

The Hashemite Kingdom of Jordan



**National Center for Human Resources Development
(NCHRD)**

**Evaluation of the Faculty
Development Centers
(FDCs)
At The Eight Public
Universities In the
Hashemite Kingdom Of Jordan
Final Report**

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By

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Abbreviations

National Center for Human Resources Development	(NCHRD).
Faculty Development Centers	(FDCs)
Higher Education Development Project	HEDP
The University of Jordan.	(JU)
The Yarmouk University	(YU)
Mu'tah University	(MU)
Jordan University of Science and Technology	(JUST)
The Hashemite University	(HU)
Al al-Bayt University	(Al-Bayt U)
Al-Balqa' Applied University	(BAU)
Al-Hussein Bin Talal University	(Al-HU)

Summary of the Evaluation Study of The Faculty Development Centers (FDCs) At Eight Public Jordanian Universities

Faculty Development Centers (FDCs) have been established at eight public universities in Jordan, within the Higher Education Development Project (HEDP) initiated by the National Center for Human Resources Development (NCHRD).

Each of these FDCs is charged with the responsibility "to enhance and keep updated the knowledge, skills, and capabilities of the faculty, in order to produce high quality graduates. Since the establishment of these centers* no assessment has been made of their performance. To achieve a comprehensive evaluation of these centers, NCHRD has contracted an individual consultant to conduct the evaluation of the centers at the eight public universities. The underlying rationale of an evaluation study is that the findings obtained will lay grounds for better functioning of these centers in the future.

The evaluation study designed for this purpose sought answers to questions related to the following issues:

- level of expertise and qualifications of personnel in the centers,
- Availability of needed building and equipment facilities,
- Efficiency of the centers in terms of size and quality of activities implemented,
- Views about difficulties encountered, needs, and future plans,
- The role of university administrators in facilitating, planning, and directing the functions of the centers.
- The effectiveness of the centers in improving professional performance of the faculty,
- Size of participation of faculty members in the activities of the centers
- Views about the validity and efficacy of student evaluation of the faculty.

The targeted populations in this study consisted of the directors of the eight centers, academic administrators, and faculty members who attended and those who did not attend the centers' activities. The proposed samples consisted of eight directors, 359 administrators, and 2265 faculty members. However, it was possible to retrieve study questionnaires from eight directors, 211 administrators, and 642 faculty members.

To collect data for the study, three questionnaires were constructed, one for the directors, one for the administrators, and a third for faculty members. A first draft of the questionnaires was discussed in a general meeting shared by the FDC directors, the research team, and representatives of HEDP and NCHRD. The suggestions made in this meeting were taken into consideration in producing the final forms of the questionnaires. Copies were then forwarded to the Centers to have each form filled by the persons addressed in the respective form.

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- Except for the center at the University of Jordan, which was established in 1983, the other centers were established between 2002 – 2004.

Data analysis was carried out, individually for each center, and jointly for all of the eight centers as one pool. The responses to the questionnaires were entered into the computer as counts or frequencies of each item. The analysis relied mainly on descriptive statistics dealing with frequencies, and relative frequencies, and other descriptive measures.

The main findings in this study can be summarized as follows:

- Each center has its own unique circumstances, which define its potentialities, including physical facilities and whatever cooperation and coordination are achieved with other bodies at the university.
- Each center has its council formed of a number of administrators whose tasks and responsibilities seem to be well defined in terms of their role in the active functioning of the center.
- There is a need in most of the centers for qualified personnel to be in charge of recurring technical tasks and follow up of the center's activities.
- The future plans of most centers aim at expanding building and equipment facilities.
- All centers had in the past two or three years carried out a number of activities related to the training and development of faculty members. However, the number and type of activity, and the size of participation vary widely from one center to the other.
- All of the eight centers have the responsibility of organizing student evaluation of faculty. The responses of faculty members in the sample reflect negative attitudes toward student evaluation of their teaching.
- The main difficulties encountered by the directors of the centers are the following: their appointment as directors of the centers being on a part-time basis, Low participation rates of faculty members in the activities of the centers, and insufficiency of funds.
- Faculty members are inadequately informed about the centers and the centers' activities, except through the centers' organizing student evaluation of their teaching.
- The rates of participation of faculty members in the activities of the centers can be considered to be low and not satisfactory.
- The professional needs expressed by most of the respondents among faculty members were related to the following general areas: methods and strategies of university teaching, basic skills in using the compute, and the utilization of multi-media technology in education.

The study ends with a number of recommendations and some modeling components that can be utilized in planning activities and programs at the centers.

1. Rationale and Purposes of the Study:

Faculty Development Centers (FDCs) have been established in eight public universities within the Higher Education Development Project (HEDP) initiated by the National Center for Human Resources Development (NCHRD). All of the eight public universities have established their FDCs, which are assumed to be functioning at different levels, according to their organizational setup and available resources. No assessment has been made of their implementation and operational processes, organization and management, objectives, activities, availability of resources, performance levels, needs, obstacles, weaknesses and strengths, etc, up to the date of endorsement of this study.

To achieve a comprehensive evaluation, NCHRD has through HEDP management, issued terms of reference to an individual consultant, who was contracted to conduct the evaluation of the FDCs at the eight public universities. The underlying rationale of this evaluation is that the findings obtained will lay grounds for better functioning of these centers.

The objectives of the evaluation, as set by NCHRD through HEDP and adopted in the provisional work plan presented by the individual consultant can be summarized as follows:

- To assess and evaluate the overall objectives, organizational and managerial setup, implementation processes, prioritization criteria, planning of programs and activities, and adequacy of allocated resources – human, material or financial.
- To develop effectiveness criteria upon which judgments concerning the aforementioned aspects are to be made.
- To assess the impact of FDCs activities on professional practices of university faculties in accordance with recognized criteria of effectiveness.
- To assess the level of support and contribution provided by the administration and faculties. This includes assessing the attitudes and perceptions of all persons who are affected – directly or indirectly – by the FDC activities. This also would include assessing any facilitating or hindering factors, and identifying areas of strengths and weaknesses.
- To propose an effective model of FDC taking into consideration the findings obtained in the evaluation work, and recognized criteria of effective functioning.
- To propose a work plan for effective performance that would minimize shortcomings and weaknesses identified in the evaluation work and optimize effective practices.

2. Scope of Work:

The scope of work was outlined in the terms of reference set by NCHRD and the individual consultant proposal. The main steps in the scope of work can be summarized as follows:

- a- To get familiarized with the objectives of the higher education development project in general, and the objectives of the fund component of the project, especially the objectives of the FDC sub- component of the fund.
- b- To review relevant documentation on Faculty Development Centers, current reported data and information relevant to FDCs, and proposals of the FDC. Sub – projects and their annual reports.
- c- To conduct site visits to the eight centers and to interview the directors of the centers and any of the staff members at the centers who may be of special concern in providing relevant information about the Center. These visits have been already made during late February and beginning of March 2006. They were rather exploratory in nature but very useful in getting acquainted with the very special circumstances that characterized each center.
- d- To design and develop questionnaires for collecting data and information about the functioning of the centers and about other relevant issues.

3. Data Collection, Analysis and Interpretation:

The general purpose of data collection and analysis is to get responses in which we can identify indications of efficiency, needs difficulties, and future plans of FDCs.

The questions to be answered, in the final analysis, are those related to issues raised in the three questionnaires mentioned earlier. Some of the principal questions are the following:

- What level of expertise is provided in the qualifications and experiences of the administrative staff of the center and the center's council?
- To what extent are the necessary equipment and building facilities available to each center in order to meet requirements of recurring activities?
- What level of performance is achieved at each center, in terms of size and type of activities performed since the establishment of each center?
- What are the directors' views about difficulties, needs, and future plans?
- Do academic administrators (deans, department chairmen, members of Centers' councils, etc) play an effective role in facilitating, planning, and directing the activities of the Centers?
- What views do the administrators have about the effectiveness of the centers in developing and improving professional performance of the faculty?
- What are the views of the administrators about the difficulties and obstacles met by the centers, and about the possible means of meeting these obstacles and difficulties?
- To what extent there is mutual communication between faculty members at the university and the Center?
- What size and type of activities were attended by faculty members at each Center?
- To what extent do faculty members who have participated in the Center's activities feel they have benefited from their participation in terms of professional development?
- What are the faculties' views about the validity and efficacy of students' evaluation of their teaching?
- What are the projected professional needs of faculty members that could be met by planned activities at the Center, as far as these needs are visualized by the faculty members themselves?
- What ways and means do faculty members propose for attracting their participation in the activities of the Center?

Data analysis was carried out individually, for each of the eight public universities, and jointly for all of the eight Centers as one pool. The responses to the questionnaires were entered into the computer as counts or frequencies of each item. This would allow for creating matrices of frequencies across each item and relevant variable. Evidently, the analysis would rely mainly on descriptive statistics dealing with frequencies, relative frequencies and other descriptive measures.

Comparisons between university Centers would be implicated in the specific description of each Center's very special circumstances.

Interpretation of the results follows the extent to which data analysis results provided answers to the questions raised in this study.

4. Sampling:

The sampling strategy was to some extent defined during the site visits, and during the meetings with the centers' directors at NCHRD. There was some general complaint by most of the directors of the centers that most of the faculty members were not motivated enough to participate in the Center's activities. This was a kind of judgment preceding research findings but it has to be ascertained. However, each center seemed to have its very unique circumstances. Therefore, the question of generalizing from representative samples did not seem to be the best policy to define sampling strategy. The very special conditions of each center bring our evaluation nearer to a case study, with the far reaching objective of consolidating any common findings that can be shared among some or all of the eight centers.

The need for information related to the basic questions raised in the questionnaires may warrant the following guidelines in sampling.

1. The views and facts to be provided by all center directors are of primary importance.
2. The views provided by the academic administrators form liaison between the centers' activities and the far-reaching outcomes in the faculty members.
3. Any impact of the Centers on the development of faculties must, supposedly and hopefully, declare itself in those who participated in the activities of the Centers. Therefore, most of these, or all, if all are available, must be taken in the sample.
4. As to those faculty members who did not participate in the Center's activities, whether by abstaining or by not being summoned, and perhaps not knowing enough about the centers, there seems some reason to take sufficient numbers who would express their views, especially on their professional needs that the Center could meet through well-planned activities. The annexed chart depicts the samples proposed for the study.

5. The Development of Questionnaires :

For collecting data and information about the functioning of the centers and about other relevant issues, three questionnaires were designed:

The first addresses the director of the center. The second addresses academic administrators including vice presidents, deans, department chairmen, and members of the FDCs council. The third addresses the faculty members including those who attended and those who did not attend activities organized by the centers.

The first questionnaire (see annex 1) addressed the director of the center for information about the following:

- Staffing-personnel, as to their qualifications, experiences, and responsibilities.
- Equipment and building facilities.
- Activities accomplished relevant to training of faculty members, and type of training.
- Activities related to distribution of bulletins, instructions, memos, etc.
- Activities related to student evaluation of faculty.
- Classification according to type and area of activities accomplished.
- Needs assessment and requirements to meet identified needs.
- Difficulties and obstacles that hinder the stream of efficient functioning.
- Projected future plans.

The second questionnaire (see annex 2) aimed at gathering information about the following:

- Means and areas of communication with the FDCs.
- Knowledge about the center's formal activities.
- Views of administrators about the effectiveness of the Centers in the development and improvement of the faculty's professional practices.
- Views of the administrators about the obstacles that stand in the way of the Center's efficient functioning, and their views about possible means of improving efficiency.

The third questionnaire (see annex 3) aimed at collecting information related to the following:

- How faculty members got to know about FDCs.
- Areas of activities each member participated in.
- Personal outcomes achieved by participation.
- Views held by faculty members about students evaluation of their instruction and about the rating scale used for that purpose.
- Reasons expressed by non participants in the center's activities for not participating.
- Suggested ways to be followed to encourage or attract faculty members for more participation.
- Professional needs expressed by the faculty that could be met by activities to be organized properly by the centers.

A first draft of the three questionnaires was discussed in a general meeting shared by the FDCs directors, the research team, and representatives of HEDP and NCHRD. The suggestions made in this meeting were taken into consideration in producing the final forms of the questionnaires. Copies were then forwarded to the centers to have each form filled by the persons addressed in the respective form..

6. Findings:

A- Populations and samples:

The targeted populations in this evaluation study consisted of the following:

- Directors of the eight FDCs in the eight public universities.
- Academic administrators including members of the FDCs councils, deans, deputy or assistants deans, and department chair persons. Their numbers as provided by FDCs directors are presented in table 3
- Faculty members who had participated and those who did not participate in FDCs activities. Their numbers , as provided by FDC directors , are presented in table (1)

The proposed samples to be taken from the eight universities consisted of the following:

- FDC directors : 8
- Academic administrators : 359
- Faculty members : 2265

However, it was possible to retrieve the following questionnaires (See table: 2):

- (8) Questionnaires (No.1), designated to the directors of the eight centers.
- (211) Questionnaires (No.2), designated to the academic administrators.
- (642) Questionnaires (No.3), designated to the faculty members.

Table 1: Study population & Samples

UNIVERSITY	Population and Sample Size	Faculty Members		Deputy / Chairperson	Deputy /Assistant Deans	Deans	Center Council	TOTAL
		Non Participant In Centre' Activities	Participants In Center' Activities					
University of Jordan.	Population	1000	70	50	25	18	10	1173
	Sample	200	70	25	10	10	10	325
		270		55				
Yarmouk University	Population	288	424	49	25	12	10	808
	Sample	150	300	25	10	8	10	503
		450		53				
Mu'tah University	Population	188	350	48	15	16	10	627
	Sample	100	250	25	5	8	10	398
		350		48				
Jordan University of Science and Technology	Population	562	137	50	35	13	7	804
	Sample	150	100	25	10	7	7	299
		250		49				
Hashemite University	Population	240	190	34	11	15	10	500
	Sample	100	150	16	5	8	10	289
		250		39				
Al al-Bayt University	Population	183	78	20	3	11	10	306
	Sample	100	50	10	3	6	10	179
		150		29				
Al-Balqa' Applied University	Population	722	331	60	20	20	10	1163
	Sample	200	250	25	10	10	10	505
		450		55				
Al-Hussein Bin Talal University	Population	15	100	22	10	9	10	166
	Sample	15	80	10	5	6	10	126
		95		31				
Total	Population	3198	1675	333	144	110	77	5537
	Sample	1015	1150	161	58	63	77	2624
		2265		359				

Table 2: Distribution of Retrieved Questionnaires For Administrators and Faculty Members

Universities	FDC directors	Administrators	Faculty members	Total
University of Jordan	1	15	28	44
Yarmouk University	1	31	51	87
Mu'tah University	1	30	84	75
Jordan University of Science and Technology	1	35	109	145
Hashemite University	1	20	156	177
Al Al-al-Bayt University	1	11	31	43
Al-Balqa' Applied University	1	46	122	168
Al--Hussein Bin Talal University	1	23	61	84
Total	8	211	642	861

Table 2 shows the distribution of retrieved questionnaires for the administrators and faculty members among the eight public universities. It can be noticed how some universities, such as the University of Jordan and Al al-Bayt University, were not very responsive to the questionnaires.

B- Analysis of Responses of the FDCs Directors:

Table (3) shows the titles of FDCs adopted by each of the eight universities. These titles seem to reflect the kind of emphasis proposed by each university. For instance Al-Balqa and Al-Hashemite universities present the function of the FDC as quality assurance and quality control

Table 3: Title of Centers at Eight Public Universities

University	Title of center
University of Jordan.	Center for Educational Development
Yarmouk University	Faculty Development Center
Mu'tah University	Faculty Development Center
Jordan University of Science and Technology	Academic Development Center
Hashemite University	Center of Academic Quality Assurance
Al al-Bayt University	Faculty Development Center
Al-Balqa' Applied University	Office of Evaluation and Development of Faculty Performance/Within Planning, Development, and Quality Unit
Al-Hussein Bin Talal University	Academic Faculty Development Center

Each center has a council whose members are appointed by the president of the university .The council members vary in number and status. The numbers are as table (4) shows:

Table 4: Number of council members

Universities	Number of council members
University of Jordan	11
Yarmouk University	7
Mu'tah University	9
Jordan University of Science and Technology	7
Hashemite University	8
Al Al-al-Bayt University .	8
Al-Balqa' Applied University	11
Al--Hussein Bin Talal University	10

In five centers the council is chaired by the vice - president, in one center by the president, and in two centers by the deans of scientific research. Generally, the council members are the deans of a number of relevant faculties in addition to the directors of the centers.

The tasks of the council reported by the directors are as Table (5) shows.

Table 5: The Tasks of the Council Reported by the Directors

Tasks of the council	Frequency
• Discuss and approve the annual budget draft	7
• Approve program and workshop proposal	4
• Discuss the center needs for trainers, specialists, technicians, etc	4
• Discuss the annual report	3
• Discuss allocation of funds to the center's projects and Activities	3
• Plan faculty evaluation schedule by students	1
• Outline the general policy of the center	2

It is worth noting that the tasks of the council are stated in very general terms and that no agreement among all centers on all of the tasks undertaken by the council.

B-1. Status of the Directors of the Centers:

Except for the Director of Balqa University, the directors of the centers are faculty members. Each of these directors has substantial experience in university teaching, in addition to some special experiences: administrative, technical, statistical, etc. This qualified them to handle the special responsibilities of the center. The director of the center at Balqa University is an engineer whose special experience is oriented towards quality control and assurance as related to university education. He is the only one who is assigned a full – time job at the center. Each of the other seven directors are assigned a part – time job , as director of center. Five of them are paid JD75 monthly allowance, one is paid JD125 monthly, and one is not paid for his work at the center though he has a full teaching load .

B-2. The Personnel of the centers:

The work of personnel of the centers is limited to administrative and secretariat matters in addition to some technical tasks related to computer works, organizing student evaluation of faculty members, photocopying machines, etc. The number of personnel employed in each center varies widely, as figures in table (6) indicate:

Table 6: The Personnel of the Centers

University	Secretariat	Administrative, Technical	Total
The University of Jordan.	2	11	13
The Yarmouk University	1	2	3
Mu'tah University	1	4	5
Jordan University of Science and Technology	2	3	5
The Hashemite University	2	2	4
Al al-Bayt University	2	1	3
Al-Balqa' Applied University	-	2	2
Al-Hussein Bin Talal University	1	1	2

It can be noted that no experts or specialists, in the specific areas of the activities organized by the centers, are employed in any of the centers. All of the directors of the centers reported that they recruited trainers and lecturers from among the university teaching staff.

B-3. Building Facilities and Equipment:

Most of the centers use the universities' facilities of buildings and equipment. However, the universities of Jordan and Yarmouk University seem to have better facilities than the others. For example, the center at the University of Jordan has two lecture halls and three computer labs. Yarmouk University center has one lecture hall and three computer labs. Four other centers have one lecture hall each, and two centers, Al-Balqa and Al-Hussein, use the university facilities. Table (7) demonstrates the equipment available at each of the eight centers.

Table 7: Equipment Available at the Centers

University	Number of computers	Number of other equipment*	Total
The University of Jordan.	37	22	59
The Yarmouk University	42	32	74
Mu'tah University	5	6	11
Jordan University of Science and Tech.	6	-	6
The Hashemite University	6	6	12
Al al-Bayt University	2	5	7
Al-Balqa' Applied University	2	4	6
Al-Hussein Bin Talal University	2	7	9

*Other equipment includes: printers, scanners, projectors, optical reader, photocopier, and other.

B-4. Accomplishments Related to Faculty Development:

Table (8) summarizes the numbers of activities and numbers of participants in these activities.

Table 8: Number of Activities and Numbers of Participants in Each of the Eight Centers

University	Number of activities	Number of participants
The University of Jordan.	3	132 + number of planned activities
The Yarmouk University	97	1430
Mu'tah University	10	724
Jordan University of Science and Technology	5	132
The Hashemite University	4	142
Al al-Bayt University	11	168
Al-Balqa' Applied University	7	611
Al-Hussein Bin Talal University	9	236
Total	146	3443

Here it could be noticed that the center at Yarmouk University was leading in number of activities (97) and number of participants (1430). The main areas of training at Yarmouk center were related to instructional strategies and methods of teaching, assessment of student learning, research methods, and computer utilization. The center at Mu'tah University held a substantial number of activities - compared to other centers - in which a good number of faculty members participated. The emphasis in these activities was mainly on the utilization of the computer in teaching and on English language skills. The accomplishments at the other centers are rather modest. It is worth nothing that the main activities at the Jordan University center were related to the medical field. This center started in 1983 basically concerned with development of faculty members in the medical field. Though its missions and objectives have been changed lately so as to include all academic fields, it is still influenced by its early tradition, by having the director from among the staff of the faculty of medicine, and by giving special emphasis to medical activities.

Student evaluation of faculty members was a responsibility mandated to all centers. Evidently, the centers are very much occupied with this activity. The figures in Table (9) represent the numbers of faculty members evaluated by each center in a number of semesters.

**Table 9: Numbers of faculty members evaluated
In a number of semesters**

University	Total No Evaluated	No. of semesters	Academic years
The University of Jordan.	4004	4	2003-2006
The Yarmouk University	112	4	2005-2006
Mu'tah University	1296	3	2004-2006
Jordan University of Science and Technology	1436	3	2004-2006
The Hashemite University	1197	4	2004-2005
Al al-Bayt University	441	2	2003-2005
Al-Balqa' Applied University	3842	4	2005-2006
Al-Hussein Bin Talal University	488	4	2004-2006

B-5.Areas of Activities Accomplished:

The areas of activities, as reported by the directors of the centers, are shown in Table (10)

**Table 10: Areas of Activities Accomplished since
The establishment of the center**

Area of Activity	No. of centers concerned
Classroom instruction	6
Methods of teaching	6
Curricula. Program Development & design	5
Designing course outline	6
Instructional media	5
Evaluation Student learning	6
Evaluation Of teaching	6
Research quality of education	4
Research allocating resources	3
Research policies of higher education	2

As we can see from the figures in table (10) , attention is primarily given to classroom instruction, methods of teaching, and instructional media, and evaluation. Little attention is given to quality research and educational policies.

B-6.Expressed Needs:

Almost all the directors of the centers expressed the need for extending building facilities, and the need for appointing technicians in such fields as: data entry and computer programming. The need for more funds was expressed by six center directors. The others who do not explicitly ask for more funds imply that within the chances of availability of resources financial support becomes more likely. Table (11) presents the types of needs expressed by the center directors.

Table 11 : Types of Needs Expressed by the Center Directors

	To expand Building Facilities	To expand funding	To Appoint, provide technical persons	To organize	To provide logistic support
All Centers	7	6	7	1	1
The University of Jordan.	✓	✓	✓	-	-
The Yarmouk University	✓	✓	✓	-	-
Mu'tah University	✓	✓	✓	-	-
Jordan University of Science and Technology	✓	✓	✓	-	-
The Hashemite University	✓	✓	-	-	✓
Al al-Bayt University	✓		✓	-	-
Al-Balqa' Applied University	✓	✓	✓	-	-
Al-Hussein Bin Talal University	-	-	✓	-	-

Those who did not express the need to organize or to get logistic support imply that such needs are already met. Actually a number of directors, when interviewed, presented deliberate organizational plans.

B-7. Difficulties and Obstacles:

Five of the centers' directors' referred to specific difficulties i.e. ; the appointment of the director not on full time basis, the faculty members not very responsive to participate in the center's, activities and the allotted funds not sufficient to cover planned activities. Other difficulties, mentioned by four of the center's directors, were related to: scarcity of technical expertise needed for planning and organizing specialized activities; and the unavailability of sufficient technical personnel in the centers to follow up logistic requirements.

B- 8.Future plans:

Future plans for which implementation means are expected to be available, as endorsed by center directors are related to the areas shown in Table (12) shows:

Table 12: Areas of Future Plans as Endorsed By Center Directors

Area	Expand building facilities	More equipment	Develop activities& programs	More funds	Expand cadre	Set organizing framework
No. of centers Endorsing Plans	5	6	7	6	5	4

Almost all centers have some sort of future planning concerning most proposed areas . In general, future plans cover new building facilities, provision of equipment (especially computers), development of activities and training programs, and improving funding.

The centers' plans are not concerned with appointing specialists or experts for training or lecturing in the centers organized programs. These are usually recruited from among the teaching staff and given the assignments demanded by an activity or training program.

Although in most of the centers there are recognized regulations and organizational frameworks, a number of directors feel these regulations should be refined and expanded to allow for better planning and efficiency. It is worth noting that some of the directors referred to involving the centers with electronic and computerized learning.

C- Analysis of Responses of University Academic Administrators:

Academic administrators consisted of vice – presidents, deans, deputy deans, and department chairmen. Members of the center’s councils are included in the sample selected for the study. The number of questionnaires retrieved from this sample was 211. Their distribution among the eight universities was as Table (13) shows:

Table 13: The number of questionnaires retrieved from the eight universities

University	Frequency of Means
The University of Jordan.	15
The Yarmouk University	31
Mu'tah University	30
Jordan University of Science and Technology.	35
The Hashemite University	20
Al al-Bayt University	11
Al-Balqa' Applied University	46
Al-Hussein Bin Talal University	23
Total	211

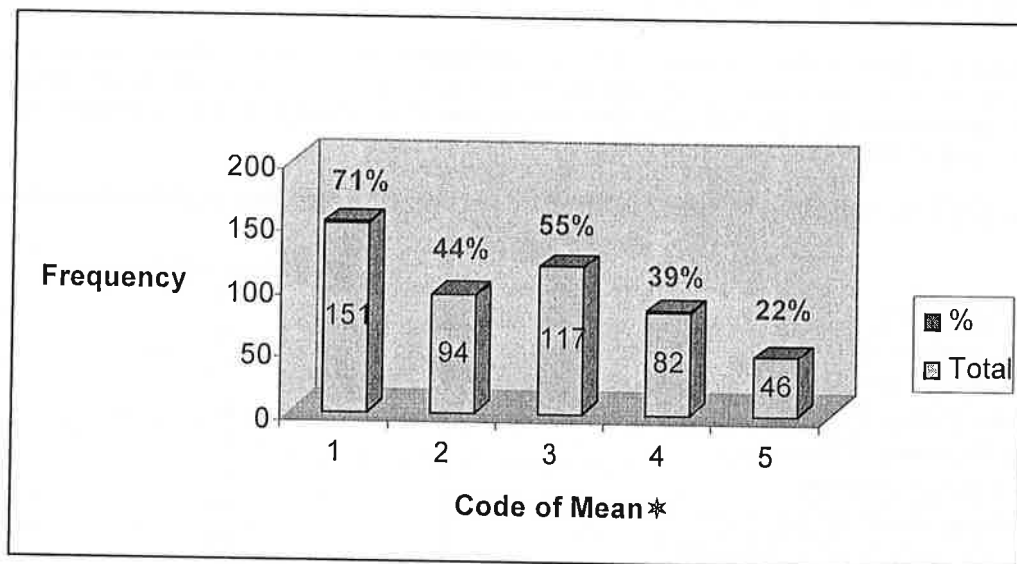
C-1. Communication with FDCs:

The means through which academic administrators communicated with the centers differed substantially. Table (14) and Fig. (1) show the different ways of communication occurred and the frequency of occurrence for each. Most of the administrators knew about the centers when notified of an activity. Those consulted about an activity constituted (44%) of the respondents; while (55%) received memos or bulletins; (39%) participated in planning activities, and only 22% participated as trainers.

Among universities, the administrators at Al al-Bayt, Al-Balqa, Yarmouk and Al-Hussein were the most that had communication with the centers in all five areas specified in the questionnaire.

Table 14: Frequency of Means of Communication With the Centers at Each University

Code of Mean	1	2	3	4	5
	Notified of an Activity	Consulted about Activities	Received Circulars, Bulletins	Participate in Planning Activities	Participate as Trainer or Lecturer
Total	151	94	117	82	46
%	71%	44%	55%	39%	22%
The University of Jordan.	53%	33%	40%	53%	20%
The Yarmouk University	84%	61%	90%	42%	19%
Mu'tah University	43%	27%	30%	13%	10%
Jordan University of Science and Tech.	63%	40%	49%	20%	8%
The Hashemite University	60%	35%	70%	15%	15%
Al al-Bayt University	91%	46%	46%	54%	36%
Al-Balqa' Applied University	91%	48%	54%	59%	39%
Al-Hussein Bin Talal University	78%	52%	44%	61%	15%



* Numbers Identify Means of Communication as defined in table 14

Fig.1: Relative Frequency of Means of Communication

C-2. Knowledge of Activities Undertaken at the Centers:

The question whether or not the administrators know about what is going on in the centers is viable to the centers effective functioning. Table (15) and Fig.(2) show relative frequency of site where knowledge was available about activities of the centers.

Table 15: Relative Frequency of sites where knowledge of activities was available

	The administrators faculty	Another faculty	The center building
Total	122	82	91
%	58%	39%	43%
The University of Jordan.	53%	13%	47%
The Yarmouk University	84%	23%	74%
Mu'tah University	40%	30%	27%
Jordan University of Science and Tech.	48%	20%	31%
The Hashemite University	55%	25%	25%
Al al-Bayt University	91%	54%	54%
Al-Balqa' Applied University	87%	72%	56%
Al-Hussein Bin Talal University	39%	56%	22%

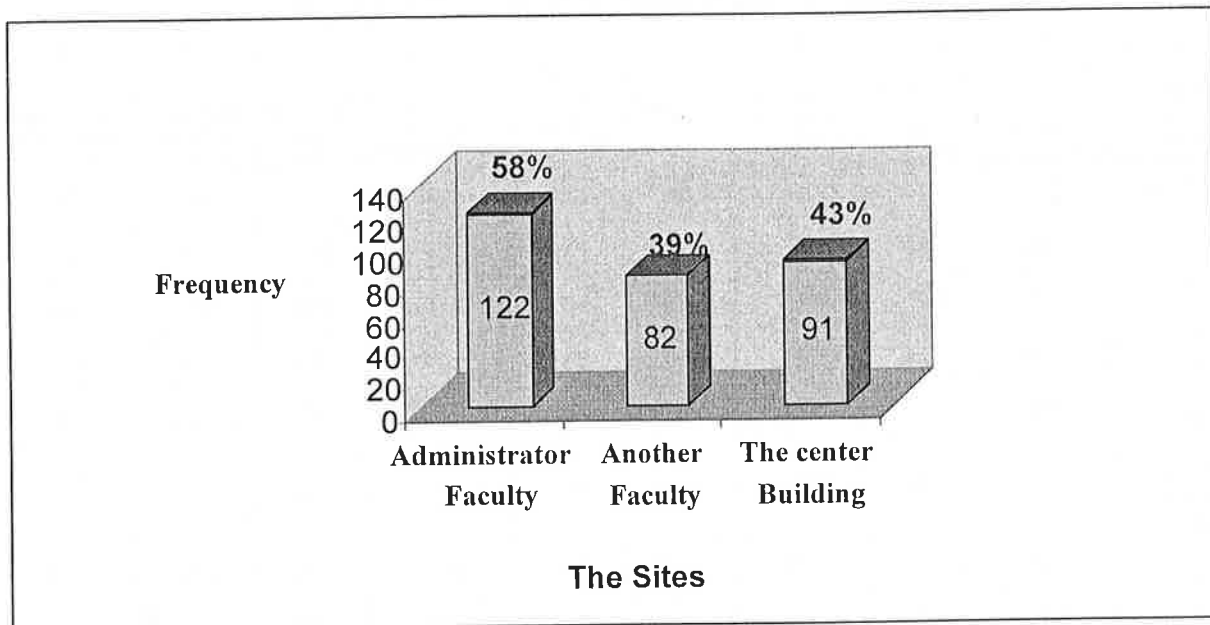


Fig.2: Relative Frequency of Sites in the Total Sample

According to received responses by administrators, they were best informed about activities carried out in the center in their own faculties, (58%). But a substantial percentage knew a bout the activities in other faculties (39%) or in the center building (43%).

Among universities, administrators at Al al-Bayt and Al-Balqa were acquainted most with the on - going activities in all sites.

C-3. Knowledge of Administrators of the Nature of Activities Carried out by the Centers

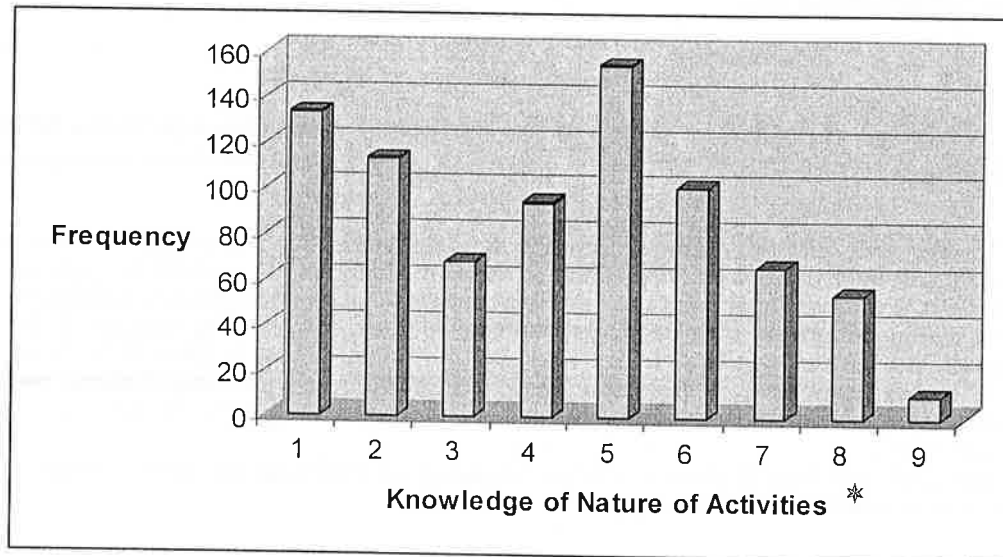
The previous question did not specify the kind of activity the administrators know about. As administrators in most cases work as deans or department chairmen, they would be expected to know about the kind of program or activity their staffs are involved in via arrangements with the FDC.

The administrators are expected to know that evaluation of faculty by students is delegated to the centers. This concern got the highest frequency (73%) as shown in table (12). Other types of activities, as can be noticed in the table, got rather moderate frequencies. Perhaps, most of the administrators expect "instructional strategies and methods of teaching to be the major concern of the centers' activities".

Table (16) and Fig.(3) show a relative frequency of (63%) in the whole sample and about (80%) in four universities centers.

Table 16: Knowledge of Nature of Activities

Code		1	2	3	4	5	6	7	8	9
Knowledge of Nature of Activities		Instructional Strategies	Evaluation Of Student Learning	Design Of Programs & Courses	Computer Skills	Student Evaluation Of Faculty	Quality Control Development	Research Skills	Multi Media Technology	Instructional Consultation
Total	Number	133	113	68	94	154	101	66	54	10
	%	63%	53%	32%	44%	73%	48%	31%	26%	5%
University of Jordan		80%	53%	73%	47%	87%	47%	33%	13%	7%
Yarmouk University		81%	77%	52%	84%	90%	58%	42%	42%	3%
Mu'tah University		33%	27%	13%	60%	63%	13%	13%	33%	3%
Jordan University of Science and Technology		63%	46%	17%	11%	60%	26%	34%	11%	-
Hashemite University		50%	55%	15%	25%	95%	60%	30%	35%	10%
Al al-Bayt University		82%	73%	36%	91%	91%	18%	73%	36%	-
Al-Balqa' Applied University		78%	56%	46%	24%	63%	85%	24%	39%	9%
Al-Hussein Bin Talal University		39%	52%	13%	56%	74%	44%	30%	22%	4%



* Numbers Identify Knowledge of Activities' Nature as defined in table 16

Fig.3: Knowledge of Nature of Activities

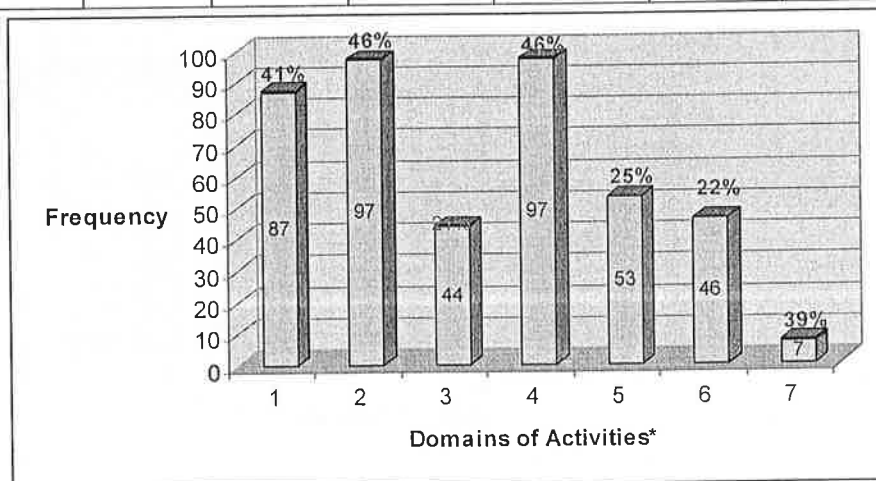
C- 4. Assessing the Contribution of FDCs to Professional Development of Faculty Members

The way in which the centers contribute to the development of faculty members must be related to the domains of activity in which each member participated. Perhaps the administrators are not qualified to answer such a question but indirectly, through probable concern on their part to follow up any advancement in the faculty. The figures in Table (17) reflect a rather low concern of administrators, but still substantial to warrant the realization of FDCs, contribution to the professional development of faculty members.

The figures in Table (17) and Fig.(4) indicate that the contribution was best in the areas of computer technology, instructional strategies, and student evaluation of faculty. The contribution was least demonstrated in the areas of research and data analysis skills and community service. The same trend can be observed as we trace relative frequencies of administrators at every university.

Table 17: Domains of Activity that Contributed to Faculty Development

Code		1	2	3	4	5	6	7
	Domains of Activity	Teaching Methods & Strategy	Utilizing Computer Technology in Teaching	Evaluating Student Learning	Feed Back From Student Evaluation of Faculty	Research Data & Analysis	Communicating Service	Other
Total	Numbers	87	97	44	97	53	46	7
	%	41%	46%	21%	46%	25%	22%	39%
University of Jordan		27%	33%	13%	53%	7%	20%	Nos. Not SIGNIFICANT
Yarmouk University		64%	71%	29%	61%	55%	26%	
Mu'tah University		17%	52%	10%	23%	23%	10%	
Jordan University of Science and Technology		46%	26%	23%	31%	3%	3%	
Hashemite University		9%	39%	13%	48%	22%	17%	
Al al-Bayt University		36%	73%	9%	46%	27%	27%	
Al-Balqa' Applied University		59%	41%	30%	50%	41%	44%	
Al-Hussein Bin Talal University		9%	39%	13%	48%	22%	17%	



* Numbers Identify Domains of Activity that Contributed to Faculty Development as defined in table

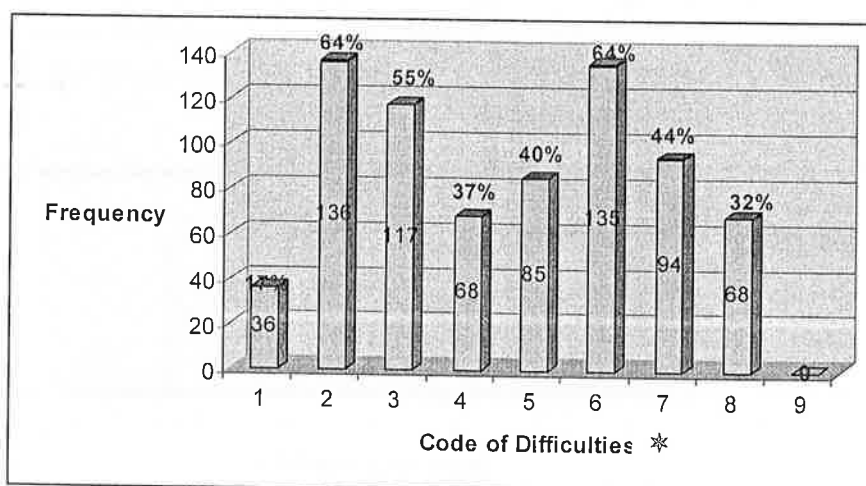
Fig.4: Domains of Activity Contributing to Faculty Development

C-5. Assessing Difficulties that Hinder Effective Functioning of FDCs:

The administrators expressed their views assessing the difficulties that stand in the way of effective functioning of the centers. The relative frequencies of administrators endorsing each source of difficulties are presented in Table (18). Poor responsiveness to participation in the centers' activities, and lack of information about the professional needs of faculty members were advocated as sources of difficulty by (64%) of the administrators. Lack of coordination with responsible persons (e.g. the deans and department chairmen) was endorsed by (55%) of the administrators. At Al al-Bayt, Balqa, and Al-Hussein Universities, where building and equipment facilities were lacking at their FDCs, rated this lack rather substantially (54% and 48%), compared to other universities. Yet the other specified obstacles mentioned in Table(118) and Fig (5) were rated substantially as sources of difficulties.

Table 18: Assessing Difficulties that Hinder Efficient Functioning of the Centers

Code		1	2	3	4	5	6	7	8	9
Difficulties		Directors not working on full time	Poor response to participation in activities	Lactic of coordination with administrators	lack of technical expertise	Shortage of funds	Lack of information on faculty needs	Lack of knowledge about the centers potentialities	Lack of room facilities & equipment	Other
Total	Numbers	36	136	117	68	85	135	94	68	0
	%	17%	64%	55%	37%	40%	64%	44%	32%	0
University of Jordan		27%	47%	53%	13%	27%	53%	53%	13%	NOs. Not SIGNIFICANT
Yarmouk University		13%	84%	39%	19%	26%	64%	55%	23%	
Mu'tah University		13%	50%	50%	20%	37%	53%	30%	20%	
Jordan University of Science and Technology		9%	51%	49%	29%	34%	69%	37%	23%	
Hashemite University		20%	80%	70%	35%	44%	34%	52%	44%	
Al al-Bayt University		18%	64%	54%	54%	54%	73%	36%	54%	
Al-Balqa' Applied University		17%	67%	67%	48%	61%	83%	44%	48%	
Al-Hussein Bin Talal University		30%	69%	70%	35%	44%	34%	52%	44%	



* Numbers Identify Sources of Difficulty as defined in table 18

Fig (5) Assessment of Difficulties that Hinder Effective Functioning of FDCs

C- 6. Proposed Future Plans to Improve Efficiency of FDCs

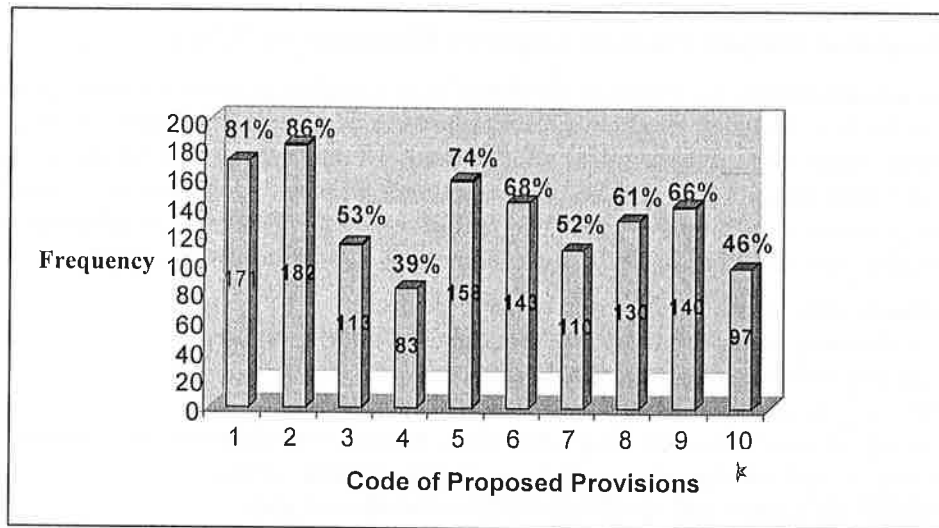
The administrators, by virtue of the status each assumes, as dean, department chairperson or member of the FDC Council, must have been exposed to the interactions of the centers. So they must have formed some sort of assessment of the needs of the centers for which they can propose appropriate future plans. Table (19) and Fig (6) present proposed provisions for future planning that would set optimum condition for improving efficiency of the Centers. The proposed provisions in Table (19) that were endorsed by rather high proportions of administrators include:

- Identification of professional needs of the faculty.
- Coordination with administrators (deans and department chairmen).
- Planning activities that meet faculty needs
- Provision of an incentive system that rewards participation.
- Setting of short-term and long-term plans through consultations and coordination with the center council, personnel, faculty deans and department chairmen.
- Provide the centers with qualified expertise in technical areas.

The other provisions were not as attractive but still were endorsed by substantial proportions. It is worth noting that the propositions of having the president or the dean enforce participation of faculty members in the centers' activities was only moderately endorsed.

Table 19: Proposed provisions for future planning

Code		1	2	3	4	5	6	7	8	9	10
Proposed Provisions		Survey of Faculty Needs	Coordination With Administrator	President Enforce Participation	Deans Enforce Participation	Plan Activities to Meet Faculty Needs	Use Incentives Rewarding Participation	Provide Funds For Building and Equipment Projects	Short Term and Long Term Planning	Provide Technical Cadre	Full Time Appointment of Director
Total	Numbers	171	182	113	83	158	143	110	130	140	97
	%	81%	86%	53%	39%	74%	68%	52%	61%	66%	46%
The University of Jordan		80%	93%	73%	53%	67%	73%	47%	67%	67%	53%
The Yarmouk University		87%	84%	52%	39%	24%	68%	39%	48%	39%	48%
Mu'tah University		73%	70%	40%	30%	23%	53%	47%	53%	57%	40%
Jordan University of Science and Technology		77%	86%	37%	17%	23%	60%	49%	63%	57%	31%
The Hashemite University		75%	85%	45%	30%	75%	70%	50%	60%	75%	40%
Al al-Bayt University		82%	91%	64%	46%	73%	64%	64%	73%	91%	54%
Al-Balqa' Applied University		91%	98%	76%	67%	83%	83%	72%	76%	85%	59%
Al-Hussein Bin Talal University		74%	83%	44%	26%	74%	65%	44%	52%	74%	44%



* Numbers Identify Proposed Provisions as defined in table 19

Fig.6: Proposed Provisions for Future Planning

D- Analysis of Responses of Faculty Members:

As mentioned earlier, the third questionnaire was addressed to faculty members at the eight Universities. The purpose of the questionnaire was to get the responses of the faculty members to the questions raised on page (10-11) of this report. The number from each university who responded to the questionnaire is presented in Table (2). The total number was 642.

D-1.Sources of Information about FDCs Available To Faculty Members:

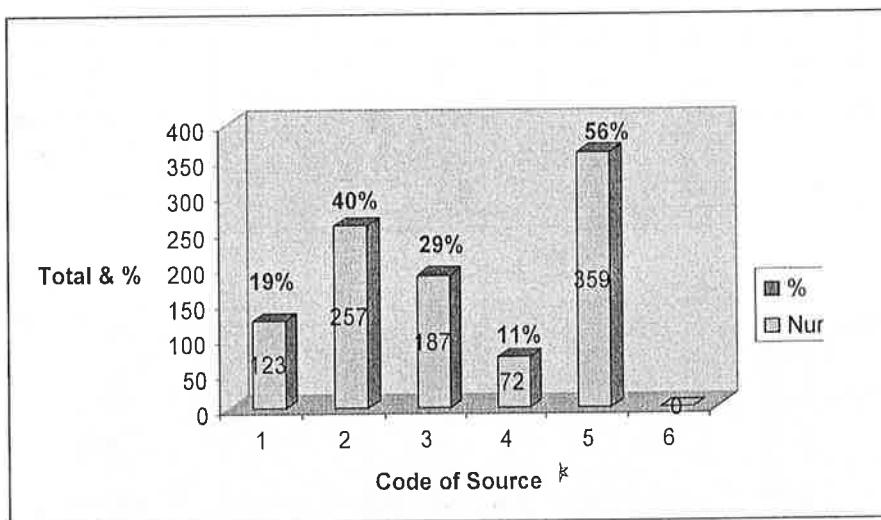
The first question addressed to faculty members was about how they got to know about FDC. Table (20) and Fig.(7) show sources of information available to them and the percentage of respondents to each source at each of the eight universities.

The table shows that most of faculty members (56%) knew about FDCs through being evaluated by their students; since this activity was organized at all universities by the centers. Considering other sources, the next highest percentage (40%) was by those who were called upon to participate in the centers' activities. Other sources had rather low rates of responding, between (6-29%).

At the university level, and excluding the student's evaluation channel, it is noticed that Yarmouk University had the highest percentage of responses to all sources of information. Al-al-Bayt University comes next, while each of Al-Hashemite and Jordan University has the lowest rates of access to information among faculty members.

Table 20: Sources of information about FDCs

Code of Source		1	2	3	4	5	6
Source of information about FDCs		Informative Bulletin	Call to participation	Memos bulletin Instructions	e-messages	Via Students evaluation of faculty	Other
Total	Numbers	123	257	187	72	359	0
	%	19%	40%	29%	11%	56%	0
University of Jordan.		14%	36%	21%	11%	71%	0
Yarmouk University		31%	78%	60%	49%	20%	
Mu'tah University		13%	46%	37%	14%	56%	
Jordan University of Science and Technology		29%	44%	23%	11%	37%	
Hashemite University		8%	21%	22%	3%	72%	
Al I-Bayt University		19%	58%	52%	10%	68%	0
Al-Balqa' Applied University		19%	34%	13%	5%	65%	
Al-Hussein Bin Talal University		31%	46%	46%	12%	49%	0



* Numbers Identify Sources of information as defined in table 20
Fig.7 Sources of information about FDCs

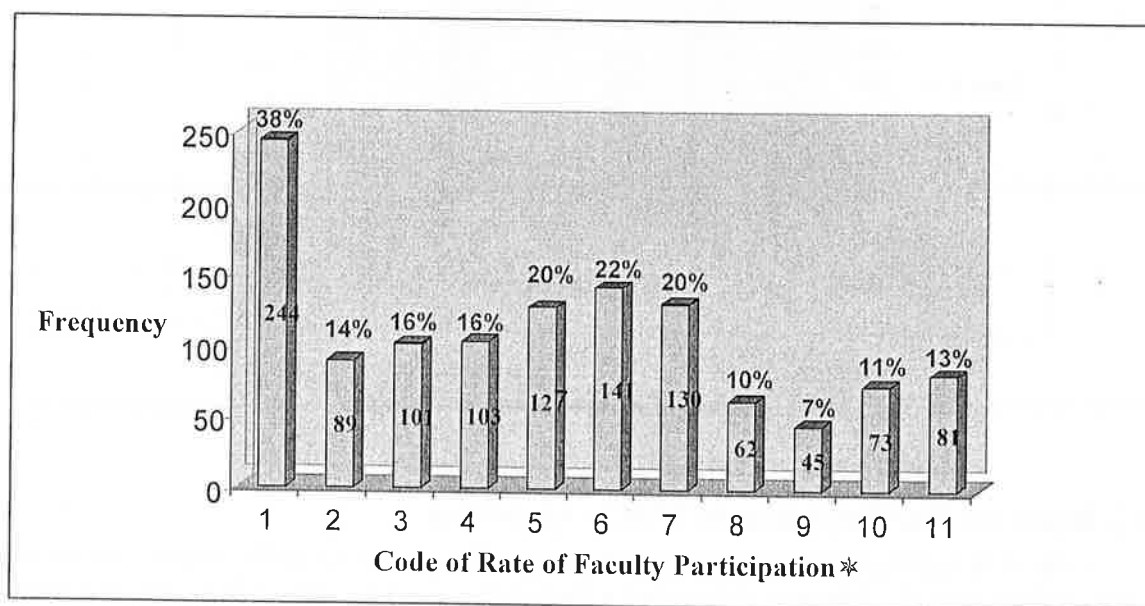
D-2.Rates of Participation in FDCs Activities:

Table (21) and Fig.(8) show training areas of activities carried out by the centers, and the rates of participation in each of these activities and at each university. The table shows rather low rates of participation in most of the activities. The highest rate was in teaching methods, which was evidenced in the total sample and in most of the individual university samples. The lowest rates were in activities related to research skills, data analysis, and software and information technology skills.

Considering rates of participation at the individual university level, it was found that the highest rates in the different areas of activity were at Yarmouk and Al-Hashemite universities.

Table 21: Rates of faculty Participation in FDC Activities

Code of Rate		1	2	3	4	5	6	7	8	9	10	11
Rates of faculty Participation		Teaching methods	Curriculum Development	Course Design	Instructional Technology	Evaluation of Learning	Test construction	Evaluation of instruction	Research skills	Statistical analysis	Soft Ware Skills	Information Technology
Total	Numbers	244	89	101	103	127	141	130	62	45	73	81
	%	38%	14%	16%	16%	20%	22%	20%	10%	7%	11%	13%
University of Jordan		25%	7%	14%	40%	18%	18%	4%	4%	—	—	4%
Yarmouk University		41%	20%	39%	41%	22%	41%	26%	12%	24%	47%	22%
Mutah University		17%	5%	13%	14%	8%	6%	8%	4%	12%	21%	26%
Jordan University of Science and Technology		39%	12%	6%	6%	17%	18%	32%	3%	3%	3%	4%
Hashemite University		49%	15%	17%	22%	24%	12%	20%	4%	4%	4%	14%
Al I-Bayt University		32%	10%	3%	26%	36%	74%	29%	13%	13%	39%	13%
Al-Balqa' Applied University		43%	17%	16%	7%	18%	26%	12%	21%	7%	7%	5%
Al-Hussein Bin Talal University		34%	16%	20%	18%	20%	26%	30%	21%	—	3%	18%



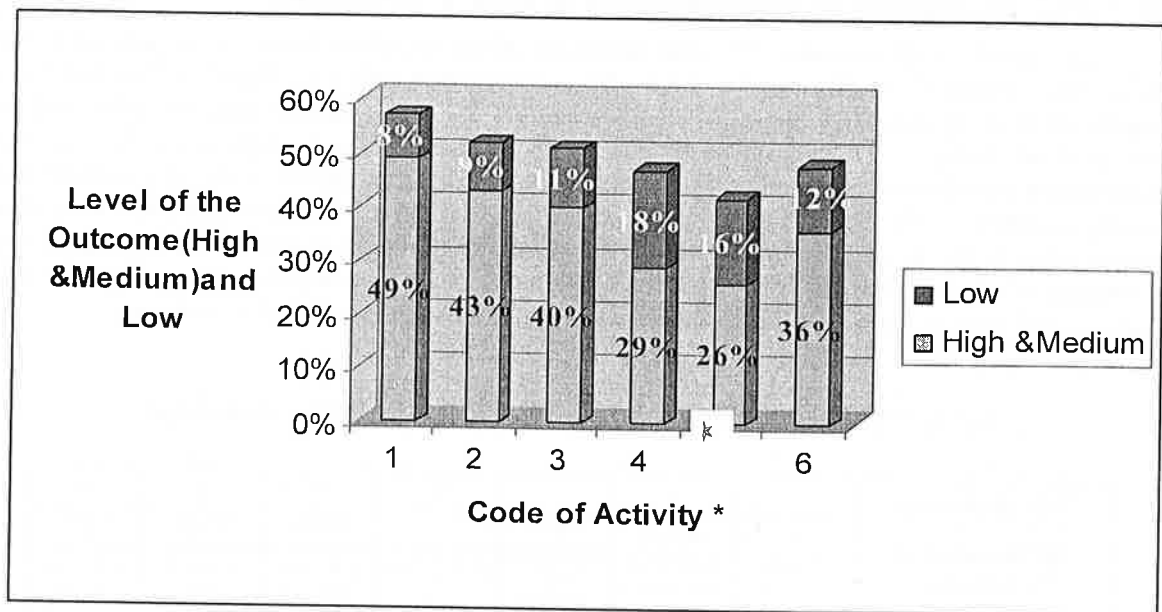
* Numbers Identify Areas of Activity as defined in table 21
Fig. 8: Rates of Faculty Participation in FDCs' Activities

D- 3.The Outcomes of Participation in FDCs Activities:

The answer to the question: "to what extent did faculty members benefit from participation in the centers' activities?" is illustrated by table (22) and Fig.(9). A rating of "High" or "Medium" was considered to imply a positive impact of the participation. The table shows a range of (26%-49%) for this level of rating. This is a rather modest rating, which can be explained on the fact that participation was distributed among different types of activities. The figures in the table indicate that faculty members - who actually participated in the center's activities - have benefited from their participation in the areas specified in the table, especially those areas related to instruction and evaluation of student learning. They benefited less in the areas of research methodology and data analysis. The evident reason for this is that very few activities were conducted in such areas.

Table 22: The Outcomes of Participation in FDCs Activities

Code of Outcome		1	2	3	4	5	6
The Outcomes of Participation	Rating	Improve Instructional Performance	Improve communication with students	Meet Prof. & learning needs	Develop competency in instruction Technology	Develop competency in Research skills	acquire competency in evaluating students
% for Total Universities	High & Medium	49%	43%	40%	29%	26%	36%
	Low	8%	9%	11%	18%	16%	12%
University of Jordan	High & Medium	29%	39%	21%	18%	11%	21%
	Low	7%	4%	1%	7%	11%	7%
Yarmouk University	High & Medium	59%	53%	53%	45%	35%	47%
	Low	2%	4%	2%	6%	6%	4%
Mu'tah University	High & Medium	46%	38%	45%	40%	24%	26%
	Low	5%	7%	7%	14%	11%	7%
Jordan University of Science and Technology	High & Medium	62%	54%	45%	30%	35%	53%
	Low	4%	3%	6%	15%	10%	6%
Hashemite University	High & Medium	52%	46%	46%	26%	19%	35%
	Low	15%	19%	19%	31%	34%	22%
Al I-Bayt University	High & Medium	63%	52%	46%	42%	36%	61%
	Low	6%	3%	-	13%	10%	10%
Al-Balqa' Applied University	High & Medium	47%	45%	35%	25%	32%	32%
	Low	9%	9%	12%	17%	15%	17%
Al-Hussein Bin Talal University	High & Medium	21%	20%	12%	10%	16%	15%
	Low	10%	10%	15%	16%	10%	8%



* Numbers Identify Level of the Outcome as defined in table 22

Fig. 9: The Outcomes of Participation in FDCs

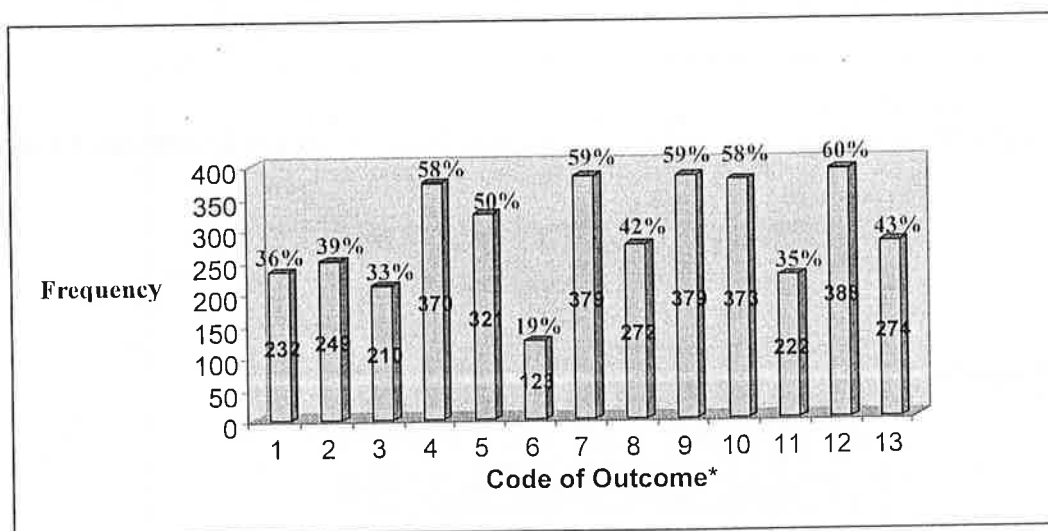
D-4. Student Evaluation of Faculty Members:

The figures in table (23) and Fig.(10) reflect serious dissatisfaction with the results of student evaluation of faculty members. Items 4, 5, 7, 9 and 10 express negative attitudes toward this activity. The response rates to items favoring student evaluation or expressing its merits as it is being carried out are exemplified in the response rates to items 2 and 6, which are substantially much lower than those showing unfavorable attitudes toward students' evaluation of faculty members. Large proportions (60%) of faculty members agree that every instructor should be acquainted with student ratings of his performance. About the same proportion indicates that the way this activity is done should be reconsidered. About the same response rates recur in each individual university sample to each of the items.

It should be pointed out that student evaluation of faculty members is an activity that is not organized within the framework of faculty development scheme. It is a rather centralized activity, at the university level, generally utilized for accountability of faculty members. Moreover, the assessment form used does not include items that are specifically related to the outcomes expected out of participation in FDCs activities. Therefore, the results of student evaluation of faculty members would not give valid indices of the effectiveness of faculty development programs.

Table 23: Assessment of outcomes of student Evaluation of faculty

Code of Outcome	1	2	3	4	5	6	7	8	9	10	11	12	13	
Outcomes of Student Evaluation	Reflects merits & Short Comings of Teaching	Reasonably Accurate objective	Involves substantial error	Reflects students Biases	Student getting high marks rate instructors highly	Most students give objective ratings	Administrative decisions should not be based on student ratings	Student ratings can be objective if not known to administration	Approach to evaluation faculty needs to be reconsidered	Evaluation of the course not the instructor	Lack of Alternatives to decision makers	Instructors should be informed of their ratings	There should be faculty evaluation by students but in a different way	
Total	Num.	232	249	210	370	321	123	379	272	379	373	222	388	274
	%	36%	39%	33%	58%	50%	19%	59%	42%	59%	58%	35%	60%	43%
University of Jordan	21%	39%	39%	46%	54%	14%	68%	29%	57%	64%	32%	57%	46%	
Yarmouk University	35%	33%	33%	63%	43%	16%	61%	57%	49%	49%	41%	71%	35%	
Mu'tah University	43%	48%	26%	54%	48%	14%	51%	36%	49%	56%	27%	52%	45%	
Jordan University of Science and Technology	35%	33%	28%	54%	49%	16%	48%	36%	55%	50%	22%	62%	45%	
Hashemite University	30%	35%	39%	65%	55%	16%	71%	49%	72%	67%	46%	64%	51%	
Al-I-Bayt University	48%	52%	23%	55%	48%	23%	45%	39%	52%	52%	29%	71%	26%	
Al-Balqa' Applied University	39%	40%	35%	57%	48%	34%	59%	43%	61%	64%	34%	62%	44%	
Al-Hussein Bin Talal University	41%	41%	30%	56%	52%	15%	61%	42%	56%	51%	38%	38%	25%	



* Numbers Identify Type of Assessment Outcomes as defined in Table (23)

Fig. 10: Assessment of outcomes of student Evaluation of faculty

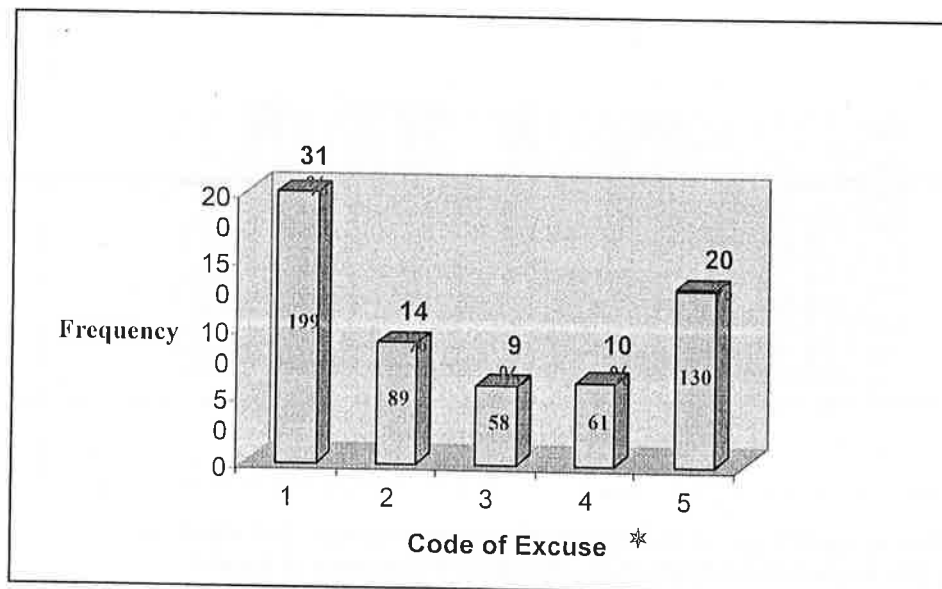
D- 5.Reasons for Not Participating In FDCs Activities:

Table (24) and Fig.(11) show recurrence of reasons or excuse for not participating in FDCs activities. The most prominent excuses proclaimed was "not being asked to participate (31%)". The second most recurrent excuse were "there was no incentive to participation" (20%). Other excuses with rather very low occurrence: "activity does not meet my needs", "trainers are not competent enough", and "the quality of the program is not expected to improve my performance".

Among the teaching staff at the eight universities, the greatest numbers who said they were not asked to participate were at Al-Hashemite, Al-Balqa, and Al-Hussein universities. The other excuses were claimed by remarkably small number of individuals.

Table 24: Excuses for not participating in the activities of FDCs

Code of Excuse		1	2	3	4	5
The Excuse		Was not asked to participate	Activity does not meet instructor's needs	Quality of program not expected to improve perform	Trainers not qualified enough	No incentive
Total	Numbers	199	89	58	61	130
	%	31%	14%	9%	10%	20%
University of Jordan.		39%	18%	11%	11%	14%
Yarmouk University		6%	24%	6%	6%	10%
Mu'tah University		19%	17%	7%	10%	13%
Jordan University of Science and Technology		21%	11%	8%	7%	17%
Hashemite University		46%	6%	9%	10%	28%
Al I-Bayt University		13%	16%	3%	3%	26%
Al-Balqa' Applied University		38%	15%	12%	11%	20%
Al-Hussein Bin Talal University		39%	21%	12%	16%	25%



* Numbers Identify Kind of Excuse as defined in Table (4)

Fig. 11: Excuses For Not Participating in the Activities of FDCs

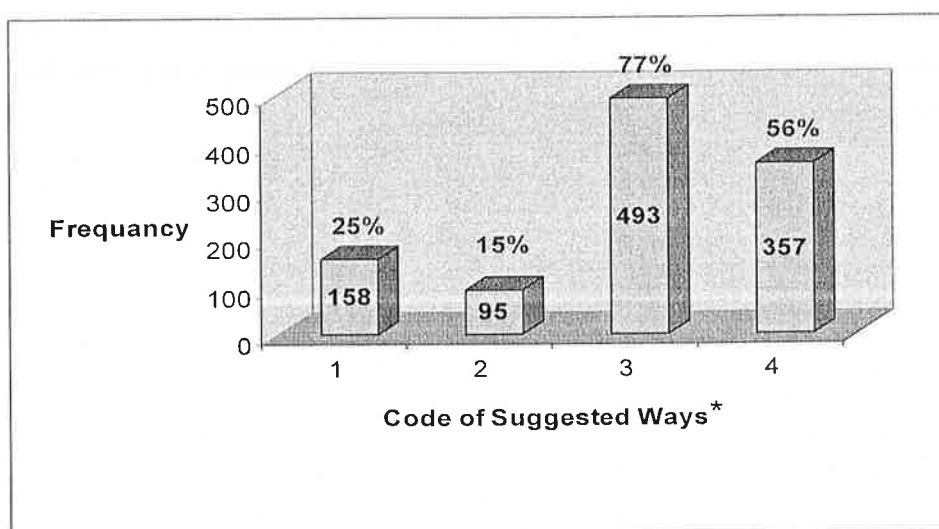
D-6.Suggested Ways to Attract More Participation of Teaching Staff in FDCs Activities

Table (25) and Fig.(12) summarize responses of faculty members in the study sample to the question of how to attract more participation in the centers' activities. A high percentage of (77%) and achieving higher percentage in some of the individual university samples, emphasize that activities proposed in the centers should take into consideration the professional needs of faculty members. Also a relatively high percentage (56%) was for providing a system of incentives rewarding participation, and cutting reward from those who abstain when called to participate.

Yet there was a substantial, though rather low, percentage of those who favored imposing formal control - to enforce participation either by the president or the dean.

Table 25: Suggested ways to attract participation in FDC Activities

Code of the Suggested Way		1	2	3	4
Suggested Ways		The President Enforce Formal Participation	The Dean Enforce Formal Participation	Regard Needs of Faculty In Selecting an Activity	Propose Incentive System
Total	Numbers	158	95	493	357
	%	25%	15%	77%	56%
University of Jordan.		4%	4%	89%	43%
Yarmouk University		28%	26%	78%	59%
Mu'tah University		25%	10%	79%	60%
Jordan University of Science and Technology		33%	22%	69%	38%
Hashemite University		11%	13%	76%	56%
Al I-Bayt University		36%	26%	74%	61%
Al-Balqa' Applied University		30%	26%	80%	66%
Al-Hussein Bin Talal University		34%	8%	77%	56%



* Numbers identify ways as defined in table 25

Fig.12: Suggested Ways to Attract Participation in FDCs' Activities

D-7.Surveying Professional Needs of Faculty Members:

Faculty members in the study sample were asked to each state his special personal professional needs for which he would participate in activities organized by the center toward meeting these needs. Table (26) and FIG.(13-a)and Fig.(13-b) summarize the responses of (475) subjects selected from the main sample of (624). The table shows frequencies and relative frequencies (as percentages) for each proposed area of training in the total sample (of 475) and for each of the eight universities. Though the figures in the table speak for themselves, it is worth noting the areas with the highest frequencies so they would constitute prospective foci of training in future planning of FDCs activities. Those highest frequency areas are:

- University teaching: methods and strategies.
- Basic skills : using the computer.
- Modern multi-media technology of education.

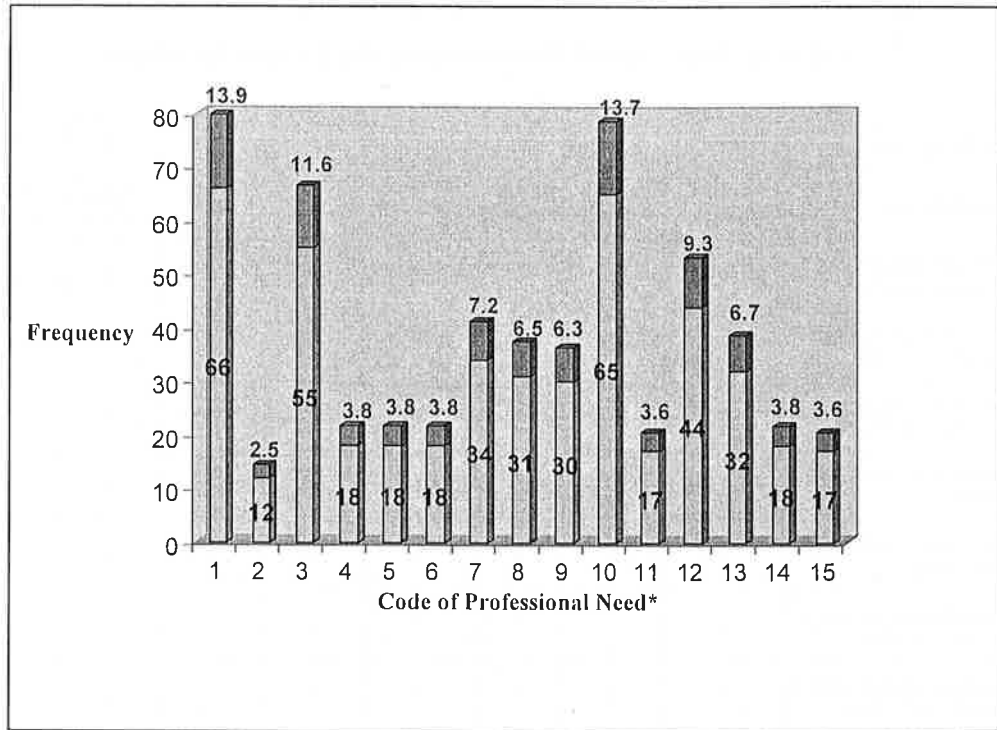
Second in importance, come the following areas:

- Improving foreign language competence, in English and other foreign languages.
- Research skills and the utilization of scientific information web – e - sites.
- Special skills in using special software: e.g. SPSS, SAS.
- Statistical procedures of data analysis and the utilization of computerized software in data analysis.
- How to maintain good relations with students, colleagues, and administrative staff.

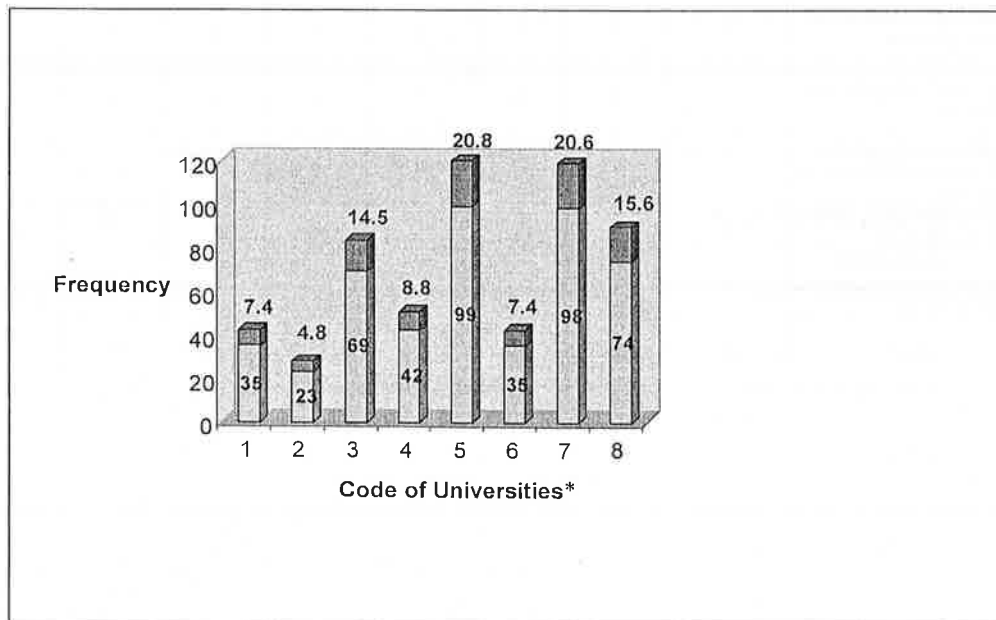
Other areas of activity are proposed but the demand frequency is rather low. This suggests that if the center suggests certain activity from amongst those less popular, the people at the center should make sure that they have the proper customers. The better approach is to first identify a persisting need and then tailor the activity that suits the need.

Table 26: Professional Needs Proposed by Faculty Members

Code of the University		1	2	3	4	5	6	7	8	TOTAL	%
Professional needs		Jordan University	Yarmouk University	Mu'tah University	Science & Technology University	Hashemite University	Al – Al Bayt University	Al Balqa University	Al Hussein University		
1	Methods & strategies of University Teaching	6	1	9	10	13	2	8	17	66	13.9
2	Design & Development of curricula and courses	2	1	1	2	1	1	1	3	12	2.5
3	Modern multi-media Technology of education	5	1	6	3	14	1	12	13	55	11.6
4	Evaluation of student learning	1	1	2	2	8	1	1	2	18	3.8
5	Test construction & analysis of test results	1	1	2	2	8	1	1	2	18	3.8
6	Evaluation of Instruction at the University level	1	1	2	2	8	1	1	2	18	3.8
7	Research methods & skills & scientific inf. Websites	1	2	4	4	3	2	12	6	34	7.2
8	Statistical methods of data analysis, and computerized applications	1	2	5	1	3	1	12	6	31	6.5
9	Special skills in using special software: SPSS, SAS	3	3	1	1	11	3	6	2	30	6.3
10	Basis skills in using the computer	1	1	14	9	5	3	25	7	65	13.7
11	E-learning & e-teaching, & distant education	1	1	1	1	4	4	1	4	17	3.6
12	Improving foreign language competence	7	1	15	1	6	11	1	2	44	9.3
13	Maintaining good relation with students, colleagues and supervisors	3	4	1	1	8	1	10	4	32	6.7
14	Methods of teaching children with special needs	1	1	4	1	3	1	5	2	18	3.8
15	Getting acquainted with internal rules and regulations of the university	1	2	2	2	4	2	2	2	17	3.6
	TOTAL	35	23	69	42	99	35	98	74	475	100



*Number identify type of need as defined in table 26
Fig 13 a: Professional Needs Proposed by Faculty Members



*Number identify type of need as defined in table 26
Fig 13 b: Universities Professional Needs by Faculty Members

7-Conclusions:

- The sample made available to this study was a little better than one fourth of the targeted sample. This could form a delimitation of the findings. However, the sources of information could be considered of sufficient range to warrant reliability of the findings.
- The information obtained through the questionnaires and the interviews with the directors tells us that each center has its own unique circumstances which define its potentialities, including physical facilities (buildings and equipment), the visions and plans characterizing center directors and councils, and whatever cooperation and coordination are achieved with other bodies at the universities.
- Every center has a council formed of a number of administrators in the upper stratum of the authority hierarchy. The tasks and responsibilities of the councils "seem" to be well defined and concerned with the vital issues in the functioning of the centers.
- Most of the center directors expressed the need for qualified personnel to do technical tasks and follow up of the centers' activities.
- Though university facilities are made available to the centers' activities, the future plans of most centers aim at expanding buildings and equipment. One or two of the centers mention conservative estimates delimited by the unavailability of funds.
- All centers had in the past two or three years conducted a number of activities related to the training and development of faculty members. However, the number of activities and participants vary widely from one center to another. Some of the university centers have accomplished a good number of activities attended by relatively large numbers of participants. Examples are Yarmouk and Mu'tah University. Other centers are doing much planning, when they need to transform some of the planning into practical activity.
- Student evaluation of faculty members is a responsibility mandated to all centers. At one point in time, some centers confine their functioning to this activity. There seems to be some justification to having these centers main concern to be staff development and not staff evaluation. Moreover, this activity has developed into a stereotype that makes it deviate from its intended functions. The analysis of faculty members' responses has shown evident negative attitudes towards this activity and that the way it is organized and implemented should be reconsidered.
- The main difficulties encountered by the centers, as spelled out by the directors, are related to their appointment as directors being on a part time basis, faculty members not very responsive to participation in the centers' activities and the insufficiency of funds. Though some centers do not have their own building and equipment facilities, the university facilities are always made available to them.
- The responses of the administrators in all the eight universities indicate good awareness on their part of the activities conducted by the centers and of their role in such activities. Their awareness extends to knowledge of the nature of program or training performed by the centers and the extent to which participation of faculty members in the centers' activities contributed to their professional development.

- Analysis of the responses of faculty members shows that they are inadequately informed about the centers and their activities, except through the centers' organizing student evaluation of their teaching performance. This seemed to have formed negative attitudes towards the process of student evaluation, and limited their awareness of the center to this activity.
- The rates of participation of faculty members can be described as modest and not very encouraging. Several reasons may explain these rates . The main reason is the no responsive attitude of the majority of faculty members. Another reason is that the planning of activities is not based on knowledge of faculty members' needs. The rather low rates of participation are further associated with rather low ratings of satisfaction with the outcomes of the activities.
- The data on professional needs of faculty members could be considered a preliminary survey of their needs which may be utilized by FDCs. However, a more extensive study of needs by each center at each university is a prerequisite to planning activities in these centers.

8 - Recommendations

The focus of concern in deriving some recommendations from the findings of this study is to promote the effectiveness of FDCs functioning. The main issues around which recommendations are made are the following:

A. Qualifications Of The FDC Director :

It is recommended that the FDC director has good knowledge of the professional needs of faculty members, experience in planning and management of projects and activities, an awareness of recent trends in areas like: information technology, e-learning, research methodology, data analysis, software used in data analysis and other instructional activities, and quality control and quality assurance as applied in the educational enterprise. It is expected that a successful director has vision and flexibility in exploring practical and feasible alternatives.

It is perhaps preferable that the director comes from among the teaching staff, and while he is appointed as director on a part-time basis, he maintains his intimate relationship with teaching, and works for its development through the centers' activities.

B. The Personnel of FDCs:

It is recommended that the personnel of an FDC consists of the following:

1. Director assistant, preferably having full-time appointment at the center, with a minimum degree of MA, and with qualifications and experiences compatible to some extent with those of the director.
2. Technical personnel having special skills in programming, data entry and data analysis, software manipulation and the utilization of equipment like PowerPoint, scanners, projectors, etc.
3. Administrative personnel including secretaries, and office personnel dealing with management and follow up requirements.

* Note: Trainers, lectures, or experts, are not to be appointed at the center. They are recruited from among the university faculty members for specific assignments related to a specifically scheduled activity.

C. Building and Equipment Facilities

It is recommended that building facilities be provided for at least one computer laboratory and a lecture – seminar hall, well equipped with facilities like PowerPoint, projectors, any other technological media.

Concerning equipment, sufficient number of computers for computer labs, with other equipment facilities would be necessary..

D. The Scope of Work At FDC

The scope of work at an FDC covers basically activities that contribute to the professional development of faculty members.

The areas emphasized in the responses of the samples in this study were the following:

- Instructional methods and strategies
- Instructional design and course planning
- Evaluation of student learning, including test construction skills and the utilization of new trends like: portfolio assessment, authentic assessment dynamic assessment , etc .
- New trends in instructional strategies including instructional technology, e-learning, knowledge economy, distant education etc.
- Research Skills and data analysis skills.
- Quality control and quality assurance as applied to university education

It is to be noted here that student evaluation of faculty members – as part of accountability imposed by the university administrators should not be part of the responsibility of the center. The people at the center may be asked for advice or consultation on how to design assessment of instruction as a comprehensive process, or how to do course evaluation.

But it is not the center's responsibility to do accountability requirements, or to provide data for accountability.

E. Planning Of Activities

It is recommended that planning of activities at FDC be done according to the following steps:

- 5.1 Survey professional needs of faculty members in each faculty or department.
- 5.2 Propose areas of training related to the identified needs.
- 5.3 Consult with deans or department chairmen that have potential candidates to participate in the proposed activities.
- 5.4 Locate potential trainers, lecturers, or specialists after consulting with the relevant deans and department chairmen.
- 5.5 Make sure that scheduling and timing of activities provide optimum opportunities for participation.

F. To Secure Participation Of Faculty Members In FDCs Activities

In addition to planning activities according to identified needs, participation can be encouraged further by establishing a system of incentives that rewards participation. This can be done in the form of credit points allotted to participation and to be considered for promotion or other rewarding outcomes.

9-Model Building for FDC Planning:

One of the main issues that present itself in this study is how to plan activities that meet professional needs of faculty members and, at the same time, conform to proposed criteria of efficiency. This does not undermine the importance of other needs related to provision of building, equipment, and funding facilities. However, such a provision becomes more likely to get the support of decision makers once they are convinced of the productive and efficient functioning of the center.

The planning of activities in the faculty development centers must take into consideration the findings in this study, especially, those related to recognized difficulties, such as the following:

- lack of information about the professional needs of the faculty members at the eight universities
- lack of coordination between the centers and administrators, especially those at the faculties and departments,
- inefficient planning of activities and workshops,
- low rates of participation in the centers' activities among faculty members,
- lack of an incentive system that would encourage participation in the centers' activities,

Calling for an incentive system that would be linked with participation was endorsed by most of the respondents to the questionnaires of the study. The planning of activities must, therefore, have an incentive system constitute one of its basic components.

There was an attempt, in this study, to identify professional needs as visualized by faculty members. A wide variation can be observed in the proposed needs (refer to Table 22), with no clear frame of reference to encompass the training content.

When we search in the literature of "faculty development programs", we find many instances where a frame of reference, or a focus, was encompassing the components of the program. This can be illustrated by citing some examples:

At Michigan State University, "The Faculty and Organizational Development program" focuses on "excellence in teaching, research and leadership". At the Houghton Mifflin College, the faculty development program offers a "suite of technology products" within the concept of "teach with technology".

At the University of Oklahoma, the Instructional Development Program related faculty development to accreditation, emphasizing "standards for accreditation". For example, Standard 10 states "an accredited institution is characterized by faculty who demonstrate professional growth". At the University of Washington, the university offers a university-wide orientation program for new faculty to improve their teaching skills, and prepare their teaching portfolios. The faculty development program at the University of Texas is part of an organized research program providing semester leaves for tenured persons, and summer leaves for tenure track assistant professors.

The points of emphasis identified in the literature, and the findings revealed in this study should provide reasonable grounds for model building underlying FDC planning of activities and programs. The components of such a model are proposed in Figure 14. Here, an FDC can start with components presented in the figure to tailor a program for "newly appointed faculty members", or another for those working toward tenure and promotion, or another for those who are looking for administrative positions by taking components related to "leadership and society-based development" in Figure 14.

The figure does not include all the elements of a plan or program. It only proposes areas of concern and samples of means and media. Although a preliminary draft of a proposed program can be prepared, some exploration has to precede final endorsement of the program. Visits of FDC directors to faculties and departments must be scheduled, and meetings held to discuss all technical and logistic issues. Specialized persons and experts in the areas of training should also be consulted. This phase of programming should take all it needs of careful planning, exploration, consultation, and, perhaps, researching.

As to the question of providing an incentive system in a program, it can be inferred that in the proposed areas of concern (in Figure 14), the system of incentives is to some extent implicit in the proposed areas. Yet, some programs can be designed to be credit programs, that is, the participant is granted credit points for attending the program. Arrangements are, then, to be made with the university administration to reckon these points for the purposes of tenure and promotion.

Area of concern	Focus	Samples of means media
Faculty development	Focus on the individual faculty member	<ul style="list-style-type: none"> - Innovative approaches to teaching - Teaching with technology - Assessment and evaluation skills - Research and data analysis skills
Instructional development & course design	Focus on student learning & course management	<ul style="list-style-type: none"> - Student learning & curriculum development - Course design & management - Classroom response system - electronic books, online tutoring
Organizational development & accreditation	Focus on the structure of the institution & its sub-components	<ul style="list-style-type: none"> - Teaching efficiency as a prerequisite for accreditation. - Programs stated in terms of learning outcomes - Developing & achieving standards of accreditation.
Upgrading proficiency of newly appointed faculty members	Focus on achieving optimum learning efficiency	<ul style="list-style-type: none"> - Basic teaching skills & teaching portfolios - Orientation toward research & community service competencies - Assessment & evaluation skills - Course management & design - Introducing innovative approaches & technologies
Achieving tenure & requirements promotion	Focus on means to fulfill requirements of pedagogy, research & community service	<ul style="list-style-type: none"> - University research policies & recourses - The legal & regulatory background - Organized research projects - Specialized programs in the field of specialization of groups of faculty members
Leadership & society – based developments	Focus on social, leadership, & executive competencies	<ul style="list-style-type: none"> - Organizational management skills & competencies - Financial management competencies - Strategy formulation & planning skills - Leadership: Approaches & qualifications - Quality management in higher education

Figure 14: Components for Model Building of FDC plans

11- Annexes:

Annex (1)

Questionnaire addressed the directors of the FDCs

إستبانة رقم (1)
إستبانة خاصة بالمركز (يعينها مدير المركز)

إستبانة خاصة بالمركز (يعينها مدير المركز)
إستبانة رقم (1)

1. اسم الجامعة:
2. اسم المركز باللغة العربية:
3. اسم المركز باللغة الإنجليزية:
4. إن لم يكن المركز وحدة مستقلة، ما اسم الدائرة/الوحدة الإدارية التي يقع ضمنها:
5. تاريخ تأسيس المركز: / /

6. مجلس المركز: 1/6- رئيس وأعضاء المجلس:		
الاسم	مركز العمل أو الجهة التي يمثلها	المؤهل العلمي والتخصص
1. (الرئيس)		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
2/6- المهمات والقرارات التي يضطلع بها مجلس المركز:		
1.		
2.		
3.		
4.		
5.		

اسم مدير المركز الحالي	المؤهل العلمي	التخصص	الرتبة الأكاديمية
1/7- الجهة التي يرتبط بها مدير المركز			
1/7- الكلية-الأصل- التي ينتمي إليها المدير ويعمل بها			
2/7- الموضوعات الرئيسية التي يدرسها في كليته:			
3/7- الخبرات الخاصة ذات الصلة بطبيعة عمل المركز:			
4/7 تاريخ تعيين المدير الحالي في إدارة المركز: / /			
5/7 الوضع الوظيفي لمدير المركز : ضع إشارة (✓) في المربع أمام الوضع الذي ينطبق عليه:			
<input type="checkbox"/>	1/5/7- متفرغ كلياً.		
<input type="checkbox"/>	2/5/7- متفرغ جزئياً مقابل إعفاء جزئي من العبء التدريسي.		
<input type="checkbox"/>	3/5/7- يؤدي العبء التدريسي كاملاً في كليته .		
<input type="checkbox"/>	4/5/7- غير ما ذكر: أكتب وصفا موجزا له:		
<input type="checkbox"/>	5/5/7- يتقاضى علاوة إضافية شهرية مقدارها () دينار		

8. العاملون في المركز عدا المدير:		
الوظيفة	المؤهل العلمي لشاغل الوظيفة	طبيعة المهمات المطلوبة
-1/8		
-2/8		
-3/8		
-4/8		
-5/8		
-6/8		
-7/8		
-8/8		
-9/8		
-10/8		
-11/8		
-12/8		
-13/8		
-14/8		
-15/8		

9. المدير السابق للمركز:				
الاسم	المؤهل العلمي	التخصص	الرتبة الأكاديمية	مدة العمل في المركز
				من / / إلى / /

10. المرافق والتجهيزات الخاصة بالمركز		
10/1- المرافق: (قاعات، مشاغل، غرف... الخ)		
نوع المرافق	العدد	القدرة الاستيعابية من الأشخاص
-1/1/10		
-2/1/10		
-3/1/10		
-4/1/10		
-5/1/10		

10/2- التجهيزات (حاسوب، جهاز تصوير، طابعة... الخ)		
نوع التجهيزات	العدد	كفايتها لأغراض النشاطات
-1/2/10		
-2/2/10		
-3/2/10		
-4/2/10		
-5/2/10		

11. المنجزات منذ تأسيس المركز:					
11/1- (ورشات عمل، محاضرات، ندوات، استشارات لأعضاء هيئة التدريس في الجامعة... الخ):					
الموضوع	أهداف النشاط	تاريخ النشاط	المدة بالساعات	عدد المشاركين	الجهة المستهدفة

					-1/1/11
					-2/1/11
					-3/1/11
					-4/1/11
					-5/1/11
					-6/1/11
					-7/1/11
					-8/1/11

2/11- نشرات، مذكرات، إرشادات، رسائل الكترونية، برامج...الخ):					
موضوع النشاط	أهداف النشاط	تاريخ النشاط	وصف طبيعة النشاط	الجهة المستهدفة	
					1/2/11
					2/2/11
					3/2/11
					4/2/11
					5/2/11
					6/2/11
					7/2/11
					8/2/11

3/11. نشاطات أخرى:					
موضوع النشاط	أهداف النشاط	تاريخ النشاط	وصف طبيعة النشاط	الجهة المستهدفة	
					1/3/11
					2/3/11
					3/3/11
					4/3/11
					5/3/11
					6/3/11
					7/3/11
					8/3/11

5/11 - تقويم الطلبة لأعضاء هيئة التدريس:				
العام الجامعي	الفصل	عدد أعضاء هيئة التدريس الذين تم تقويمهم	عدد الكليات المستهدفة	عدد الأقسام المستهدفة

12. تصنيف مجالات النشاطات المنجزة منذ تأسيس المركز يرجى وضع إشارة (✓) أمام المجال الذي تم تنفيذ نشاطات فيه فيما يلي:

Classroom instruction	<input type="checkbox"/> 1/12 - التدريس الصفّي
Methods of teaching	<input type="checkbox"/> 2/12 - أساليب التدريس
Curriculum & program development & design	<input type="checkbox"/> 3/12 - تطوير وتصميم المناهج والبرامج
Course outline design	<input type="checkbox"/> 4/12 - تصميم خطة مساق
Instructional media technology	<input type="checkbox"/> 5/12 - استخدام أوساط التعلم وتقنياته
Evaluation of student learning	<input type="checkbox"/> 6/12 - تقويم التعلم
Evaluation of teaching	<input type="checkbox"/> 7/12 - تقويم التدريس
Research related to quality of university education	<input type="checkbox"/> 8/12 - بحوث الجودة للتعليم الجامعي
Research related to allocating educational resources	<input type="checkbox"/> 9/12 - بحوث تتعلق بتوزيع الموارد التربوية
Research related to policies of higher education	<input type="checkbox"/> 10/12 - بحوث في سياسات التعليم الجامعي
	<input type="checkbox"/> 11/12 - نشاطات أخرى (تذكر)
	نشاطات أخرى (تذكر)

13. الحاجات:

يرجى وضع الإشارة (✓) أمام نوع الحاجة فيما يلي التي يرى مدير المركز أن تلبيةها مهمة للقيام بالنشاطات المخطط لها. واكتب في الفراغ عن المتطلبات تلبية الحاجة عن وجه التحديد:

<input type="checkbox"/> 1/13 - حاجات تتعلق بمرافق الأبنية من قاعات وغرف... الخ	1/13 - المتطلبات:
<input type="checkbox"/> 2/13 - حاجات مالية: لتمويل النشاطات وتعيين أفراد الكادر الفني وشراء أجهزة... الخ.	2/13 - المتطلبات:
<input type="checkbox"/> 3/13 - حاجات بشرية: لتعيين فنيين ومتخصصين في مجال الخبرات التي يحتاجها المركز بشكل دائم (ويفترض أن الحاجة لخبرات خاصة في نشاط معين يتم توظيفها بشكل مؤقت ولا تتطلب أن يعين شخص بشكل دائم)	3/13 - المتطلبات:
<input type="checkbox"/> 4/13 - حاجات تنظيمية إدارية تتعلق بوضع أنظمة وتعليمات تحدد ما يمكن عمله في المركز، وتبين الشريعة في إقامة نشاطاته.	4/13 - المتطلبات:
<input type="checkbox"/> 5/13 - الحاجة للدعم اللوجستي من حيث تعاون إدارة الجامعة والعمداء ورؤساء الأقسام والعاملين في بعض الإدارات لتوفير الظروف الملائمة لتنفيذ نشاطات المركز وتحقيق أهدافه.	5/13 - المتطلبات:
<input type="checkbox"/> 6/13 - حاجات أخرى...	6/13 - المتطلبات:

-4-

14. الصعوبات والمعوقات:

يرجى وضع الإشارة (✓) أمام كل بند مما يلي يمثل صعوبة أو معيق لأعمال المركز وخطته، واكتب ملاحظتك في الفراغ الذي يليه

<input type="checkbox"/> 1/14 - عدم تفرغ مدير المركز لأعمال المركز.	1/14 - الملاحظات:
<input type="checkbox"/> 2/14 - ضعف تجاوب أعضاء هيئة التدريس للبرامج والنشاطات التي يدعوهم إليها المركز.	2/14 - الملاحظات:

<input type="checkbox"/> 3/14- عدم توافر الخبرات الفنية الخاصة للتدريب أو تقديم الإرشاد أو التخطيط لنشاطات ذات طبيعة فنية متخصصة. الملاحظات: 3/14
<input type="checkbox"/> 4/14- عدم توافر التمويل الكافي لدفع أجور المدربين وكلفة القيام بالنشاطات وتوفير الأجهزة الضرورية. الملاحظات: 4/14
<input type="checkbox"/> 5/14- عدم توافر كادر فني في المركز لمتابعة الأمور اللوجستية. الملاحظات: 5/14
<input type="checkbox"/> 6/14- صعوبات ومعوقات أخرى (تحدد). الملاحظات: 6/14

15. الخطط المستقبلية التي يتوقع أن تتوافر إمكانات تنفيذها: يرجى إضافة تفصيلات محددة تحت كل بند من البنود التالية المتضمنة في خطط المركز المستقبلية
<input type="checkbox"/> 1/15- الخطط المتعلقة بالتوسع في الأبنية والمرافق التفصيلات: 1/15
<input type="checkbox"/> 2/15- الخطط المتعلقة بالتجهيزات الفنية. التفصيلات: 2/15
<input type="checkbox"/> 3/15- الخطط المتعلقة بالنشاطات والبرامج التطويرية والبحثية والتقويمية. التفصيلات: 3/15
<input type="checkbox"/> 4/15- الخطط المتعلقة بالتوسع في الميزانية لتلبية متطلبات الخطط السابقة. التفصيلات: 4/15
<input type="checkbox"/> 5/15- الخطط المتعلقة بالتوسع في كادر العاملين في المركز . التفصيلات: 5/15
<input type="checkbox"/> 6/15- الخطط المتعلقة بوضع أنظمة وتعليمات ذات طبيعة تشريعية تنظم عمل المركز وترسم علاقته مع الجامعة وكلياتها، وتوضح مسؤوليات كل جهة بما يكفل التزام جميع الأطراف بالعمل ضمن إطار الأنظمة والتعليمات . التفصيلات: 6/15
<input type="checkbox"/> 6/15- خطط مستقبلية أخرى (تذكر رجاءً) . التفصيلات: 6/15

Annex (2)

Questionnaire addressed the Academic Administrative Staff of
Eight Public Universities.

إستبانة رقم (2)
إستبانة خاصة بالإداريين الأكاديميين

إستبانة رقم (2)
إستبانة خاصة بالإداريين الأكاديميين
(تعبأ من قبل رئيس وأعضاء مجلس المركز، عميد كلية، نائب/مساعد عميد، رئيس قسم)

الجامعة:
الكلية:
القسم:
المهمة الإدارية لمعبنى الإستبانة :

1. مجالات التواصل مع مركز تطوير أداء أعضاء هيئة التدريس في الجامعة يرجى وضع إشارة (✓) أمام نوع النشاط فيما يلي الذي جرى فيه تواصل ببنكم وبين المركز المذكور:	
<input type="checkbox"/> 1/1- الإبلاغ عن إقامة نشاط أو عقد ورشة عمل لأعضاء هيئة التدريس .	
<input type="checkbox"/> 2/1- التشاور حول النشاطات أو البرامج أو الندوات... التي يمكن أن يشارك بها أعضاء هيئة التدريس في الكلية والقسم	
<input type="checkbox"/> 3/1- تلقي نشرات/مذكرات/إرشادات،... الخ موجهة إلى أعضاء هيئة التدريس تتعلق بتصميم خطط أو استخدام تقنيات... الخ.	
<input type="checkbox"/> 4/1- المشاركة في وضع خطط وتنظيم نشاطات، ورشات عمل، ندوات... الخ	
<input type="checkbox"/> 5/1- المشاركة كمدرّب أو محاضر في ورشات العمل والندوات التي ينظمها المركز	
<input type="checkbox"/> 6/1- أخرى (تذكر)	
<input type="checkbox"/> 6/1- أخرى (تذكر)	
<input type="checkbox"/> 6/1- أخرى (تذكر)	

2. هل لديك اطلاع على نشاطات أقامها المركز :	
<input type="checkbox"/> 1/2- في الكلية التي تعمل بها.	
<input type="checkbox"/> 2/2- في كليات أخرى.	
<input type="checkbox"/> 3/2- في المبنى الخاص بالمركز.	

3. هل لديك اطلاع على طبيعة النشاطات أو موضوعاتها التي نفذها المركز يرجى وضع إشارة (✓) على موضوع النشاط الذي نفذه المركز حسب اطلاعك	
<input type="checkbox"/> 1/3- أساليب/ استراتيجيات التدريس الجامعي	
<input type="checkbox"/> 2/3- تقويم تعلم الطلبة ، بناء الاختبارات	
<input type="checkbox"/> 3/3- تصميم البرامج والخطط الدراسية	
<input type="checkbox"/> 4/3- مهارات حاسوبية خاصة	
<input type="checkbox"/> 5/3- تقويم الطلبة لأداء أعضاء هيئة التدريس	
<input type="checkbox"/> 6/3- ضبط / وتحسين الجودة للتعليم الجامعي	
<input type="checkbox"/> 6/3- مهارات بحثية	
<input type="checkbox"/> 7/3- تكنولوجيا التعليم / المتعددة الأوساط	
<input type="checkbox"/> 8/3- تقديم استشارات في قضايا التدريس والخطط الدراسية	
<input type="checkbox"/> 9/3- أخرى (تذكر)	
<input type="checkbox"/> أخرى (تذكر)	
<input type="checkbox"/> أخرى (تذكر)	

4. هل حسب اطلاعك ومشاهداتك كان للمركز مساهمة ملموسة في تطوير أداء أعضاء هيئة التدريس في كليتك /قسمك في أي من المجالات التالية ؟ يرجى وضع إشارة (✓) أمام نوع النشاط:
<input type="checkbox"/> 1/4- أساليب التدريس الصفي واستراتيجياته
<input type="checkbox"/> 2/4- استخدام تقنيات المعلومات الحاسوب في عملية التدريس
<input type="checkbox"/> 3/4- تقويم تعلم الطلبة باستخدام أساليب توصف بالفاعلية
<input type="checkbox"/> 4/4- التغذية الراجعة من تقويم الطلبة لأعضاء هيئة التدريس
<input type="checkbox"/> 5/4- التوعية بمهارات بحثيه ومهارات تحليل البيانات .
<input type="checkbox"/> 6/4- مجالات خدمة المجتمع
<input type="checkbox"/> 7/4- أخرى (تذكر)
<input type="checkbox"/> أخرى (تذكر)
5. هل حسب اطلاعك وتقديرك الخاص توجد معيقات لقيام المركز بالنشاطات والمسؤوليات المتوقعة منه ؟ يرجى وضع إشارة (✓) أمام ما ينطبق منها فيما يلي:
<input type="checkbox"/> 1/5- عدم تفرغ مدير المركز للعمل فيه
<input type="checkbox"/> 2/5- ضعف تجاوب أعضاء هيئة التدريس للمشاركة في نشاطات المركز
<input type="checkbox"/> 3/5- عدم وجود تنسيق وتعاون بين المسؤولين في الكليات والأقسام وبين العاملين في المركز
<input type="checkbox"/> 4/5- عدم توفر الإمكانيات الفنية للمشاركة والمتابعة لخطط المركز وبرامجه
<input type="checkbox"/> 5/5- شح المخصصات المالية.
<input type="checkbox"/> 6/5- عدم وجود مسح للاحتياجات المهنية لأعضاء هيئة التدريس في كل كلية وكل قسم
<input type="checkbox"/> 7/5- عدم وعي المسؤولين في الكليات والأقسام بالإمكانيات المتوفرة لدى المركز وكيفية الاستفادة منها
<input type="checkbox"/> 8/5- عدم توفر متطلبات المرافق المكانية والأجهزة بدرجة كافية
<input type="checkbox"/> 9/5- معيقات أخرى (تذكر)
<input type="checkbox"/> معيقات أخرى (تذكر)
<input type="checkbox"/> معيقات أخرى (تذكر)
6. ما هي السبل التي حسب تقدير اتك يمكن إن تساعد في زيادة فاعلية المركز في تحقيق أهدافه والقيام بمسؤولياته ؟ يرجى وضع إشارة (✓) أمام المقترحات التي ترى أنها تساعد في تحسين فاعلية المركز
<input type="checkbox"/> 1/6- حصر الاحتياجات المهنية لأعضاء هيئة التدريس
<input type="checkbox"/> 2/6- التشاور والتنسيق بين إدارة المركز وإدارة الكليات والأقسام في اقتراح النشاطات وتنظيمها وتنفيذها
<input type="checkbox"/> 3/6- استقطاب مشاركة أعضاء هيئة التدريس باستخدام ضوابط بصيغ رسمية ترضها رئاسة الجامعة
<input type="checkbox"/> 4/6- استقطاب مشاركة أعضاء هيئة التدريس باستخدام ضوابط (رسمية) يفرضا عميد الكلية
<input type="checkbox"/> 5/6- استقطاب مشاركة أعضاء هيئة التدريس بمراعاة الاحتياجات التي يعبر عنها أعضاء هيئة التدريس أنفسهم.
<input type="checkbox"/> 6/6- استقطاب مشاركة أعضاء هيئة التدريس بوضع نظام حوافز يكافئ المشاركة الفاعلة من قبل أعضاء هيئة التدريس وحجب امتيازات المشاركة عن الممتنعين عنها.
<input type="checkbox"/> 7/6- تلبية الاحتياجات المالية والمادية المتعلقة بالأبنية والتجهيزات
<input type="checkbox"/> 8/6- تطوير خطط محلية وأخرى بعيدة المدى بالتشاور والتنسيق بين إدارة المركز ومجلس إدارته وإدارات الكليات والأقسام في الجامعة
<input type="checkbox"/> 9/6- تزويد المركز بكوادر فنية من ذوي الخبرة لأغراض القيام بالمهام اللوجستية ومتابعة تنفيذ خطط المراكز وبرامجه
<input type="checkbox"/> 10/6- التفرغ التام لمدير المركز ليتمكن من استغلال الوقت الكافي للتخطيط والتنفيذ والإشراف والمتابعة
<input type="checkbox"/> 11/6- أخرى تذكر
<input type="checkbox"/> 12/6- أخرى تذكر

Annex (3)
Questionnaire addressed the Instructors of Faculties
at the Eight Public Universities.

إستبانة رقم (3)
إستبانة خاصة بأعضاء الهيئات التدريسية

إستبانة رقم (3)
إستبانة خاصة بأعضاء الهيئات التدريسية
تعباً من قبل أعضاء الهيئات التدريسية

الجامعة:	
القسم:	الكلية:
التخصص:	الرتبة الأكاديمية:
عدد سنوات الخبرة في التدريس الجامعي:	

1. بين كيف عرفت عن مركز تطوير أداء أعضاء هيئة التدريس في الجامعة؟:

(لطفاً ضع الإشارة (✓) أمام العبارة التي تنطبق عليك إزاء الكيفية التي عرفت من خلالها عن مركز تطوير أداء أعضاء هيئة التدريس في الجامعة) مما يلي:

1/1- قرأت نشرة تعريفية بالمركز .

2/1- تلقيت من المركز دعوة للمشاركة في نشاطات المركز .

3/1- تلقيت من المركز نشرات، مذكرات، تعميمات، تتضمن توجيهات، إرشادات،... الخ ذات صلة بالأداء التدريسي لعضو هيئة التدريس .

4/1- تلقيت من المركز رسائل الكترونية تتضمن إرشادات ، توجيهات ، خطط ذات صلة بالأداء التدريسي

5/1- تم تقويم أدائي التدريسي بإشراف المركز ، بتطبيق استمارة تقويم عضو هيئة التدريس على طلبتي

6/1- أخرى (تذكر)

أخرى (تذكر)

2. مجالات النشاطات التي نظمها المركز وشاركت فيها

(لطفاً ضع الإشارة (✓) أمام النشاط الذي شاركت فيه) مما يلي:

1/2- أساليب التدريس الجامعي واستراتيجياته

2/2- تطوير وبناء المناهج والخطط الدراسية لبرامج متخصصة

3/2- تصميم خطة مساق

4/2- استخدام أوساط التعلم وتقنياته

5/2- تقويم تعلم الطلبة

6/2- بناء الاختبارات بأنواعها، وتحليل نتائجها

7/2- تقويم التدريس في المستوى الجامعي

8/2- منهجية البحث ومهاراته

9/2- الأساليب الإحصائية في تحليل البيانات وتطبيقاتها الحاسوبية

10/2- المهارات الخاصة باستخدام برامج حاسوبية خاصة مثل SAS,SPSS

11/2- تكنولوجيا المعلومات

12/2- أخرى (تذكر):

أخرى (تذكر):

أخرى (تذكر)

3. نتائج المشاركة في نشاطات المركز:

ما تقديرك لما تحقق لديك نتيجة مشاركتك في النشاطات التي نظمها المركز وأشرت إليها في البنود السابقة من الإستبانة؟
لطفاً ضع الإشارة (✓) تحت المستوى المتحقق لديك من مشاركتك، وأمام النتائج التالية :

المستوى			النتائج المتحققة
درجة متدنية	درجة متوسطة	درجة عالية	
			<input type="checkbox"/> 1/3- تطوير وتحسين أدائي التدريسي وأساليبي في التدريس
			<input type="checkbox"/> 2/3- تحسين أساليب التواصل بيني وبين طلبتي ، وأساليب تعاملتي معهم
			<input type="checkbox"/> 3/3- تلبية احتياجات مهنية ومعرفية أساسية في أدائي التدريسي
			<input type="checkbox"/> 4/3- تطوير مهارات وكفايات في مجال استخدام الأوساط التعليمية والأساليب التقنية (مثلا استخدام data show)
			<input type="checkbox"/> 5/3- اكتساب كفايات أساسية في منهجية البحث وأساليب تحليل بياناته
			<input type="checkbox"/> 6/3- اكتساب مفاهيم وكفايات أساسية في تقويم الطلبة وبناء أدوات التقويم
			<input type="checkbox"/> 7/3- نتاج آخر (يذكر)
			نتاج آخر (يذكر)

<p>4. يتولى المركز تنظيم تقويم الطلبة لأداء أعضاء هيئة التدريس باستخدام استمارة التقويم المعتمدة . ما تقويمك للنتائج المتحققة في هذا النشاط ؟ لطفاً ضع الإشارة (✓) أمام كل عبارة من العبارات التالية التي تمثل تقديرك الشخصي للنتائج المتحققة في هذا النشاط :</p>	
<input type="checkbox"/>	1/4- تعكس نتائج تقويم الطلبة لي جوانب التميز وجوانب القصور الحقيقية في تدريسي .
<input type="checkbox"/>	2/4- تحقق في نتائج تقويم طلبتي لتدريسي درجة معقولة من الدقة والموضوعية
<input type="checkbox"/>	3/4- يبدو لي أن هامش الخطأ في تقويم طلبتي لأدائي التدريسي كبير
<input type="checkbox"/>	4/4- اعتقد أن تقويم الطلبة لمدرسيهم يعكس تحيز الطلبة المرتبطة بتساهل أو تشدد المدرس في متطلبات المساق
<input type="checkbox"/>	5/4- الطلبة الذين يحصلون على علامات عالية يقومون مدرسهم عالياً والعكس صحيح
<input type="checkbox"/>	6/4- معظم الطلبة حياديون وموضوعيون في إعطاء تقديرات لأداء مدرسهم
<input type="checkbox"/>	7/4- اعتقد انه يجب أن لا تبني أحكام وقرارات إدارية على نتائج تقويم الطلبة لمدرسيهم
<input type="checkbox"/>	8/4- يمكن أن تكون نتائج تقويم الطلبة لمدرسيهم أكثر موضوعية إذا عرفوا أنها لن تصل إلى مسئولين تتأثر بها قراراتهم وأحكامهم على المدرسين
<input type="checkbox"/>	9/4- اعتقد انه يجب إعادة النظر في الأسلوب المتبع في تقويم الكلية لأعضاء هيئة التدريس
<input type="checkbox"/>	10/4- اعتقد انه يجب أن يكون تقويم الطلبة للمساق بجميع مكوناته بما في ذلك دور الطالب ودور المدرس وخطة المساق ، ولا يقتصر على دور المدرس فقط
<input type="checkbox"/>	11/4- يبدو انه لا تنتشر لأصحاب القرار طرق أخرى لتقويم الأداء الصفّي للمدرس سوى الاعتماد على ملاحظة الطلبة لمدرسيهم في غرفة الصف
<input type="checkbox"/>	12/4- يفترض في كل مدرس أن يطلع على تقويم الطلبة له وان يعدل ويطور في أساليبه بناء على نتائج التقويم
<input type="checkbox"/>	13/4- يجب أن يكون هناك تقويم الطلبة لمدرسيهم ولكن ليس بالأسلوب المتبع حالياً
<input type="checkbox"/>	14/4- نتيجة أخرى تعبر عن رأيك الشخصي ... (تذكر)
	نتيجة أخرى تعبر عن رأيك الشخصي ... (تذكر)
	نتيجة أخرى تعبر عن رأيك الشخصي ... (تذكر)

5. إذا عرفت عن المركز ولم تشارك في نشاطاته أو برامج، فما هي أسباب عدم المشاركة؟
(يرجى وضع الإشارة (✓) أمام كل عبارة من العبارات التالية التي تنطبق على حالتك):

<input type="checkbox"/> 1/5- لم ادع للمشاركة في أي برنامج أو نشاط .
<input type="checkbox"/> 2/5- لم استجب للدعوة لأن البرنامج المقدم لا يلبي احتياجاتي.
<input type="checkbox"/> 3/5- لم استجب للدعوة لأن مستوى الكفاءة في البرنامج المقدم ليس من المتوقع أن يحسن أدائي أو معلوماتي
<input type="checkbox"/> 4/5- المكلفون بالتدريب أو المحاضرة ليسوا في مستوى مقبول من الكفاءة
<input type="checkbox"/> 5/5- ليس هناك حوافز تعزز مشاركتي في البرنامج أو النشاط
<input type="checkbox"/> 6/5- سبب آخر (يذكر)
سبب آخر (يذكر)
سبب آخر (يذكر)

6. ما هي - في رأيك - الطرق التي يمكن إتباعها لاستقطاب مشاركة أعضاء هيئة التدريس في نشاطات المركز وحفزهم للإقبال عليها. لطفاً ضع الإشارة (✓) أمام الطرق المقترحة فيما يلي التي تتفق مع رأيك :

<input type="checkbox"/> 1/6- وضع ضوابط (بصيغ رسمية) تفرضها رئاسة الجامعة.
<input type="checkbox"/> 1/6- وضع ضوابط يفرضها عميد الكلية
<input type="checkbox"/> 1/6- مراعاة الاحتياجات التي يعبر عنها أعضاء هيئة التدريس عند اقتراح موضوعات النشاط أو مجالاته
<input type="checkbox"/> 1/6- وضع نظام حوافز يكافئ المشاركة الجادة من قبل أعضاء هيئة التدريس ويحجبها عن يمتنعون عنها
<input type="checkbox"/> 1/6- طريقة أخرى تقترحها :
طريقة أخرى تقترحها :
طريقة أخرى تقترحها :

7. إذا توافرت للمركز الإمكانيات الفنية والمادية والمكانية لتنظيم برامج ونشاطات تلبي الاحتياجات المهنية لأعضاء هيئة التدريس فما هي في تقديرك الشخصي احتياجاتك المهنية الخاصة التي تكون مستعداً للمشاركة في برامج أو نشاطات تلبي هذه الاحتياجات وينظمها المركز .

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ملخص الدراسة التقييمية لمراكز تطوير أعضاء هيئة التدريس في ثمان من الجامعات الأردنية الحكومية

في إطار الجهود الموجهة لتطوير التعليم العالي في الأردن، تم إنشاء مراكز تطوير أداء أعضاء هيئة التدريس في الجامعات الأردنية الرسمية بالتنسيق مع مشروع تطوير التعليم العالي في المركز الوطني لتنمية المصادر البشرية. وقد أوكلت إلى كل من هذه المراكز مهمة دعم و تحديث المعارف والمهارات و القدرات المهنية لدى أعضاء هيئة التدريس في الجامعات الأردنية الحكومية، بهدف تحقيق نوعية جيدة من خريجها.

و منذ أن أنشئت هذه المراكز، و قد مضى على إنشائها بضع سنوات، لم يجر تقييم لأدائها. و لكي يتحقق تقييم شمولي لهذه المراكز فقد عمد المركز الوطني لتنمية المصادر البشرية إلى التعاقد مع احد الاستشاريين للقيام بدراسة تقييمية للمراكز في الجامعات الحكومية الثمانية. والمبرر الذي يمكن استخلاصه للقيام بهذه الدراسة أن يتم التوصل من نتائجها إلى أسس يمكن اعتمادها في تحسين أداء هذه المراكز في المستقبل.

لقد استهدفت الدراسة التقييمية التي تم تصميمها للأغراض الأتفة الذكر التوصل إلى إجابات عن عدد من الأسئلة المتعلقة بالأمور التالية :

- مستوى الخبرة و الكفاءة لدى العاملين في المراكز
- مدى توفر المرافق المكانية و الأجهزة اللازمة لنشاطات المراكز
- فاعلية المراكز من حيث عدد النشاطات التي تم تنفيذها و نوعها
- تقدير الصعوبات التي تواجهها المراكز ، و حاجاتها ، و خططها المستقبلية
- الأدوار التي يتولاها الإداريون في الجامعات في تسهيل أعمال المراكز، و تخطيط برامجها، و توجيهها
- فاعلية المراكز في تحسين الأداء المهني لأعضاء الهيئة التدريسية
- معدلات مشاركة أعضاء الهيئة التدريسية في النشاطات التي ينظمها المركز
- وجهات النظر لدى أعضاء هيئة التدريس و الإداريين في الجامعات عن "صدق" و "فاعلية" تقويم الطلبة لأداء أعضاء هيئة التدريس

تألفت المجتمعات المستهدفة في هذه الدراسة من مدراء ثمانية مراكز ، و الإداريين الأكاديميين في الجامعات ، و أعضاء هيئة التدريس الذين شاركوا و الذين لم يشاركوا في نشاطات المراكز. و قد تألفت العينات المستهدفة عند بدء الدراسة من ثمانية مدراء ، و 359 من الإداريين و 2265 من أعضاء هيئة التدريس . إلا أن الأعداد الفعلية من هؤلاء الذين استجابوا إلى الاستبانات التي تم توزيعها اقتضرت على ثمانية مدراء للمراكز ، و 211 من الإداريين، و 642 من أعضاء هيئة التدريس .

ومن أجل جمع بيانات ذات صلة بأهداف الدراسة و الأسئلة التي تم طرحها ، فقد تم بناء ثلاث استبانات ، واحدة لمدراء المراكز ، و أخرى للإداريين ، و ثالثة لأعضاء هيئة التدريس . وقد عرضت الصيغة الأولية للإستبانات للمناقشة في اجتماع عام ضم مدراء المراكز ، و فريق الدراسة ، و ممثلين عن مشروع التعليم العالي و المركز الوطني لتنمية المصادر البشرية. وقد تمخضت المناقشة عن بعض الملاحظات و التعديلات تم أخذها بعين الاعتبار عند إعداد الصور النهائية للإستبانات . و هناك ما يبرر الافتراض بأن هذا الإجراء يرجح نوعاً من دلالة الصدق للإستبانات . وقد تلا هذا الإجراء إنتاج الإستبانات بأعداد كافية و إرسالها إلى المراكز ليتم تعبئتها من قبل الأشخاص المعينين في عينات الدراسة .

هذا، وقد تم تحليل البيانات المتجمعة، على مستوى كل مركز على حدة، وعلى مستوى تجمع المراكز الثمانية معا. وأدخلت البيانات في الحاسوب كتكرارات لبنود الإستبانة. وقد اعتمد التحليل الإحصائي على حساب إحصائيات وصفية تتمثل في التكرارات، والتكرارات النسبية ومقاييس الإحصاء الوصفي الأخرى.

يمكن تلخيص النتائج الرئيسية لهذه الدراسة كما يلي :

- لكل مركز ظروفه الخاصة التي تحدد إمكاناته، بما في ذلك المرافق المكانية والأجهزة، وأي شكل من أشكال التعاون والتنسيق يمكن تحقيقه بين المركز والهيئات الأخرى في الجامعة،
- لكل مركز "مجلس مركز" خاص به، مؤلف من عدد من الإداريين يتولون مهمات ومسئوليات معرفة جيدا، وتتناول القضايا الأساسية في عمل المركز.
- توجد حاجة في معظم المراكز إلى موظفين مؤهلين فنيا، يمكن أن توكل إليهم أعمال ذات طبيعة فنية وأخرى ذات علاقة بمتابعة نشاطات المركز وبرامجه.
- تتضمن الخطط المستقبلية لمعظم المراكز التوسع في المباني والأجهزة.
- أجريت في جميع المراكز خلال السنوات الثلاث الأخيرة مجموعة من النشاطات والمشاكل المتعلقة بتدريب وتطوير أعضاء هيئة التدريس، إلا أن أعداد هذه النشاطات والمشاكل وأنواعها اختلفت بشكل كبير من مركز إلى آخر.
- تتولى جميع المراكز الثمانية مسؤولية تنظيم عملية تقويم الطلبة لأعضاء هيئة التدريس، وتنعكس في استجابات أعضاء هيئة التدريس في عينة الدراسة اتجاهات سلبية نحو تقويم الطلبة لأدائهم التدريسي.
- يواجه مدراء المراكز صعوبات رئيسية أبرزها :
 - تعيينهم مدراء للمراكز على أساس عدم النفرغ،
 - انخفاض معدلات مشاركة أعضاء هيئة التدريس في النشاطات التي ينظمها المركز،
 - عدم كفاية المخصصات المالية
 - ليس لدى كثير من أعضاء هيئة التدريس معلومات واضحة عن مراكز تطوير أعضاء هيئة التدريس أو المهمات التي تتولاها هذه المراكز، باستثناء معرفتهم عن قيام هذه المراكز بتنظيم عمليات تقويم الطلبة لأدائهم التدريسي
- تشير البيانات إلى أن معدلات مشاركة أعضاء هيئة التدريس في النشاطات التي تنظمها المراكز متدنية و غير كافية
- المجالات العامة لحاجات التدريب المهني التي عبر عنها معظم المستجيبين من أعضاء هيئة التدريس تشمل : التعليم الجامعي من حيث أساليبه واستراتيجياته، والمهارات الأساسية في استخدام الحاسوب، واستخدامات التكنولوجيا الحديثة المتعددة الأوساط في التربية.

وقد خلصت الدراسة إلى مجموعة من التوصيات، وعدد من مكونات النمذجة التي يمكن الاستفادة منها في تخطيط نشاطات المراكز وبرامجها.

