programs in Egyptian Universities: an Exploratory Study" and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink, appearing to read 'Atta Gebril'.

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
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A logo consisting of a yellow square and a dark blue rectangle.

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Appendix J

CAPMAS Approval

جمهورية مصر العربية



الجهاز المركزي للتعبئة العامة والإحصاء

قرار رئيس الجهاز المركزي للتعبئة العامة والإحصاء

بالتفويض

رقم (٢٠٤٨) لسنة ٢٠١٦

في شأن قيام الباحثة / نوران على السيد محمود الديبكي - المسجلة لدرجة الماجستير/ كلية الدراسات العليا للتربية الجامعة الأمريكية بالقاهرة - بإجراء دراسة ميدانية بعنوان: (أراء أعضاء هيئة التدريس في برامج تنمية أعضاء هيئة التدريس في الجامعات المصرية).

رئيس الجهاز

- بعد الاطلاع على القرار الجمهوري رقم (٢٩١٥) لسنة ١٩٦٤ بشأن إنشاء وتنظيم الجهاز المركزي للتعبئة العامة والإحصاء
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ في شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنة ٢٠٠٧ بشأن التفويض في بعض الاختصاصات.
- وعلى كتاب كلية الدراسات العليا للتربية / الجامعة الأمريكية بالقاهرة - الوارد للجهاز في ٢٠١٦/٤/٥.

قـرر

- مادة ١: تقوم الباحثة / نوران على السيد محمود الديبكي - المسجلة لدرجة الماجستير كلية الدراسات العليا للتربية الجامعة الأمريكية بالقاهرة - بإجراء الدراسة الميدانية المشار إليها أعلاه.
- مادة ٢: تجري الدراسة على عينة حجمها (٣٠) ثلاثون مفردة من السادة مديري مراكز التدريب وأعضاء هيئة التدريس والمديرين وذلك بالجامعة الأمريكية بالقاهرة وجامعة عين شمس.
- مادة ٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستمارات المعدة لذلك باللغة العربية والإنجليزية والمعتمدة كل صفحة منها بخاتم الجهاز المركزي للتعبئة العامة والإحصاء وبياناتهم كالتالي:
- الاستمارة الأولى: بروتوكول مقابلة مع أعضاء هيئة التدريس وعدد صفحاتها صفحة واحدة.
- الاستمارة الثانية: مقابلة مع مديري مراكز التدريب وعدد صفحاتها صفحة واحدة.
- الاستمارة الثالثة: مقابلة مع المديرين وعدد صفحاتها صفحة واحدة.
- مادة ٤: تقوم الجامعتين المستهدفتين وتحت إشراف السادة أمناء / عموم تلك الجامعتين - بتيسير إجراء هذه الدراسة الميدانية - مع مراعاة الضوابط الخاصة بتقييم درجة سرية البيانات والمعلومات المتداولة مسبقاً بمعرفة كل جهة طبقاً لما جاء بخطة الأمن بها.

مادة ٥: يراعى موافقة مفردات العينة - مع مراعاة سرية البيانات الفردية طبقاً لإحكام القانون رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة.

مادة ٦: يجري العمل الميداني خلال ثلاثة أشهر من تاريخ صدور هذا القرار.

مادة ٧: يوافق الجهاز المركزي للتعبئة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة.

مادة ٨: ينفذ هذا القرار من تاريخ صدوره.

صدر في: ٢٠١٦/٤/٨.

محمد مندوح محمد
مدير عام الإدارة العامة للأمن

