FACILITIES, CHALLENGES AND CONTRIBUTIONS OF FACULTY DEVELOPMENT PROGRAM FROM THE PERSPECTIVES OF STUDENTS AND GRADUATES: The CASE of METU

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
MELEK ERDOĞAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

FEBRUARY 2013

Approval of the Graduate School of Social Sciences

Prof.Dr. Meliha ALTUNIŞIK
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Ayhan DEMİR
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Cennet Engin Demir
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Hanife AKAR	(METU, EDS)	
Assoc. Prof. Dr. Cennet Engin Demir	(METU, EDS)	
Assoc. Prof. Dr. Ayhan Kürşat ERBAŞ	(METU, SSME)	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Melek ERDOĞAN

Signature :

ABSTRACT

FACILITIES, CHALLENGES AND
CONTRIBUTIONS OF FACULTY DEVELOPMENT PROGRAM FROM THE PERSPECTIVES OF STUDENTS AND GRADUATES: The CASE of METU

Erdoğan, Melek
M.S., Department of Educational Sciences
Supervisor : Assoc. Prof. Dr. Cennet Engin Demir

February 2013, 91 pages

The purpose of this study was to investigate perceptions of Faculty Development Program (FDP) students and graduates on academic and socio-cultural contributions and economic facilities of FDP as well as the problems encountered in the program.

Data were gathered through using “The Questionnaire for Identifying Perceptions of FDP Graduates/Students on Faculty Development Program” developed by the researcher. The sample consisted of 203 FDP students and 135 FDP graduates. Statistical program, SPSS, was used to carry out the analysis of descriptive and inferential statistics. Descriptive statistics were used to analyze the background information of the participants. Multivariate Analysis of Variance (MANOVA) was employed to explore whether there were significant differences between perceptions of FDP graduates and FDP students; between perceptions of participants who graduated from an undergraduate program at Middle East Technical University (METU) and from other universities, and between perceptions of male and female participants. According to the results, participants perceived that FDP had contributions to their academic career. However they also reported problems in addition to financial difficulties.

Keywords: higher education, faculty development, institutional development, graduate education, postgraduate education

ÖZ

ÖĞRETİM ÜYESİ YETİŞTİRME PROGRAMININ OLANAKLARI, PROBLEMLERİ VE KATKILARININ ÖĞRENCİLERİN VE MEZUNLARIN BAKIŞ AÇISINDAN DEĞERLENDİRİLMESİ: ODTU ÖRNEĞİ

Erdoğan, Melek
Yüksek Lisans, Eğitim Bilimleri Bölümü
Tez Yöneticisi : Doç. Dr. Cennet Engin Demir

Şubat 2013, 91 sayfa

Bu çalışmanın amacı, Öğretim Üyesi Yetiştirme Programı (ÖYP) mezunları ve öğrencilerinden programın katkıları, ekonomik olanakları ile programda karşılaşılan problemler üzerine görüşlerini almaktır.

Veriler araştırmacı tarafından geliştirilen "ÖYP Mezun ve Öğrencilerinin Program Hakkındaki Görüşleri" anketi ile toplanmıştır. Çalışmaya toplam 203 ÖYP öğrencisi ve 135 ÖYP mezunu katılmıştır. Elde edilen veriler betimsel ve çıkarımsal istatistik yöntemleri kullanılarak SPSS Paket Programı ile analiz edilmiştir. Araştırmada katılımcıların ÖYP konusundaki görüşlerinin ÖYP mezunu ve öğrencisi olmalarına, lisans mezuniyet durumlarına ve cinsiyetlerine göre anlamlı bir şekilde değişip değişmediğini saptamak amacıyla çok değişkenli varyans analizi (MANOVA) uygulanmıştır. Bu çalışma ile katılımcılar ÖYP'nin katkılarının olduğunu ifade etmekle birlikte programda başta ekonomik sıkıntılar ve diğer bazı problemlerle de karşılaştıklarını belirtmişlerdir.

Anahtar Kelimeler: yüksek öğretim, öğretim üyesi yetiştirme, kurumsal gelişim, lisansüstü eğitim

ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my supervisor Assoc. Prof. Dr. Cennet Engin Demir for her guidance, advice, criticism, encouragements and insight throughout this study. In addition, I would like to thank to my former supervisor Prof. Dr. Ercan Kiraz for his guidance while developing the data collection instrument for this study.

I would also like to thank to the members of the examining committee, Assoc. Prof. Dr. Hanife Akar and Assoc. Prof. Dr. Ayhan Kürşat Erbaş for their constructive suggestions and comments.

I also thank to FDP officers for their support while contacting the FDP graduates and students. Research assistances of Ms. Gülçin Gülmez Dağ and Mrs. Rahime Çoban are gratefully acknowledged for their help.

A special thanks to my family who support and encourage me on every stage of this study.

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

LIST OF ABBREVIATIONS

ARBİS	Turkey Researcher Database System
CHE	Council of Higher Education
FDP	Faculty Development Program
IPN	Pedagogical Network for Engineering Education
MEB	Ministry of National Education
METU	Middle East Technical University
MUSM	Marmara University School of Medicine
PFF	Preparing Future Faculty
SAIC	Student Assessment Instrument Course
STP	Scientist Training Project
TSC	Training Skills Course
TUBA	Turkish Academy of Sciences
TUBITAK	Scientific and Technological Research Council of Turkey
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER 1

INTRODUCTION

> "Knowledge is like light. Weightless and intangible, it can easily travel the world, enlightening the lives of people everywhere. Yet billions of people still live in the darkness of poverty − unnecessarily. People living in poverty cannot reach the switch to turn on the light, and that switch is called education."
>
> (World Bank World Development Report, 1998)

1.1 Importance of Higher Education

Throughout history higher education institutions and especially universities have functioned as the places where knowledge is produced, interpreted, enriched, criticized and transferred. Some responsibilities such as improving the skills of new generations, increasing cultural and scientific qualifications and developing the critical thinking abilities have been attributed to these institutions. Higher education institutions can be seen as actors having the potential for affecting deeply the future of a society by producing and transferring knowledge, disseminating innovative and critical viewpoints, creating qualified labour, advocating freedom of expression and enhancing the status of human. Therefore, from the social and political viewpoints higher education institutions are seen as quite effective for governments (Keohane, 2006).

Since World War II, the "knowledge revolution" has seen exponential and continuing increases in knowledge in developed countries. As knowledge gains a more significant value in the world, so does higher education. Higher education has never been as important for the future of the developing world

as it is now. It cannot ensure rapid economic development, but continuous improvement is impossible without it. Therefore, it can be understood that the quality of knowledge is parallel to the quality of higher education. The production of knowledge in higher education institutions has an impact on economy, thus it leads to national competitiveness among countries (World Bank World Development Report, 2000). Countries which invest in education widely and effectively to produce information and knowledge will have economic and social benefits (World Bank World Development Report, 2007).

Education and research play a key role in the formation of global environment by producing knowledge, innovating new technologies, establishing international relations and creating complex communities. A country's higher education enrolment ratio is strongly associated with its global competitive performance. Higher education and globalization have a mutual influence on one another. Highly skilled workers are trained in higher education institutions. Results of the researches conducted by higher education institutions bring about new innovations. These innovations lead to competitiveness in the knowledge-based global economy. Higher education institutions give rise to international cooperation and cultural transmissions. The exchange of ideas, students, faculty and financing between countries result in developments in information and communication technology. This interaction brings in remarkable changes in the environment where higher education institutions serve (OECD, 2009).

1.2 Importance of Faculty Members

Many factors support higher education institutions to have a pioneering role in development and change, to meet the educational needs of the society and to improve science and technology. In this regard, "faculty members" can be thought of as one of the most significant and crucial factors for universities, and correspondingly, for societies (Kabakçı & Odabaşı, 2008). According to

Prachyapruit (2001), primary goals of higher education institutions are increasing and preserving academic excellence. Faculty members are the most important factors for universities, since they are responsible for performing the tasks concerning the goals. Therefore, higher education institutions need effective faculty members.

The success of a university is based on the performance and achievements of its academicians at all levels (University of St. Andrews, 2008). Academic work includes four components: discovery, integration, application and teaching. With the rapid changes in the world, the role of academicians in universities increases continuously as well. If all the staff in universities is taken into account, academicians are the most crucial actors, as they give universities their prestige and status (Daresh & Playko, 1995). Academic staff are a significant part of modern research universities, and it is essential that deans and college presidents understand the role of academic staff if they wish to manage their universities effectively (Brophy & Good, 1997).

In a higher education institution, academic staff are an essential resource and have a chief role in achieving the objectives of the institution. The performance of academic staff is associated with the quality of the students' higher education experience and consequently it has a tremendous impact on student learning. In this sense, this is a contribution for the society in the long period and shows the importance of academicians (Sergiovanni, 1991). Society gives a mission to universities and academic staff to provide an environment, ensuring high quality learning experience so that all students can benefit from it. Academic staff is the main interface between students and university directors. They manage students' learning experience in the given university environment, and try to meet the expectations of the society. Consequently, their motivation, satisfaction and commitment are related with the quality of given opportunities, making contribution to their academic development (Capelleras, 2005).

1.3 Faculty Development Programs

Universities offer some programs for faculty development which is a continuous process resulting in personal growth and self-actualization of the faculty for improving their technical, human and conceptual skills to fulfill their responsibility at different positions within the university (McAlpine & Winer, 2002). Accordingly, academic staff development is a significant issue for universities, which requires a lot of attention. Developed countries have shown that academicians must not only be experts in their area of study, but they must also know well the fundamentals of teaching and learning in higher education, research, publications and other areas that will make them academicians (Maznah, 2007). Universities arrange extensive faculty development programs to meet the needs of today's changing and developing world. The underlying reason for such programs is instructional, professional and organizational development (Bell & Gilbert, 2004; California State University, 2007).

Higher education institutions plan some activities to increase the development and effectiveness of their faculty members in the areas of education and research for the purpose of raising the quality of scientific studies and educational activities in universities (Kabakçı & Odabaşı, 2008). Faculty development programs strengthen faculty members through professional development opportunities. For enhancing and increasing the performance and satisfaction of the faculty, some of the programs and strategies are used (Hubbard, Atkins, & Brinko, 1998, p.40):

- Workshops about teaching, learning, academic career development and trends in higher education;
- Mini-grants to strengthen teaching and learning; funding for faculty to learn new disciplinary information or teaching skills;
- Special interest groups and teaching circles on different topics;

- A library of resources on teaching, learning and higher education;
- instructional consultation;
- Orientation, mentoring and a facilitated book group for new faculty.

Some classifications of faculty development programs are found in related literature. According to these classifications, faculty development is generally divided into four groups as instructional, professional, personal and institutional development (Borko, Ellibot, & Uchiyama, 2002; Brody, 2003; Grant & Keim, 2002; Houston, Muñoz, & Bradham, 2011; Jarvis, 1992; Li, 2006; Maamouri, 1994; Millis, 1994; Nitecki, 2011).

In the process of recruiting new faculty member higher education institutions place special emphasis on doctoral education of candidates. Doctoral training always has taken attention for developing qualified graduates especially for developing future faculty. As well as faculty development programs, also doctoral training organizations may be seen at local, regional, national or international level (Commonwealth Higher Education Management Service, 1998; Skeff et al., 1997; Tettey, 2006; United Nations Educational, Scientific and Cultural Organization, 1993; United States Agency for International Development, 2011).

European Commission presents the different models of doctoral training in the European Research Area (ERA): “University-Wide Doctoral Training”, “National Inter-Institutional Cooperation”, “Thematically Organized Doctoral Training”, “International Cooperation”, “Doctoral Training in Cooperation with Industry and other Relevant Employment Sectors” and “Skills Training Examples” (European Commission Report, 2011, p.10). The emphasized aim of this commission was to identify common principles within the European Research Area (ERA) and to develop a common approach to enhance the quality of doctoral training in Europe. According to the report best practice principles for innovative doctoral training are “Research Excellence”, “Attractive Institutional

Environment", "Exposure to Industry and other Relevant Employment Sectors", "International Networking", "Transferable Skills Training" and "Quality Assurance".

1.4 Faculty Development Efforts in Turkey

Rapid changes in the world and challenges that arise from those changes have significant impact on Turkish Higher Education as well. For catching up with these developments in higher education, Turkey has used different strategies. Increasing the number of universities always takes part in the first step, and as a result, "the need of highly-qualified faculty" emerges as the most important problem in Turkish Higher Education Institutions.

The first university in Turkey after the proclamation of the republic was founded in 1933. Until 1987, the number of universities increased smoothly and in next five years there was a sharp change. After 1995, foundation universities began to increase continuously although the number of state universities was stable until 2003. From 2003 to 2012, both the number of state and foundation universities increased rapidly (see Appendix-A).

As of January 2013, there are 103 state and 65 foundation universities, amounting to 168 universities in total, in Turkey. The distribution of these universities is given in Appendix-A in accordance with the city they are located in. It is seen that at least one state university was established in each city. However, it is also observed that the balance of the distribution of universities in accordance with their respective cities and regions was somewhat neglected.

Researchers emphasized that four major challenges lead an increase for the need of faculty development in Turkey (Günay, 2011; Kahraman, 2007;

Karakütük & Bülbül, 2009; Karakütük & Özdemir, 2011; Özer, 2011, Sargın, 2007). These challenges are as follows:

- Increasing number of state and private universities, especially in the last 10 years,
- Transferring developed faculty from state universities to private universities,
- Demands of universities for “Evening Education Programs (Second Education Programs)”,
- Unbalance distribution of faculty, where most faculty prefer living in İstanbul, Ankara or İzmir and working at universities in these cities.

To meet the need of highly-qualified faculty in Turkey some strategies are used for faculty development (Karakütük & Bülbül, 2009; Karahan, 2007; Özer, 2011, Sargın, 2007; Günay & Günay, 2011).

- *Developed universities develop their own future faculty*: If a university has its own graduate programs, for educating and developing its future faculty, this university selects its own research assistants and they complete their graduate education in that university.

- *Studying abroad opportunity:* With the studying abroad opportunity, research assistants complete their graduate education in a more developed higher education institution and return to their own university in Turkey. Ministry of National Education (MEB, Law No: 1416), Council of Higher Education (CHE, Higher Education Law No: 2547, Item no: 33), Turkish Academy of Sciences (TUBA), Scientific and Technological Research Council of Turkey (TUBITAK) and some public institutions give their support for faculty development in Turkish Higher Education.

- *Studying at developed universities within the borders of the country:* Research assistants receive their graduate education in a more developed Turkish university. During their graduate education, they have a secondary staff position in that university. After graduation, their secondary staff position comes to an end as well and they return to their own university to continue the academic life (Higher Education Law No: 2547, Item no: 35).

- *Faculty Development Models offered by universities*: Sending students abroad for Ph.D. studies was seen as a costly solution with increased risk of "brain drain". Then, different from sending students abroad new effective strategies were sought. Today, under the coordination of Higher Education Council, a national level faculty development model is applied. In this model, more developed universities develop future faculty for currently developing universities. The aims of the program were, in the short term, to increase faculty capacity in universities; and in the long run, to enhance the quality of research and education and dissemination of knowledge among universities within Turkey. It is planned that under the scope of this program, 20.000 faculty will be developed until 2023 for meeting the faculty need of developing universities (TUBITAK, 2010).

1.5 The FDP Model at the Middle East Technical University

This study focuses on a faculty development program model at a national level: "Faculty Development Program" (FDP). FDP is a university network project for the purpose of improving the quality of research and education, promoting knowledge transfer among universities and enhancing faculty capacity in Turkish Higher Education Institutions. Within FDP, the "Host University" having the capacity to conduct Ph.D. programs collaborates with developing or new established universities known as "Partner Universities".
The structure of the FDP Model at METU is shown in Figure 1.1. Partner universities of FDP send their research assistants during their graduate

studies. After having graduated from METU Ph.D. programs, assistants return to their universities to work as faculty members. During their graduate study, FDP students (research assistants) receive support for short-term overseas visits (maximum 3 months) as well as short-term domestic visits. In addition, they are asked to spend long-term overseas visits for 6-12 months as part of their research at a university that is among the top 500. They also receive an Annual Project Support, which can be used for equipment, expandable supplies, software and travel support.

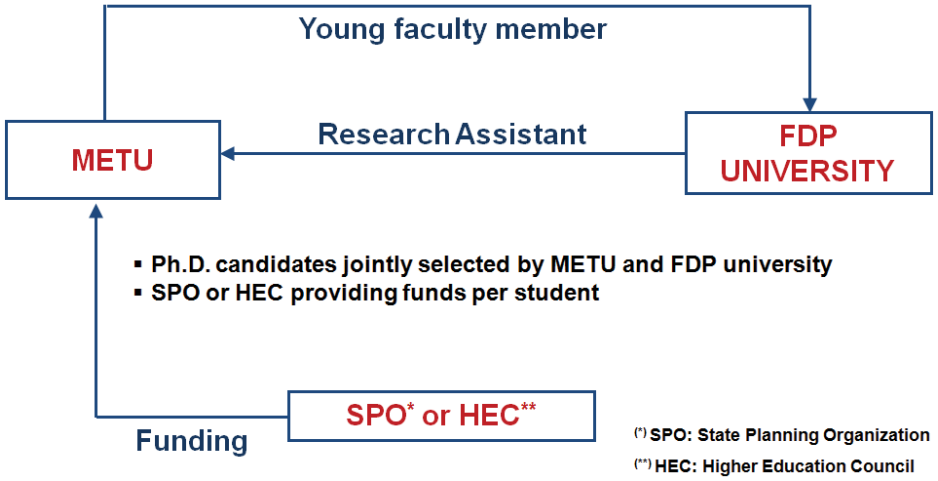

Figure 1.1 Structure of the FDP Model at METU (Source: FDP Office at METU)

The program was initiated under the leadership of Middle East Technical University in 2001 and funded by Prime Ministry State Planning Organization (Now, the name of the organization is Ministry of Development). The Council of Higher Education (CHE) has been carrying out the program since 2010. FDP students were jointly selected by METU and FDP universities. Today, FDP students are assigned centrally by Council of Higher Education.

According to data revealed by METU at the end of 2012, there were 64 partner universities, 560 FDP students in progress, and 315 FDP graduates. This study was conducted to take the perceptions of FDP graduates and students about the program.

1.6 Purpose of the Study

The purpose of this study was to investigate perceptions of students and graduates of FDP at METU on academic and socio-cultural contributions and economic facilities of FDP as well as the problems encountered in the program.

The study aims to answer the following research questions:

- Are there any significant differences between perceptions of FDP graduates and FDP students regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- Are there any significant differences between perceptions of participants who graduated from an undergraduate program at METU and from other universities regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- Are there any significant differences between perceptions of male and female participants regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- How do FDP graduates and students describe the program?

- How do FDP graduates and students describe being a student in context of FDP?

1.7 Significance of the Study

The quality of higher education is quite important for societies. In a developed county, it is concluded that there is a strong connection between the quality of higher education institutions and educational, academic, economic, technological, political and cultural development.

Undoubtedly, Turkey, as a developing country, has given importance to higher education since the “University Reform” made in 1933. From those days to the present, the quality of higher education institutions has not reached the desired level which was planned before by the State Planning Organization (current name Ministry of Development).

However, Turkey continues to make form new strategic plans and make new decisions to increase the quality of higher education, and to reach the desired level in the global world. FDP, which has been implemented since 2001, is expected to make a significant contribution to the quality of higher education.

In literature, it is seen that many higher education institutions arrange faculty development programs for their faculty; especially most of them are arranged for new faculty. A high majority of faculty development programs are arranged at an institutional level; only a few researches are at a national level. The significance of this study takes its place at this exact point. The study investigates a faculty development program at national level. In this regard, it is expected that the study make a contribution to the weak aspect of literature about investigation of faculty development programs at a national level.

METU started FDP in 2001 and from those years to the present METU has gained deep experience in this project. Perceptions of FDP students and graduates enable to reflect and share some negative and positive aspects of this deep experience. Moreover, the results of the study would guide other

universities which were recently participated in the program under the coordination of The Council of Higher Education (CHE).

In addition, this study is significant in terms of giving feedback to program implementers, supervisors and decision makers at METU, Ministry of Development (prior name, State Planning Organization) and The Council of Higher Education (CHE).

1.8 Definition of Terms

The following terms are used in the study.

Academic development: The term covers academic studies, conducting research, attending conferences/symposiums and learning foreign language.

Socio-cultural development: The term covers getting an academic environment, transferring institutional identity, developing a particular point of view about academic life and developing new perspectives for different cultures.

Economic facility: The term covers salary, funding for learning a foreign language, doing research, attending conferences, financial support for projects and thesis.

CHAPTER 2

REVIEW OF THE LITERATURE

As indicated in the first chapter, this study focuses on a faculty development model at a national level in Turkey. This chapter presents a review of literature about faculty development programs. The first part deals with the importance of faculty and challenges that trigger higher education institutions to organize such programs. Then, some models are examined in line with historical context of faculty development; and afterwards, research examples that are relevant to the purpose of this study are given. At last, researches that were conducted in Turkey about faculty development are reviewed.

2.1 Higher Education and Faculty Development

Since the establishment of higher education institutions, their mission has been determined as producing and sharing knowledge. Today, expectations from higher education institutions have significantly increased as a result of rapid changes that mark research and development; innovation and technology, information society and economy; etc. In face of rapid changes and transformation, continuous success in field of higher education with increasing expectations of quality and excellence passes through a strategic approach (UNESCO, 1994). It was emphasized by United Nations Educational, Scientific and Cultural Organization *(*UNESCO) (1994) that a strategic plan about higher education is not a one-time plan that carries a static character; it is continuously updated and developed within the scope of improvements in the world. In addition it was indicated that higher education institutions are labor intensive organizations; they depend on academic staff for the delivery of their services. The quality of academicians in institutions is associated with their effectiveness. In face of challenges from national and international competitors, developed universities are investing more resources in the

continual training of their academicians. They focus on competence of academicians, goals of organization, capacity to change and improve (UNESCO,1998).

In a World Bank paper published in 1994, it was emphasized that a high quality and well-motivated faculty and a supportive professional culture are necessary in building excellence. UNESCO marked the importance of academic staff in higher education by a recommendation paper at General Conference in Paris in November 1997. There was a broad recognition that the skills of academic staff need to be continually strengthened and enhanced. It was pointed out that academicians must be strengthened with valuable, relevant, current, engaging and dynamic faculty development programs and that these programs should enhance faculty member as a facilitator, teacher, advisor, mentor and researcher.

For the last forty years, experts have focused more on improving the quality and effectiveness of higher education. Wilcox (1997) gathered the most common terms that have been used for faculty development programs. These terms are: faculty development (improving teaching skills of faculty); instructional development (improving courses and curriculum); educational development (improving quality of education); professional or academic development, (combination of instructional and faculty development with scholarly work); organizational development, (structure, units, relations among units in institution).

In most higher education institutions, the professionalization role of academicians was narrowly defined as the producing knowledge in specialized research areas. Boyer (1990) indicated four facets of scholars, which are discovery, integration, application and teaching. The author maintains that extending discovery of knowledge to integration, application and teaching is a significant complementary element in a holistic conception of academic

scholarship. These four concepts have been widely accepted and have been prevalent in discussions about development of higher education.

In today's society, in many fields, experts reject divisions and head towards more holistic definitions of faculty development. A holistic approach for faculty development should include individual and organizational needs. Such an approach should cover not only traditional aspects of faculty development, but also include faculty wellness, institutional quality of life, opportunities for personal growth and career renewal (Kumar 2007, Hubbard, Atkins & Brinko 1998). Brew and Boud (1996) pointed the necessity for an extensive faculty development concept which embodies personal, professional, and organizational aspects of development.

According to Light and Cox (2001), faculty must deal with continuous learning in order to work creatively, cooperatively and effectively in today’s changing world. New knowledge, new technology, new students and new expectations require faculty members to engage in this continuous learning. The authors stressed on different significant challenges. These challenges are the change of academic roles, knowledge bases, ways of knowing, nature of student body, student needs, departmental requirements, institutional demands, external agency demands, and professional accreditation demands. Gappa et al. (2007) connected changing requirements to following four challenges emerged in the world: financial restrictions and increased competition; calls for accountability and shifts in control; increased diversity of students; the rise of the Information Age along with expanded use of new technologies to facilitate learning.

Many institutions have responded these challenges by arranging faculty, instructional and organizational faculty development programs as Adams (2002) indicated his article. Although a traditional interpretation of the term "faculty development" has been the use of sabbaticals, research grants,

funding to attend professional meetings and so on, in today's conditions, many institutions are expanding that interpretation by planning and implementing wider faculty development programs with a range of activities.

2.2 Background of Faculty Development

In 1970s, faculty development programs performed to improve institutional effectiveness by addressing the mastery in discipline and pedagogical skills. Subsequent approaches over the next two decades have given much attention to understanding the complexity of teaching/learning process; expand faculty awareness about cognition and development; and integrate technology into the classroom (Hubbard, Atkins and Brinko, 1998).

As a different approach, Bergquist and Philips (1975) integrated faculty development terms with Goodwin Watson's (1966) "Structure–Process−Attitude Theory". Anderson and Seymoar (2009) indicated that Watson's Structure–Process−Attitude Theory reduces results of researches on human and social change in a simple way. According to the theory structure of a program has the greatest influence on process of interaction and relationships during a program implementation; and this has the greatest influence on behaviors and attitudes of participants in turn. The direction of "attitudes to process to structures" surpasses to the opposite one. Watson (1996) said that while there is some movement in direction from "attitudes to process to structures", overwhelming influence is in another direction. He adds that if a change effort is based on only one of these levels, it will most likely result in a big disappointment, it will rarely achieve success.

In line with Goodwin Watson's "Structure-Process-Attitude Theory", Bergquist and Philips (1975) made a conclusion. They stated that in the case of faculty development, major diligence is usually given to process of instruction, especially to instructional methods and technology, curriculum development

and student evaluation of instruction. These instructional issues are necessary for improvement of institution; however, they do not represent extensive activities implemented in an effective faculty development program. According to Bergquist and Philips (1975), to reach a significant change in faculty and instruction, it is essential that a faculty development program should include comprehensive aspects of teaching-learning enterprise and should be based on a variety of strategies. In this direction, Bergquist and Philips (1975) studied on “personal development”, “instructional development” and “organizational development” in accordance with Goodwin Watson’s “Structure-Process-Attitude Theory”. Eventually, they designed a faculty development model. Table 2.1 shows focus, purpose and activities of the model’s dimension.

Table 2.1

Dimensions of Faculty Development

	PERSONAL DEVELOPMENT (Attitude Change)	**INSTRUCTIONAL DEVELOPMENT (Process Change)**	**ORGANIZATIONAL DEVELOPMENT (Structure Change)**
FOCUS	Individual Faculty	Individual faculty Individual courses Curricula	Academic and administrative programs, departments and divisions
PURPOSE	Clarify values, attitudes and philosophies Improve intrapersonal and interpersonal functioning	Improve instructional effectiveness	Improve organizational effectiveness
ACTIVITIES	Faculty interviews Life planning workshops Interpersonal skills training Personal growth workshop Supportive and therapeutic growth	Classroom observation and diagnosis Microteaching Instructional evaluation Instructional methodology and technology Course design Curriculum development	Decision-making Conflict-management Team-building Management training

Source: Bergquist and Philips, 1975, p.183

According to Simith's (1976) citation that Gaff (1975) made a survey with directors of 200 instructional development and teaching improvement centers, and he found three different related dimensions to improve instruction in higher education. Justlike Bergquist and Philips (1975), Gaff (1975) identified "faculty development", "instructional development" and "organizational development". In accordance with his research about faculty development, Jerry Gaff (1975) wrote a book *Toward Faculty Renewal* and modified the model that was presented by Bergquist and Philips (1975). Table 2.2 presents Gaff's conclusion about focus, purpose, intellectual base and activities of each dimension.

A few years later, Philips (1979) added a new approach to faculty development besides "personal development", "instructional development" and "organizational development". The fourth one is "instructional improvement". As his explanation puts forward, "instructional improvement" is more related with the improvement of existing methodologies; primarily lectures and class discussions and the exploration of alternate approaches to instruction such as simulations, small group discussions, student journals, role playing, independent study and field experiences. "Instructional improvement" is less concerned with courses, curricula and competencies. He emphasized differences between "instructional development" and "instructional improvement". The first one identifies student as its client and through evaluation specifically seeks to demonstrate increased student learning. The latter more frequently sees the faculty member as its client and seeks to improve and extend individual faculty competence.

The author stated that each approach fundamentally reflects different personal types. He pointed out the selection of one or more of these approaches to faculty development is associated with our personality type or vice versa. In this context, he integrated faculty development approaches with Jung's four types of personality.

Table 2.2

Alternative Conceptions of Instructional Improvement

	FACULTY DEVELOPMENT	INSTRUCTIONAL DEVELOPMENT	ORGANIZATIONAL DEVELOPMENT
FOCUS	Faculty members	Courses or curricula	Organization
PURPOSE	Promote faculty growth, Help faculty members acquire knowledge, skills, sensitivities and techniques related to teaching and learning.	Improve student learning, Prepare learning materials, Redesign courses, Make instruction systematic.	Create effective environment for teaching and learning, Improve interpersonal relationships, Enhance team functioning, Create policies that support effective teaching and learning.
INTELLECTUAL BASE	Clinical development, Social psychology, psychiatry, Socialization.	Education Instructional media and technology, Learning theory, Systems theory.	Organizational theory, Organizational change, Group processes.
ACTIVITIES	Seminars, Workshops, Teaching evaluation.	Projects to produce new learning materials or redesign courses, Workshops or writing objectives, Evaluating students.	Workshops for group leaders or team members, Action research with work groups, Task forces to revise organizational policies.

Source: Simith, 1976, p.12

Before mentioning Philips' (1979) integration of faculty development approaches with Jung's four types of personality, it would be better to give a short piece of information about Jung's four types of personality. Jung (1971) proposed four main functions of consciousness: Two judging functions, "Thinking" and "Feeling"; and two perceiving functions, "Sensation" and "Intuition".

- *Thinking* − function of intellectual cognition; the forming of logical conclusions;
- *Feeling* − function of subjective estimation.
- *Sensation* − perception by means of the sense organs;
- *Intuition* − perceiving in unconscious way or perception of unconscious contents;

Four personality types are briefly explained in the following (Tichy & Nisberg, 1976; cited in Philips, 1979, p.98-104):

- The "*thinking type"* is highly analytical, logical and systematic; finds satisfaction in identifying problems, developing a variety of alternatives or solutions, functions in a steady, patient manner; relies on observation and rational principles; avoids emotionalism and speculation.

- The "*feeling type*" places high value on human interaction; seeks and enjoys the stimulation of contact with others; tries to understand and analyze emotion; is willing to determine discrepancies between outward behavior and inner feelings; is sensitive to motives.

- The "*sensing type*" relies on sense perceptions; tends to be pragmatic and assertive; is very action-oriented; thrives on having things happen here and now; wants to implement whatever he believes should be done; sees specific action of others as indicators of their commitment; expresses an energetic approach to work and life.

- the "*intuiting type"* is imaginative, conceiving, projecting and is oriented to the future; places high value on ideas, innovations, concepts, theory, and long-range planning; derives greatest satisfaction from the world of possibilities; is often involved in community life; is often interested in the forces of conflict and theoretical possibilities.

The diagram revealed by Philips (1979) was shown in Figure 2.1 which expressed the integration of faculty development approaches with Jung's four personality types. He thought that this diagram should be useful for faculty development program developers. Considering his suggestion, some degree of compatibility may exist between personal orientation and program approach. According to the diagram each approach to faculty development is most compatible with approaches on either side of it, and least compatible with the approach directly opposite. For example, a faculty development program based on organizational development may provide a supportive aspect for instructional development (the most systematic and organizationally related approach to improved teaching and learning) or personal development (the most direct way of assisting individuals to change their roles in the organization) or both of them.

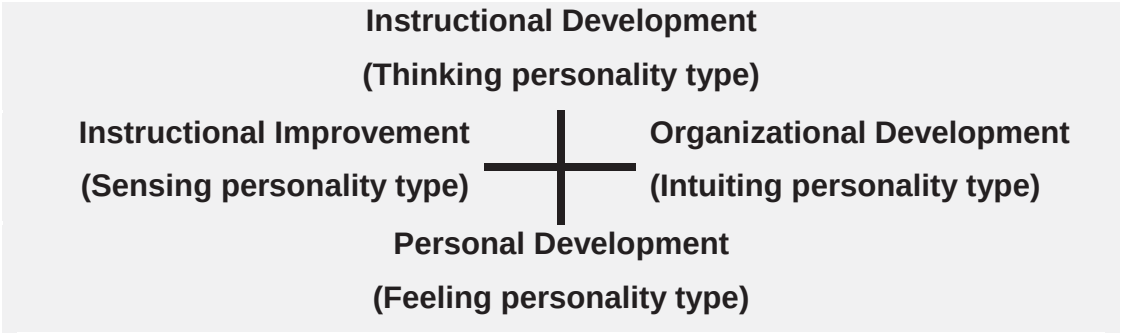

Figure 2.1 Philips' Diagram (Source: Philips, 1979, p.104).

It seems that Hubbard, Atkins and Brinko (1998) mentioned same things with Philips (1979). They stated that instructional development activities alone are not sufficient to improve faculty performance and satisfaction. Traditionally,

many faculty development programs emphasize professional development and specifically instructional development. According to faculty developers, the influences of emotional and physiological factors on teaching performance are neglected. When faculty members encounter difficulties in their teaching process or poor teaching evaluations by supervisors, peers or students, they commonly find a pretext non-instructional factor that restrict their performance. Personal and organizational problems frequently cause losing faculty members' motivation to practice suggested teaching strategies. A forward looking faculty development center must take into account the personal and organizational problems, and in this regard, it must continue to support resources that enhance teaching and learning.

In literature, a more comprehensive faculty development program was considered important during 1990s. Particularly, following four components have a significant place in faculty development programs. These are "instructional development" that offers teaching improvement opportunities; "professional development" that promotes scholarship and academic success; "organizational development" that enables faculty to engage in activities that influence policies and procedures; and "leadership development" that fosters skills for curricular planning and change (Irby, 1996; Mott,1994; Wilkerson & Irby, 1998). The notable part for faculty development programs in this period was that the approaches mentioned in 1970s which were called components of faculty development programs. This alteration may arise from both the efforts to respond to new emerging requirements of faculties in rapidly changing world and holistic view of program developers.

When the literature is scanned, there are a lot of faculty development models that were generated by different higher education institutions. Although the models are designed differently from each other, they are based on the same components mentioned above. In the following, two faculty development models are given as an example from 1990s. Doubtlessly, each model has its

own theoretical backgrounds and needs long explanations however; the aim for demonstrating both models is to give a general idea about designs of faculty development models in 1990s.

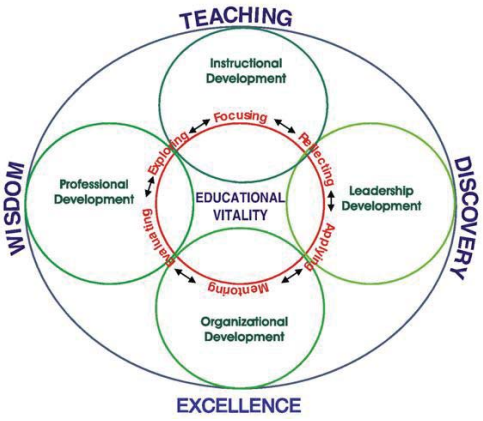

Figure 2.2 Comprehensive FDP model (Source: Young et al. 2010, p.154)

Figure 2.3 Conceptual Framework for FDP in McMaster University (Source:fhs.macmaster.ca/facdev)

Today, comprehensive faculty development programs empowering faculty members in higher education institutions are tremendously important than ever. To meet the requirements of today's conditions, higher education institutions design more complex faculty development models and prepare fine detailed program plans by approaching components with a more holistic perspective.

Today, it is realized that higher education institutions recruit their faculty by considering their subject area knowledge, not considering also their background in teaching. In general, most faculty have never been formally taught how to teach and how people learn. As a result, faculty development centers have been established in most higher education institutions to help faculty learn new and better ways of teaching as well as to increase organizational effectiveness in higher education (Light et al., 2009; Laughlin, 1997; Sparks, 2002). These centers plan campus-wide programs that support faculty teaching, research, and service. They intend to build an environment that support faculty as educators, scholars, and engaged community members.

In the following, two examples are given to form a general idea about comprehensive faculty development programs in today's conditions.

Figure 2.4 A comprehensive Faculty Development Model designed by University of Wollongong Graduate School of Medicine in Australia

Figure 2.5 A comprehensive Faculty Development Model at NorQuest College in Canada

Today, higher education institutions attempt to learn how to plan, develop, promote and then deliver faculty development programs. Network cooperation has begun to play a major role for faculty development programs in higher education. Although the number of such cooperation is few, some cooperation can be seen as national networks or professional associations of faculty developers within a country, such as the Universities and Colleges Staff Development Agency; or within a wide region, such as the European Network on Staff Development in Higher Education or the Staff Development in Eastern and Southern Africa Network. In addition, most institutions seek an international network for empowering their faculty and institution. UNESCO has an important organization by meeting this need with Networks for Staff Development (World Conference on Higher Education, 1998).

According to Steinert et al. (2006), the majority of current faculty development programs base upon well−designed plans and activities in line with principles of adult learning theories, experiential learning with a great extent, giving feedback, peer and colleague relationships and several teaching and learning methods. In recent times, the creation of network not only comes into prominence among academic members or higher education institutions, but also countries seek partners for effective faculty development programs. The author added that, besides modern methods, the importance and common usage of traditional activities such as workshops, seminar series, short courses etc. are indisputable.

All in all, Sorcinelli et al. (2006) described five distinct historical eras of faculty development (Dee & Daly, 2009):

- The "*age of the scholar*" (1950s and 1960s): Research skills and content mastery had significant value in this period. Faculty was supported for sabbatical leaves, academic conferences and meetings.

- The “*age of the teacher*” (1960s and 1970s): Faculty members’ instructional abilities gained importance. Colleges and universities organized formal teaching improvement programs and workshops on their campuses.

- The “*age of the developer*” (1980s): More comprehensive and formalized campus−wide faculty development programs were organized by faculty developers whose job description is to coordinate and organize workshops.

- The “*age of the learner*” (1990s): Student learning became more important than teaching. “How students learn” was at the center of teaching process. High quality of teaching was associated with high understanding of students. Classroom activities, active students, creativeness of students, students’ experience etc. were core elements of teaching.

- The “*age of the network*.”(Current era): Importance of faculty collaboration and interdisciplinary perspectives on faculty development are emphasized. It is stressed that collaboration of higher education institutions should accelerate adaptation of faculty to rapid changes in instructional technology and pedagogical approaches. Besides developing individual faculty member, strengthening entire institution is also vital in this era.

2.3 Research on Faculty Development Programs

Steinert et al. (2006) made a broad and detailed literature review about the effect of faculty development activities on faculty members’ teaching abilities and the impact of these activities on institutions in which these individuals work. The review covered researches about faculty development programs in medicine and focused on teaching improvement by means of workshops, seminar series, short courses and longitudinal programs. In literature, from 2777 researches conducted between the years 1980 and 2002, 53 research

papers met their review criteria. Outcomes of these researches were synthesized by using Kirkpatrick's four levels of educational outcomes: *reaction*, *learning*, *behavior* and *result*.

Table 2.3

Summary of Faculty Development Outcomes by Kirkpatrick Level.

Level	Percent
Reaction	74%
Learning 19/53 assessed self-reported changes in attitudes 31/53 assessed self-reported changes in knowledge/ skills	77%
Behavior 13/53 assessed self-reported changes in behavior 25/53 assessed observed changes in behavior	72%
Result 7/53 assessed change in organizational practice 3/53 assessed change in students/residents	19%

(Total percentage may not equal 100% as some studies assessed outcomes in more than one way.) Source: (Steinert et al., 2006, p.512)

All in all, Steinert et al. (2006) made an overall conclusion about the outcomes of 53 researches.

- High pleasure for faculty development programs,
- Positive changes in attitudes towards teaching and faculty development,
- Significant progress in knowledge and skills,
- Transformations in teaching behavior,
- Transformations in organizational practice and student learning.

A research that carried out by Deneef (2002) was about a faculty development program at a national level in USA, Preparing Future Faculty (PFF). The program was started in 1993 to develop new models of doctoral preparation for a faculty career. PFF program was sponsored by the Association of American Colleges and Universities and the Council of Graduate Schools. In addition it

was funded by the participating institutions and by grants from The Pew Charitable Trusts, the National Science Foundation, and The Atlantic Philanthropies. A cluster of diverse higher education institutions participated in this program. Students worked with an assigned mentor at another institution, not at their own graduate institution. Therefore, the graduate students had a chance of direct, personal experience with faculty life as it is lived in institutions with different missions, student bodies and expectations for faculty.

Since the beginning of the program, directors regularly made evaluations about the program by conducting surveys for PFF graduate students. Results were pleasant and consistent in each year. Graduate students found the PFF program both informative and empowering, especially about teaching/learning issues and their career trajectories. Institutions perceived program's contributions to graduate students' professional development and several national organizations began to support PFF. By summer 1998 and spring 2001, a small national survey was sent to 271 PFF alumni having academic positions in higher education institutions and 129 PFF alumni (% 48) gave response. The aim of the survey was to evaluate how alumni's participation in PFF affected their subsequent faculty experiences. Alumni were asked to assess the effectiveness of various components of a "typical" PFF program by rating those components on a scale of 1 (not valuable) to 5 (highly valuable). The general categories of the survey were: *Professional development programs outside of PFF*, *Job Search*, *Faculty Life*, *Teaching*, *Mentor Relationships*, *Cluster Site Visits: Activities*, *Cluster Site Visits: Learned*, *Graduate Institution Programs*, and *Overall Impact of PFF*. According to alumni results, all category means were over 3.00; especially "Teaching, Mentor Relationships, Activities, Learned, Graduate Institution Programs, and Overall Impact of PFF" means were between 3.5 and 4.00. The survey offered important evidence that PFF made a real difference in professional lives of beginning academics.

Another research conducted by Vinther and Kolmos (2002) was about Pedagogical Network for Engineering Education (IPN), a faculty development program at national level in Denmark. In order to improve the quality of engineering education, Danish engineering institutions cooperated with a national partnership to promote faculty development. With financial supports from Ministry of Education's *Quality Improvement* Pool, IPN was functioned between 1996 and 2003. The network aimed to strengthen the pedagogical and curriculum development of all Danish engineering higher education institutions. During IPN process, pedagogical and curriculum development activities in engineering education were organized; training programs were presented for PhD students, part-time teachers, assistant professors, associate professors and professors; pedagogical information was shared, curriculum development projects at the institutional level were implemented, a forum was created for the exchange of ideas and experiences at institutional, national and international levels. Ministry of Education's Danish Centre for Educational Evaluation externally evaluated IPN. The result is that chance process was rapid and effective. Reorganization of such a faculty development network was revealed.

Hussain, Sarwar and Khan (2010) run a study about a national level faculty development program called National Academy of Higher Education Faculty Development Program, in Pakistan. A one-month faculty development training course was organized and all instructors of public sector higher education institutions were participated in this program. A survey with 49 items based upon five point Likert-type scale was conducted. The items were about improvement of teaching ability, effectiveness of modules, participants' views about training, evaluation methods during training, coordination and management of training. As a result, the analysis of data showed that the program was appropriate to the needs of instructors, program practitioners were competent and delivery mechanism was suitable for the participants.

2.4 Research on Faculty Development Programs in Turkey

Odabaşı (2003) carried out a study about faculty development in Anadolu University. The aim of the study was to reveal perceptions about faculty development programs, general choices and recommendations about these kinds of programs. A survey was used for this purpose and 202 faculty participated in this study. According to study results, faculty were interested in programs which improve their teaching skills (84.4%) and using technology resources (61.7%). The two most important factors that would effect a faculty development program were lecturers (55%) and belief of that program will enhance their academic life (45.4%). Participants indicated that they prefer to attend workshops (77.4%), seminars (68.5%) and conferences (51.7%). They suggested that trainers should be from their university (49.9%) or from other universities (40.1%). Faculty pointed that every faculty should participate in such a faculty development program (54.1%). Such programs should be organized within academic term (77.1%) or in the half-term holiday (70.8%). They suggested that universities should organize such programs with a Faculty Development Center by considering needs of faculty; faculty development programs should be run regularly; clerical work should be removed from faculty; and study abroad should be supported.

In addition to the study above; Odabaşı and Kabakçı (2008) published the results of a similar study with participation of 1095 research assistants who work in 54 Education Faculties of 44 state universities of Turkey between 2003 and 2004. Results generally showed parallelism with the study conducted before in Anadolu University. Moreover, according to research assistants, they need faculty development programs about professional development, institutional development, instructional development and personal development.

Another research conducted by Sarıkaya, Kalaca, Yeğen and Call (2010) was about a faculty development program in Marmara University School of Medicine (MUSM) that was organized to improve skills of faculty members in teaching and assessment methods. For this purpose two courses were opened, one was Training Skills Course (TSC) and the other was Student Assessment Instrument Course (SAIC). 1 or 2 years after the program was implemented, a research was conducted to assess the impact of the faculty development program on the teaching performances of faculty members. According to 225 self-reports of faculty members, the program was beneficial. The correlations between the benefits and behavioral changes were statistically significant. The results demonstrated that the participants of the faculty development program modified their teaching activities.

Kahraman (2007) conducted a survey in 2005 to reveal experiences of research assistants who work in Ankara within the context of 35th item of 2547 numbered Higher Education Law. As mentioned before, this law is one of the strategies that were enacted for faculty development in Turkey. According to the 35th item, research assistants take their graduate education in one of more developed Turkish universities. During their graduate education, they have a secondment staff position in that university. After graduation, their staff position comes to an end as well and they return to their own university to continue the academic life. 48 research assistants participated in this research. Among 48 participants, 21 (44%) of research assistants studied at Gazi University; 17 (35%) of research assistants studied at Hacettepe University and 10 (21%) of research assistants studied at Ankara University. During their working as research assistants, 12.5% of the participants indicated that they had never faced with a problem about being a research assistant within the context of 35th item. Remain part of the participants (87.5%) indicated that they faced a problem. The problems and percentages were given in the following:

- Facing with a problem in the process of working as a secondment staff position (25%).
- Constraints of benefiting from physical and instrumental equipments (39.6%).
- Exclusion, sustaining of prejudice and bias (47.9%).
- Difficulty in feeling a sense of belonging and adaptation to new environment such as new department and new university (20.8%).
- Influence of high workload on success of graduate education (25%).
- Insufficient benefit from academic education process and mentoring (14.6%).
- Psychological pressure of commercial paper that is signed for secondment staff position (62.5%).
- Having economic problems for meeting essential needs (16.7%).
- Decreasing of relations with the university where research assistants will return again after graduate education. Unwillingness to return (25%).

A very similar study to this research was conducted by Karakütük and Özdemir (2011) assessed both faculty development programs practiced at Middle East Technical University called Faculty Development Program (FDP) and at Ankara University called Scientist Training Project (STP). As mentioned before, the aim of both programs is to meet the need of faculty for developing universities in Turkey. Totally, 217 research assistants attended the descriptive study. According to questionnaire results; economic problems and psychological pressure of compensation were perceived as the most important problems for research assistants. Although the participants work in relation with different context, this result was parallel to the result of research that was conducted by Karahan (2007). In addition, it can be concluded from the results of the study that opportunities offered by the universities affect views of participants as well. For instance, 44.9 % of the participants in Ankara University were “partly agree” with the item “By means of STP/FDP,

substructure environment is created for research.", however 63.3% of the participants in METU "exactly agree" with the same item. Moreover, 57% of the participants in Ankara University indicated their negative views about the item "During STP/FDP, I am sufficiently encouraged to enhance publishing skills for scientific publications.", whereas only 28% of the participants in METU indicated their negative views about the same item.

2.5 Summary of the Literature

In literature the importance of higher education and faculty development was emphasized repeatedly. Briefly, higher education provides individuals remarkable values which contribute a lot to the economic development, and at the end, to the society. Countries that made investment in higher education have realized a considerable economic, social and cultural development. Correspondingly, faculty was seen one of the most crucial components in higher education. From this perspective faculty development programs were seen as profit making investment for countries.

The literature indicates the improvement process of faculty development programs. Up to the present higher education institutions organized in context of personal, instructional, professional, and institutional development programs. Today, most of the universities in the world have national and international networks for faculty development programs. Universities look for partner universities on one hand and establish faculty development centers in their campuses on the other hand. Researches stress that these centers should be stimulated to build cooperation and to arrange meetings for open interaction and the networking. In literature, it was emphasized that excellence and competence of the networks are necessary for increasing effectiveness of higher education institutions.

Furthermore, strategic plans and continuing faculty development programs were also highlighted in researches. Common idea was that besides network organizations universities should also organize continuing faculty development programs for their continuing and future faculty. In this aspect the important point was noted that these programs should be away from monotony. The common advice given in literature that faculty development programs should be more comprehensive. Besides effective mentorship programs, institutional supports, supportive research environment and resources; developing of teaching and research skills, seminars and workshops on teaching abilities and internship in real class environment were also underlined.

CHAPTER 3

METHODOLOGY

In this chapter, the methodological details of the study are presented. The overall design of the study, research questions, population and sample selection, development of data collection instrument, data collection and data analysis procedures are described respectively.

3.1 Overall Design of the Study

This study is a *survey research* that aims to investigate perceptions of Faculty Development Program (FDP) students and graduates on academic and socio-cultural contributions and economic facilities of FDP as well as the problems encountered in the program.

The sample of this study consisted of students and graduates of FDP at METU. The data was gathered by a *self-administered questionnaire* that was developed by the researcher.

The items of the questionnaire were basically constructed upon face to face interviews with FDP students about positive and negative aspects of the program. A five-section questionnaire was developed after taking expert opinion for content validity and administering a pilot study.

Final form of the questionnaire included a demographic information section and some questions about their academic studies and future intentions; three 5-point Likert-type scale sections about academic and socio-cultural contribution, economic facilities and problems of the program, and a 10-point semantic differential items section about description of the program and being a student in context of the program.

Questionnaires were sent to FDP graduates via e-mails (*mail survey*) after taking their permission on telephone call. Questionnaires were delivered by hand (*household drop-off survey*) to FDP students; moreover FDP Office sent questionnaires to all FDP students via e-mails (*mail survey*). Subsequent to checking of the reliability of data collection instrument, descriptive and inferential statistics were generated to make a conclusion about the research questions.

3.2 Research Questions

The study aimed to answer the following research questions:

- Is there any significant difference between perceptions of FDP graduates and FDP students regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- Is there any significant difference between perceptions of participants who graduated from an undergraduate program at METU and from other universities regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- Is there any significant difference between perceptions of male and female participants regarding
    - academic and socio-cultural contributions of FPD?
    - economic facilities of FPD?
    - problems encountered in the program?

- How do FDP graduates and students describe the program?

- How do FDP graduates and students describe being a student in scope of FDP?

3.3 Population and Sample Selection

In this study, it was aimed to reach all graduates and students of FDP at METU. The whole population was defined as the sample of the research.

A list of FDP graduates and students including their name, faculty and department information was taken from FDP Office in March 2012. According to FDP Office records total number of FDP graduates and students were 281 and 482 respectively. A total of 135 FDP graduates and 203 FDP students responded to the questionnaire.

Among 338 participants, 39.9% of them were FDP graduates (*n*=135) and 60.1% of them were FDP students (*n*=203). 50.3% of participants were female (*n*=170) and 49.4% of participants were male (*n*=167). 22.8% of them (*n*=77) completed an undergraduate program at METU and 73.1% of them (*n*=247) completed an undergraduate program at other universities in Turkey.

Among 135 FDP graduates, 16.2% of them (*n*=22) were graduated from Graduate School of Social Sciences and 80.7% of them (*n*=113) were graduated from Graduate School of Natural and Applied Sciences. The average age of FDP graduates was 33.6 and average working year after graduation was 2.7 years.

Among 204 FDP students, 42.65% (*n*=87) of them were student at Graduate School of Social Sciences and 57.35% (n=117) of them were student at Graduate School of Natural and Applied Sciences. Average age of FDP

students was 29.1 and average working year as research assistant was 4.01 years. 74.4% (*n*=152) of them were supported by DPT and 25.6% (*n*=52) of them were supported by HEC.

3.4 Development of Data Collection Instrument

In the study “The Questionnaire for Identifying Perceptions of FDP Graduates / Students on Faculty Development Program” was used as the data collection instrument. The questionnaire was developed by the researcher.

The process of questionnaire development began with unstructured interviews. The interviews were conducted with 7 experts whose professional field were teacher education; 3 experts from Ankara University, 3 experts from METU and 1 expert from State Planning Organization. Their opinion was taken about which subjects would be focused in a study about Faculty Development Program at METU. They advised to focus on academic and socio-cultural contributions, economic facilities and problems of FDP.

In line with those recommendations, unstructured interviews were conducted with 20 research assistants who were students in FDP and their opinions on academic and socio-cultural contributions, economic facilities and problems of FDP were asked. Every interview was hold individually and tape recorded. All records were listened again and keywords were determined in each interview. All keywords were combined together in accordance with main titles; academic and socio-cultural contributions, economic facilities and problems of FDP. Then, questionnaire items were generated from those keywords.

All in all, a five-section questionnaire was formed for students and graduates (See Appendix, B and C).

- The first section included the questions addressing to the background information of the participants.

- The second, third and fourth sections of the instrument consisted of items in a 5-point Likert-type scale format by addressing academic and socio-cultural contribution, sufficiency of economic facilities, and problems of FDP.
- The fifth section was formed as semantic differential that enables to place a checkmark between each pair of adjective to indicate the participants' attitude by scoring over 10 point. In this section FDP students and graduates described "FDP as a program" and "being a student in FDP".

The items in the students' and graduates' questionnaire were almost similar except the items related to background information.

Last versions of the questionnaires were examined by 4 experts from teacher education and 4 experts from measurement and evaluation for content validity In addition 2 Turkish Language experts checked the language of the questionnaire in terms of its grammar and meaning of the items. The items were revised in accordance with expert opinions and the final version was formed.

A pilot study was conducted with a sample of 20 students from Faculty of Education. Participants were asked to fill out the questionnaire and make comments about the items for clarity. Necessary revisions were made based on the comments of the students. In addition to calculation of means and standard deviations, content validity was checked. Since the sample size was too small, it was decided that explanatory factor analysis and reliability check would be done on the real sample of the study.

3.5 Data Collection Procedure

The collection of data was started in mid-March 2012 and continued until the end of April 2012. Before administering the questionnaire, permission was obtained from METU Human Subjects Ethics Committee.
After permission, in the first step; questionnaires were delivered to FDP students by hand. Furthermore, by intention of aiming to reach the whole FDP student population, FDP Office sent questionnaires to all FDP students via e-mail. At the end, totally, 203 FDP students filled the questionnaire.

In the second step, FDP office provided a file consisting of information about FDP graduates' names, their departments at METU and their protocol university. Contact information of FDP graduates was searched on the Internet and Turkey Researcher Database System (ARBİS) by using names and departments. 253 FDP graduates' phone and e-mail information was reached. Before e-mailing to graduates a phone call was made to each 237 FDP graduates to inform about the study and to take their permission for sending the questionnaire via e-mail. 215 FDP graduates gave their permission. Graduates who agreed to respond to the questionnaires were reminded twice through phone calls. In addition, for once, a reminder e-mail was sent. At the end, 135 FDP graduates responded to the questionnaires.

3.6 Data Analysis

Among 281 FDP graduates and 482 FDP students, 135 FDP graduates and 203 FDP students responded to the questionnaire. Data were analyzed using descriptive and inferential statistics. All the analyses were performed by IBM SPSS Statistics 20. The .05 level was established as a criterion of statistical significance for all the statistical procedures. Descriptive statistics such as frequency and percentages were used to describe background information

about participants. Means and standard deviations were computed for Likert-type scale and semantic differential items.

Explanatory Factor Analysis and Multivariate Analysis of Variance (MANOVA) were used to analyze the data obtained from 5-point Likert-type scales. Factor analysis was used as data reduction and classification method. After checking Multivariate Normality, Principle Axis Factoring with Direct Oblimin rotation was applied for identifying clusters and checking researcher's hypothesis about factors. Multivariate Analysis of Variance (MANOVA) was carried out to investigate differences among FDP graduates and students; differences among the participants who graduated from an undergraduate program at METU and at any other university; and differences among the male and female participants with respect to perceived dimensions; contributions, economic facilities and problems. For each three investigations, homogeneity of variance assumption was met and Wilks' Lambda was chosen in order to test the significances as it provides a good and commonly used method when the assumptions are met (Leech, Barret, & Morgan, 2005). According to MANOVA results, an inference was made for the first three research questions indicated also in this chapter.

For the 10-point semantic differential section independent samples *t*-test was applied for each item to indicate if there were significant mean differences between perceptions of FDP graduates and students. Normality check was made for both group and Levene's tests for homogeneity of variances were assessed. According to results of independent samples *t*-test, an inference was made about if there were significant mean differences between perceptions of FDP graduates and students for each item.

The whole process of the research was summarized in Figure 3.1 and the findings of the study are shared in next chapter.

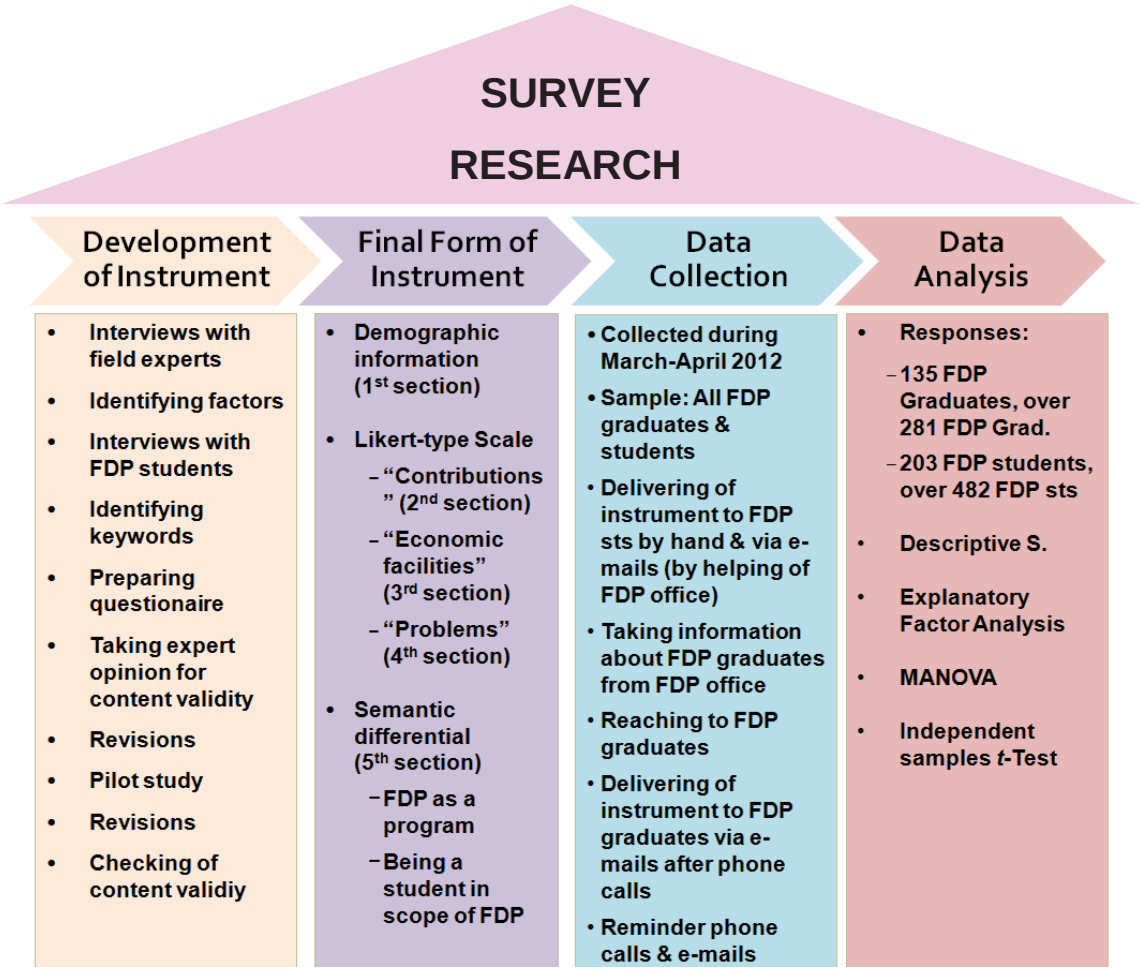

Figure 3.1

Summary of the Methodology

CHAPTER 4

RESULTS

In this section results of the study were presented. The first part is about the results concerning the demographic characteristics of participants. In the second part, participants' ranking in order of priority reasons why they applied for FDP was given. In the third part, means and standard deviations of the adjectives in semantic differential section were computed and independent samples *t*-test was applied for each adjective. The fourth part presented the results concerning the Principle Axis Factoring with Direct-Oblimin Rotation that identifies dimensions of the questionnaire. Lastly, results concerning the Multivariate Analysis of Variance (MANOVA) were given to investigate the mean differences of dimensions with respect to demographic characteristics of participants.

4.1 Results Concerning the Demographic Characteristics of Participants

4.1.1 Characteristics of FDP Graduates

In the first section of the questionnaire, the graduates' current situation was asked. According to responses of 135 FDP graduates, as indicated in Table 4.1, 92.6% of them were continuing their compulsory service and 5.2% of them completed their compulsory service. 14.1% of the graduates were academicians at a university different from the university that they signed the protocol and 83.7% of them were academicians at universities that they signed the protocol with. It was indicated that 2.2% of the graduates quit academic life.

Table 4.1
Distribution of FDP Graduates According to Their Current Situation

Current Situation	***f***	***%***
Continuing compulsory service	125	92.6
Completed compulsory service	7	5.2
Academician in protocol univ.	113	83.7
Academician in another univ.	19	14.1
Quitted the academic life	3	2.2

In addition to current situations, academic studies that FDP graduates made during their research assistantship and after they completed their graduate education were asked in the questionnaire. As showed in Table 4.2, during research assistantship of FDP graduates, approximately 89% of them at least one time attended national conference and 83% of them at least one time attended international conference with oral/poster presentation. Furthermore, 76% of the FDP graduates wrote journal article during their research assistantship.

Table 4.2
Distribution of FDP Graduates According to Their Academic Studies

Items	≥ 1		
	f	***%***	***M***
When you were a student at FDP, how many times did you attend the national conferences with oral presentation/poster presentations?	119	88.9	3.9
When you were a student at FDP, how many times did you attend the international conferences with oral presentation / poster presentations	111	83	3.5
When you were a student at FDP, how many journal articles did you write (as an author/co-author)?	102	75.6	4.3
Since you graduated from FDP, how many times have you attend at the national conferences with oral presentation/poster presentations?	71	52.6	4.1
Since you graduated from FDP, how many times have you attend at the international conferences with oral presentation/poster presentations?	74	54.8	2.2
Since you graduated from FDP, how many journal articles have you written (as an author/co-author)?	97	71.9	4.5

4.1.2 Characteristics of FDP Students

Academic studies that FDP students conducted after they began to work as a research assistant were asked in the questionnaire. As reported in Table 4.3, 60.6% of FDP students have attended a national conference at least one time and 52.2% of them have attended with oral/poster presentation. 47.3% of them have attended an international conference with oral/poster presentation and 42.4% of them have written journal article. In Table 4.3, frequencies and percentages reflect FDP students who done the action mentioned in related item at least one time and the means of their academic studies were also given for each item.

Table 4.3

Distribution of FDP Students According to Their Academic Studies

Items	**≥ 1**		
	f	***%***	***M***
As a FDP student,			
how many times have you attended national conferences?	123	60.6	6.7
how many times have you attended national conferences with oral/poster presentations?	106	52.2	3.1
how many times have you attended international conferences with oral/poster presentations?	96	47.3	2.7
how many journal articles have you written (as an author/co-author)?	86	42.4	2.4

In addition to their academic studies, some “yes-no type” items about their contract and compensation were asked to FDP students. As presented in Table 4.4, 67% of FDP students are satisfied with going back to the university with which they signed the contract after their graduation. 8.4% of them have an intention of leaving academia by paying compensation after their graduation. Approximately 13.5% of the FDP students would prefer to change their job instead of being a faculty staff if they did not have to pay compensation.

Table 4.4

Distribution of FDP Students According to Their intentions

Items	***Response***	***f***	***%***
Are you satisfied with going back to the university that you signed the contract after your graduation?	Yes	137	67.0
	No	66	32.5
If you did not have to pay compensation, would you prefer to work in another university as an academician?	Yes	178	87.7
	No	25	12.3
Do you consider leaving academia by paying compensation after your graduation?	Yes	17	8.4
	No	186	91.6
If you did not have to pay compensation, would you prefer to change your job instead of being a faculty staff?	Yes	27	13.3
	No	176	86.7

4.2 Results Concerning Reasons of Choosing FDP

FDP graduates and students were asked to identify the first three reasons for applying to FDP and rank them in order of priority among given 10 reasons such as effect of family environment, effect of friend environment, job guarantee, desire to teach, getting a chance, title attraction, income of academicians, academic career, desire to do research and others.

FDP graduates' ranking in order of priority reasons for applying to FDP was reported in Table 4.5. The most frequently indicated reasons were "desire to do research", "academic career", "job guarantee" and "effect of friend environment" among FDP graduates.

On the other hand, FDP students' ranking in order of priority reasons for applying to FDP was shown in Table 4.6. According to FDP students' results, the most frequently indicated reasons were "desire to do research", "academic career", "job guarantee" and "desire to teach".

Table 4.5

FDP Graduates' Ranking in Order of Priority Reasons

Reasons for applying to FDP	First Order		Second Order		Third Order	
	f	*%*	*f*	*%*	*f*	*%*
Effect of family	9	6.7	3	2.2	8	5.9
Effect of friends	3	2.2	1	.7	**23**	17.0
Job guarantee	**17**	12.6	**15**	11.1	**27**	20.0
Desire to teach			10	7.4		
Get a chance			13	9.6	1	.7
Title attraction	2	1.5	6	4.4	9	6.7
Income of academicians			1	.7	4	3.0
Academic Career	**43**	31.9	**56**	41.5	14	10.4
Desire to do research	**44**	32.6	**28**	20.7	**17**	12.6
Others	8	5.9			3	2.2
Total	135	100	135	100	135	100

Table 4.6

FDP Students' Ranking in Order of Priority Reasons

Reasons for applying to FDP	First Order		Second Order		Third Order	
	f	*%*	*f*	*%*	*f*	*%*
Effect of family	4	2.0	6	3.0	17	8.4
Effect of friends	3	1.5	5	2.5	7	3.4
Job guarantee	**33**	16.3	36	17.7	**48**	23.6
Desire to teach	4	2.0	**39**	19.2	**59**	29.1
Get a chance	1	.5			7	3.4
Attraction of the title	2	1.0	8	3.9	11	5.4
Income of academicians			1	.5	3	1.5
Academic Career	**120**	59.1	**43**	21.2	21	10.3
Desire to do research	**36**	17.7	**62**	30.5	**26**	12.8
Others			3	1.5	4	2.0
Total	203	100	203	100	203	100

As the importance of items varied among participants, Tables 4.5 and 4.6 could not show which reason was the first, second and third for FDP graduates and students. For this reason a simple calculation was made to rank the first three reasons for both groups. The most frequently indicated four reasons were selected in each group and points were given according to their importance.

In the calculation, the first order meant the most important reason and then all reasons which were indicated as the first order had 3 points. In the same way, the second order reasons had 2 points and the third order reasons had 1 point. As showed in Table 4.7 and 4.8, these points were multiplied with frequencies and then, a total point for each reason was calculated. Calculations for FDP graduates and students were reported below.

Table 4.7
Simple Calculations to Determine First Three Reasons of FDP Graduates

Reasons for applying to FDP	**First Order (3 Point) (*f* × 3)**	**Second Order (2 Point) (*f* × 2)**	**Third Order (1 Point) (*f* × 1)**	**Total Point**
Academic career	43 × 3=129	56 × 2=112	14 × 1=14	**255**
Desire to do research	44 × 3=132	28 × 2=56	17 × 1=17	**205**
Job guarantee	17 × 3=51	15 × 2=30	27× 1=27	**108**
Effect of friend environment	3 × 3=9	1 × 2=2	23 × 1=23	34

Table 4.8
Simple Calculations to Determine First Three Reasons of FDP Students

Reasons for applying to FDP	**First Order (3 Point) (*f* × 3)**	**Second Order (2 Point) (*f* × 2)**	**Third Order (1 Point) (*f* × 1)**	**Total Point**
Academic career	120 × 3=360	43 × 2=86	21 × 1=21	**467**
Desire to do research	36 × 3=108	62 × 2=124	26 × 1=26	**258**
Job guarantee	33 × 3=99	36 × 2=72	48× 1=48	**219**
Desire to teach	4 × 3=12	39 × 2=78	59 × 1=59	149

According to results of the calculations, FDP graduates' and students' rankings in order of priority reasons for applying to FDP were equal: "Academic career" was in the first order, "Desire to do research" was in the second order and "Job guarantee" was in the third order among 10 reasons for applying to FDP.

4.3 Results of Likert-type Scales

In the second section of the questionnaire items about academic and socio-cultural contributions of FDP were asked to FDP graduates and students. 19 items were about the contribution of FDP to participants' academic life, academic environment, academic studies and other academic efforts. For each item, participants scored one of the categories from 1 to 5 (1: never makes a contribution, 2: does not make a contribution, 3: makes little contribution, 4: makes contribution and 5: makes much contribution). Means and standard deviations of each item were shown in Table 4.9 from the perspectives of FDP graduates and students.

For the FDP graduates, means of contribution section varied between 3.5 and 4.5. The items having the highest means of contributions were "FDP helps the student receive graduate education in a more developed university" and "FDP helps the student receive academic education in foreign language". Both items were seen as the highest contributing factors of FDP. In addition the items having the lowest means of contributions were "FDP helps the student communicate professionally with the academic staff in his/her faculty/ department" and "FDP helps the student transfer the institutional identity of the university where he/she graduated to the university where he/she will work". Both items were seen as the least contributing factors of FDP.

For the FDP students, means of contribution section varied between 3.8 and 4.5. As FDP graduates, according to FDP students items having the highest means of contributions were "FDP helps the student receive his/her graduate

education in a more developed university" and "FDP helps the student receive his/her academic education in foreign language". Same items were seen as the highest contributing factors of FDP from the perspectives of FDP graduates and students.

Table 4.9

Means and Standard Deviations of Items in Contribution Section

Items	***Graduates***		***Students***	
Contributions	***M***	***SD***	***M***	***SD***
FDP helps the student				
1. be closely acquainted with academic life	4.2	.9	4.0	.9
2. follow academic studies in his/her field	4.2	.8	4.0	.9
3. get information on how to do scientific research	4.3	.8	3.8	.9
4. do practical applications using scientific research knowledge	4.1	.8	3.9	.9
5. communicate professionally with the academic staff in his/her faculty / department	3.5	1.2	3.8	.8
6. be trained as a qualified scientist / researcher	4.0	.9	4.2	.9
7. receive his/her graduate education in a more developed university	4.4	.7	4.5	.6
8. be a research assistant	4.3	.6	4.4	.8
9. receive his/her academic education in foreign language	4.4	.6	4.5	.7
10. receive education abroad	4.3	.8	4.3	.7
11. get foreign language preparatory classes in case of need	4.3	.7	4.2	.8
12. to attend national conferences / symposiums	4.3	.9	4.2	.9
13. to attend international conferences/ symposiums	4.3	.8	4.0	.8
14. get an academic environment in his/her field	3.8	.9	3.9	.9
15. get to know the staff with whom he/she might do field studies	3.9	1.0	3.9	1.0
16. transfer the institutional identity of the university where he/she graduated to the university where he/she will work	3.6	1.2	4.0	.8
17. develop a particular point of view for his/her coming job by observing the faculty in his/her academic environment	3.9	.9	4.0	1.0
18. get to know the culture of universities abroad	4.1	.8	3.9	.9
19. to develop a new perspective by getting to know different cultures in different countries	4.1	.9	4.2	.8

In the third section of the questionnaire, items about economic facilities of FDP were asked to FDP graduates and students. 8 items were about salary, funding and other financial supports related with their academic studies and other academic efforts. For each item, participants scored one of the categories from 1 to 5 (1: is never sufficient, 2: is not sufficient, 3: is little sufficient, 4: is sufficient and 5: is much sufficient). Means and standard deviations of each item were shown in Table 4.10 from the perspectives of FDP graduates and students.

For the FDP graduates and students, means of economic facilities section changed from 2.5 to 3.4. Means of each item were close to each other for FDP graduates and students. All items were seen as insufficient or little sufficient from the participants' perspectives. Especially the items having the lowest means "For FDP students the salary given for their research assistantship", "For FDP students the funding to do research abroad" and "For FDP students the funding to attend international conferences" were seen insufficient.

Table 4.10

Means and Standard Deviations of Items in Economic Facilities Section

Items	***Graduates***		***Students***	
Sufficiency of Economic Facilities	***M***	***SD***	***M***	***SD***
For FDP students				
1. the salary given for their research assistantship	2.6	.9	2.8	1.0
2. the fund for learning a foreign language education in Turkey	3.4	1.0	3.2	.9
3. the fund for learning a foreign language education abroad	2.8	1.0	2.7	1.0
4. the fund to do research abroad	2.7	1.0	2.6	.9
5. the fund to attend international conferences	2.7	1.0	2.5	1.0
6. the fund to attend national conferences	2.9	1.0	2.7	1.0
7. the financial support for projects and thesis	3.0	1.0	3.0	1.0
8. the fund for stationery and office supplies	3.2	1.2	3.3	.9

In the fourth section of the questionnaire 10 items about encountered problems of FDP were asked to FDP graduates and students. For each item, participants scored one of the categories from 1 to 5 (1: is much problematic, 2: is problematic, 3: is little problematic, 4: is not problematic and 5: is never problematic). Means and standard deviations of each item were shown in Table 4.11 from the perspectives of FDP graduates and students.

For the FDP graduates and students, means of problems section changed from 1.9 to 3.9. Most of the items were seen as problematic or little problematic from the participants' perspectives. Especially the item having the lowest mean "For FDP students the process to get a faculty position from university that signed the protocol with METU" was seen problematic. However, the items "For FDP students adapting to the culture of METU environment" and "For FDP students communicating efficiently with the faculty" were not seen as problematic as other items.

Table 4.11
Means and Standard Deviations of Items in Problem Section

Items	***Graduates***		***Students***	
Problems	***M***	***SD***	***M***	***SD***
For FDP students				
1. the process to get a faculty position from university that signed the protocol with METU	1.9	1.3	2.3	.9
2. reaching FDP officers when needed	2.9	1.1	3.0	1.2
3. getting a place in student residence/dormitory.	2.7	1.2	2.5	1.1
4. communicating efficiently with the faculty	3.5	1.1	3.6	.9
5. adapting to the culture of METU environment	3.9	1.0	3.4	1.1
6. getting sufficient information about the university that he/she will work	2.7	1.1	2.9	1.0
7. establishing strong relationship with the officers of the university that he/she will work	2.2	1.2	2.7	1.1
8. working as a research assistant in addition to PhD studies	3.4	1.2	3.1	1.1
9. being a student in an integrated PhD program	3.3	1.3	3.4	1.0
10. differences in amount of financial supports between institutes	2.8	1.1	2.6	1.0

4.4 Results of the Principle Axis Factoring with Direct-Oblimin Rotation

The items of the questionnaire were written under four dimensions in accordance with the existing literature and direction of experts. As Green and Salkind (2007) emphasize, factor analysis is used to determine the dimensions underlying existing measurement, a factor analysis was applied in order to determine whether the items were grouped under the factors determined beforehand. Kaiser-Meyer-Olkin (KMO) and Bartlett's test were considered to see sampling adequacy for factor analysis. The KMO measure is 0.85 and Bartlett's Test of Sphericity (<.001) was significant, supporting the factorability of the correlation matrix. Principle axis factoring with direct-oblimin rotation of 36 items inventory revealed six factors with eigenvalues greater than one. The scree plot provides a fairly reliable criterion for factor selection with a sample of more than 200 participants (Stevens, 1992, cited in Field, 2005). Figure 4.1 shows the scree plot indicating that three factors should be examined since they had large loadings and defined most of the items.

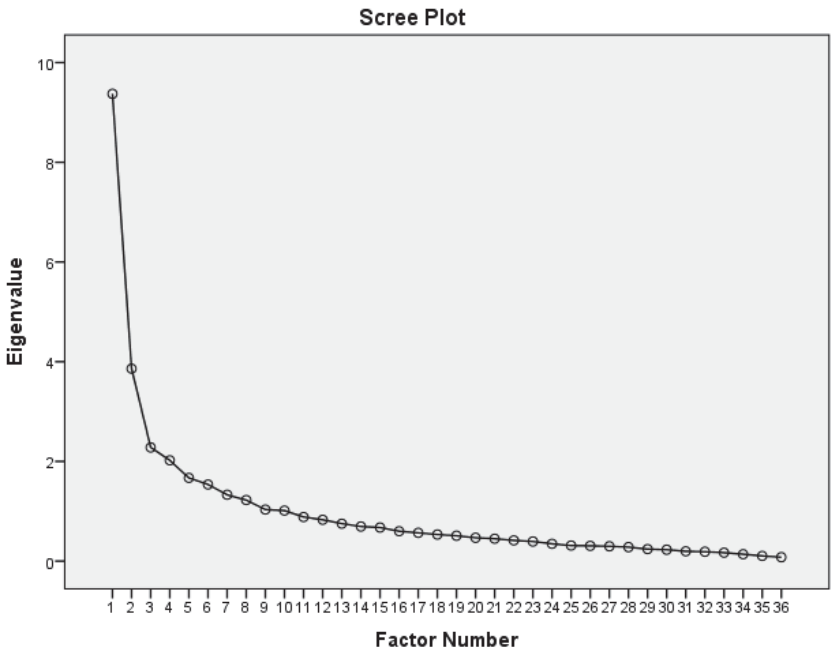

Figure 4.1 Scree Plot for Factor Reduction

Field (2005) asserts that the analysis has to be rerun specifying that SPSS extracts the number of factors required if scree plot is used to determine how many factors are retrained. Therefore, principle axis factoring with direct-oblimin rotation calling for three factors was conducted. The eigenvalue of the first dimension was 9.765, second dimension was 4.632 and third dimension was 2.344. These three dimensions explained 60.149% of variance.

Before conducting the research, it was assumed that the questionnaire had four factors as “Academic Contribution, Socio-Cultural Contribution, Economic Facilities and Problems”. However, as a result of statistical procedures, it was observed that “Academic Contribution” and “Socio-Cultural Contribution” were grouped under the same factor. Then, the researcher combined both factors under a single factor called “Contributions” and stated as the first dimension, the second dimension was called as “Economic Facilities” and the third was called as “Problems”.

The first dimension explained 39.83% of variance and the second dimension explained 12.38% of variance, and the last one explained 7.94% of variance. The factor loadings of “Contribution” ranged from .41 to .71 with 19 items, factor loadings of “Economic Facilities” ranged from .50 to .76 with 8 items, and factor loadings of “Problems” ranged from .39 to .60 with 8 items. Table 4.12 shows results of factor loading of each item obtained via Principle Axis Factoring with Direct-Oblimin Rotation.

Cronbach’s Alpha was computed to check the reliability of each dimension of the questionnaire. Reliability coefficient of the questionnaire with 36 items was computed as .90, indicating that scale had high internal consistency. In addition, reliability coefficient for “Contribution” factor was .93, for “Economic Facilities” was .84 and for “Problems” was .72.

Table 4.12
Factor Loading Obtained via Principle Axis Factoring with Direct-Oblimin Rotation

Items	Factors		
Contributions *(FDP makes the student ……)*	**1**	**2**	**3**
2. follow academic studies in his/her field.	**.713**	-.033	.097
3. get information on how to do scientific research.	**.706**	-.010	.098
17. develop a particular point of view for his/her coming job by observing the faculty in his/her academic environment.	**.694**	-.062	.113
4. do practical applications using scientific research knowledge.	**.681**	.020	.068
1.be closely acquainted with academic life.	**.675**	-.028	.031
15. get to know the staff with whom he/she might do field studies.	**.671**	.031	-.023
6. be trained as a qualified scientist/researcher.	**.665**	-.031	.106
18. get to know the culture of universities abroad.	**.646**	.134	-.071
9.receive his/her academic education in foreign language.	**.642**	-.059	.028
19. to develop a new perspective by getting to know diffirent cultures in different countries.	**.637**	.124	-.086
11.get foreign language preparatory classes in case of need.	**.634**	.117	-.135
13.to attend international conferences/symposiums.	**.627**	.185	-.027
14.get an academic environment in his/her field.	**.616**	-.126	.166
16.transfer the institutional identity of the university where he/she graduated to the university where he/she will work.	**.585**	.038	-.094
12.to attend national conferences/symposiums	**.582**	.235	-.009
5. communicate professionally with the academic staff in his/her faculty/department.	**.579**	-.079	.145
10.receive education abroad.	**.571**	.118	-.058
7.receive his/her graduate education in a more developed university.	**.418**	-.160	-.026
8.be a research assistant.	**.405**	.073	-.055
Economic Facilities *(For FDP students …….)*			
4.the fund to do research abroad	.007	**.764**	-.036
5.the fund to attend international conferences,	-.022	**.746**	.075
6.the fund to attend national conferences,	.002	**.658**	-.006
3.the fund for learning a foreign language education abroad,	-.049	**.591**	.013
7.the financial support for projects and thesis,	.029	**.563**	.198
1.the salary given for their research assistantship.	.121	**.547**	-.196
2.the fund for learning a foreign language education in Turkey.	.173	**.528**	-.016
8.the fund for stationery and office supplies.	.048	**.495**	.148

Table 4.12 (*Continued*)

Problems			
2.reaching FDP officers when needed.	.109	.076	**.607**
1.the process to get a faculty position from university that signed the protocol with METU.	-.236	.119	**.596**
4.communicating efficiently with the faculty.	.188	.013	**.595**
5.adapting to the culture of METU environment.	.037	-.114	**.542**
6.getting sufficient information about the university that he/she will work.	.121	.188	**.518**
3.getting a place in student residence/dormitory.	-.085	.180	**.486**
9.being a student in an integrated PhD program.	.018	-.010	**.407**
7.establishing strong relationship with the officers of the university that he/she will work.	.067	.137	**.397**
10.differences in amount of financial supports between institutes	.051	.086	**.393**
8.working as a research assistant in addition to PhD studies.	.047	.112	**.388**

4.5 Results Concerning the Differences in the Perceptions of Participants with Respect to Certain Background Variables

Multivariate analysis of variance (MANOVA) was conducted to answer following each research question:

- Is there any significant difference between perceptions of FDP graduates and FDP students?

- Is there any significant difference between perceptions of participants who graduated from an undergraduate program at METU and from other universities?

- Is there any significant difference between perceptions of male and female participants?

One of the assumptions of the MANOVA is homogeneity of covariances, which is tested by Box's Test of Equality of Covariance Matrices. If the test value is

less than .05 ($p<.05$), the assumption of homogeneity of covariances is violated. For the three research questions above, the values of Box's test were checked. It was seen that the value of Box's test for each MANOVA was not significant ($p>.05$); hence the assumption was not violated for any question.

Levene's Test evaluates the assumption that the population variances for the two groups are equal (Green & Salkind, 2007). Again for three research questions above, Levene's test results of all dependent variables in each MANOVA were non-significant ($p>.05$), which means the assumption of homogeneity of variance was met for all analyses.

Generally, to indicate whether or not there is a relationship between the independent and dependent variables the significance test for Wilks' lambda is used. Wilks' lambda is the proportion of the total variance in the discriminant scores not explained by differences among the groups. Wilks' lambda was the first MANOVA test statistic developed and is very important for several multivariate procedures in addition to MANOVA. It is commonly used and reported in researches.

In this research, assumptions were not violated and Wilks' lambda was used to report MANOVA results for each three research question indicated before. More specific information about MANOVA results were given for each research question in the following.

For the first question, "Is there any significant difference between perceptions of FDP graduates and FDP students?", MANOVA results showed that there was not a significant mean difference among FDP graduates and students with respect to perceived dimensions, F (3, 333) = .67, $p > .05$; Wilk's $\lambda = .99$, $\eta^2 = .006$. About 99% of the variance was not explained by being FDP graduate or student. The multivariate $\eta^2 = .006$ indicated approximately 1% of multivariate variance of the dependent variables (perceived dimensions) was associated

with the independent variables (being FDP graduate or student). The result revealed that there was not a relationship between perceived dimensions and being FDP graduate or student. Table 4.13 showed The Means and Standard Deviations of the Dimensions with Respect to FDP Students and Graduates, and Table 4.14 showed MANOVA results.

Table 4.13

The Means and Standard Deviations of the Dimensions with Respect to FDP Students and Graduates

Dimensions	**Groups**	***M***	***SD***	***N***
Contribution	Student	4.06	.59	203
	Graduate	4.15	.56	134
	Total	4.10	.58	337
Economic Facilites	Student	2.85	.71	203
	Graduate	2.94	.73	134
	Total	2.89	.72	337
Problems	Student	2.98	.57	203
	Graduate	3.01	.69	134
	Total	2.99	.62	337

Table 4.14

MANOVA Results Regarding FDP Students and Graduates

Effect	**Wilks' Lambda Value**	***F***	**Hypothesis df**	**Error df**	***P***	η^2
Being FDP Student or Graduate	.99	.67	3.00	333.00	.57	.006

For the second question, “Is there any significant difference between perceptions of participants who graduated from an undergraduate program at METU and from other universities?”, MANOVA results showed that there was not a significant mean difference among participants who graduated from an

undergraduate program at METU and at any other university with respect to perceived dimensions, F (3, 319) = .89, p > .05; Wilk's λ = .99, η^2= .009. About 99% of the variance was not explained by graduation from an undergraduate program at METU or any other university. The multivariate η^2= .009 indicated approximately 1% of multivariate variance of the dependent variables (perceived dimensions) was associated with the independent variables (graduation from METU or any other university). The result revealed that there was not a relationship between perceived dimensions and graduating from an undergraduate program at METU or any other university. Table 4.15 showed the means and standard deviations of the dimensions with respect to graduation from an undergraduate program at METU or any other university, and Table 4.16 showed MANOVA results as following:

Table 4.15
The Means and Standard Deviations of the Dimensions with Respect to Graduation from an Undergraduate Program at METU or any other University

Dimensions	**Groups**	***M***	***SD***	***N***
Contribution	METU	4.04	.69	77
	Other	4.14	.54	246
	Total	4.11	.58	323
Economic Facilites	METU	2.88	.75	77
	Other	2.91	.70	246
	Total	2.90	.71	323
Problems	METU	2.92	.66	77
	Other	3.01	.61	246
	Total	2.99	.63	323

Table 4.16
MANOVA Results Regarding Graduation from an Undergraduate Program at METU or any other University

Effect	**Wilks' Lambda Value**	***F***	**Hypothesis df**	**Error df**	***p***	η^2
Graduation from METU or OTHER	.99	.89	3.00	319.00	.45	.009

For the third question, “Is there any significant difference between perceptions of male and female participants?”, MANOVA results showed that there was not a significant mean difference among male and female participants with respect to perceived dimensions, F (3, 332) = .75, p > .05; Wilk's λ = .99, η^2= .007. About 99% of the variance was not explained by gender difference. The multivariate η^2= .007 indicated approximately 1% of multivariate variance of the dependent variables (perceived dimensions) was associated with the independent variables (gender). The result revealed that there was not a relationship between perceived dimensions and gender differences. Table 4.17 showed the means and standard deviations of the dimensions with respect to gender differences, and Table 4.18 showed MANOVA results as following:

Table 4.17

The Means and Standard Deviations of the Dimensions with Respect to Gender Differences

Dimensions	**Groups**	***M***	***SD***	***N***
Contribution	Female	4.10	.54	169
	Male	4.08	.62	167
	Total	4.09	.58	336
Economic Facilities	Female	2.93	.71	169
	Male	2.84	.72	167
	Total	2.89	.72	336
Problems	Female	2.99	.65	169
	Male	3.01	.59	167
	Total	2.99	.62	336

Table 4.18

MANOVA Results Regarding Gender Differences

Effect	**Wilks' Lambda Value**	***F***	**Hypothesis df**	**Error df**	***p***	η^2
Gender Differences	.99	.75	3.00	332.00	.52	.007

All in all, three questions asked at the beginning of this part were answered by MANOVA results as follows.

1. There was not any significant difference between perceptions of FDP graduates and FDP students;
2. There was not any significant difference between perceptions of participants who graduated from an undergraduate program at METU and from other universities;
3. There was not any significant difference between perceptions of male and female participants.

4.6 Results of Semantic Differential Section

In semantic differential section, FDP graduates and students were asked to place a checkmark between each pair of adjective to indicate their attitude by scoring over 10 point. The section contained two parts, one was “FDP as a Program” and the other was “Being a Student in Scope of FDP”. Means were calculated for each adjective in both parts.

In the following, Table 4.19 reported the results of “FDP as a Program” from the perspectives of FDP graduates and students. As regards FDP graduates’ description, the adjective having the highest mean was “Essential” (*M*=8.6) and the adjective having the lowest mean was “Coordinated” (*M*=4.7). Not only for FDP graduates but also for FDP students, the adjective having the highest mean was “Essential” (*M*=8.2) and the adjective having lowest mean was “Coordinated” (*M*=5.1). According to FDP graduates and students, the means of the adjectives “Sufficient” and “Effective” oscillated between 6.5 and 6.9. Furthermore, in general, mean values in this part were under point 8.2 except the mean of adjective for FDP graduates.

Table 4.19

Means and Standard Deviations for "FDP As a Program"

	FDP Graduates			FDP Students		
	SD	*M*	*n*	*SD*	*M*	*n*
Sufficient	2.2	6.8	132	2.1	6.5	335
Useful	1.9	8.1	132	1.8	7.8	335
Valuable	1.9	8.1	132	1.9	7.9	335
Rational	2.1	7.8	131	2.3	7.5	334
Essential	2.1	8.6	132	2.1	8.2	335
Effective	2.4	6.9	132	2.1	6.9	335
Coordinated	2.7	4.7	133	2.6	5.1	336

Table 4.20 reported the results of "Being a Student in Scope of FDP" from the perspectives of FDP graduates and students. As regards the FDP graduates' description, the adjective having the highest mean was "Important" (*M*=6.3) and the adjectives having the lowest means were "Problem-free" (*M*=4.6) and "Non-risky" (*M*=4.8). Not only for FDP graduates but also for FDP students, the adjective having highest mean was "Important" (*M*=6.3) and the adjective having lowest mean was "Problem-free" (*M*=4.7) and "Non-risky" (*M*=4.9). According to FDP graduates and students, the means of the adjectives for "*Being a Student in Scope of FDP*" fluctuated between 4.6 and 6.3.

Table 4.20

Means and Standard Deviations for "Being a Student in Scope of FDP"

	FDP Graduates			FDP Students		
	SD	*M*	*n*	*SD*	*M*	*n*
Prestigious	2.7	5.8	133	2.5	5.9	336
Important	2.7	6.3	132	2.4	6.3	335
Non-Risky	2.8	4.8	132	2.8	4.9	335
Problem-free	2.5	4.6	132	2.5	4.7	335
Satisfied	2.6	5.9	132	2.4	5.9	335

For each adjective to indicate if there were significant mean differences between FDP graduates and students, independent samples *t*-test was used on the data as well as 95% confidence intervals for the mean difference. Dependent variables (each adjective) were approximately normally distributed in groups, FDP graduates and students. Levene's tests for homogeneity of variances were assessed for each item and *p* values were greater than .05. This meant that for each adjective, group variances can be treated as equal. Then, the assumption of homogeneity of variance was met for each twelve items in the section. According to independent samples *t*-test results, *p* values were greater than .05. So, there were not significant mean differences between FDP graduates' and students' perceptions for each twelve adjectives.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND IMPLICATIONS

The main purpose of this study was to investigate the perceptions of students and graduates of FDP at METU on academic and socio-cultural contributions and economic facilities of FDP as well as the problems encountered in the program. In this chapter, interpretations of the findings in relation to the relevant literature are given, conclusions are drawn from those findings and suggestions for future research are presented.

5.1 Discussion of the Results

Among 135 FDP graduates, 97% of them are continuing their academic life and approximately 84% of them are working in their protocol university. If one of the goals of this program, developing future faculty for developing universities, is taken into consideration, this result indicates that the goal quantitatively has received success in a large extent. During the years that FDP graduates worked as research assistants, a high rate of participation to national and international conferences approximately with an average of four oral/poster presentations and again, a high level of publishing journal papers approximately with an average of four papers indicate their enthusiasm for their future academic career plans. Moreover, the participants' efforts after graduation, such as participation in national and international conferences, presenting oral or poster studies and publishing journal articles, show parallelism with their efforts during their research assistantship.

On a side note, although FDP graduates were known as future academicians in their field, approximately 11% of the FDP graduates did not attend a national conference during their graduate education. This quantity is remarkable and

cannot be neglected. Why they did not attend this kind of conferences is a thought-provoking situation. It is expected that all FDP graduates would attend a national conference at least one time during their research assistantship as future academicians.

The most important result showing FDP graduates' enthusiasm is that "Academic career" and "Desire to do research" were in the first two places among ten reasons why they applied for FDP. "Job guarantee" was the third and this is not a surprising result. Looking for job guarantee is a natural situation and generally a jobseeker considers this point as well. However, a significant point in this respect is that "Job guarantee" did not come before "desire to make an academic career and research". This result is notable for future faculty, if it were not, some uncompensated problems would be envisioned. If it were like that, academicians would only work for their livings, and universities would not fulfill their "research and development" service. It means lagging behind development of science and technology. As Marmolejo and Puukka (2006) indicated, universities are perceived as essential headstones in production. They connect social and economic development of a country to higher education institutions. From their point of view, if faculty has not a desire to conduct research, there might be failures in economic, social and cultural development in a given country.

When the students' high participation in conferences and their presented or published studies (oral/poster/article) are examined, by taking into account their current position as "student" or "research assistant", their enthusiasm for future academic career plans can be inferred. One of the items, "If you did not have to pay compensation, would you prefer to change your job instead of faculty staff?", was a critical predictor for students' decisions about academic career. Approximately 87% of the students responded to this item with "no". Although 88% of them preferred to work in a different university after graduation, approximately 92% of the students did not have a thought of

leaving academic life. In addition, as FDP graduates, “Academic career” and “Desire to do research” were in the first two places among ten reasons why they applied for FDP. Briefly, these results express FDP students’ concern and interest in academic life as FDP graduates.

On the other side of the coin, another significant note about the responses of FDP students was that approximately 8.5% of them have an intention of leaving academia by paying compensation after their graduation. In addition, if they did not have to pay compensation, approximately 13.5% of the FDP students would prefer to change their job instead of being a faculty member. In reality, if 8.5% of the students’ intention comes true, then approximately 13.5% of the FDP students would continue their academic life because of the pressure of their compensation. If not, at most 22% of the FDP students would have job dissatisfaction in their future academic life. A similar situation seems true for 32.5% of the FDP students who are not satisfied with going back to the university after their graduation. This situation may also cause job dissatisfaction for the future academicians because of location, academic or cultural environment of the protocol universities. Most likely, at least they may have adaptation problems at the beginning of their academic work because of their current attitude toward their protocol universities. Different reasons might lead to these results, for example, returning to a developing university, returning to a developing city, marriage, feeling of leaving the academic life after meeting with academic environment, facing with different conditions than what is expected and etc.

According to factor analysis results, the questionnaire had three dimensions and these dimensions were called “Contribution of FDP”, “Economic facilities of FDP” and “Problems of FDP”. At the beginning of this investigation it was thought that “Contribution of FDP” factor had two dimensions as “Academic Contribution” and “Socio-cultural Contribution”. However, factor analysis results put them under one factor. This might result from participants’ focus on

progressing towards academic career. They might evaluate conditions that they face as a contribution or an obstacle to their academic development and make a relation between academic development and cultural environment of the university or the department they studied.

As regards each dimension, means were computed for couple groups, such as FDP students and FDP graduates; for female and male participants, and for participants who graduated from an undergraduate program at METU and at any other university. According to MANOVA results there were not significant mean differences of perceptions within each couple groups.

In general, participants voted that this program has a contribution to their academic development. Results showed their satisfaction for receiving graduate education in a more developed university and being a research assistant which is seen as a chance for experiencing the academic life more closely as future academicians. They thought that FDP has contributions to their academic studies, learning a foreign language, meeting foreign cultures, attending national/international conferences/symposiums. However, considering the mean values of the related items which were around 4.00 and 4.5, it might be inferred from this result that the program has contributions at normal level. Actually, this situation might show their expectation of much contribution to their academic development. In their research review, Steinert et al. (2006) concluded high pleasure for faculty development programs about the outcomes of 53 researches.

Furthermore, items related with contribution to conduct research had the lowest mean values. It is very important why the items related with research had the lowest means. This situation might have a connection to economic support for research or workload as being a research assistant in their departments. However, one of the goals of this program is to develop qualified faculty in more developed universities. It may be stressed that if the future

academicians have restrictions to do research, one of the most crucial factors for their development remains weak. As a result of this deficiency, reaching the goals of FDP may not be as successful as envisaged in the planning phase of the program. The research that Deneef (2002) carried out also found similar results about research/professional fund. The mean value of the item about the sufficiency of research fund for future faculty was 2.7 over 5; although the research revealed important evidence that faculty development program made a real difference in professional lives of future faculty. As the researcher of this study, the author connected dissatisfaction of the fund for research to financial problems as seen all over the world.

Moreover, the mean value of the item “transferring the institutional identity of the university where he/she graduated to the university where he/she will work” was also low, it was around the level of “makes little contribution”. This might result from weak relations between protocol and host universities and FDP students’ feelings about attitudes of protocol universities to academicians who completed FDP.

For the dimension of “Economic facilities”, mean values of all items reflected dissatisfaction of participants. The fund for learning a foreign language and to do research abroad, financial support for projects and thesis and even funding for stationery and office supplies were insufficient. Karakütük and Özdemir (2011) conducted a research about FDP and it was revealed that approximately 70% of the research assistants indicated economical problems and restrictions in their researches. Furthermore, 86% of research assistants think their salary is not sufficient. In the same way, this study also reveals that in addition to economical restrictions for researches, research assistants also encounter financial problems for attending national and international conferences. Similar to participants’ thought in research of Karakütük and Özdemir (2011), they express their thoughts for insufficient salaries.

Through the results of “Economic Facilities Section”, a new inference might be added for “Contribution Section” as well. It seems that the probability of a strong connection between the low mean values in contribution section and economic facilities given for FDP students is very high. It can be inferred that because of the restrictions in financial supports, participants think that FDP has contributions but do not make much contributions to their academic development.

Participants also presented their problems by given items under the “Problems” section. All items were seen as a problem by the participants except for the item about “adapting to the culture of METU environment”. The item “The process to get a faculty position from university that signed protocol with METU” was seen to be the most serious problem from the participants’ view. The same problem was also underlined in research of Kahraman (2007) and Karakütük and Özdemir (2007). At the beginning of the program, lateness of getting research assistant position and after graduation lateness of getting academician position at protocol university may result in heavy financial problems.

Other problematic situations for the participants were “Establishing strong relationship with the officers of the university that he/she will work” and “Getting sufficient information about the university that he/she will work”. Both problems might result from the implementation of the program. After FDP students were accepted to the program, partner universities send their research assistants during their graduate education. After they graduated from their Ph.D. programs, assistants return to their universities to work as faculty members. During their graduate education, a gap between host and partner universities is seen in relations. In addition, “reaching FDP officers when needed” and “getting a place in student residence/dormitory” were also seen as a problem. This problem might be connected to coordination among responsible people in the process. In their research Hendricson et. al. (2007)

connected deficiency of faculty development programs to some problems, but especially to lack of communication in the process of implementing the programs.

Semantic differential part reflected that this program is essential and valuable for developing the future faculty. However, “sufficiency” and “effectiveness” levels of the program were not seen high. This result coincides with the results of the contribution of the program. As indicated before, according to participants, the program makes contributions to FDP students’ academic development, but does not make “much contribution”. The situation was also connected to economic restrictions mentioned in “Economic Facilities Section”. Then, the result of “sufficiency” and “effectiveness” levels of the program might arise from the interaction between contribution and economic facilities mentioned before. Briefly, because of the restrictions in financial support, the program makes contribution, but does not make much contribution to FDP students’ academic development, then; the program might be seen as “not so sufficient and effective” by the participants. Furthermore, FDP was seen “uncoordinated” as a program and coordination problems also revealed themselves in the “Problems Section”. Both results confirm each other and there is a necessity for solving coordination problems among host and partner universities and CHE.

In addition, according to participants’ opinion, “being a student in scope of FDP” was not so important and prestigious and also their satisfaction level was low. They indicated their risks in addition to problems about being a student in scope of FDP. Many factors might lead them to think like that, such as relations in academic environment, problems between colleagues in their departments, economic restrictions that they faced, problems that they encountered. In a way, the feeling of “FDP students are valuable for the future of Turkey” should be evoked by the responsible organizations, CHE, host and

partner universities. This situation might have a positive effect on FDP students' enthusiasm for their academic development.

5.2 Conclusion and Implications

According to the results of FDP graduates, approximately 11% of the FDP graduates did not attend a national conference during their graduate education, although they had financial supports. However, it may be expected that as future academicians, all FDP students may attend a national and international conferences at least one time. In addition, it may be expected that at least one time, they may attend national and international conferences with a presentation. Moreover, it may also be expected that they may publish a journal paper during their graduate education. By considering FDP students as future academicians in Turkey, some regulations may be established by the decision makers for this program. For example, to graduate from FDP, there may be a requirement that "Every FDP student should attend national and international conferences at least one time and should have at least one oral/poster presentation". In addition, every future investment for their academic development may have a credit and they may graduate with some credit as their academic investment. These credits may be used for their academic degrees as well. By this method, their efforts for attending national/ international conferences, oral/poster presentations, published articles in national or international publications, projects and other studies may be evaluated according to their credits and then, their studies may be seen as an investment for their future academic life.

According to FDP students' results, after their graduation from the program, 88% of them preferred to work in a different university, not in their protocol university. Approximately 8.5% of them had an intention of leaving academia by paying compensation after their graduation. Approximately 13.5% of the FDP students would prefer to change their job instead of being a faculty staff if

they did not have to pay compensation. 32.5% of the FDP students were not satisfied with going back to university after their graduation. To prevent this kind of results a detailed introduction of the program may be made in bulletins, advertisements and web site of the program. After they are accepted to a program in FDP, a detailed seminar may be organized before signing their contract. In that seminar, after students' graduation, returning to a developing university and then the probability of facing some restrictions and difficulties may be emphasized. However, it may also be stressed that they are valuable for the future of developing universities and consequently for Turkey. After this seminar, the candidates may be provided some time to reconsider participating in the program and signing the contract. Raising the awareness of candidates at the beginning of their participation may increase the success of the program.

Some problems that FDP students encounter may depend upon uncoordinated structure of FDP universities and CHE. Building a better coordination by means of structured new rules and organizing better relations between host and partner universities and CHE may enable solving problems more quickly and easily. The regulations, implication of the regulations, the structure of the bureaucratic network of FDP, problems of FDP students and their expectations may be reconsidered. The problem about getting a faculty position from university that has a protocol with METU may also root from weak-coordinated bureaucratic structure of FDP. Renewing and strengthening the bureaucratic structure of this network may enable getting to the root of coordination problems.

It was revealed from the results that weak relations between protocol and host universities caused some problems for participants. To solve this kind of problems, there may be a bridge that would ease the relations among FDP students, host and partner universities. Decision makers may make new decisions on establishing relationships between host and partner universities and FDP students may have a key role and be more active in this process. There may be a periodical program for research assistants that may

strengthen relations between research assistants and their future academic work environment as well. The connection between faculty candidates and their home universities may be continuously alive throughout their graduate education. For example, between semesters research assistants may work at their protocol university for a short time. Adams (2002) stresses more than one type of institution visits for research assistants to compare campuses with their differences and similarities.

Sufficiency of financial supports may be reviewed and discussed by decision makers to enhance the facilities for conducting research, attending national/ international conferences/symposiums, developing projects, learning a foreign language, getting to know foreign cultures and etc. Their graduate education may be more supportive for their content knowledge, research productivity and enhancing teaching abilities for their future students. Economy is an important problem for all countries as well. However, if the goal of this program is to develop well-equipped future faculty, financial supports may be increased. As indicated before, the quality of higher education institutions is associated with its faculty, and development level of a country is also connected with its developed higher education institutions. Despite some restrictions, decision makers may raise investment for the future of qualified higher education institutions and for the future of Turkey.

5.3 Future Research

This study investigated the perceptions of students and graduates of FDP at METU on academic and socio-cultural contributions and economic facilities of FDP as well as the problems encountered in the program. The results of the study may light a way for some explanations about perceptions of FDP graduates and students. However, the necessity of a comprehensive program evaluation and an impact analysis about the program is explicit.

An investigation may be conducted on the academic development of FDP students. Their teaching abilities, research productivity and academic life may be investigated. In addition, an evaluation may be made about the academic competence of FDP graduates in their current position. In addition to their contribution to academic field and environment, their real class applications may be evaluated.

In this study, a comparison was not made between FDP students who are supported by SPO and CHE because CHE is new in this program. In addition, students who are supported by CHE do not have deep experience about FDP yet. However, in the following years, an investigation may be made that make a comparison between FDP students and graduates who are supported by SPO and CHE.

Lastly, by considering the results of a group of FDP students' preference to work in a different university, to change their job instead of being a faculty member, to leave the academia and their dissatisfaction with going back to the protocol, a research may be made about the reasons of this kind of thoughts and intentions.

REFERENCES

Adams, K.A. (2002). *What colleges and universities want in new faculty*. Washington, D.C.: Association of American Colleges and Universities.

Arslan, M.M. (2009). Yüksek öğretimde stratejik planlama süreci. *Milli Eğitim, Eğitim ve Sosyal Bilimler Dergisi, 38(183),* 391-398.

Barness J. (1994). *Higher education staff development: Directions for the twenty-first century.* United Nations Educational, Scientific and Cultural Organization. Paris: UNESCO Press.

Becher, T. (1996). The learning professions*. Studies in Higher Education*, *21*(1), 43-55.

Bergquist, W.H. & Philips,S.R. (1975). Components of an effective faculty development program. *The Journal of Higher Education, 46 (2)*, 177-211.

Bland C.J., Seaquist E., Pacala J.T., Center B., & Finstad D. (2002) One school's strategy to assess and improve the vitality of its faculty. *Academic Medicine*, *77*, 368 –76.

Borko, H., Elliton, R. & Uchiyama, K. (2002). Proffesional development: A key to Kentucky's Educational Reform effort. *Teaching and Teaching Education*. *18*, 969-987.

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* Princeton: The Carnegie Foundation for the Advancement of Teaching.

Brew, A. & Boud, D. (1996). Preparing for new academic roles: An holistic approach to development*. International Journal of Academic Development, 2,* (pp. 17–25).

Brophy, J.E., & Good, T.L. (1997). *The growing importance of staff development: Looking in classrooms.* New York: Addison Wesley Educational Publishers.

Capelleras, J. (2005). Attitudes of academic staff towards their job and organization: An empirical assessment*. Tertiary Education and Management. 11*, 147-166.

Daresh, C.J., & Playko, M.A. (1995). *Supervision as a proactive process concepts and cases*. Prospect Heights, Illinois: Waveland Press.

Deneef, A. L. (2002). The preparing future faculty program: What difference does it make?. *Association of American Colleges & Universities, Washington D.C.*

Diaz, V. (2009). Faculty development for the 21st century. *EDUCAUSE Review, vol. 44(3),* 46-55.

Drummond-Young M. (2010). A comprehensive faculty development model for nursing education. *Journal of Professional Nursing, Vol 26*(3), 152–161.

Europinon Commission (2011). Report of Mapping Exercise on Doctoral Training in Europe: Towards a common approach

Fielden, J. (1998). *Higher education staff development: A continuing mission*. World Conference on Higher Education, Higher Education in the Twenty-first Century Vision and Action, *Vol.9,* UNESCO, Paris, 5-9 October.

Gappa, J.M., Austin, A.E. & Trice, A.G. (2007). *Rethinking faculty work: Higher education's strategic imperative.* San Francisco, CA: Jossey –Bass.

Günay, D. & Günay, A. (2011). 1933'den günümüze Türk yükseköğretiminde niceliksel gelişmeler. *Yükseköğretim ve Bilim Dergisi, 1*(1)*,* 1-22.

Günay, D. (2011). Türk yükseköğretiminin yeniden yapılandırılması bağlamında sorunlar, eğilimler, ilkeler ve öneriler – I. *Yükseköğretim ve Bilim Dergisi, 1*(3)*,* 113-121.

Hendricson, W.D., Anderson, E., Andrieu, S.C., Chadwick, D.G., Cole J.R., George, M.C., …Young, S. K. (2007). Does faculty development enhance teaching effectiveness?. *Journal of Dental Education.* 71*(12):1513*–1533

Hubbard, G. T., Atkins, S. S. and Brinko, K. T. (1998). Holistic faculty development: supporting personal, professional, and organizational well-being. *To Improve the Academy, Vol.17*, 35-49.

Hussain, S., Sarwar, M, Khan, M. N., & Khan, M. I. (2010). Faculty development program for university teachers: Trainee's Perceptions of Success. *European Journal of Scientific Research 44(2),* 253-257.

Irby, D. M. (1996). Models of faculty development for problem-based learning. *Advances in Health Sciences Education, Vol.1,* 69–81.

Jay, R., Dee, J. R. & Daly, C. J. (2009). Innovative models for organizing faculty development programs pedagogical reflexivity, student learning empathy and faculty agency. *Human Architecture: Journal of the Sociology of Self-Knowledge*, *VII*(1)*,* 1-22.

Jung, C. G. (1971). Bollingen Series 6. Princeton, N.J. Princeton University Press.

Kabakçı, I. & Odabaşı, H. F. (2008). The organization of the faculty development programs for research assistants: The case of education faculties in Turkey. *The Turkish Online Journal of Educational Technology – TOJET, 7(3),* 56-63.

Kahraman, L. (2007). Türkiye'de öğretim üyesi yetiştirme politikası bağlamında "35. Madde" uygulaması. *Mülkiye Cilt: XXXI(256),* 187-218.

Karakütük, K. & Bülbül, T. (2009). Türkiye'de öğretim üyesi yetiştirme. *Uluslararası 5. Balkan Eğitim ve Bilim Kongresi*, *1-3 Ekim,* 308-313.

Karakütük, K. & Özdemir, Y. (2011). Bilim insanı yetiştirme projesi (BİYEP) ve öğretim üyesi yetiştirme programı'nın (ÖYP) değerlendirilmesi. *Eğitim ve Bilim, 36(161)*, 26-38.

Kumar, A. (2002). *Personal, academic and career development in higher education-Soaring to success*. Londan: Routledge.

Laughlin, J. S. (1997). WAC revisited: An overlooked model for transformative faculty development. *To Improve the Academy, 16,* 165-178.

Light, G. & Cox, R. (2001). *Learning and teaching in higher education: The reflective professional.* London: Paul Chapman Publishing.

Light, G. (2009). Assessing the Impact of a year long faculty development program on faculty approaches to teaching. *International Journal of Teaching and Learning in Higher Education, 20*(2)*,* 168-181.

Macintosh, K. A., Cook A., & Rushton B. S. (2006). Supporting Staff: Staff Development. The STAR (Student Transition and Retention) Project. Retrived from www.ulster.ac.uk/star.

Marmolejo, F., & Puukka, J. (2006). *Supporting the contribution of higher education to regional development: Lessons learned from an OECD review of 14 regions throughout 12 countries.* UNESCO Forum on Higher Education, Research and Knowledge Colloquium on Research and Higher Education Policy. Paris

McAlpine, L. & Winer, L. (2002). Sustainable faculty development: An Indonesian case study. *Innovations in Education and Teaching International*, *39* (3), 205-216.

Millis, B. J. (1994). Faculty development in the 1990s: What it is and why we can't wait. *Journal of Counseling & Development, 72,* 454-464.

Mott, M. (1994). Reframe: A model for promoting faculty / staff vitality and excellence. *Journal of Staff, Program, & Organization Development, 11,* 151–160.

Nandan, S., Samaddar S. G. & Nandan, T. (2010). A dynamic model for evaluation of usefulness of faculty development programmes in the area of business management. *Serbian Journal of Management 5* (2), 251 – 259.

Nordkvelle Y. T. (2006). Professional development of higher education teachers, can distance education make a difference?. *Turkish Online Journal of Distance Education-TOJDE 7*(1)*.*

OECD (2009). *Higher Education to 2030-Volume 2: Globalization*. Centre for Educational Research and Innovation.

Odabaşı, H. F. (2003). Faculty point of view on faculty development. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi 24,* 86-89.

Özer, M. (2011). Türkiye'de yükseköğretimde büyüme ve öğretim üyesi arzı. *Yükseköğretim ve Bilim Dergisi, 1*(1)*,* 23-26.

Phillips, S. R., & Bergquist W. H. (1975). Components of an effective faculty development program. *The Journal of Higher Education, Vol. 46* (2), 175-211.

Prachyapruit, A. (2001). *Socialization of new faculty at a public university in Thailand*. (Unpublished dissertation). Michigan State University, Michigan.

Sarıkaya, O., Kalaca, S., Yeğen, B. Ç. & Cali. S. (2010). The impact of a faculty development program: Evaluation based on the self-assessment of medical educators from preclinical and clinical disciplines. *Advances in Physiology Education 34*, 35-40.

Sargın, S. (2007). Türkiye'de üniversitelerin gelişim süreci ve bölgesel dağılımı. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 3*(5)*,* 133-150.

Sergiovanni, T. J. (1991). *The principalship a reflective Practice perspective*. Boston: Allyn & Bacon/Longman Publishing.

Skeff., K. M., Stratos, G. A., Mygdal, W., Dewitt, T. A., Manfred, L., Quirk, M., …Bland, J. C. (1997). Faculty development: A resource for clinical teachers. *Journal of General Internal Medicine*, *12*(2), 56-63.

Steinert, Y, Mann, K., Centeno, A., Dolmans, D., Spencer, J., Gelula, M. & Prideaux, D. (2006). A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME guide no. 8. *Medical Teacher 28*(6)*,* 497-526.

Thorndyke L. E. (2006). Empowering junior faculty: Penn State's faculty development and mentoring Program. *Academic Medicine Journal, 8*(7), 668-673.

TÜBİTAK (2010). *Gelişmelere ilişkin değerlendirmeler.* Bilim ve Teknoloji Yüksek Kurulu 21. toplantısı, Ankara.

UNESCO (1997). *Recommendation concerning higher education teaching personnel.* Passed at the 29th Session, November 1997. Paris.

Vinther, O. and Kolmos, A. (2002). National strategies for staff and faculty development in engineering education in Denmark. *Global Journal of Engineering. Education, 6*(2)*,* 161-166.

Wilcox, S. (1997). *Learning from our past: The history of educational development in Canadian Universities*. Centre for Higher Education Research and Development.

Wilkerson, E. & Irby, D. M. (1998). Strategies for improving teaching practices: A comprehensive approach to faculty development. *Academic Medicine, 73*(4)*,* 387–396.

World Bank (1994). *Higher education: The lessons of experience.* Washington DC.

World Bank (1998). *Wold development report*. New York: Oxford University Press

APPENDICES

Appendix-A

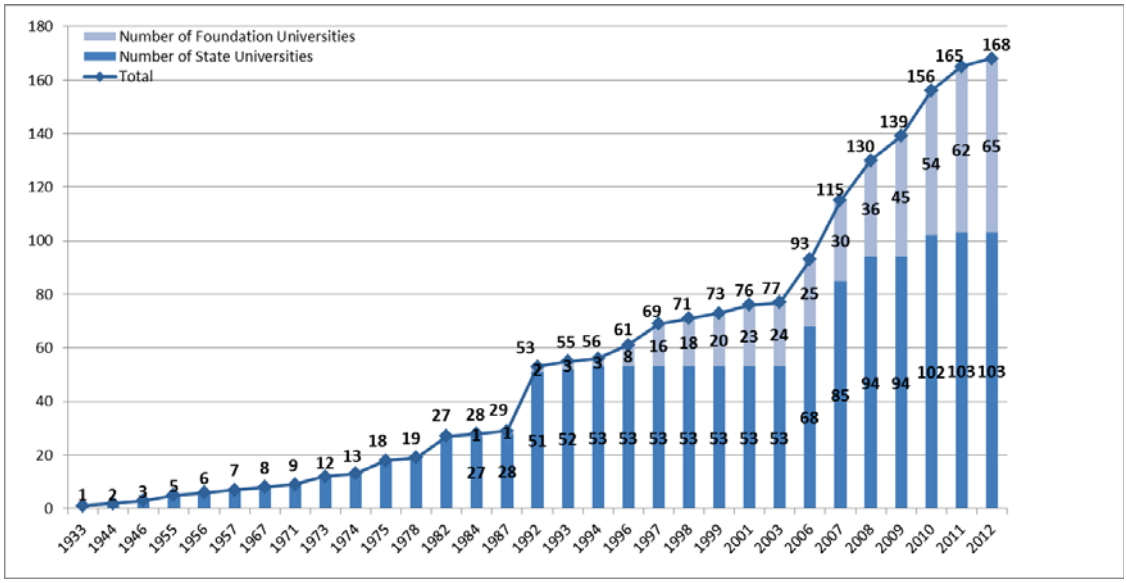

Figure A.1 Numbers of State and Foundation Universities from 1933 to 2012

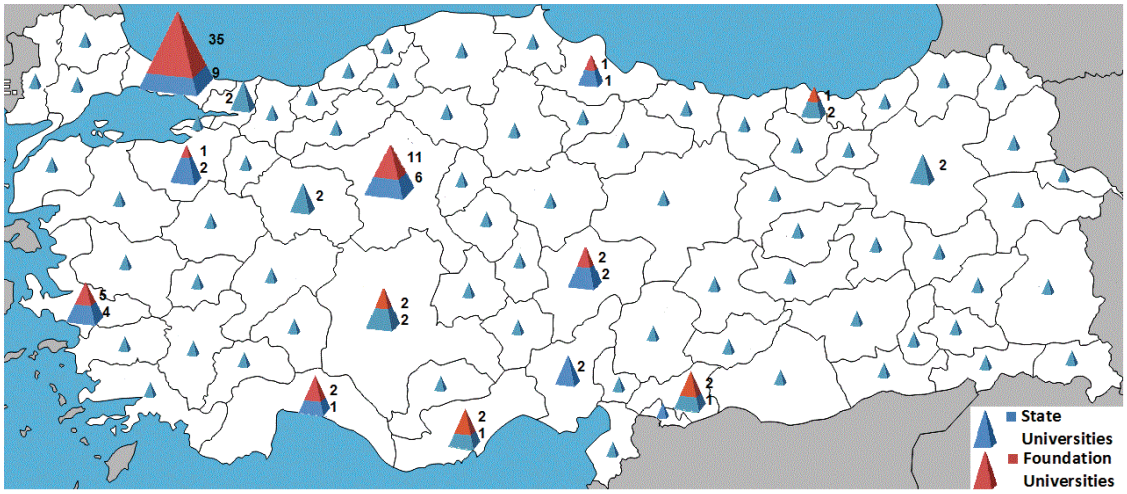

Figure A.2 Distribution of State and Foundation Universities in Turkey at the end of 2012

Appendix-B

Turkish Version of Survey Instrument-I

ÖĞRETİM ÜYESİ YETİŞTİRME PROGRAMI (ÖYP) MEZUNLARI ANKETİ

Değerli Katılımcı,

Bu anket üniversitemizde 2001 yılından bu yana uygulanan Öğretim Üyesi Yetiştirme Programı (ÖYP) kapsamında eğitim-öğretim gören ÖYP öğrenci ve mezunlarının program hakkındaki görüşlerini almak üzere hazırlanmıştır. Çalışmanın amacı, ÖYP'nin katkılarına, sunduğu ekonomik olanaklara ve program kapsamında karşılaşılan sorunlara ilişkin ÖYP öğrenci ve mezunlarının görüşlerini almak; bu görüşler doğrultusunda programın güçlü ve geliştirilmesi gereken yönlerini ortaya çıkarmak ve bazı öneriler sunmaktır.

Ankette verdiğiniz bilgiler yalnızca araştırma amaçlı kullanılacak olup kesinlikle gizli tutulacaktır. Anket, beş bölümden oluşmakta ve yaklaşık olarak 10 dakikada cevaplanabilmektedir. Anket formuna kimliğinizi açık edecek herhangi bir bilgi yazmanız gerekmemektedir. Soruların tümünü samimiyetle ve eksiksiz olarak cevaplandıracağınızı umut eder, katılımınız için şimdiden teşekkür ederim.

Melek Erdoğan
e-mail: e170395@metu.edu.tr
ODTÜ Eğitim Fakültesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim Alanı
Yüksek Lisans Öğrencisi

BÖLÜM I

Lütfen aşağıdaki soruları içtenlikle ve eksiksiz olarak cevaplayınız. (İşaretleme kutularını çift tıklayarak onaylayınız.)

1. □insiyet: Kadın ☐ □rkek ☐

2. Yaşınız: _____

3. □isans eğitimini aldığınız üniversite / fakülte / bölüm:

_____ | _____ | _____

4. ODTÜ'de ÖYP kapsamında öğrenim gördüğünüz fakülte □bölüm:

_____ | _____

5. ÖYP'ye kabul edilerek protokol imzaladığınız üniversite / fakülte / bölüm :

_____ | _____ | _____

6. Şu an görev yaptığınız üniversite / fakülte / bölüm :

_____ | _____ | _____

7. ÖYP'den mezun olduktan sonra, akademisyen olarak görev yaptığınız süre, yıl/ay _____

8. ÖYP'ye başvuru nedenlerinizden <u>en az 3 tanesini</u> önem sırasına göre numaralandırınız (En önemli 1, ikinci derece önemli 2 ve üçüncü derece önemli 3□.

_____	Ailemin isteği	_____	Akademisyenlerin aldığı maaş
_____	Arkadaşlarımın etkisi	_____	Akademik kariyer
_____	İş garantisi	_____	Araştırma yapma isteği
_____	Öğretme isteği	_____	Diğer (belirtiniz) _____
_____	Şansımı denemek	_____	
_____	"Unvan" çekiciliği	_____	

9. ÖYP'de henüz **öğrenci iken** <u>yurt içinde</u> düzenlenen konferanslara
a) kaç kez bildiri ile katıldınız? _____ b kaç kez bildirisiz katıldınız? _____

10. ÖYP'de henüz **öğrenci iken** <u>yurt dışında</u> düzenlenen konferanslara
a) kaç kez bildiri ile katıldınız? _____ b kaç kez bildirisiz katıldınız? _____

11. ÖYP'de henüz **öğrenci iken** kaç kez makale yayımladınız? (Yazar/yardımcı yazar olarak) _____

12. ÖYP'den **mezuniyetinizden bu yana** <u>yurt içinde</u> düzenlenen konferanslara
a) kaç kez bildiri ile katıldınız? _____ b kaç kez bildirisiz katıldınız? _____

13. ÖYP'den **mezuniyetinizden bu yana** <u>yurt dışında</u> düzenlenen konferanslara
a) kaç kez bildiri ile katıldınız? _____ b kaç kez bildirisiz katıldınız? _____

14. ÖYP'den **mezuniyetinizden bu yana** kaç kez makale yayımladınız? (Yazar/yardımcı yazar olarak) _____

15. Aşağıda her iki bölümde verilen durumlardan size uygun olanı işaretleyiniz.

☐ □orunlu □izmetime devam ediyorum.
☐ Zorunlu hizmetimi tamamladım.
☐ Tazminat ödeyerek zorunlu hizmetimi yapmadım.
☐ Başka bir üniversitede akademisyenliğe devam ediyorum.
☐ Akademisyenlikten ayrıldım.

BÖLÜM II

A. ÖYP'nin Akademik Katkısı

Bu bölümde ÖYP'nin akademik katkılarına ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz.

Ö□□, öğrencinin	□ç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
1. akademik yaşamı yakından tanıyabilmesine,	☐	☐	☐	☐	☐
2. alandaki akademik çalışmaları takip edebilmesine,	☐	☐	☐	☐	☐
3. bilimsel araştırma yapabilme bilgisi edinmesine,	☐	☐	☐	☐	☐
4. bilimsel araştırma bilgisini kullanarak uygulama yapabilmesine,	☐	☐	☐	☐	☐
5. görev yaptığı fakültedeki / bölümdeki akademisyenlerle mesleki etkileşimde bulunabilmesine,	☐	☐	☐	☐	☐
6. nitelikli bir bilim insanı olarak yetişebilmesine,	☐	☐	☐	☐	☐
ÖYP öğrencisine	□ç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
7. lisansüstü eğitimini farklı bir üniversitede alması,	☐	☐	☐	☐	☐
8. araştırma görevlisi olması,	☐	☐	☐	☐	☐
9. yabancı dilde eğitim alabilmesi,	☐	☐	☐	☐	☐
10. yurt dışında eğitim alabilmesi,	☐	☐	☐	☐	☐
11. ihtiyaç halinde yabancı dil hazırlık sınıfı okuyabilmesi,	☐	☐	☐	☐	☐
12. yurt içi kongre ve konferanslara katılabilmesi,	☐	☐	☐	☐	☐
13. yurt dışı kongre ve konferanslara katılabilmesi,	☐	☐	☐	☐	☐
14. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

B. ÖYP'nin Sosyo-Kültürel Katkısı

Bu bölümde ÖYP'nin sosyo-kültürel katkılarına ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz.

Öğretim Üyesi Yetiştirme Programı, öğrencinin	□iç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
1. çalıştığı alanda akademisyen çevresi edinebilmesine,	☐	☐	☐	☐	☐
2. ileride birlikte alan çalışması yapabileceği takım arkadaşlarını tanımasına,	☐	☐	☐	☐	☐
3. eğitim aldığı üniversitenin kurumsal kimliğini döneceği üniversiteye aktarmasına,	☐	☐	☐	☐	☐
4. çevresindeki akademisyenleri gözlemleyerek gelecekteki işine yönelik bir bakış açısı geliştirmesine,	☐	☐	☐	☐	☐
5. yurt dışı üniversite kültürünü tanıyıp yorumlayabilmesine,	☐	☐	☐	☐	☐
6. farklı ülkelerdeki kültürleri tanıyıp yeni bir bakış açısı geliştirmesine,	☐	☐	☐	☐	☐
7. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

BÖLÜM – III –

ÖYP'nin Ekonomik Olanakları

Bu bölümde ÖYP'nin sunduğu ekonomik olanaklara ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz . **Kendi adınıza cevap veremediğiniz durumlar için gözlemlerinizi yansıtan rakamı belirtebilirsiniz**.

ÖYP öğrencilerine,	□iç yeterli değil.	yeterli değil.	biraz yeterli.	yeterli.	çok yeterli .
1. araştırma görevlisi olarak verilen maaş,	☐	☐	☐	☐	☐
2. yurt içinde yabancı dil eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
3. yurt dışında yabancı dil eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
4. yurt dışında alan eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
5. yurt dışı bilimsel amaçlı toplantılara katılım için verilen para,	☐	☐	☐	☐	☐
6. yurt içi bilimsel amaçlı toplantılara katılım için verilen para,	☐	☐	☐	☐	☐
7. proje ve tezler için sağlanan maddi destek,	☐	☐	☐	☐	☐
8. ofis ekipmanları, kırtasiye vb. giderler için ayrılan ödenek,	☐	☐	☐	☐	☐
9. Yukarıda belirtilenler dışında eklemek istedikleriniz					

BÖLÜM – IV –

ÖYP'de Karşılaşılan Problemler

Bu bölümde ÖYP öğrencisinin karşılaşabileceği problemlere ilişkin ifadeler yer almaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz . **Kendi adınıza cevap veremediğiniz durumlar için gözlemlerinizi yansıtan rakamı belirtebilirsiniz.**

ÖYP öğrencisinin	**çok problem oluyor.**	**problem oluyor.**	**biraz problem**	**problem olmuyor.**	**hiç problem**
1. protokol imzaladığı üniversiteden kadro gelme süreci,	☐	☐	☐	☐	☐
2. ÖYP ofisindeki yetkililere ihtiyaç duyduğunda ulaşabilmesi,	☐	☐	☐	☐	☐
3. urtta lo manda kalacak yer ayarlayabilmesi,	☐	☐	☐	☐	☐
4. öğretim üyeleri ile etkili iletişim kurabilmesi,	☐	☐	☐	☐	☐
5. öğrenim görmek için geldiği ODTÜ'nün kültürüne uyum sağlaması,	☐	☐	☐	☐	☐
6. gideceği üniversite ile ilgili yeterli bilgiye ulaşabilmesi,	☐	☐	☐	☐	☐
7. gideceği üniversitedeki yetkililerin yaklaşımları,	☐	☐	☐	☐	☐
8. doktora çalışmalarının yanında asistanlık da yapıyor olması,	☐	☐	☐	☐	☐
9. eğitimini aldığı doktora programının "bütünleşik" olması,	☐	☐	☐	☐	☐
10. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

BÖLÜM – V –

Lütfen ÖYP hakkındaki görüşlerinizi aşağıda verilmiş nitelemeler arasından en iyi nitelediğini düşündüğünüz değeri işaretleyerek belirtiniz (1 en düşük, 10 en yüksek derecede niteliyor anlamındadır.).

Bir Program Olarak ÖYP											
En Düşük Niteleme	1		3		5		7		9	10	En Yüksek Niteleme
etersiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	eterli
Faydasız	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Faydalı
Değersiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Değerli
Saçma	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Akılcı
ereksiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	erekli
tkisiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	tkili
oordinesiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	oordineli
ÖYP Kapsamında Öğrenci Olmak											
Saygın değil	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Saygın
Önemsiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Önemli
iskli olan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	iskli olmayan
roblemli	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	roblemsiz
Tatmin edici değil	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	atmin edici

Appendix-C

Turkish Version of Survey Instrument-II

ÖĞRETİM ÜYESİ YETİŞTİRME PROGRAMI (ÖYP) ÖĞRENCİLERİ ANKETİ

BÖLÜM I

1. □insiyet: Kadın ☐ □rkek ☐

2. Yaşınız: _____

3. □isans eğitimini aldığınız üniversite / fakülte / bölüm:

_____ | _____ | _____

4. ODTÜ'de ÖYP kapsamında öğrenim gördüğünüz fakülte / bölüm:

_____ | _____

5. ÖYP'ye kabul edilerek protokol imzaladığınız üniversite / fakülte / bölüm :

_____ | _____ | _____

6. ÖYP asistanı olarak görev yaptığınız süre: yıl/ay _____

7. ÖYP'de bağlı bulunduğunuz kurum, kayıtlı olduğunuz program türü ve bulunduğunuz aşama:

□urum	☐ Bütünleşik Program	☐ Ayrık Program
☐ □□□ ☐YÖK	☐ □erslere devam ediyorum. ☐ Tez aşamasındayım.	☐ Yüksek lisans derslerine devam ediyorum. ☐ □üksek lisans tez aşamasındayım. ☐ □oktora derslerine devam ediyorum. ☐ Doktora tez aşamasındayım

8. ÖYP'ye başvuru nedenlerinizden en az 3 tanesini önem sırasına göre numaralandırınız (En önemli 1, ikinci derece önemli 2 ve üçüncü derece önemli 3□.

_____ Ailemin isteği
_____ Arkadaşlarımın etkisi
_____ İş garantisi
_____ Öğretme isteği
_____ Şansımı denemek
_____ "Unvan" çekiciliği
_____ Akademisyenlerin aldığı maaş
_____ Akademik kariyer
_____ Araştırma yapma isteği
_____ Diğer □belirtiniz□ _____
_____
_____

9. ÖYP'ye kabul edilişinizden bu yana yurt içinde düzenlenen konferanslara
a) kaç kez katıldınız? _____ b kaç kez bildiri ile katıldınız? _____

10. ÖYP'ye kabul edilişinizden bu yana yurt dışında düzenlenen konferanslara
a) kaç kez katıldınız? _____ b kaç kez bildiri ile katıldınız? _____

11. ÖYP'ye kabul edilişinizden bu yana kaç kez makale yayımladınız? (Yazar/yardımcı yazar olarak□ _____

12. □ ezun olduktan sonra protokol imzaladığınız üniversiteye dönecek olmaktan memnun musunuz□	□vet ☐	Hayır ☐
13. Tazminat ödemesi olmasa mezun olduktan sonra protokol imzaladığınız üniversite dışında başka bir üniversitede akademisyenliğe devam etmeyi terci□eder miydiniz□	□vet ☐	Hayır ☐
14. □ ezun olduktan sonra tazminat ödeyerek akademisyenlikten ayrılmayı düşünüyor musunuz□	□vet ☐	Hayır ☐
15. Tazminat ödemesi olmasa mezun olduktan sonra akademisyenlik yerine başka bir mesleğe yönelmeyi terci□eder miydiniz□	□vet ☐	Hayır ☐

BÖLÜM II

A. ÖYP'nin Akademik Katkısı

Bu bölümde ÖYP'nin akademik katkılarına ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz.

Ö□□, öğrencinin	□iç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
1. akademik yaşamı yakından tanıyabilmesine,	☐	☐	☐	☐	☐
2. alandaki akademik çalışmaları takip edebilmesine,	☐	☐	☐	☐	☐
3. bilimsel araştırma yapabilme bilgisi edinmesine,	☐	☐	☐	☐	☐
4. bilimsel araştırma bilgisini kullanarak uygulama yapabilmesine,	☐	☐	☐	☐	☐
5. görev yaptığı fakültedeki / bölümdeki akademisyenlerle mesleki etkileşimde bulunabilmesine,	☐	☐	☐	☐	☐
6. nitelikli bir bilim insanı olarak yetişebilmesine,	☐	☐	☐	☐	☐
ÖYP öğrencisine	□iç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
7. lisansüstü eğitimini protokol imzalamadığı farklı bir üniversitede alması,	☐	☐	☐	☐	☐
8. araştırma görevlisi olması,	☐	☐	☐	☐	☐
9. yabancı dilde eğitim alabilmesi,	☐	☐	☐	☐	☐
10. yurt dışında eğitim alabilmesi,	☐	☐	☐	☐	☐
11. ihtiyaç halinde yabancı dil hazırlık sınıfı okuyabilmesi,	☐	☐	☐	☐	☐
12. yurt içi kongre ve konferanslara katılabilmesi,	☐	☐	☐	☐	☐
13. yurt dışı kongre ve konferanslara katılabilmesi,	☐	☐	☐	☐	☐
14. Yukarıda belirtilenler dışında eklemek istedikleriniz.					

B. ÖYP'nin Sosyo-Kültürel Katkısı

Bu bölümde ÖYP'nin sosyo-kültürel katkılarına ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz.

Öğretim Üyesi Yetiştirme Programı, öğrencinin	hiç katkı sağlamıyor.	katkı sağlamıyor.	biraz katkı sağlıyor.	katkı sağlıyor.	çok katkı sağlıyor.
1. çalıştığı alanda akademisyen çevresi edinebilmesine,	☐	☐	☐	☐	☐
2. ileride birlikte alan çalışması yapabileceği takım arkadaşlarını tanımasına,	☐	☐	☐	☐	☐
3. eğitim aldığı üniversitenin kurumsal kimliğini döneceği üniversiteye aktarmasına,	☐	☐	☐	☐	☐
4. çevresindeki akademisyenleri gözlemleyerek gelecekteki işine yönelik bir bakış açısı geliştirmesine,	☐	☐	☐	☐	☐
5. yurt dışı üniversite kültürünü tanıyıp yorumlayabilmesine,	☐	☐	☐	☐	☐
6. farklı ülkelerdeki kültürleri tanıyıp yeni bir bakış açısı geliştirmesine,	☐	☐	☐	☐	☐
7. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

BÖLÜM – III –

ÖYP'nin Ekonomik Olanakları

Bu bölümde ÖYP'nin sunduğu ekonomik olanaklara ilişkin ifadeler bulunmaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz. **Kendi adınıza cevap veremediğiniz durumlar için gözlemlerinizi yansıtan rakamı belirtebilirsiniz.**

ÖYP öğrencilerine,	hiç yeterli değil.	yeterli değil.	biraz yeterli.	yeterli.	çok yeterli .
1. araştırma görevlisi olarak verilen maaş,	☐	☐	☐	☐	☐
2. yurt içinde yabancı dil eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
3. yurt dışında yabancı dil eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
4. yurt dışında alan eğitimi için ayrılan bütçe,	☐	☐	☐	☐	☐
5. yurt dışı bilimsel amaçlı toplantılara katılım için verilen para,	☐	☐	☐	☐	☐
6. yurt içi bilimsel amaçlı toplantılara katılım için verilen para,	☐	☐	☐	☐	☐
7. proje ve tezler için sağlanan maddi destek,	☐	☐	☐	☐	☐
8. ofis ekipmanları, kırtasiye vb. giderler için ayrılan ödenek,	☐	☐	☐	☐	☐
9. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

BÖLÜM – IV –

ÖYP'nin Problemleri

Bu bölümde Ö□□öğrencisinin karşılaşabileceği problemlere ilişkin ifadeler yer almaktadır. Lütfen bu ifadelerin karşısına size uygun olan görüşü yansıtan rakamı işaretleyiniz. **□Kendi adınıza cevap veremediğiniz durumlar için <u>gözlemlerinizi</u> yansıtan rakamı belirtebilirsiniz**.□

ÖYP öğrencisinin	çok problem oluyor.	problem oluyor.	biraz problem oluyor.	problem olmuyor.	□iç problem olmuyor.
1. protokol imzaladığı üniversiteden kadro gelme süreci,	☐	☐	☐	☐	☐
2. ÖYP ofisindeki yetkililere ihtiyaç duyduğunda ulaşabilmesi,	☐	☐	☐	☐	☐
3. yurtta □lo□manda kalacak yer ayarlayabilmesi,	☐	☐	☐	☐	☐
4. öğretim üyeleri ile etkili iletişim kurabilmesi,	☐	☐	☐	☐	☐
5. öğrenim görmek için geldiği ODTÜ'nün kültürüne uyum sağlaması,	☐	☐	☐	☐	☐
6. gideceği üniversite ile ilgili yeterli bilgiye ulaşabilmesi,	☐	☐	☐	☐	☐
7. gideceği üniversitedeki yetkililerin yaklaşımları,	☐	☐	☐	☐	☐
8. doktora çalışmalarının yanında asistanlık da yapıyor olması,	☐	☐	☐	☐	☐
9. eğitimini aldığı doktora programının "bütünleşik" olması,	☐	☐	☐	☐	☐
10. bağlı olduğu enstitüye göre maddi destek miktarlarının farklı olması	☐	☐	☐	☐	☐
11. Yukarıda belirtilenler dışında eklemek istedikleriniz:					

BÖLÜM – V –

Genel İzlenimler

Lütfen ÖYP hakkındaki görüşlerinizi aşağıda verilmiş nitelemeler arasından en iyi nitelediğini düşündüğünüz değeri işaretleyerek belirtiniz (1 en düşük, 10 en yüksek derecede niteliyor anlamındadır.).

Bir Program Olarak ÖYP											
En Düşük Niteleme	1	□	3	□	5	□	7	□	9	10	En Yüksek Niteleme
□etersiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□eterli
Faydasız	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Faydalı
Değersiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Değerli
Saçma	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Akılcı
□ereksiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□erekli
□tkisiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□tkili
□oordinesiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□oordineli
ÖYP Kapsamında Öğrenci Olmak											
Saygın değil	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Saygın
Önemsiz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	Önemli
□iskli olan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□iskli olmayan
□roblemli	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□roblemsiz
Tatmin edici değil	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	□atmin edici

Appendix-D

Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü [ ]

Sosyal Bilimler Enstitüsü [√]

Uygulamalı Matematik Enstitüsü [ ]

Enformatik Enstitüsü [ ]

Deniz Bilimleri Enstitüsü [ ]

YAZARIN

Soyadı : ERDOĞAN
Adı : MELEK
Bölümü : Eğitim Programları ve Öğretim (Curriculum & Instruction)

TEZİN ADI (İngilizce) : Facilities, Challenges and Contributions of Faculty Development Program from the Perspectives of Students and Graduates: The Case of METU

TEZİN TÜRÜ : Yüksek Lisans [√] Doktora [ ]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [√]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [√]
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. [ ]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: