

**PERSPECTIVES ON THE PRESENT STATE AND FUTURE OF HIGHER
EDUCATION FACULTY DEVELOPMENT IN KAZAKHSTAN:
IMPLICATIONS FOR NATIONAL HUMAN RESOURCE DEVELOPMENT**

A Dissertation

by

DINARA SEITOVA

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2009

Major Subject: Educational Human Resource Development

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Chair of Committee,	Larry Dooley
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ABSTRACT

Perspectives on the Present State and Future of Higher Education Faculty Development in Kazakhstan: Implications for National Human Resource Development. (August 2009)

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After the collapse of the Soviet Union in the early 1990's Kazakhstan experienced a socio-economic transition from a socialist economy to a free market economy and was challenged with building a newly independent state. In pursuit of fulfilling strategic nationwide tasks, the government undertook multidimensional measures in all spheres. However, in order to implement such profound changes and keep up with globalization, the newly independent state found itself in a position where there was a burning need for a serious update in knowledge and skills in all fields.

In light of the National State Conception of Education Development of 2005 (NSCED), higher education in Kazakhstan is viewed as the most fundamental liaison between academia, research and innovation in industry and business of the country. Integration of these three components represents the concept of a national innovation system that will allow Kazakhstan to establish successfully its own competitive advantage in the global arena. Therefore, the higher education faculty of Kazakhstan becomes the driving force in fulfilling such grand tasks as relating research to practice,

as well as increasing the knowledge, skills, and capacities of young specialists and researchers for a future sustainable society. In other words, there is a need to determine the current status of higher education faculty development which may then serve as a basis for a comprehensive approach and enable the compliance process with the Bologna international standards of education to be expedited.

For the purpose of this study, a qualitative research methodology was used whereby the researcher was the primary research tool who interviewed 20 faculty members and university administrators from two large universities of national status in Kazakhstan. The data collection tools employed were semi-structured interviews, observations, and document analysis and field notes.

Since the nature of this phenomenological study is exploratory and descriptive, it was considered holistically and based on interpretation and analysis of all study participants combined. Moreover, the phenomenon under study is complex due to a dynamic interaction and interdependence of multiple HRD levels; and consequently, it was viewed through the contexts of international relationships, the country's broad societal transformations, and its organizational and individual levels.

The research findings indicate that there is no systematic and consistent approach to faculty development in the area of higher education in Kazakhstan. The majority of current faculty development and any professional development activities tend to have a spontaneous character without implementation of a thorough faculty needs task analysis or performance evaluation. The faculty as social subjects with different socio-cultural

identities is currently in the process of constructing a new academic identity based on updated social values, beliefs, mentality and work styles.

In the case of successfully updating professional expertise and higher education policy implementation, the faculty will constitute a group of highly educated experts and professionals who are capable of providing the younger generation with a high quality education according to international standards and conducting intensive research that will connect the theory and practice through real applications in various industries.

DEDICATION

The inspiration for this dissertation is my beautiful home country-Kazakhstan and its people. I was driven by a desire to study the phenomenon under study in the context of multiple HRD levels and how they interact with each other forming current trends of the NHRD in Kazakhstan.

Virtually unknown to the world before, there has been little research done on Kazakhstan in the field of HRD in particular. Therefore, this dissertation is dedicated to the country of Kazakhstan and attempts to contribute to the literature about the country to a wide public.

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I would like to express my special gratitude to my dear mother who has always encouraged me to continuously learn and improve myself as an individual and professional. Thanks to the support of my sister and my son I was able to realize one of my most important lifetime dreams.

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CHAPTER I

INTRODUCTION

Historical and Cultural Review of Kazakhstan

Kazakhstan lies in the heart of Eurasian continent, bounded by the Russian Federation in the north, China in the east, Kyrgyzstan and Uzbekistan in the south, and the Caspian Sea and Turkmenistan in the west. It has almost 1,177 mi (1,894 km) of coastline on the Caspian Sea and the total area of which is 2,717.300 sq km. Independent Kazakhstan is the world's ninth-largest country, or in other terms, Kazakhstan is about four times the size of Texas. However, Kazakhstan's population of 16 million people is relatively small given the country's vast territories.

The country is rich in natural resources including major deposits of petroleum, natural gas, coal, iron ore, manganese, chrome ore, nickel, cobalt, copper, molybdenum, lead, zinc, bauxite, gold, and uranium. In addition, the unique geographic location of Kazakhstan, which is right at the crossroads of Europe and Asia, significantly determined its historical and cultural heritage. Historically, the influx of diverse ethnic groups and cultures shaped Kazakhstan's culture and traditions representing the so-called "melting pot" of various nations and languages of the Eurasian continent. Consequently, the culture of Kazakhstan embodies a blend of different nations which have contributed to the formation of a national identity.

This dissertation follows the style of *Human Resource Development Quarterly*.

Among the most influential constructs in forming Kazakhstan's culture were:

(1) The early Turkic tribes; Kazakh belongs to the Turkic language family which consists of more than 36 languages. The most well known in the West is the Turkish language; (2) The Arab and Persian invasions introduced Islam, Arabic writing and a settled mode of living; (3) The Mongol invasion under the command of Genghis Khan which brought back the nomadic mode of living. Yet the Turkic language and Islam were preserved; (4) The colonization of the Russian Empire in the late 17th century which resulted in a complete colonization by the end of the 18th century; (5) The 20th century: Kazakhstan as a part of the Soviet Union. When Russia transformed into a communist society Kazakhstan was simply swept in by the Soviet regime. Throughout the 20th century the history of Kazakhstan was associated with the history of the Soviet Union.

Kazakhstan in Soviet Times: 1922-1991

Kazakhstan was officially part of the Soviet Union for nearly seventy years. At that time the Soviet Union, consisting of 15 Socialistic Republics, was one of the two "superpowers" in the world along with the USA. The Union of Soviet Socialistic Republics (USSR) was the largest nation whose economy was comparable with the economy of the USA. During the Soviet era Kazakh Soviet Socialistic Republic (KSSR) was the second largest Republic after the Russian Federation and was a significant economic and strategic player that made a great contribution to the USSR's success in different spheres. The Soviet regime imposed a centrally planned economy where all productive assets were owned by the State. While Moscow was strengthening its scientific-technical potential through concentration of science and research oriented

universities with research centers on the territory of the Russian Federation, the other 14 Republics were fulfilling a role of adjunct units.

All science and research oriented facilities were fully equipped with an excellent material-technical base that created favorable conditions for research activities in all fields. Consequently, such a policy caused a constant brain-drain of bright intellectuals from the other parts of the Soviet Union to Moscow and Russia overall. In other words, the Soviet regime was consistently developing science, research and technology at the expense of un-developing and taking advantage of the other Republics. Additionally, principles of a centrally planned economy were used by the Soviet regime to create a socio-economic dependence of all Soviet Union Republics on Moscow and the Russian Federation in general. The socio-economic dependence led to a narrow specialization in only a few spheres of economic activity practiced in each Union Republic.

Being rich in natural resources and minerals, Kazakhstan was turned into a raw-materials producing appendage of the Russian Federation. Kazakhstan's vast territories with diverse flora and fauna were allowed to successfully develop agriculture and animal breeding, mining and heavy industries. In addition, the northern region of Kazakhstan was used for nuclear testing, aerospace experiments and space shuttle launching. Kazakhstan has a well-developed agriculture which specializes mostly in grain (wheat), cotton and livestock. There are also a number of well-established industries such as oil, coal, iron ore, manganese, chromite, lead, zinc, copper, titanium, bauxite, gold, silver, phosphates, sulfur, iron and steel; tractors and other agricultural machinery, electric motors, and construction materials.

In this mode, the centrally planned economy created a unique phenomenon in human resource development in one of the biggest and most powerful states of the world of that time. Such a phenomenon was characterized by a distinct trend of “disproportionate” human resource development across the vast territory of the Soviet Union at that time. Since the Soviet economy mandated that each Soviet Republic specialize only in a few areas/industry/or economic sectors, it consequently resulted in a lack of knowledge and expertise in those spheres that were not part of the Republic’s economy. The situation differed from one Republic of the Soviet Union to another. However, one commonality the Republics shared was that most of the economic sectors and industries were undeveloped or partially developed. Therefore, this factor determined a significant lack of knowledge and expertise in most areas.

However, Kazakhstan had developed such industries as agriculture, mining, heavy equipment industry, aerospace, energy and development and testing of nuclear weapons. This development resulted in a pool of well-prepared and highly qualified human resources in these specialized areas. Yet, in Kazakhstan the unrepresented or partially developed economic sectors such as light and processing industries resulted in a substantial lack of expertise, skills, and knowledge in those areas. Therefore, a high concentration of scientific-technical potential in the Russian Federation along with socio-economic dependence enabled the advancement of socio-economic development compared to the other Republics. Consequently, Russia was in a much better situation after the collapse of USSR in the early 1990s. Simultaneously, the other fourteen Republics inherited industrially underdeveloped structures and had to face serious challenges of economic deficiencies characterized by a lack of expertise in science and

technology and a burning need to develop highly demanded skills which became necessary fill the existing gaps.

In addition to such “narrow” socio-economic policy, the Soviet government used other supporting social policies which included the so-called process of “national delimitation” which literally means “nation-building” in Russian. In the early stage of the Soviet state development from 1922 through 1936, Lenin’s concept actively promoted the national self-consciousness of the non-Russian populations and assimilation was strongly discouraged. According to Lenin’s national policy, each ethnic minority was officially recognized, granted its own national territories with a certain degree of autonomy, school, press and written language.

Unfortunately, the national policy dramatically changed towards non-Russian minorities under the leadership of Joseph Stalin who came into power in the 1930s-1940s. Stalin’s national policy towards ethnic minorities turned into a repressive policy involving abolition of national institutions, ethnic deportations and cultural Russification. Understandably enough, the Soviet national policy was fostering the notion of “superior” and “inferior” nations resulting in resentment against domination of Moscow and feelings of national consciousness.

In this manner, the Soviet regime implied a state-building with overtones of the “old Russian imperialism” and colonialism which enabled the political system to create both socio-economic and cultural inequalities in development for all non-Russian ethnicities and nations of the former Soviet Union. In reality, there was never one Soviet nation and by the official Soviet census of 1979 and 1989 all Soviet citizens were categorized by “nationality”.

Independent Kazakhstan

Kazakhstan gained its independence in December of 1991. As a result, Kazakhstan became one of the newly formed independent states of the former USSR that did not have a long history of self-rule and sovereignty. Virtually unknown to the world during the Soviet regime, Kazakhstan entered the international arena as an independent state with vast natural resources, an underdeveloped industrial infrastructure and economic deficiencies, a stable but rigid political structure and a relatively small population. In fact, along with being the ninth largest in territory, Kazakhstan is considered to be one of the most under populated countries in the world.

Additionally, the population of Kazakhstan is ethnically diverse with more than 130 nationalities and ethnicities of different origins. Among diverse ethnic groups who live in Kazakhstan, the largest minority groups are represented by Germans, Koreans, Chechens, Russians, Ukrainians, Byelorussians, Poles and Turkish. The diverse and mixed population of Kazakhstan is another feature inherited after the collapse of the USSR. During Soviet times, the population of Kazakhstan was 16 million people. Throughout the 1990s Kazakhstan's population decreased by about 1 million people because of high emigration rates of Kazakh residents to the countries of their ethnic origin. The dissolution of USSR involved rapid disruption of socio-economic bonds, termination of state financing of factories, bankruptcy and closure of numerous manufacturing enterprises, unemployment, low salaries, deterioration of living standards, health and education systems. In the meantime, an economic decline destroyed many formal and informal links between collective farms, employing organizations, factories

and schools, which had supplied manpower because most of farms and factories went bankrupt or were downsized.

According to the international Human Development Index (HDI) ranking of 175 countries established by United Nations, there are four categories that characterize the level of HRD development: underdeveloped, partially developed, semi-advanced and advanced. Historically, Kazakhstan, as a part of the former Soviet Union, belonged to the advanced category of HRD. In terms of the HDI, Kazakhstan's rank changed from the 54th in 1993 to 73rd in 2000 and to 76th in 2005 among the 175 countries in the world.

Kazakhstan remains in the group with medium HDI largely due to high education levels and the relatively satisfactory condition of the health of its population. According to the HDI report on Kazakhstan in 1998, "the main reason for decrease in the HDI was the economic decline, which accounted for 84% of the decrease." In sum, the first years of independence were characterized by a struggle with severe economic decline in all spheres, attempts to master the basic concepts of market-based economy and the creation of executive and legislative bases. Needless to say, in the process of transition, Kazakhstan has experienced tremendous shifts in its economic, political, social and cultural frameworks which required substantial efforts on behalf of the nation and the government as well.

Globalization and Government's Actions to Transform Kazakhstan

Given the complexity of Kazakhstan's transition to a market-based economy, the government started by focusing on building a nation with new values, developing a democracy, reorienting economy and creating political alliances. Fifteen years of

independence have been marked by multidimensional socio-economic reforms, enabling profound societal transformation at all levels. However, the main idea behind those reforms was mainly to diversify Kazakhstan's economy and to develop light and processing industries. The government of Kazakhstan realized the need for systematic and profound changes in the society through creating appropriate structures which will enable a shift to a free market economy.

The government has undertaken a series of reforms and laws that are two-fold in nature. Simultaneously, the reforms target transformations in both domains: internal and international. The internal transformations are related to strengthening market economy status, developing legislative base and infrastructures at all levels. Also, the internal development of Kazakhstan is being shaped by globalization processes as well because the alignment with such becomes of a vital importance for Kazakhstan's positioning in the international arena. The globalization process implies an increasing importance of a knowledge-based economy through utilization of advanced technology that leads to an information and communication revolution in a society. In other words, globalization also determines the internal HRD trends in Kazakhstan as well as its development on a larger scale. Therefore, it is clear that Kazakhstan's economic development is directly linked to the nation's ability to acquire and utilize technical and socio-economic knowledge whereas the globalization tendency for knowledge based society may be extremely helpful in expediting such processes.

In order to consistently and comprehensively approach issues of Kazakhstan's development, the government employs various techniques, resources and international expertise to develop strategically relevant national development. The Ministry of

Education and Science of Kazakhstan (MESK) conducted an audit to assess the scientific and technological potential of Kazakhstan in 2005 in cooperation with the US. National Academy of Science. This joint project involved two working groups that consisted of Kazakh and US experts. The audit results determined several priority categories in which Kazakhstan has significant potential to develop successfully as a country. Based on the audit results the project experts suggested the following priority areas of development: engineering (petroleum, nuclear, chemical, mechanical, and industrial and computer engineering), biotechnology (biology and chemistry), mathematics, physics, computer science (information systems technology), agriculture, and medicine. The suggestions were accepted by the government, with only minor revisions. Furthermore, the audit results served as a basis for multiple legislative documents, laws and reforms. The most important of them is the New State Conception for Education Development in Kazakhstan of 2005 (NSCED). In addition to all measures undertaken by the government in developing highly skilled human resources, the President of Kazakhstan established an international program called “Bolashak” (translated as “The Future”) which awards scholarships to promising youth of the country. This program has been educating the best of Kazakh youth in more than 28 countries around the world for over 11 years.

Higher Education as a Fundamental Component of HRD: Reforms in Higher Education

In pursuit of fulfilling strategic nation-wide tasks, the government attempts to establish specific mechanisms through the educational system. One of the first steps undertaken by the government in this direction was joining the Bologna Convention in

2001. The Bologna Convention provides Kazakhstan with an opportunity for integration to the international education and research arena. The Bologna Convention is signed by 29 countries and aims to reform the higher education system in order to create overall convergence at an international level. The idea behind this reform is to establish a common framework of academic programs, credit system and equivalent degrees which will enable cooperation in teaching and research, and enhance the mobility of students and researchers as well as increase the employability of graduates. Furthermore, the New State Conception for Education Development in Kazakhstan (NSCED) was passed in 2005 and became foundational for the field of HRD in Kazakhstan. NSCED aims to improve performance of all educational levels through integration of organization, process and individual domains. This new legislative document consists of separate laws that encompass all levels of Kazakhstan's educational system and stipulates the necessity of a step-by-step transition to the Western model of higher education. More specifically, this includes transition to the credit hours system and the introduction of three academic levels of higher learning system (bachelor, master and PhD programs).

As a result, the New State Conception regarding higher education gains stature immediately as paramount in importance in terms of fulfilling national strategic tasks. Owing to its nature, higher education institutions bear the responsibility for dispensing knowledge, producing highly skilled labor and research output to meet the economic needs which promotes progress. Historically, in the periods of social transformation, higher education institutions take on the key role in the processes of social change and development through facilitation of new cultural values, training and socializing members of a new civil society.

According to Harbison and Myers (1964), “human resource development is the process of increasing the knowledge, the skills, and the capacities of all people in a society,” whereas the primary level of human resource development (HRD) is the formal education which includes various forms of secondary education and higher education institutions. Being the first-level of HRD, the significant role and importance of higher education for the national development worldwide has given proof of its viability and of its ability to change and to induce change and progress in society. The higher education system happens to be a multifaceted phenomenon that combines a variety of institutions, systems, and diverse people which serve multiple purposes for the progress of any society.

In the light of the NSCED, higher education in Kazakhstan is viewed as the most foundational liaison between academia, research and innovation in industry and business of the country. Integration of these three components represents the concept of a national innovation system which will allow Kazakhstan to successfully establish its own competitive advantage in the global arena. In this mode, the higher learning, research and industry implications act as essential components of cultural, socio-economic and environmentally sustainable development of individuals as well as the country in general at various levels.

In relation to this, many surveys on technical innovation in the US show that US producing companies emphasize the strategic importance of academic research in the development of new industrial products and processes. According to Mansfield (1991) “On average, 19% of new products and 15% of new processes were directly based on academic research. The proportion was even higher, 44% and 37% respectively, in high

technology industries much as drugs, instruments and information processing” (p.11). There is a relation between academic research and industrial applications because there is an impact of universities and spillover effects of academic research on industrial research and technology as well as innovations. In this mode, “The economic development is increasingly linked to a nation’s ability to acquire and apply technical and socio-economic knowledge, and the process of globalization is accelerating this trend” (Chapman & Austin, 2002, p. 18). For this reason, the appropriate and prompt response of the higher education system to the challenges created by globalization becomes a strong determinant of how successful the national development plan can be. As a result, the higher education system bears the responsibility for sustaining appropriate national development in a society in the context of various environmental factors both domestic and international.

Statement of the Problem

In a smaller scale, the model of higher education coincides with the concept of a national innovation system (NIS). Yet NIS is more focused on flow of information and technology between different organizations. In both cases, they represent the so-called model of theory-research-practice cycle and in some literature are used interchangeably. In other words, higher education educates and trains large numbers of people, implements basic research, serves as the key to technology development and enhances NIS processes overall. Meanwhile higher education is a powerful tool for implementing national development strategies; the faculty becomes the central agent responsible for appropriate reform implementation. In fact, the NSCED poses multidimensional tasks to the faculty

of higher education. Broadly speaking, these include educating students at three academic levels and producing highly qualified specialists according to international requirements established by the Bologna Convention; rearing a new generation of researchers in priority areas for development of Kazakhstan; and professionally wise, enhancing field expertise as well as transfer of learning techniques for high quality teaching.

In large part, the higher education reforms focus on strengthening the liaison between higher education institutions and industry/business, enabling innovations of different types. Therefore, the higher education faculty of Kazakhstan becomes the major driving force in fulfilling such grand tasks as relating research to practice and increasing knowledge, skills, and capacities of young specialists and researchers for a future sustainable society. However, the NSCED provides only general guidelines for implementing higher education reforms and vague guidelines on faculty development. In order to enable F&D, the MESK conducts development programs for faculty through exchange programs with universities abroad. Also, the MESK holds a state grant for faculty members called “The best professor of the year”. Annually, about 10-12 best faculty members from different universities receive the grant and are sent for a professional development abroad. Time wise, the faculty is provided with a sabbatical semester in one of the leading universities in the US, UK, Germany, France, Italy, Spain or Canada.

With vague guidance, the higher learning institutions are expected to implement dramatic restructuring in terms of academic programs, content revision of subjects, teaching techniques and enhancing research function in compliance with international standards by the year of 2010. Yet, the lack of thorough legislative documents on faculty

development significantly hinders the implementation of nation wide tasks. Therefore, there is an urgent need to determine the current status of higher education faculty development (FD) in the context of Kazakhstan's reforms. The current status of FD will serve as a foundation for a systematic and comprehensive approach that can provide contextual adjustments to the western education model when it is being implemented in Kazakhstan. In this manner, it becomes crucial to ensure appropriate FD which is in compliance with the international standards and yet be relevant to Kazakhstan's context.

Purpose of the Study

The purpose of this study was to examine the current status and future of higher education faculty development in the light of the New Higher Education Reforming as an integral part of the 2005-2015 New State Conception for Education Development (NSCED) in Kazakhstan. Consideration of HE faculty development through NSCED is critical since NSCED represents a comprehensive complex of initiatives undertaken by the government and involves profound reforms at all of the country's educational levels: elementary, secondary, higher and professional education.

The study was an attempt to view the current status and future of higher education FD in Kazakhstan from the perspective of Kazakhstani higher education faculty as they become a major driving force in successful HE reforming. Furthermore, based on findings the study outlines implications for further improvement of the faculty development efforts nationally. In addition, the study findings indicate FD implications and impact on the national strategic development as well as national HRD in Kazakhstan's context of dynamic change and development tan as an independent state.

The Main Research Question

The main research question is “What are the perspectives of the current Republic of Kazakhstan (RK) university faculty regarding the present state and future development of nationwide higher education faculty development in the context of dynamic change in the RK educational system?”

Specific Research Questions Examined

1. What are the perceptions of the interviewees regarding successful faculty development in the context of the 2005-2015 New State Conception for Education Development in Kazakhstan?
2. What suggestions do interviewees have regarding the improvement of current faculty development?
3. How do interviewees envision the impact of FD of higher education in Kazakhstan on the national strategic development/HRD?

Assumptions

1. The study methodology offers the most logical and appropriate research design for this qualitative study.
2. In order to fully understand the current status, the future perspectives of the higher education faculty development in Kazakhstan, the researcher needed to examine this topic in broad societal and international contexts and therefore, involved both NHRD and international HRD implications for Kazakhstan.

3. The study participants are capable of understanding the questions posed and were willing to cooperate and respond honestly.
4. The study findings are applicable to the two selected universities in Kazakhstan which have a status of national universities.

Study Limitations

There are multiple methods used for validation and credibility of this study. The limitations of the small samples involved are evident meaning that the study findings may not be generalized to any other state (public) or private universities in Kazakhstan because the two universities under study are the universities of national status. The selected universities under study are also the largest universities in Kazakhstan in terms of the number of teaching faculty, student population and diversity of academic departments. In other words, the study findings may not be generalized to any other universities in Kazakhstan other than these two selected universities of national status.

Yet the study findings may inform and provide directions for future research in the area of NHRD in transitional societies as well as international HRD. Since the field of HRD is relatively young and one of its main tasks is to develop a thorough theory base, it benefits the field of HRD when “application of theory to real world context becomes a fundamental source of knowledge for ongoing development of theory” (Ruona and Lynham, 2002, p.58).

Significance of the Study and HRD Applicability

This study is important for the field of HRD research and practice, because there have been no studies conducted to examine the phenomenon of higher education FD in Kazakhstan from the perspectives of faculty as well as national HRD implications in a broad societal context.

The study views the faculty development of higher education in Kazakhstan through multiple HRD perspectives such as international, national, organizational and individual. Such an approach enables unpacking linkages and interdependencies between different levels of HRD in Kazakhstan and obtaining a comprehensive picture of NHRD. In other words, the framework consisting of multiple HRD perspectives enables an understanding of the phenomenon which allows the Government of Kazakhstan to ensure a strategically sound national development plan (2030 State Strategic Development Plan).

Therefore, on one hand, the study provides a foundational background for a systematic and comprehensive approach to higher education FD in Kazakhstan along with implications for enhancement and adjustment of the western higher education model to make it relevant to the national context of Kazakhstan. On the other hand, it contributes to understanding the phenomenon of national HRD in transitional countries as well as international HRD in general.

CHAPTER II

LITERATURE REVIEW

The main purpose of this study was to examine the current state of faculty development in Kazakhstan in the context of multidimensional reforms and determine HRD implications. Higher education literature states that faculty development can be defined broadly as any developmental activity designed to improve faculty performance individually and professionally. Therefore, the core FD conceptual frameworks suggest that FD should be viewed from both individual and organizational perspectives.

Ideally, the first level of this study is organizational and individual which directly relate to the faculty development of higher education. According to existing theoretical frameworks there are three components of faculty development (faculty development, instructional development and organizational development) which logically fall into the three HRD components termed as career development (CD), training and development (T&D) and organization development (OD).

In other words, faculty development focuses on the faculty member as a teacher, as a researcher and as a person. Instructional development focuses on curriculum development and student learning. Organizational development focuses on organizational structure of the institution and its subcomponents. In reality many programs offer activities in all of these areas (“Definitions”, POD, 2007).

It is common sense that appropriate standards for faculty development involve not only professional development at an individual’s level and evaluation of training and development effectiveness, but also determine successful performance at a level of an

organization which fulfills its social responsibility for the society to educate people. Therefore, faculty development is the theory and practice of facilitating improved faculty performance in a variety of domains, including the intellectual, the institutional, the personal, the social and the pedagogical. Optimal weightings of these components vary from situation to situation (Menges & Svinicki, 1988).

In this mode, the three components of faculty development represent the three components of HRD and relate to the foundational HRD framework of three legged stool theory (Swanson & Holton, 1997) which is composed of people, systems and performance and rooted in psychology, economic theory and systems theory. The conceptual relationship between CD, T&D, OD and psychology, economic and system theories contribute to an understanding of the phenomenon and allows to clearly define all enabling and constraining factors as well as to determine realistic solutions to address them.

However, the complexity of the phenomenon under study in the context of multidimensional government's initiatives requires viewing it not only from individual and organizational levels. The phenomenon under study may tend to overlook important pieces from a bigger picture and turn out to be insufficient. In fact, for the sake of an in-depth comprehension of the phenomenon under study, it becomes critical to view it from the international and the country/state's levels as well. Consideration of the latter two levels will enable us to understand all major causes and effect factors behind the phenomenon under study and provide valid explanations.

In the context of rapid and profound societal transformations in Kazakhstan, the FD of higher education turned out to be the "hot intersection" of all levels where

international, state, organizational and individual levels are closely interwoven and interdependent of each other. In other words, CD, OD and T&D represent only components of a smaller scale which are part of a big societal base and superstructure and tend to be greatly influenced by ongoing changes in economics, social and political life in a particular country. As a result, existing obstacles in reforming the system of higher education, upgrading of faculty development and improving HRD trends in the country are rooted in the profound ‘larger scale’ reforms and global trends.

Therefore, a multiple level approach includes several closely and dynamically interdependent contextual components. The first one is the international level which includes globalization processes. The second one is the state level which involves societal reforms aimed at building an independent state and fitting into the world arena. The third includes both organizational and individual levels which address the attempts undertaken by the Ministry of Education & Science of Republic of Kazakhstan to reconcile the educational system and HRD overall with the State’s strategic development tasks. Meanwhile the university faculty becomes critical agents of such profound societal transformations in the process of new policy implementation. Since the multiple level approach inevitably involves a wide spectrum of factors within each level, the conceptual framework of this study is well benefitted through utilization of several theoretical perspectives/lenses informed by various disciplines.

Following the foundational HRD “three legged theory” defined by Swanson and Holton (2001), the conceptual framework views the phenomenon through the lenses of three domains: people, systems and performance, whereas each domain is viewed with the help of theories of psychology, systems theory (sociology) and economics. More

specifically, the conceptual framework of this study draws from several disciplines that make up a foundation of such an interdisciplinary field as HRD and, therefore, includes theories which are dynamically interwoven, from sociology, social psychology, socio-cultural anthropology, economics and adult education/higher education perspectives.

In order to fully examine each level and determine interactions/influences between levels, the theoretical framework is constituted of the foundational HRD framework informed by Harbison and Myers (1964), McLean's' framework on international HRD of 2001, Kuchinke's HRD framework of 2001, Parsons' theory of social systems (1937), the cultural materialism approach by Raymond Williams (1958), socio-cultural and socio-historical perspectives informed by Vygotsky (1980), Bakhtin (1981), and Bordieu (1972) social psychology and socio-cultural psychology perspectives as well as core faculty development concepts informed by the field of adult/higher education.

International Level: Globalization Processes

This level allows determining Kazakhstan's position in the world and defines existing components of NHRD. The international level is approached through the foundational HRD concept contributed by Harbison and Myers (1964). In the context of world globalization and building a newly independent state of Kazakhstan, the Harbison and Myers framework enables one to objectively determine the current position of Kazakhstan internationally in terms of economic performance.

In other words, it allows viewing the phenomenon under study through the lenses of socio-economic development in comparison to other countries and provides an

elaborated categorization of human index of development (HID) of countries based on the economic performances which in the long run, tend to shape HRD characteristics of a given country. Such approach is useful in terms of practical HRD implications for each country and enables development of appropriate State's strategic plans in the context of globalization processes.

McLean's' framework on international HRD (models) of 2001 reinforces and elaborates on the notions of international HRD and the underlying critical components of defining national HRD (NHRD) which differs from country to country. This is especially true in the case of Kazakhstan where numerous profound transformations and multidimensional reforms were undertaken by the government since its independence in 1991. According to McLean's defined five models of NHRD, Kazakhstan can be referred as both centralized and transitional NHRD models. Needless to say, it becomes vitally important to view NHRD as it is composed of such constructs as culture, politics, economics and stage of development. In order to fully understand the NHRD of a given country, it becomes indispensable to have a closer look at particular components of each country which tend to affect the phenomenon under study.

State Level: Multidimensional Reforms in All Spheres

This level defines profound domestic processes such as building of an independent state, restructuring all socio-economic systems and involving academic identity transformation. The State's level involves both domains simultaneously: systems and people. The complex processes between these domains at the State level are examined through the following theoretical frames:

1. Social systems concepts.
2. Socio-cultural, socio-historical and socio-psychological theoretical frameworks on identity deconstruction.
3. Theories of social, cultural, human and symbolic capital (Bourdieu, 1972) as vital components contributing to the economic capital which involves economic performance implications. Based on the research findings, HRD and FD core threads get interwoven and will be used for drawing valid future recommendations for improvement.

Furthermore, the conceptual frame turns into viewing the country of Kazakhstan from a sociological perspective which again, involves various levels within the society itself. The sociological perspective enables one to comprehensively view the phenomenon under study with all social subjects involved, the roles of institutions and individuals, their social behavior, and dynamics of such interactions at a societal level. As a result, sociology provides us with reasonable explanations of society in social terms.

Social Systems Theory by Parsons

The theoretical framework is informed by the sociological functionalist theory (the concept of social system by Parsons) which is “especially concerned to explore ways in which social science might prove helpful to the nation in making difficult institutional changes during a period of social strain” (Parsons, 1937). The theory of social system supports the idea that society is a large social system itself which consists of multiple subsystems. Parsons approach emphasizes functioning of subsystems, interdependences, consensus, equilibrium and evolutionary change. The major aims set by Parsons’

theoretical concept is to have a comprehensive examination of a wide range social problems involving construction of social structures, values and patterns of institutional changes which enables a better understanding of society development.

As a result of examination of Kazakhstan's social changes through the Parsons lenses, it becomes evident that all social reformative measures in the country have to do with a profound transformation called "a shift from a socialist socio-economic economy to a market based economy" which is guided by a significant change in the political system and ideology which of course, entails deep reformation of economic foundation for the country's functioning.

Socio-Cultural, Socio-Historical and Socio-Psychological Theoretical Frameworks

These frameworks tap into the "people domain" and are informed by Raymond Williams, Vygotsky, Bakhtin, and Bordieu. However, such profound societal shifts tap into even deeper layers of any society which is defined as "culture" and which has been historically formed for centuries in a given country. The cultural materialism approach by Raymond Williams, the founder of the field of cultural studies, examines the relationship between culture and society. His approach draws from the common socialist theory of base and superstructure. According to this theory the base is the socio-economic status of a given society which is represented through the specific mode of production and the superstructure, i.e. the social order is enforcing the mode of production. In other words, the superstructure is the entire remainder of society, culture, technology, institutions, and etc. Therefore, Kazakhstan's case serves as a vivid example when a socialistic base and

superstructure is being replaced by the base and superstructure of a market based economy and underlines the complexity of such transformations.

Furthermore, the socio-cultural and cultural-historical perspectives allow researchers to view the phenomenon in terms of the formation of a new socio-cultural construction, whereas shaping an academic identity in Kazakhstan is of a significant importance. Understandably enough, the construction process of a new cultural identity or a new socio-cultural identity in the context of transformation from a socialist to a market based economy is very wide in scope and time consuming. As Manuel Castells states in his book “The Power of Identity: Economy, Society and Culture” (2001), “there are historical sources of formation of each identity” and “any societal transformations occur through the human relationships.”

Additionally, the socio-cultural and social psychology perspectives enables the visioning of the faculty of higher education in Kazakhstan as important change agents who are inevitably embedded in their own socio-cultural contexts and provide logical explanations for their current social behavior. Theoretical framework draws from the contributions made by Vygotsky, Bakhtin, and Bordieu who examined processes by which individuals are being shaped as agents as well as subjects with different cultural constructions.

More over, they underline the notion that socio-cultural identities are not static and stable, but are interactive and adjustable in nature. Identities can be efficiently reconstructed by the social actors and by the institutions of society over time in order to best fit the societal needs at all levels. In the case of Kazakhstan there is a need to explore a complex process of national identity (a new socio-cultural identity) given the context of

building a young independent and multinational state through a deconstruction of the Soviet centralized and Russian ethnic and cultural superior identity.

The socio-cultural/social psychology perspectives encourage an appreciation for the faculty as both professionals and their cultural identity which enable improvement of communication and dialogue between all involved social actors and organizations and enhance reforming processes. These theories provide us with the so-called “cultural tools” enabling one to understand the importance of a cultural identity, whereas a resistance to transformative social actions is a natural reaction on behalf of the social actors involved. According to M. Castells (2001), “identity is the people’s source of meaning and experience” and “the process of construction of meaning on the basis of a cultural attribute, or a related set of cultural attributes, that is give priority over other sources of meaning”.

Needless to say, those socio-cultural and social psychology perspectives provide us with insights on identity deconstruction by social actors and by institutions of society, whereas social actors deconstruct as individual subjects, professionals, members of an ethnic group or an organization, as citizens of a country and as a nation overall.

Theories of Social, Cultural, Human, Symbolic and Economic Capital

These concepts informed by Bourdieu and Smith enable an understanding about different types of capital which are closely interdependent. In 'The Forms of Capital' (1986), Bourdieu distinguishes the following types of capital: (1) economic capital as a command over economic resources (cash, assets), (2) social capital as resources based on group membership, relationships, networks of influence and support, (3) cultural capital

as a form of knowledge, skills, education and advantages that people have, which give them a higher status in society and (4) symbolic capital as resources available to an individual on the basis of honor, prestige and recognition.

He defines social capital as "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition". He also suggests focusing on the advantages to possessors of social capital and the "deliberate construction of sociability for the purpose of creating this resource". The concept of social capital is drawn from the field of economics, sociology, political science and organizational behavior, and deals with connections within and between social networks as well as connections among individuals. As a result, all types of capital mentioned above contribute to the economic capital/performance and tend to increase productivity (both individual and collective) and affect the productivity of individuals and groups.

Moreover, Adam Smith viewed human capital as skills, dexterity (physical, intellectual, psychological, etc) and judgment. On a national level, a country's ability to learn from its leader is a function of its stock of "human capital". Furthermore, human capital can be acquired through formal schooling and on-the-job training. In other words, social capital can be used as a resource for public good or for the benefit of individuals and "facilitate co-operation and mutually supportive relations in communities and nations and would therefore be a valuable means of combating many of the social disorders inherent in modern societies".

Defined by James Coleman the social capital functionally is "a variety of entities with two elements in common: they all consist of some aspect of social structure, and

they facilitate certain actions of actors...within the structure” which indicative of that “social capital is anything that facilitates individual or collective action, generated by networks of relationships, reciprocity, trust, and social norms.” According to Coleman social capital is a neutral resource that facilitates any manner of action, but whether society is better off as a result depends entirely on the individual uses to which it is put.

In this mode, high interdependence between four forms of capital underlines the complexity of the phenomenon which needs a consistent and multidimensional consideration of all conducive or constraining factors from the standpoint of economy (performance), social systems and people (psychology).

Organizational and Individual Levels: Reforming Higher Education and Faculty Development

In order to fully unpack the phenomenon under study at the organizational and individual levels, Weber’s theory of bureaucracy is incorporated into the theoretical framework. The bureaucracy theory allows viewing the phenomenon at an organizational level. According to Weber bureaucracy is an organization that achieves an epitome of efficiency and rationality while at the same time resting on bedrock of legitimacy.

The major constructs of bureaucracies are characterized by the following: hierarchy of offices, rules and regulations, specializations of tasks, impersonality, written records, salaried personnel and control of resources. The first construct of the bureaucracy theory stipulates a highly organized hierarchy of offices which can be observed in both universities under study. The organizational structures are arranged in a pyramid form where employees at each level are responsible to those at the next higher

level and each employee is associated with a particular status and degree of responsibility. Hierarchies may have different channels of communication: formal and informal which connect organization's employees with one another. Channels of communication are very critical because they represent the flow of information and patterns of cooperation within an organization.

Both universities under study have a tall hierarchy and still preserve the features of the Soviet style management which is embodied in "top to bottom" communication channel. In this mode, subordinates have to comply with the superiors orders without questioning the legitimacy or desirability of those orders. Although the management and communication styles are claimed to be updated and changed for more open and constructive dialogue between MESK and universities, in reality it still occurs verbally, but not in action. As a result, when the faculty tries to communicate and share opinions different from MESK, it does not make a lot of difference and has only minimal chances of being seriously considered. However, when an initiative comes from the MESK down to universities or other educational agencies, it is expected that all tasks are completed as directed from the top without question.

According to the second characteristic of a bureaucracy, the Kazakhstan universities used to have detailed routine procedures dealing with various situations that were involving each organizational unit, and there were standard behavior and work processes. Under the Soviet system every employee knew standard rules and regulations of the organizations which have been widely circulated within the organizations in a form of written manuals and guidebooks. Therefore, administrative staff and teaching professors were very familiar with regulations regarding teaching workload and hours, all

faculty responsibilities and privileges, professional training and required qualifications. However, the situation has drastically changed since HE reforms were initiated in 2005. Numerous new requirements in terms of teaching and university administration have been introduced, but no substantial and detailed description of new procedures and regulations have appeared. In this manner, the old clear and descriptive regulations and procedures have been replaced by vague, ambiguous and sometimes unreasonable rules and procedures which create confusion and misinterpretation on behalf of both faculty and university administration.

The third characteristic is called specialization of tasks. Every organization divides work processes among its units whereas each type of work is associated with a specific organizational unit. Therefore, specialization of tasks is supposed to enable employees to become very efficient in certain tasks and obtain special training which enhances their expertise. In the context of rapid changes and profound HE reforms, both universities under study tend to lack specialization of tasks. For instance, the administrative workload of the university faculty has significantly increased along with their expanded teaching hours. As a result, educational primary processes start suffering quality service and professional training, due to a time deficiency created by the addition of administrative tasks.

The fourth characteristic is impersonality. The interactions between employees and clients should be conducted uniformly and based on no individualistic and non biased approach when it comes to the work processes. All work processes should be handled without showing emotional attachments or preferences. In the context of both universities, the impersonality has been fairly practiced in various domains. However,

there are some hiring practices that are not officially written in any documents, but they still exist in reality. Despite the fact that there are no strict requirements of minimum years of teaching experience for new faculty members, there is still a preference made in favor of a more experienced candidate. Such tendency contradicts the intentions of the university administration to bring younger faculty members who are capable of reinforcing innovative and creative thinking. As a result, the majority (about 90%) of faculty members are well known senior professors who often times have some certain obstacles in grasping new ideas and changing their work styles.

The fifth bureaucratic construct is written records. This construct implies that all transactions are recorded in documents that are filed and stored accordingly for future references. Storage of documents in a safe and secure manner is necessary for decision making process as well as for auditing purposes. The universities under study have a consistent approach to maintaining written records, yet they lack up to date technology to handle numerous university processes such as: web based, on-line registration for classes, student academic records, attendance records, library, faculty and administration evaluation records and all other types of records endemic to educational and supporting functions of any university.

The sixth construct is salaried personnel. It is a common fact that all universities have administrative staff and faculty who belong to the category of full time employees. Full time employees are termed salaried employees and their salaries depend on the organizational incomes. They make up the majority of the university employees with a small proportion of part time employees.

Both universities under study have a status of a national university which means they play a critical role in educating large student populations and teach specializations that are the most strategically important for country's development. During the Soviet times all university employees' salaries came from the state's annual budget. As Kazakhstan made a transition to a market economy, HE education as well as other levels of education became no longer free for citizens. Such socio-economic shift introduced a new social notion of required tuition fees paid by students to universities for providing educational services. As a result of drastic changes in all socio-economic spheres, the state's annual budget started providing financial support to educational institutions in a form of various state grants and student scholarships which targeted a specific area like improvement of university material technical base, library funds, faculty training and etc. However, the salaries of university employees and faculty became a full responsibility of the employing organization.

Therefore, the university incomes became directly connected to the tuition fees received from students for rendering educational services. The educational institutions had to learn how to manage organizational incomes and wisely distribute among all organizational needs as well as salaries of full time employees. Despite the attempts of university management to establish attractive social package and well paid salary range for employees, the income of employees in HE is considered to be one of the lowest salaries in the country. Constantly increasing economic inflation does not help the situation, but makes it even harder on the faculty who have to deal with an increasing work load, but who are being underpaid for all their hard work and long hours. As a

result, the universities regularly fail to provide appropriate level of salaries to their employees and faculty which results in faculty's searching for jobs outside the university.

The seventh construct is control of resources. The organizations have various resources like equipment, machinery, supplies, furniture which are provided to employees for achieving organizational goals. In the case of both universities under study the material technical base leaves much to be desired in terms of updated technology used by university employees on a daily basis, as well as the urgent need to improve the library funds. Due to insufficient material-technical resources both universities experience difficulties in fulfilling their primary organizational goals such as providing high quality education to the students. Needless to say that there is a lack of conducive conditions for faculty training and development because of insufficient material-technical resources.

In other words, attributes of organizational structures entail complex processes between organization and individuals. Features of the organization's structure are centralization, formalization and stratification. Depending on dynamic relationships between them, occurring outcomes may enable or hinder achieving organizational goals and tasks. Understandably, an organization is a social entity which does not exist apart from individuals' perceptions, values, attitudes and etc. Therefore, individuals' work styles and management are based on certain set of social values, attitudes and perceptions of the previous socio-economic order and the changes start from the individual level first and then take effect at the organizational level.

In conclusion, the characteristics of bureaucracy are always embedded in the principles of rationality and efficiency. Rationality implies that every task and action in

the organization is directed at fulfilling organizational goals and has a legitimate justification. Efficiency stipulates the cost efficiency of an organization. However, in both universities rationality and efficiency are not fully reinforced by thorough and clear rules and regulations; therefore, there is no solid mechanism or structure to ensure that faculty and university administration are able to perform required goal-oriented tasks at various levels.

CHAPTER III

METHODOLOGY

Research Design: Qualitative Paradigm and Researcher's Role

For the purpose of this study, a naturalistic inquiry research methodology was used to address questions posed by the study. The rationale for selecting the most appropriate research methodology and research design for this study are determined by the nature of the study and its purpose which can be best addressed by qualitative research. The nature and the purpose of this study match the characteristics of qualitative research as described by Lincoln and Guba (1985). These characteristics encompass the focus for the inquiry, fit of paradigm to focus, where and from whom data will be collected, instrumentation, data analysis, and planning for trustworthiness.

Furthermore, Merriam (1998) outlined key characteristics of qualitative research which support the methodology and design for this study. Firstly, the major concern is “understanding the phenomenon of interest from the participants’ perspectives, not the researcher’s” (Merriam, 1998). For this reason, it is sometimes called “emic” which means the insider’s point of view or perspective. Secondly, the researcher is the primary instrument for data collection and data analysis. The researcher serves as a human instrument. Thirdly, qualitative research involves fieldwork. In order to collect data the researcher must personally meet all participants, observe them in the site specific setting which is natural for the participants and conduct research. Fourthly, the researcher primarily employs an inductive research strategy in contrast to the deductive (quantitative) research, because the researcher aims to build new concepts and theories

rather than testing the existing theories. As Lincoln and Guba (1985) state, “The purpose of research inquiry is to resolve the problem in the sense of accumulating sufficient knowledge to lead to understanding or explanation” (p. 226-227). Fifth, the focus of qualitative research is to study the human experiences that cannot be viewed or fully understand by means of quantitative research. Sixth, qualitative research is focused on wholeness of experience rather than on its separate parts. And lastly, all types of qualitative research are based on an assumption that “reality is constructed by individuals interacting with their social worlds” (Sherman & Webb, 1998, p.7) and consequently, qualitative research aims to obtain descriptions of experiences first hand through both formal and informal discussions and interviews.

In order to fully address the purpose of this study the qualitative methodology in the form of a phenomenological study is utilized. A qualitative approach stipulates a type of research methodology and design that enables the researcher to start viewing the phenomenon under study in a broad context such as socio-economic, cultural and international underpinnings. In this way, the context creates a foundational background for understanding higher education FD in Kazakhstan. As these underpinnings defined, the phenomenon will be comprehensively examined and explained at both organizational and individual levels. Therefore, this phenomenological study followed a holistic perspective for examining the phenomenon as an integral part of a given context, culture and country. The methodology employed by this study allows not only to describe the current status of higher education FD in Kazakhstan, but also enables viewing how multiple contextual HRD variables interact, influence and contribute to the process of shaping higher education FD. More over, the methodology determines performance

dimensions, enabling and constraining forces, relationships and interdependencies between the actors involved in the process. Furthermore, based on obtained thorough knowledge of the phenomenon under study, it will be possible to empirically open new avenues of understanding, develop new concepts on FD in Kazakhstan's context, provide some insights for future improvement as well as draw implications for national HRD in Kazakhstan and international HRD trends as well. In other words, the research methodology and design employed by this study are truly inductive in nature and do not serve to prove existing theories, but aims to describe, explain, interpret and consequently create their own knowledge or theory applicable to a real HRD problem in a particular country.

In relation to this, Giorgi (1985) outlined two descriptive levels of the empirical phenomenological approach. The first level represents the original data comprised of "naïve descriptions" that are obtained through interviews or discussions with open-ended questions. In the second level the "researcher describes the structures of experiences based on reflective analysis and interpretation of the research participant's account of story (Giorgi, 1985, p.69). Therefore, "A phenomenological approach is primarily an attempt to understand empirical matters from the perspectives of those being studied" (Creswell, 2002, p.275). In this mode, this study meets all characteristics of the qualitative research mentioned above which employs a design of a phenomenological study of exploratory and descriptive nature at the same time.

Data Collection

Since the nature of this phenomenological study is exploratory and descriptive, the data collection methodology employs such qualitative data collection techniques as semi-structured interviews, observations, document analyses and field notes. These methods of qualitative research imply that the researcher will be the primary research tool and will approach each individual faculty member's point of view in a natural setting and then consider the phenomenon of higher education FD holistically based on interpretation and analysis of all faculty participants combined.

The interviews are the primary means for collecting data and were conducted on an individual basis. As Lincoln and Guba (1985) state, "All sampling is done with some purpose in mind" (p. 199). Therefore, in order to obtain an objective perspective on present state and future of higher education FD in Kazakhstan, the study participants were purposefully selected from the university faculty. The present state of FD was viewed through the lenses of the university faculty and administration and involves consideration of such levels as individual, institutional and societal. As Guba and Lincoln (1981) indicated, it allows the researcher to "gather in-depth understanding of implementation degree and gain insight from those involved in the implementation" (p.24). In this manner, the sampling pool is represented by two direct change agents who are involved and responsible for implementation of higher education F&D initiative and reforms.

The data collection process for this study began from the interview method. The purpose of using interview as defined by Patton (2002) "is to allow us to enter into the other person's perspective. Qualitative interviewing begins with the assumption that the

perspective of others is meaningful, knowable, and able to be made explicit. We interview to find out what is in and on someone's mind, to gather their stories" (p.341). Therefore, the interviews provide the researcher with the interviewees' thoughts and feelings based on their lived experiences and background in a form of rich narratives for further analysis and interpretation.

Furthermore, the interviews were semi-structured with a set of main pre-established questions to ensure provision of little variation in response as well as to allow for pre- establishing a coding scheme. A developed interview schedule ensured that the same questions were asked of all participants yet allowing flexibility to explore certain areas in more depth if necessary. There were some additional questions depending on the interview's flow that focus on particular subject area and its value in the context of broad scope of the given topic. The set of pre-established questions focused on faculty's perspectives on the FD in the context of the new higher education reforms in Kazakhstan and how they perceive their role in implementing it. The questions also involved examination of perspectives of university faculty about the current FD in the context of transitioning to a western higher education model and what needed to be done in order to bring FD up to international standards and yet make beneficial adjustments fitting Kazakhstan's context.

In order to make the interviewees comfortable, the researcher implemented interviews in a manner of "an informal conversational interview" as termed by Patton (2002, p. 342). Based on a prolonged engagement the study was able to build trust with the participants and enabled the researcher to learn social and cultural factors of two given universities.

Also, a technique of active listening was used throughout interviewing process to confirm that all told by the interviewees is understood correctly. The active listening technique helps the interviewer to reflect back to the interviewees his/her understanding of what has been told by the interviewee to the interviewer. Such technique allows confirming that the message is understood and provides an opportunity to correct the interviewer in case of misunderstanding. Each interview took between one hour and one hour and a half. All interviews were taped, transcribed and analyzed according to determined themes.

For document analysis purposes the following major documents were revised: New Higher Education Law of Kazakhstan (2005), Guidelines for Implementation of Reforms in Higher Education (issued by Ministry of Education and Science of the Republic of Kazakhstan, 2005), monthly journal of Higher Education of Kazakhstan for the period of 2004-2007, the World Bank and United Nations reports on HRD in Kazakhstan for the period from 1998-2007. The field notes will be consistently made throughout the whole data collection process which will ensure that if there is a need to go back to the original notes of an interview, it can be revised any time as needed.

Data Sources and Context

For the purpose of this study, the following criteria were applied for determining the most appropriate universities and faculty interviewees for consideration: (1) geographic location; (2) significant student and faculty population; (3) a wide variety of programs in different fields and well-established research basis. According to the established criteria, the two major and leading universities of a national status in

Kazakhstan were selected for the study. Both universities launched the western higher education model in 2006. The universities represent two major geographic locations of the country-the North and the South.

The first, Eurasian National University (ENU), is located in Astana city, which is the capital of Kazakhstan, in the northern part of the country. ENU was created according to the decree of the President of the Republic of Kazakhstan, N. A. Nazarbayev, in 1996. The University is named after an outstanding Russian scientist - Eurasian, historian and specialist in Turkic philology, L.N. Gumilev, who has brought a huge contribution into the development of the Eurasian direction of scientific idea. ENU is a member of the Higher School International Academy of Sciences, the European High Schools Association, the International Association of Universities and the Eurasian Association of Universities, has signed the Bologna treaty and cooperates with more than 70 leading high schools in the world. The International Business Council awarded the staff of the University with the Certificate of Honor and the Honor Medal “the Star of Commonwealth” in a nomination “the Best company of the CIS” (2007). Recently the Kazakhstan branch of the M.V. Lomonosov Moscow State University was opened under initiative of the President RK, N.A.Nazarbaev. ENU has the student population of 9042 studying at 59 Bachelor's, 36 Master's and 13 doctoral programs. There are 200 doctors of sciences, professors, about 400 candidates of sciences and senior lecturers that work in 56 departments.

The second university is Kazakh National University (KAZNU), named after Al-Farabi which is located in city of Almaty in the southern part of the country. KAZNU University was founded on January 15, 1934 as the S.M. Kirov State University, after

the revolutionary Sergey Kirov. The university boasts with 75 years of its glorious and rich history.

One year after Kazakhstan's 1990 declaration of independence, the name was changed to Al-Farabi University. In 2001, the government classified it as a "national" university. Currently, it has approximately 16,000 students and over 1000 lecturers and professors spread over 105 departments. The University has 13 faculties: mechanical-mathematical, physics, biology, chemistry, geography, journalism, international relations, eastern studies, politic science and philosophy, economics, law, and preparatory for foreign citizens.

Both universities have the largest student populations in the country as well as offering broad variety of programs in the fields that fall into the category of priority disciplines in terms of teaching and research improvement. Historically, the selected universities have well established on campus research laboratories which are still a vital component of most graduate programs.

Needless to say, the faculty members from these leading higher education institutions happen to represent the majority and the best of the country's faculty members and students. Furthermore, the criteria for selection of faculty members for interviewing were determined by the strategic priorities of Kazakhstan in terms of human resources development and largely focus on the list of the most demanded specialists in such major areas as engineering, biotechnology, mathematics, physics, biology, chemistry, agriculture and medicine.

Therefore, the selection criteria of the faculty for the interviewing are as follows:
(1) the discipline taught by a faculty member should be in the priority list of disciplines;

(2) the faculty member should have at least five years of experience at the university; (3) the interviewed faculty members should be the representatives of both genders. According to the priority list, there are about 400 faculty members in total who teach in the priority area disciplines. However, it was determined that only 20 faculty members will fully meet all established criteria in terms of experience, gender and number of supervised graduate students which make up an even division of ten from each university.

Data Analysis and Verification

Since this study employs qualitative research methodology, the issue of validity should be dealt with special attention. In order to establish a legitimate validity of this qualitative study, Glaser and Strauss (1967) suggest using triangulation technique to ensure the reliability of the study and its findings. According to Glaser and Strauss (1967) triangulation requires using at least three methods to collect data from the field.

Therefore, for the purpose of validity, this study will employ such methods as interview, observation, document analysis and field notes. The interview method serves as the primary one whereas additional data will be gathered through observations, field notes and document analysis. Interviewing representatives of two different groups is foundational for this study because the researcher tries to understand the lived experiences of individuals, cultural and institutional contexts that contributed to this formation of meanings (Geertz, 1983). In this manner, the additional methods will be able to support the study participants' perspectives by adding to the researcher's perspectives based on professional interpretations and observation integrated with underlying scholarly understandings.

The semi structured interviews resulted in “rich, thick descriptions” of the phenomenon, combined with member checks of the summary; also provide the verification for the method used (Creswell, 1998, p. 203). The interviewing process enabled the researcher to explore the underlying dynamics behind the phenomenon and resulted in a better knowledge based on the faculty’s perspective. Furthermore, this allowed the researcher to determine the direction and magnitude of change of interests, attitudes and abilities contributing to the current status of the given phenomenon. Additionally, the data received from the interviewing the faculty was analyzed and coded based on the variables of current state of higher education FD, restricting and enabling forces as indicated by the faculty and MES professional in the process of introducing the new initiatives in higher education of Kazakhstan such as FD.

In other words, this study followed the stages of the methodological process: data collecting by multiple means, analyzing and making meaning of the accumulated data through qualitative thematic strategy which results in categorization and unit coding. In this mode, the data was examined through the constant comparative method as defined by Glaser and Strauss (1967). “Through the use of systematic comparative analysis (coding procedures) similar themes and patterns will be identified from the data. From these patterns and themes emerge theoretical constructs” (Patton, 2002, p.124-127).

Moreover, this triangulated study was based on examination of similarities and differences between the faculty’s perspectives on a given topic and the government’s expectations reinforced by HE reforms. Needless to say, the findings indicate a need for further dialogue and discussion as well as aims to provide valuable insights that may be useful in the long term development of systematic knowledge in this particular area.

As Patton (2002) stated, the use of “different data collection methods facilitates the identification of emerging themes and patterns” (p. 124) and strengthen the validity of this study. Therefore, in addition to triangulation, the study employed the validation method of peer debriefing to achieve more credibility. The method of peer debriefing ensured that the researcher’s interpretation objectively reflects the reality and the opinions of the human subjects. The data was shared with a professional peer who heads the department of higher education in the Ministry of Education and Science of the Republic of Kazakhstan. The second peer debriefer was one of higher education project analysts from the National Center for Science and Technology in Kazakhstan. The process of peer debriefing allowed analyzing the materials outside the set context and provided a professional opinion and fresh look on the topic.

Interview Questions

Questions asked of interviewees were as follows:

1. Please tell me briefly about yourself: your educational and professional background, years of experience as a university faculty member.
2. Please describe current faculty development/professional development at your university.
3. In the light of the HE reforms and new Conception for Education development in Kazakhstan, what tasks/requirements/standards have been set for the faculty by the Ministry of Education and Science of RK?

4. How do the HE reforms affect the faculty members and faculty development at your university in particular?
5. What kind of training did you have since the HE reforms started that enables you to meet the new requirements/standards in your responsibilities of a faculty member?
6. As a faculty member what challenges do you encounter in terms of fulfilling the Government's initiatives? What are the constraints for upgrading FD?
7. In your opinion what should be done in order to improve current faculty development? Please provide your suggestions/recommendations for improving FD.

Description of Study Participants

Participant 1

This participant held one of the top managerial positions at the university who is in his mid sixties. His educational background is in Economics and he carries the title of PhD in economics. Prior to his current job he was a professor of economics at several universities for over 19 years. For a few years he also was the department head of Economics and Dean of faculty in another university. Due to his extended years of experience in the Soviet system, he displayed a wealth of knowledge and practical experience of that time. Based on his years of experience he knows equally well the perspectives of an administrator and professor.

Participant 2

This participant is a well known and respected professor in applied mathematics in Kazakhstan and abroad. He is in his late fifties and earned his PhD from Moscow State University. For his distinguished research in mathematics he was awarded many national and international awards. Throughout his long career he was a teaching professor at different universities, held administrative positions in the university and was always active in doing research and enjoyed sharing knowledge with students.

Participant 3

Interviewee #3 also comes from the senior generation of professors educated and professionally developed in the Soviet Union. In her academic career she went through typical stages of that time from a teaching professor of mechanic mathematics, head of department, and vice-rector for research. After she retired from the administrative job she returned to her professorship again. As an experienced professional of academia in both administrative and teaching endeavors she particularly pointed out that professional development in the university has not been properly addressed.

Participant 4

Interviewee #4 has been a professor of physics at the university since 2005. He is in his 50's. Before his current position he worked in the Ministry of Education of Kazakh Socialist Republic for over 10 years. Later he was a department head at a university in Almaty city. Having such a combination of administrative and teaching career paths in academia, he remains a supporter of the old system.

Participant 5

Interviewee #5 is a microbiology professor who earned her PhD degree in one of the leading state universities in Moscow during the Soviet times. She is in her mid 50's. Interviewee #5 is also a classical example of a "Soviet type" professor who has a solid educational and research background. In the Soviet times she was closely involved in various research projects conducted by Kazakh Academy of Sciences and participated in various international conferences. After collapse of the USSR, she managed to be engaging in international projects.

Participant 6

Interviewee #6 is in his late 40's and he has been a teaching professor of nuclear physics at the university for 10 years. He holds the title of the candidate of science which is equivalent to the MS degree in the US. Prior to his current faculty position at the university he was teaching at one of the most famous secondary schools in Kazakhstan called the "physics-mathematical school for gifted youngsters".

Participant 7

Interviewee #7 is in his 40's. He has served as a chemistry professor at the university for 4 years. He recently earned his PhD degree from the same university. Prior to his current job he worked in three other universities. Throughout his career he was mostly a teaching professor and has had insignificant managerial administrative practical

experience. He enjoys teaching students and doing research better than administrative work.

Participant 8

Interviewee #8 is a professor of microbiology who has served at the university for four and a half years. She is in her mid 40's. She earned her degree of MS from one of the leading state universities in Russia. Prior to her current job at the university she worked in a few local food companies. Simultaneously with her work in a company, she was teaching part time at a university in Almaty city. After a while she decided to join academia with the purpose of improving professionally and eventually pursuing a PhD. This interviewee did not have an actual administrative job in a university setting, but instead she gained substantial practical experience in a corporate world which she gladly tries to apply in her teaching at the university.

Participant 9

Interviewee #9 is his late 30's and is a professor of biology at the university. He earned his degree of MS in one of well known universities in Russia. Prior to his current position at the university he worked in different national and international companies. In a few years he is planning to apply for the Presidential international scholarship "Bolashak" and study in a PhD program in the USA. This participant did not have any administrative experience in academia.

Participant 10

Interviewee #10 is in his late 40's and has a candidate of science degree in chemistry. During his academic career he served as a high school teacher for five years, and then he was a university professor of chemistry for 13 years as well as holding managerial positions in the university administration. He has been active in research activities and involved in many professional conferences.

Participant 11

Interviewee #11 is in his mid 60's and carries a degree of Doctor of technical sciences. He held the position of the university's Rector. He has an impressive and long career at the same university. For over 25 years he stayed loyal to his alma mater and worked in various domains of academia: from a teaching professor to the department head, then to the Dean of the faculty and up to the higher level positions of the university administration. He is not only a very knowledgeable and experienced academician, but also is an active researcher who has numerous publications throughout his career.

Participant 12

Interviewee #12 is a professor of chemistry who is in her late 40's. She has her degree of MS in physics-mathematics and served as a professor and Department Head for 8 years. Prior to her current job she worked as a professor in another university. In early 1990's she participated in some research projects sponsored by international organizations.

Participant 13

Interviewee #13 is in his late 60's and is a well known researcher not only domestically, but also abroad. He earned his MS and PhD from one of the leading Mathematical universities in Russia. He served as a professor of applied mathematics at the university for more than 30 years. Thanks to his intensive research and outstanding teaching he was awarded the title of a "distinguished professor". Currently he serves as the Director of the Mathematical Institute under the Ministry of Education and Science and as well as working as a professor at the university.

Participant 14

Interviewee #14 is a professor of microbiology in her late 40's. This participant has been loyal to her alma mater where she received her BS and MS degrees. Just recently she earned her PhD from the same university. She served as a professor for over 15 years. In addition to her teaching and active research, she held a number of managerial positions in the university administration. She loves doing research and actively gets involved in various research projects.

Participant 15

Interviewee #15 is a professor, PhD of physics. He is in his late 50's and served as a professor at the university for 20 years. During the Soviet times he was awarded an honorable title of an academician for his outstanding contributions into research and teaching. Along with his numerous published research papers, he also held a number of university administrative positions.

Participant 16

Interviewee #16 is a professor of microbiology who is in her mid 40's. She holds a degree of MS in microbiology and served as a professor at the university for ten years at the university. This interviewee is well known for her research and active participation in international conferences. Thanks to her dedication to teaching and students she established two additional laboratories in the department. She has been awarded numerous state grants for research activities. A few years ago she became a laureate of state scholarship.

Participant 17

Interviewee #17 is in her late 40's and is an associate professor of geology/geography. This interviewee had her bachelor degree from a university in the Ukraine and later obtained her MS from a university in Almaty, Kazakhstan. This interviewee has the experience of teaching, university administrative work and intensive research on different geological sites throughout the whole territory of Kazakhstan. Interviewee #17 was awarded many national research awards. Recently she was awarded one of the most prestigious state awards called "the best university professor of the year". Such a national award is given to the university professors yearly and based on feedback from students, colleagues and university management. "The best university professor" award provides university professors with an exciting opportunity to visit a foreign university through an exchange program which enables them to gain hands-on training

and meet many foreign colleagues and experts of their field of interest. The duration of such exchange program is from one semester to a full one academic year.

Participant 18

This interviewee is in her late 30's and is a professor of nuclear physics. She earned her bachelor and master degrees from the university. She loves her university so much that she decided to stay here. As a result, she started working at her alma mater as a teaching professor. It has been 8 years since, she served as a professor, and she has been active in doing research projects sponsored by state grants and funds.

Participant 19

Interviewee #19 is in his mid 40's and has served as a professor at the university for over 12 years. He earned his PhD from another Kazakhstani university where he also taught for a few years. Prior to his current job he tried a variety of jobs in different sectors: he worked for a local company, a foreign company with operations in Kazakhstan, and then attempted to establish his own business with friends. However, he realized later that he likes teaching students and doing research most of all. He has many articles published in various professional journals and actively participates in national and international conferences.

Participant 20

Interviewee #20 is in his mid 50's and is a professor of chemistry. He earned his bachelor's degree from a university in Riga, Latvia. A few years later he went for his

master's degree followed by his pursuing a PhD in one of the biggest universities in Kazakhstan. Throughout his academic career he had extensive experience in teaching, university administrative work and publishing research articles.

CHAPTER IV

RESEARCH FINDINGS

This chapter analyzes the data collected from observations, interviews, various official documents related to HE in Kazakhstan (the new law of HE and the new 2010 Conception of Education development), records and field notes. The interview contents are summarized into defined thematic categories based on faculty reactions and opinions expressed by interviewees. The following key themes were determined:

1. Transfer of Kazakhstan's HE system to a Western model.

- Increased faculty workload.
- Low faculty salary.

2. Update of universities' material technical base.

- Availability of computers/educational technology
- Faculty's lack of computer/technology skills
- Insufficient and outdated library funds/educational materials and language barrier

3. Lack of support from the Ministry of Education and Science.

- Absence of systematic approach to FD.
- Faculty's resistance to change.

Furthermore, defined themes and subthemes are viewed, supported and interpreted through the author's lenses and understanding of historical, socio-cultural and current context in Kazakhstan.

Transfer of Kazakhstan's HE System to a Western Model

The interviewees of this study indicated that a transfer to a new HE system brought numerous challenges which involved an introduction of credit system and adoption of three levels of academic programs (bachelor, master and PhD). As a result, the nature, scope and requirements for faculty have significantly changed.

Increased Faculty Workload

Since the HE credit system implies that a university must offer students a variety of classes such as core, electives and advanced, it resulted in a necessity to reform the whole curriculum for all academic programs and each specialization. As interviewee #5 pointed out: "My work load has enormously increased because curriculum revision involves a serious update in terms of course content, not to mention developments of new advanced or elective courses that have not been taught before. There are so many courses that I am personally unfamiliar with, so I have to take some time to learn myself. I feel uncomfortable teaching a course which I do not know well myself".

In addition to reforming of the existing curriculum, there is an introduction and development of new electives and advanced courses for all academic programs which again adds up to the increased teaching load of faculty members. In this mode, the faculty is challenged with reforming curriculum in terms of content which includes a full revision of existing courses and developing completely new courses as well as simultaneously updating methodological aspects of their teaching.

Many faculty members made comparisons of the current faculty workload with the old Soviet times when all organizational and educational processes were clearly

stipulated by the HE laws, well established policies and procedures which provided very clear and detailed instructions. Prior to the new HE reforms, a faculty member had a teaching workload within a range of 750-1000 academic hours per year which included course development with corresponding methodology and educational materials, actual teaching courses in person, research activities and academic student advising.

In relation to the constantly increasing workload, the interviewee #14 said that “introduction of new HE reforms not only doubled the faculty’s workload, but also created confusion. As an adult individual I worked most of my professional life during the times of the USSR. I am used to following clear policies and procedures from the Ministry of Education”. Furthermore, the interviewee #14 remembered that “In the Soviet times the HE law required a certain faculty workload schedule for the period of each academic year which ensured that faculty members have a proportionately divided time between their teaching (70%), administrative/social responsibilities such as student advising on various issues (15%), and research activities and professional development (15%). Unfortunately, nowadays the Ministry of Education and Science tend to overlook the issue of faculty’s workload and has made no reasonable adjustments to the faculty’s personal and professional needs”.

It is worth mentioning that in general the faculty members of the senior generation are reminiscent of the “old good times” when everybody in HE were professionals and knew their jobs very well. Additionally, as interviewee #9 mentioned: “I feel lost: no clear instructions or assistance on how to revise curriculum, update my teaching techniques and methodology and too little time to do all of that. I wish we had some kind of training that can help us to understand how to correctly approach these

things and how to do them right. I am sure there is a lot of literature on such topics, but we have limited access and time to search for it.”

In other words, within a short period of time, HE reforms tremendously increased not only the faculty's teaching load, but also expanded their job responsibilities in other domains. Due to the university organizational primary needs, the faculty turned out to be in the midst of administrative work: the university administration is simply unable to reconcile curriculum due to a lack of certain subject expertise in various fields. Therefore, the faculty became closely involved in the administrative work for there is a need to reconcile organizational issues which are related to availability of sufficient resources for intended educational processes.

More than that, the new HE model implies that at research universities of national status (which our two universities under study are) the faculty responsibilities consist of 40% teaching, 40% research and 20% service. However, in reality the teaching part happens to be the biggest portion making up about 70%, administrative work is approximately 20% and the least time is spent on research activities which is approximately 10%. The latter indicates that faculty gets involved into research activities whenever they are able to do so depending on their availability of time, university financial means or both.

In other words, HE reforms initially focused on primary operational functions of a university which are teaching, administration and provision of educational services. Although, officially HE reforms require an increase of research up to 40%; in reality, the research activities happen to play a secondary role, because at this point of the reforms it is less important compared to the other university functions. Unfortunately, since the new

HE reforms were introduced, there were no official policies or procedures established which could consistently explain the reform stages and implementation processes on how to transition to a new model. Yet the new faculty requirements were specified by the MESK and now the faculty must meet all the new expectations without knowing how to accomplish them. Interviewee #15 ironically noted that “the new faculty requirements have been identified, but we were not told how to get there.”

In the words of interviewee # 7, “it is unfair towards our faculty people: we are expected to be everywhere and to do everything at once! I am now an administrator, teacher and researcher who are terribly overloaded. You can imagine such circumstances do interfere with the quality of my job! I am not talking about my feelings of self accomplishment or job satisfaction”.

Overall, the interviewees are very concerned with an increase in their workload and a pending completion of HE reforms scheduled by the Ministry of Education and Science for the end of 2010. As it turned out, the faculty is put in a challenging position that makes them responsible for successful implementation of HE reforms, which creates a great deal of pressure and stress on the faculty. As interviewee #4 said: “we are squeezed by short time framing which escalates anxiety and worries. They say that we should do more research, participate in conferences and publish. Honestly, it is almost impossible to do any research when you are so intensely involved in other activities. Maybe it is possible if you do not have any life outside the university and if you do not sleep...”

Faculty's Low Salary

Although the faculty's workload in terms of teaching, administrative and research work is increasing, the salary range remains inadequately low. The faculty is very concerned with such contradictory situation. On one hand, faculty has to comply with demanding requirements and work hard to implement HE reforms, and on the other hand, being paid low wages and being financially insecure in unstable economic conditions.

Since Kazakhstan's independence the faculty's wage has not significantly changed over 15 years. There were a few times when the government took measures to upgrade the university salary range. However, all attempts fell flat as the salary increase tends to be "swollen" by the economic inflation. Currently the faculty's monthly salary for both universities is in the range of 60-75 thousand tenge which is the equivalent of \$500-700. According to the official national statistics a minimum monthly wage in the country is 15 thousand tenge which is about \$120.

Every interviewee pointed out that their salary is just enough to pay monthly bills, purchase groceries and other necessities. As interviewee # 13 complained that "every time the government increases the salary for university employees, it is almost immediately followed by a significant increase in prices for all products and services in the country. That brings us back to the same situation over and over again." Interviewee #15 said that the salary raises take place with a rise of prices due to inflation, but raises are so small compared to the rate of inflation that it does not make much of a difference.

In addition to that, interviewee # 5 made the following comment: "Since the HE reforms were initiated, my workload increased and very often I have to work overtime. No matter how hard I work, my pay stays inappropriately low and that affects my

motivation to work harder in the future because my work is not appreciated.” As it is clear from the interviewees’ opinions and observations, the faculty is dissatisfied with the low university wages and in general considers such situation discouraging and inappropriate.

As many interviewees mentioned such trend not only discourages them emotionally, but also puts them under a financial strain which forces them to search for work outside the university. Interviewee #17 said that “along with increasing inflation and low income, I have to really struggle financially to pay for my children’s education at the university. The cost of educational services is skyrocketing, and it is hard to keep up with it when the income is low. That is why I do some extra work outside university: tutoring students and teach part time in another university.” Furthermore, interviewee #13 said that “In the Soviet times health care and education was free and nobody was worried about paying for those services. Nowadays I have to pay for my father’s surgery and medical treatment and pay my daughter’s tuition at school. My daughter is in high school now. Next year I’ll have to pay more if she gets into college, because tuition is higher at the university. You can see why I have to find other ways to make more money and provide for my family.”

As a result of low salary, unstable economic conditions and inflation, the faculty attempts to cope with financial difficulties through their additional part time jobs in other places. Understandably enough, employment in more than one organization and fulfilling different job responsibilities equally well is challenging and physically exhausting. Needless to say, that such tight working schedule may hardly leave any spare time for individual and professional development.

In relation to this, interviewee # 6 mentioned the following: “The truth of the matter is that everybody knows faculty people work hard to earn their bread: they are always on the run. I see my colleagues work part time or on week-ends in other places....”

On a final note, faculty is overloaded in all job domains, challenged with HE reforms and underpaid. Unfortunately, such an unfavorable factor of “increased faculty workload vs. low faculty salary” leads not only to losing motivation to do a quality work, but also to an emotional and physical stress on a daily basis. However, it is worth mentioning that the faculty of large universities with national status is better off financially when compared to those smaller ones in cities other than Almaty and Astana.

As interviewee #12 said: “I feel like there is too much on our plate and it is hard to take it in at once without help”. Indeed, the faculty has to struggle with a variety of multidimensional tasks on different levels-individual and organizational to meet expectations enforced by the HE reform which in its turn, will ensure a change at the societal level. Interviewee #10 continued the same line of thought by saying: “I fully understand the importance and necessity of reforming HE in our country. What I cannot understand is why the whole implementation process is not comprehensive at all. I mean they are demanding enormous efforts from people and at the same time they manage to fail in providing an adequate financial compensation for all their hard work.”

Defined Themes through the Socio-Cultural and Historical Lenses

Needless to say, there is a distinct disproportion between faculty’s increasing workload, new requirements and high expectations for HE reforms on one hand, and

incompatibly low salaries and social benefits on the other hand. Therefore, the socio-cultural and historical lenses allow unpacking the contextual background of the themes described above. During the Soviet times there was such tendency when professionals from the sphere of education and science were underpaid. On average their compensation was lower when compared to the compensation of employees who belonged to the working class people and who were employed in various industry sectors and agriculture. The collapse of the USSR brought a severe economic decline in all spheres which also, deteriorated the situation for the employees who worked in the field of science and education. The tendency was accompanied by an economic instability, low salaries that were not paid to people regularly and sometimes were given the form of food products or goods.

Unfortunately, official low salaries were at the level of survival which contributed to endemic corruption, inefficiency of HE and deteriorating quality of education at all levels in general. Needless to say, such factors were seriously undermining the faculty's prestige and the professionalism of HE employees.

Furthermore, there was a low retention rate of young faculty members which results in an average faculty member age ranging from 48 to 55. The faculty of the younger generation was drawn to other jobs available at that time that were more profitable in a newly emerged market economy. Surprisingly, the field of expertise did not determine the sphere of work for young faculty because they were able to work in completely opposite fields which had nothing to do with their educational background.

Meanwhile, the other group of faculty members who were mostly of older age preferred to stay in the HE system and they had a different path. In order to survive, this

faculty group had to simultaneously work in several different universities/colleges or other places to make their living. Therefore, faculty's working full time, part-time and in multiple jobs became quite a common tendency in the country during the first years of independence. Yet, as many interviewees noted the quality of education was constantly decreasing and, obviously, affected the quality of graduates which was distinctly seen when new graduates were compared with the graduates of the Soviet times.

As it was mentioned, the faculty's situation of "high expectations-low salary" has some of the socio-historical and socio-cultural background of the Soviet higher education system. Generally, faculty salaries were lower than those of workers in industry and agriculture. However, the Soviet system was consistently and comprehensively encouraging a financial differentiation between faculty with masters and doctoral degrees, took into account the number of research activities conducted, articles published, number of masters/doctoral students chaired by each faculty member and years of service in HE system. All abovementioned factors reflected the differences in the salaries paid to the faculty accordingly.

Currently, everybody in the government and university administration understands that universities need young faculty members ("fresh blood") who are capable of moving forward the education and science in the country. Realistically, nothing constructive has been done in terms of retention and attracting young specialists. Existing faculty salaries are not competitive, one time money grants and awards for academic and research achievements will not solve the problem. It requires a mechanism that in the long run can make the profession/occupation of faculty member more

attractive, prestigious, promising opportunities for professional development, financial stability and ability to contribute to the country's development.

Now when the old motivation system for faculty members has been eliminated, a new mechanism to motivate and foster faculty professional development is not in place yet. Currently, we can observe an element of “injustice” and unattractiveness which potential young faculty do not like. They simply do not find it interesting to consider working as a faculty member under such unfavorable economic conditions with the prospect of retiring with a dismally poor pension fund. Currently, the monthly pension amount for a faculty member is about \$200 –despite the number of years served, research achievements, Master's or PhD level. In fact, there is still the same monthly amount for all individuals who worked in the field of higher education: no matter if he or she was just an administrator, an assistant to a Department Head, or a faculty member with master's degree or PhD, or a prominent professor with distinguished contributions to the field of education and science.

Furthermore, there is no legal mechanism to manage employee relations within HE establishments in terms of job security. There is no such analogue of the US faculty tenureship which provides some security to a certain extent from being fired if a conflict occurs between a faculty member and university administration.

Update of the Universities' Material Technical Base

Since the new HE model implies a thorough revision of curriculum for all academic programs in all fields along with an update of the faculty teaching methodology, the universities have to rely on a supporting infrastructure that enables

fulfillment of such profound tasks. This involves a substantial update of the university's material technical base including library facilities and funds, quantity of computers available for faculty and students, access to high speed Internet, and adequate class equipment for educational purposes.

However, the universities do not have a well prepared material-technical base to provide the faculty with appropriate means/tools for improvement. Therefore, a lack of appropriate infrastructure hinders implementation of required changes which are enforced by MESK and makes the reforming impossible to complete in such short period of time. Initially, it was expected that all universities would transfer to the credit based system by the end of 2008. However at the end of 2008, the government extended the deadline for two years.

Availability of Computers/Educational Technology and Equipment

Most of the interviewees pointed out that faculty have a limited access to personal computers and high speed Internet. The majority of computers are outdated and faculty members have to share those new computers available in each academic department. Having limited access to personal computers is entangled with limited access to high speed Internet which turns the process of class and handout materials preparation into an inconvenient and time consuming matter. As interviewee #9 said: "In my understanding, a great part of the reforming of our HE depends on material-technical aspects of university functions. Every time I have to teach a new course, I have real challenges finding materials I need. Sometimes I ran into problems related to using computers and Internet". Also, interviewee #4 mentioned that he does not use his work computer on a

daily basis, because it is difficult to focus on something when other people need to use the same computer and printer for their work purposes. In regards of computer availability, interviewee# 16 said: “Nowadays a computer is not a luxury, but a necessity. Having an updated computer will tremendously help me in my course preparation and other daily work activities”.

In addition, a significant extension of diverse new and advanced courses to be taught requires an intensive research work for thorough course development on behalf of faculty which is again hindered by limited computer and Internet access. Interviewee #12 said that “the faculty is between the anvil and the hammer” when it comes to developing interactive, distance learning or independent learning courses. On one hand, the faculty is encouraged to develop and launch web based and interactive courses which may help to enroll larger student population and reduce in person teaching. On the other hand, there are limited number of computers for both faculty and students to be involved in those courses.

According to interviewee #17, “the quantity of computers is insufficient for both students and faculty; and therefore, it triggers utilization of web based techniques for distance and independent learning courses”. Although, there have been a few interactive learning projects, independent and distance learning courses introduced in the curriculum, there is still a need for a better approach to the web based courses in the universities. In this mode, the availability of extensive number of computers intended for students’ computer and Internet utilization becomes “a must” for introducing more technology into the “teaching-learning process”.

Furthermore, the interviewees who teach applied disciplines like physics, chemistry, and biology in particular, require a serious update in teaching equipment, materials and classes. Most of the equipment and teaching materials for such courses do not have long durability and therefore, demand frequent update or replacement.

Faculty's Lack of Computer/Technology Skills

The majority of faculty members were honest about their modest level of computer skills and technology knowledge. Interviewee #9 said that: "I still have to develop better skills in learning different computer programs when using a computer. In my work I mostly use basics like Windows and sometimes Excel". Interviewee #15 mentioned that faculty uses sometimes Power Point for class presentations and postings on a shared drive for home assignments, but most of the time the old style class lecturing and testing are practiced. Furthermore, interviewee #7 complained that faculty never had consistent computer training and pretty much everybody had to learn on her/his own". In addition to that interviewee #8 made the following comment: "We are not fully equipped to introduce technology into our educational process as the HE reform implies, because we ourselves are not able to develop or properly practice our technology skills". Also, interviewee #15 expressed his doubts regarding launching more distance learning and web based courses in the near future, because "the universities simply have no sufficient number of computers and there is no proper computer based university system to do so".

In other words, the lack of computer/technology skills occurs due to the faculty's limited access to updated university computer network, internet and absence of consistent

computer training which in the long run, triggers implementation of the HE reforming in part of interactive and distance learning education.

Insufficient/Outdated Library Funds and Language Barrier

Every interviewee pointed out that universities have no sufficient library funds to cope with the increasing number of various courses in all academic programs which is reinforced by the HE reform. In addition, the most of the library funds are outdated and are not relevant content wise. As interviewee #5 mentioned: “Given all my numerous tasks, now I have a headache where I can get more materials for my courses, so I can make them more interesting to the students.” Also, interviewee #17 made the following comment: “There is no doubt that the number of relevant books and literature available in the libraries leaves much to be desired. We have a constant shortage of necessary books and deficit of advanced literature.”

Furthermore, interviewee #14 expressed concerns about difficulties related to insufficient library funds: “There’s no way I can approach teaching in a creative way, develop a course through an interdisciplinary perspective, come up with new innovative teaching methodology. It is simply hard to do, because I have to deal with basics at this point. I guess after everything settles down, I will be able to move forward to more advanced courses and interdisciplinary teaching”.

Needless to say, there is a limited number of sources and updated literature available in some specializations. This especially relates to the specializations that have been defined as priority specializations for Kazakhstan by the 2030 Kazakhstan Strategic Development Plan such as math, physics, biology, chemistry and others. The university

administrations have started some projects to digitize the most demanded library resources and updating the computer system used by librarians. However, it is not enough to meet the needs of both faculty and students.

In other words, the insufficient and outdated library funds result in serious problems for both faculty and students. On one hand, the faculty has hard time finding multiple and diverse materials for developing courses. On the other hand, the students have difficulties finding materials when they need to look through some materials for their class preparation.

More over, there is also another constraining factor for the faculty when it comes to developing courses. As interviewee #8 mentioned: “One of the biggest problems we have while developing courses is that our library fund is limited. We do not have enough updated literature for all disciplines. By updated literature I mean the literature of Western authors. Most courses need revising in terms of content, and we need to refer to the international sources. This means that we have to take extra efforts in order to find more information and time is what we do not have now”.

Many interviewees mentioned that proficiency in a foreign language and especially in English becomes “handy” and enables faculty finding more valuable resources available to world public in foreign languages. In relation to foreign language proficiency, interviewee #11 mentioned the following: “I am quite proficient in English and can search for more resources through the Internet. English is helpful because I do not need to look for translated materials or ask somebody to translate for me.” However, the majority of the faculty members are not fluent enough in any foreign language; therefore, this avenue is not a solution for them.

In addition, the existing problem of insufficient and outdated library funds is related to the external challenges which the entire system of HE in Kazakhstan is currently facing. The problem has to do with the access and availability of translated literature/books in various fields in the country. Most of the recent literature used by the universities is translated from foreign languages into Russian and Kazakh or old textbooks which had been published during the Soviet Union. Since there are not many translated specialized literature and books published in Kazakhstan, the universities have hard time creating a solid and eligible library fund, not to mention that it also involves substantial financial resources to purchase them.

Defined Themes through the Socio-Cultural and Historical Lenses

The faculty indicated that “technical aspect” in fulfilling their responsibilities plays a significant role when it comes to developing courses, preparation for classes, and information exchange. In each academic department there are approximately twelve to twenty faculty members with six or seven computers available which means that faculty members have to share computers and take turns. In addition, the increased workload does not make faculty’s life easier in terms of time sensitivity and time management.

Therefore, with the lack of computers and digitized library resources the faculty’s work becomes more complicated and difficult. There is also another perspective to the faculty’s need for a ‘technical enlightenment’ which includes mastering some of computer skills and programs, preparing educational class materials for students, Internet/web search, e-mail use and etc. The interviewees pointed out that the majority of faculty members are between the ages of 45 to 58 and have only basic computer skills

with mostly Windows and a little Excel and who more or less comfortable typing, printing, doing excel sheets and e-mailing while other computer programs/functions are out of their comfort zone. In relation to the computer skills, the faculty indicated that there is a burning need for consistent multi-level computer training for faculty members. In this mode, the interviewees believe that university based computer trainings will allow advancing the faculty's ability not only to improve everyday efficiency, but also open up new avenues to their learning abilities and professional self-development.

Furthermore, the faculty will be capable of developing interactive, independent student study projects, web-based elements of learning, distance learning courses with more innovative techniques and be easily connected to the rest of the world, interact/exchange with the (foreign colleagues of the same expertise) by the means of internet.

As for the library, most of the funds and resources reflect the historical past of the higher educational system of the Soviet Kazakhstan through a strong influence of socialistic propaganda which explains why most of the library resources are obsolete. Still, however, it is worth mentioning that it is not true for those excellent basic textbooks and teaching materials in applied and fundamental disciplines like math, physics, chemistry, biology and statistics which are of a great value and always appropriate for use.

Furthermore, a difficulty to form a substantial library fund is also hindered by the lack of translated sources: books, professional literature, textbooks, and teaching/methodology books in various fields of Western authors. The current university library funds now represent an interesting combination consisting of old

textbooks/materials published back in the Soviet times, new translated literature/books of Western authors/researchers which have been recently translated and published in Russia and very little literature translated/or published in Kazakhstan.

Such dependency again is deeply rooted in the socio-economic dependency which was created by the Soviet regime and reinforced by the centralized economy at all societal levels. The Soviet centralized economy created a disproportionate development of human resources in all former Union Republics which resulted in underdeveloped economies. Consequently, the underdeveloped sectors have a lack of domestic experts and highly trained professionals in a number of vitally important spheres such as conducting domestic research in various science fields and following up with the development of professional literature in those areas. Therefore, a lack of updated textbooks, teaching methodology, science and professional literature is a logical effect caused by the collapse of the USSR in the early 1990's.

Furthermore, scarce research activities within the country lead to a failure in creating science and professional literature which is so indispensable for the HE institutions to sustain good library funds and to efficiently facilitate the educational process for both faculty and students.

Lack of Support from the Ministry of Education and Science

Absence of Systematic Approach to Faculty Development

The interviewees indicated that currently there is no clear cut model for FD in higher education despite the fact that HE reforming was initialized in 2005. According to the faculty interviewed there is definitely a lack of support from the MESK, which is

demonstrated through a lack of a systematic approach to FD on behalf of the superior government agency.

In their understanding, the faculty member roles, responsibilities and development in the Soviet higher education system do not significantly differ from those in the Western model. Some faculty members think that most of slight differences are just the differences in terminology.

According to interviewee #3, “conceptually, the faculty roles and development according to the new credit system of higher education are not foreign to us because the old system was focusing on the same concepts such as a teaching and learning component which included instructional methodology, a student advising component and a research component. So, they just have different names and labels, but they have the same meaning. There are so many ways to call the same thing”. However, “having made those changes in the wording will not be able to change its essence. That is why we need to deeply look into this matter”.

Furthermore, the interviewed faculty members pointed out that they fully realize that for successful implementation of such profound higher education reforms they have a burning need to improve their development both instructional and professional expertise. However, they are simply unable do it on their own. As interviewee #9 mentioned: “Faculty is pretty much left for themselves. It is considered that a competent faculty member is capable of learning on his own which means he can find many ways to develop himself professionally”.

The faculty expressed their concerns about research requirements because they face many constraining factors: lack of time and funding, increased workload, material

technical base deficiencies, low salaries and motivation, lack of consistent and comprehensive professional development and etc. In the faculty's opinion, despite the fact that appropriate conditions for research activities have not been provided for the faculty members, they continue doing what they possibly can in a given context. Realistically, the faculty daily routine tasks keep them "trapped" and do not really allow them moving toward the research stage.

In fact, the increased workload and new teaching and research standards require so much effort not only on behalf of faculty, but all university administration and MESK in particular. In opinion of interviewee #4, "the best way of approaching FD is to use the most effective tools and techniques available nowadays which are available thanks to the advanced technology. This will automatically enable a successful implementation of the new policy and tuning up to the international educational standards much faster".

According to the interviewees, MESK conducts some faculty training every quarter in collaboration with universities, but they are not comprehensive and inconsistent; thus, they are not provided with an opportunity to really gain new knowledge or skills in their professional fields of expertise. The interviewees of the older generation remembered that "in the old days the professional development was carefully planned for 5 years ahead and almost every 2-3 months we had trainings or practicum and now everything is uncertain". (Interviewee # 4).

Given the current situation of inconsistent FD in the HE institutions, there is a burning need to develop a systematic and comprehensive approach to FD which will enable faculty to adequately address multidimensional and successfully fulfill HE reforms.

Defined Themes through Socio-Cultural and Historical Contexts

In the conditions of a centralized economy, the Soviet Ministry of Education was situated in Moscow and therefore, all national educational policies along with outlining and development of academic programs, methodology, educational materials and textbooks were implemented by Moscow. As a result, the Ministries of Education in all Soviet Republics received and followed clearly stated and detailed guidelines on implementation of various government initiatives elaborated and outlined by the Ministry of Education of the USSR in Moscow.

Therefore, the employees of the Ministries of Education and Science (MES) throughout the former Soviet Union have never been in a position to really elaborate their own coherent framework/strategy for implementation of drastic multidimensional reforms in the field of education or science. Understandably enough, the problem of lacking updated textbooks, teaching methodology, science and professional literature is closely interwoven with a lack of expertise of MES employees as well.

As a result, the MES employees lack not only a comprehensive understanding of educational planning and change strategies, but an ability to consistently analyze reality factors that underlie the country's HRD components and higher educational policies in particular.

In other words, due to a disproportionate development of human resources in the former USSR, previously dependent state government agencies, including the Ministry of Education and Science of RK, tend to lack expertise in methodology of academic program and textbook development for all educational levels, comprehensive analysis

and evaluation techniques for national educational planning and new policy implementation.

In addition, such tendency is accompanied by a low retention rate among MESK employees. Every year new university employees and faculty are hired whereas most employees cannot be classified as experienced professionals from the field of science or education. Also, those MESK employees who stay loyal and continuously work for a long period of time belong to the age group of 45-63 years old. Therefore, it is not surprising that the employees of the “old school” are used to thinking and working differently. Most of the time MESK employees encounter difficulties with grasping new concepts when it comes to implementation of such profound changes.

As a result, the age factor explains the lack of updated/modern expertise among the MESK employees as well as still predominately Soviet style management which hinders implementation of HE reforms. More over, the lack of cohesion between the national policies and implementation measures result in a widening gap between the objectives set by the Government authorities and the actual obtained outcomes. Unfortunately, a lack of realism in setting grand objectives, realistic estimation of available knowledgeable human resources and evaluation of administrative capacities leads to unsuccessful attempts and efforts.

Faculty's Resistance to Change

The majority of the interviewees indicated that there is a disagreement on behalf of the university faculty regarding 100% borrowing of the Western HE model. In

faculty's opinion Kazakhstan should not "blindly" borrow the Western model without questioning whether it is appropriate in the local context.

The main idea behind the argument is: "Why do we have to fully follow the new model of higher education and completely eliminate the old one when we can combine the best elements from both?" In this relation, interviewee #7 said that changing of a five year bachelor program into a four year program stipulates diminishing practicum and internship hours from the academic curriculum which may become a negative factor in terms of a student's ability to connect theory and practice. On the other hand, interviewee# 12 mentioned positive factors of transitioning from a four year undergraduate program to the five year undergraduate program which is partially achieved by decreasing the number of some core courses in general studies that are not related to the student's specialization or major such as history, politics, and writing/language classes.

Furthermore, interviewee #16 mentioned that doctoral programs in Kazakhstan were designed for the period of 5 to 7 years whereas the research time and practical application made up 70% of the whole academic program. According to interviewee #8 the old doctoral programs allowed PhD students to be well prepared researchers. In opinion of interviewee #16, Western PhD programs dedicate too much time to the academic coursework and pay less attention to other important aspects such as practical applications.

Additionally, the interviewees pointed out that there is no need to eliminate evening graduate programs for those working professionals who study in the programs called "externat". Such programs allow working professionals to be enrolled in mostly

self-directed studies with a series of tests at the end of each semester. Evening graduate programs enable working professionals to accomplish their academic and career goals without interfering with one another.

In their argument against 100% Western educational borrowing, the interviewees referred to the Bologna Convention. Interviewee #6 said: “As far as I know countries participating in the Bologna process are entitled to elimination of bureaucratic rules and procedures hindering cooperation in teaching and research around the world. Unfortunately, we are forced to copy somebody’s model instead of constructing our own viable HE model.”

Furthermore, interviewee #10 added the following: “I do not understand why we need to fully borrow the Western model without questioning? The Bologna process and entering the international education do not imply “blind copying”. We have to carefully analyze and synthesize both systems and then create our own”. Also, interviewee #4 said that “we should not completely follow the new HE model, because it is unnecessary. The Bologna process does not intend to create a “unified” higher education because every country wants to preserve its own unique system with its national historical and cultural traditions”.

Additionally, the faculty indicated that the communication with the MESK overall is difficult. Through regular university reports to the MESK and other channels of communication, the faculty has provided some suggestions on incorporation of some elements from the old model into the new one and how it can be beneficial. However, such suggestions have not been taken seriously into consideration by the MESK.

In relation to this, interviewee #14 said: “Sometimes I think it is like a survival test for the faculty where we are expected to implement required changes at all costs, because we are considered to be highly qualified experts. Yet nobody in the Ministry wants to listen to us”. Interviewee #11 mentioned that “it does not make sense now to evaluate our university or faculty expertise according to international standards. Everyone knows such comparison is not adequate. First of all, the Ministry has to create favorable conditions and support for the universities in order to fulfill such comprehensive tasks in such short timeframe”.

In this mode, the faculty feels that their voices are unheard and their opinions are unappreciated; consequently, the changes set forth by the MESK are met with resistance, on behalf of the faculty. In relation to this, interviewee # 8 said that” instead of step-by-step guidance and support, somehow the Ministry transformed into a superior government body whose main goal is to control and punish”. Unfortunately, attempts to follow the Bologna process and fulfilling national tasks in a short timeframe result in a lot of tension, stress and miscommunication between the Ministry and universities.

Defined Themes through Socio-Cultural and Historical Contexts

In the opinion of the faculty MESK does not provide necessary support and guidance for HE reform initiatives. The Ministry turned into solely a monitoring and punishing body whereas historically it was a governmental state agency whose primary goal was to consistently provide guidance, supervision and evaluation to the educational institutions at all levels.

Throughout the interviews the participants referred to the “old times” when MESK was providing detailed explanations, step-by-step instructions and 5 year planning and evaluation modules. It is understandable that the centralized Soviet system created not only an economic dependence from Moscow, but also involved a profound dependency in other vital fields of know-how including the field of educational national/planning policy and implementation. Therefore, the lack of support from the MES of RK is the result of more than 75 years of close guidance and strict monitoring of all educational levels by the Ministry of Education of the Soviet Union located in Moscow. To some extent, this tendency explains why the current HE reforms and policies in Kazakhstan are so loosely formulated. As a result, vague HE policies create a lot of room for misinterpretation and misunderstanding for all parties involved and especially the faculty who are change agents and directly involved in the process of reform implementation in addition to the increasing workload and new demanding requirements.

Yet along with a lack of expertise, there is also another constraining factor which has to do with the management style and communication channels between the HE institutions and MESK. The Soviet management style was characterized by a strict power distribution within the organizational hierarchy with communication channels from top to bottom. Tasks were set by the management, and employees reported back to the management upon completion of those tasks. The employees were expected to follow strict step-by-step guidelines, and there was no a real dialogue between the management and those who fulfilled the established tasks.

Transition to a new socio-economic system brought new concepts in the field of education and science. However, management style and administrative tools have not undergone through significant changes. On one hand, MESK does not provide anymore a step-by-step, clear and consistent guidance on how to implement changes implied by the HE reforming. A failure to provide a substantial support occurs due to a lack of experience and expertise in profound reforms which involves restructuring universities, learning new concepts on organization of educational process, obtaining new skills on teaching methodology, faculty training and professional development. Such factors create hesitation and frustration on behalf of faculty and university administration.

However, MESK still tends to preserve one of its “good old” functions which includes close supervision and strict evaluation. On the other hand, over many years the university faculty and administration are used to a clear and detailed guidance from MESK. Once they are given an opportunity to be more independent and make positive changes in HE, they seem to be frustrated and lost because there is a whole world out there for them to discover and they do not know what to do without directions from MESK.

Thus, a controversy arises between MESK and universities in terms of their interaction and work styles, and they happen to be trapped in between the old and the new management styles. Through their official statements MESK “encourages” university administration and faculty to create new channels of communication to enable exchange of opinions in the reforming process. However, in reality when “a different” opinion is outspoken, it does not get a proper attention from MESK.

In this mode, we observe a discrepancy between the stated expectations by the MESK and their actual management and work styles. Consequently, new terminology and new concepts about adjusting old work styles are being continuously discussed, but in reality the work processes remain the same and are run in the old fashioned mode.

CHAPTER V

SUMMARY AND CONCLUSIONS

The phenomenon under study is complex due to a dynamic interaction and interdependence of multiple HRD levels. A thorough examination of all contributing factors to the phenomenon under study was implemented to ensure a fair and objective understanding of its causes and effects. Therefore, the phenomenon was viewed through the contexts of international, country's broad societal transformations, organizational and individual levels.

Owing to the conceptual framework defined by Harbison and Myers (1964) it became possible to view Kazakhstan in terms of multifaceted HRD compared to other countries and enabled to determine its current socio-economic status in the world. In this mode, Harbison and Myers (1964) composite index of HRD provided a comprehensive and systematic approach to this study and overall HRD trend as it is applied to Kazakhstan.

As defined by Harbison and Myers there are four categories/levels of HRD. The composite index of HRD determines the development level of a given country based on the HDI (Human Development Index) which distinguishes the four levels of HRD: (1) underdeveloped; (2) partially developed; (3) semi-advanced and (4) advanced. HDI analysis suggests measuring the country's stock of human capital and measuring the gross or net additions to this stock.

In order to objectively do that, it is necessary to look into the levels of educational attainment within formal levels of education (primary/elementary, secondary and higher education), number of persons, in relation to the population or labor force, who are in

high level occupations and number of selected strategic occupational groups such as scientists, engineers, managers, teachers (all levels), doctors, dentists, scientific & engineering technicians, nurses & medical assistants and skilled worker category.

Based on the socio-economic indicators and HDI analysis informed by Harbison and Myers (1964), Kazakhstan has characteristics of both semi-developed (advanced) and partially developed countries. Understandably, the pre-conditions of the current HRD level ties up to the economic deficiency created by the Soviet centralized system and resulted in a lack of expertise in specific areas.

As Harbison and Myers (1964) described typical HRD problems for this category, they defined two major problems which characterize the current situation in Kazakhstan. The first major problem is related to shortages of “high-level” manpower with critical skills and competence, and the second one is related to the redundant or underutilized manpower. As of today, these problems reflect Kazakhstan’s challenges related to the deficient economy, underdeveloped structures and a lack of expertise in the most important strategically critical areas.

After eighteen years of independence Kazakhstan gradually is becoming self-sufficient in the high-level manpower. However, it is still not sufficient in terms of scientific and technical manpower. Therefore, the government deals with the problems when advanced countries export high-level manpower to Kazakhstan to establish certain functions, and at the same time they tend to lure high-level manpower away from the country. A dependence on expatriate manpower in oil and gas industry, technical, petroleum and chemical engineering, computer and information sciences is especially

evident. The country needs to develop a solid knowledge base in these fields in order to progress economically in the nearest future.

In this mode, Harbison and Myers' (1964) conceptual framework determined Kazakhstan's level of HRD in international context, and specifically diagnosed all factors causing concrete HRD problems and assist in finding appropriate solutions to address such problems in a comprehensive manner.

Furthermore, McLean and McLean (2001) concept enabled narrowing down the broad spectrum of HRD envisioning (both international and societal) to the societal and country level of HRD in Kazakhstan which is specific only to Kazakhstan. McLean and McLean (2001) concept implies that HRD context is determined in part by culture, national contexts composed of economy, government and legislation. G. McLean and L. McLean (2004) defined national HRD (NHRD) and distinguished five models: centralized, transitional, government initiated, decentralized/free market and small nations. In this manner, G. McLean and L. McLean (2004) provided a theoretical base for further understanding of HRD in the context of Kazakhstan which shapes the country's NHRD.

As Kazakhstan is being viewed through the lenses of McLean's framework, it becomes evident that Kazakhstan is simultaneously a centralized and transitional country which has been undergoing through numerous dramatic transformations in terms of political, economic and socio-cultural societal domains. After collapse of the Soviet Union in early 1990's, there was a dramatic decline in the country's economy. Many key factories and production companies have been shut down leaving thousands of people unemployed. Those who stayed employed were not paid regularly. The whole country

was constantly shaken by high escalating rates of inflation. As the economy was collapsing, so was the social system of the country. Education was not an exception. Financial funding provided by the government ceased and educational institutions introduced required tuition fees in order to survive financially. Quality of higher education significantly decreased along with other educational levels in the country.

Furthermore, the transitional process to the market economy also revealed and underlined serious disadvantages of the previous Soviet regime. Since the Soviet political and socio-economic system was centralized and operated by Moscow, Kazakhstan as well as other former Soviet Union Republics developed a deep socio-economic dependence. Such socio-economic dependence was characterized by a narrow specialization in a few fields of economic activities practiced by each Union Republic. As a result, Kazakhstan successfully developed agricultural sector, animal breeding, mining and heavy industry. However, the other sectors of economy in Kazakhstan were underdeveloped or partially developed and depended on other Republics of the Soviet Union.

Therefore, in terms of HRD at a state level Kazakhstan had to address two major HRD problems. As the socio-economic dependency established by the Soviet centralized system led to significant economic deficiencies for a newly independent state, so it led to a shortage of high skills level manpower and underutilized manpower in the sectors which had been underdeveloped in Kazakhstan. Furthermore, the abovementioned HRD challenges happened to be inevitable consequences of a major societal shift from a socialistic to a market based economy. As a result of such severe socio-economic decline and profound social transformations undertaken by the government, Kazakhstan's HDI

ranking among 175 countries dropped from the 54th in 1993 to the 76th in 2006. In this mode, McLean's framework enabled unpacking the underlying unique characteristics of NHRD in Kazakhstan and historical factors which contributed to current HRD and overall current socio-economic development in the country.

Furthermore, the sociological systems perspective allowed interpreting the phenomenon under study in the broad societal terms. As a large social system any society consists of numerous interdependent subsystems which are based on common socio-cultural values in a given country. In order to function effectively a society needs to achieve the so-called social equilibrium which is based on common social values accepted by all its members. In the case of Kazakhstan the transition from a Soviet centralized socio-economic order to the market based economy resulted in a social disequilibrium.

In other words, the base represents the economic foundation of a society which determines how the means of production and process of production occur; whereas, the superstructure consists of government, constitution, mass media, culture, political, legal and education systems. As a result, when a change occurred in the economic base and productive forces of Kazakhstan it was followed by a change in the social superstructure and then the whole society overall started transforming.

The efforts of Kazakhstan's government multidimensional initiatives focused on elimination of the socio-economic dependence through restructuring the centralized economy and creating its own self-sufficient socio-economic economic system. In order to perform such profound shift from one political and socio-economic order to another, the country urgently needed highly qualified manpower with updated knowledge in

various fields. In an attempt to address the shortage of highly qualified manpower and expedite the transition process, in 1993 the government established the Presidential scholarship “Bolashak” for young citizens of Kazakhstan which provided an opportunity to receive education in USA, Europe and Asia. This scholarship was intended to improve and bring young and qualified people of a new generation to Kazakhstan. In 2005 the quantity of Bolashak recipients was increased to 3,000 each year. It has been a success, and the inflow is significant since more and more students return home and start working in various spheres.

However, one program aiming to fill in the gaps for highly qualified specialists in all fields is far from being sufficient. In fact the program addresses only short term HRD problems by providing highly educated graduates with Western type of education directly to the labor market, so they can start contributing to their country’s development now. Nevertheless, the shortage of highly qualified specialists in all priority fields for Kazakhstan requires an approach that is capable to encompass the “roots of the problem” which involves reforming and restructuring the system of higher education.

In fact, institutions of HE serve as a foundation of any socio-economic system. HE is called to disseminate the knowledge both theoretical and practical to large student populations and provide the labor market with qualified manpower. Therefore, in order to increase the number of qualified specialists and upgrade the quality of education up to international standards, the government launched the new National Conception of Education Development for all educational levels. HE reforming implied a transition to a credit system and acceptance of international standards that are expected to enable Kazakhstan to enter the global arena on equal terms.

Moreover, HE institutions carry over not only the knowledge itself, but also the social values, attitudes, behavior patterns, mode of thinking and culture. In other words, HE institutions socialize the values of a society and through such socialization process the new young generation learns the knowledge, attitudes and values. The social superstructure in the face of HE system is supposed to serve, support and reinforce the economic base. Understandably enough that in order to function effectively a society needs to achieve the social equilibrium which is based on common social values accepted by all its members. In Kazakhstan's context the shift of the economic and political base inevitably involved a change in the social superstructure.

However, the change in social superstructure is a gradual process and requires substantial time as these transformations tap into the socio-cultural constructs of a society that have been formed over many years. Consequently, the shift of the socio-economic system is characterized by dramatic changes in the whole socio-cultural construction of the country.

Therefore, reforming HE in Kazakhstan involves shaping a new academic identity which is closely interrelated and mutually interdependent with the country's socio-cultural realities. As a newly independent state goes through a profound transformation, so does the socio-cultural identity which includes a construct of academic identity. Ideally, academic identity is composed of socio-cultural constructs which reflect current societal realities and indicate that the country is in transition to a new political and socio-economic order. Furthermore, the concept of academic identity is very important because "individual agents or individual actions cannot be identified in isolation from the context and traditions in which they are embedded and can be comprehended. The individual is

embedded in and emerges from a history: family, communities, all of which have their own traditions.” (McIntyre, 1981, p.302)

In this mode, the socio-cultural and cultural perspectives allowed to unpack the underlying new socio-cultural constructs in Kazakhstan and provide explanations of the faculty resistance in the process of HE reforms. The socio-cultural values reflect the unique identity of every individual; whereas, a resistance to transformative social actions is a natural reaction on behalf of faculty. Therefore, a transition from one social formation to another has to do with changing of socio-cultural constructs that have been shaped historically and is gradual in nature. There is a resistance at both individual and organizational levels. Faculty’s resistance is observed through their concerns related to the fears of financial instability and uncertainty, loss of previous prestigious social status in society, effects on their time and workload which exactly reflect the current situation.

In other words, changes in social values, beliefs, attitudes, behavior, and mentality are not easy for individuals who are the “social products” of the previous social system. The changes in the socio-cultural constructs result in shaping a new socio-cultural identity of Kazakhstan. However, the deconstruction of the previous socio-cultural identity involves active participation of all change agents and internalization of new constructs which is a gradual and continuous process.

As research findings indicate there is no systematic and consistent approach to faculty development in higher education of Kazakhstan. The majority of current faculty development and any professional development activities tend to have a spontaneous character without implementation of a thorough faculty needs task analysis or performance evaluation. Understandably enough the faculty of higher education as social

subjects with different socio-cultural identities are currently in the process of constructing a new academic identity based on updated social values, beliefs, mentality and work styles. Additionally, the formation of a new academic identity involves an update on faculty's professional development as well.

However, the identity deconstruction is being implemented not only by individual social actors, but also by the key institutions of society such as higher education institutions. Owing to Weber's theory of bureaucracy the phenomenon under study was viewed at the organizational level. The major constructs of bureaucracies are hierarchy of offices, rules and regulations, specializations of tasks, impersonality, written records, salaried personnel and control of resources. Depending on how well each bureaucracy construct is established and how rational they interact with each other determines the efficiency of an organization. In case of the universities under study the hierarchy has a rigid tall structure with top to down communication channels. Consequently, there is confusion and misunderstanding between MESK and universities since the communication channel still continues to be one way which excludes a mutually beneficial and constructive dialogue. As a result, both universities preserve the centralized Soviet type organization structure and management styles.

Moreover, HE reforming of 2005 introduced new concepts of how a university operates, new requirements for academic programs, update of teaching and content of education overall. Due to a lack of knowledge in implementing such profound tasks, the MESK and management of universities fail to provide specific and clearly stated job descriptions and guidelines. Therefore, university administration as well as faculty, who are used to clear and detailed standard rules and procedures in the Soviet times, are often

confused and tend to misinterpret new requirements and expectations. Also, vague guidelines from the MESK can be explained by the lack of expertise in consistent and comprehensive HE reforming on behalf of MESK.

On a final note the interdependence of societal, organizational and individual levels in the process of academic identity are very high and deeply embedded in the context of Kazakhstan. The formation process of academic identity is closely connected to the faculty professional development because it deals with the construction of new knowledge in academia. Individuals become faculty members and researchers through induction of disciplines and form communities of scholars and scientists who are expected to promote science and technology innovation in the country. In case of successful update of professional expertise and HE policy implementation, the faculty will constitute a group of highly educated experts and professionals who is capable of providing young generation with high quality education of international standards, doing intensive research which will connect the theory and practice through real applications in various industries. In other words, the faculty is a driving force for successful implementation of HE reforms, as well as the most crucial liaison between education and industries, i.e. between theory and practice.

Moreover, Kazakhstan's socio-economic shift to the market economy involves a profound deconstruction process of socio-cultural identity of HE faculty members, university administration and MESK as social actors at the individual, professional and organizational levels. In case of successful policy implementation, the academic identity will avoid the so-called "disconnected constructions". In other words, the state policies and individual socio-cultural background will not be in conflict and will not turn into

countertendencies which may lead to inefficiency of reforms. Therefore, the Western model of HE and faculty development in particular should not be blindly copied and transferred to Kazakhstan. Historically, existing educational systems in many countries of Asia and Africa represent the products of either colonial influence or borrowing. Those countries dramatically change their educational systems by following Western models which do not necessarily match the local context and do not seem to work. As a result, these attempts serve an example of continuing cultural dependency or neocolonialism.

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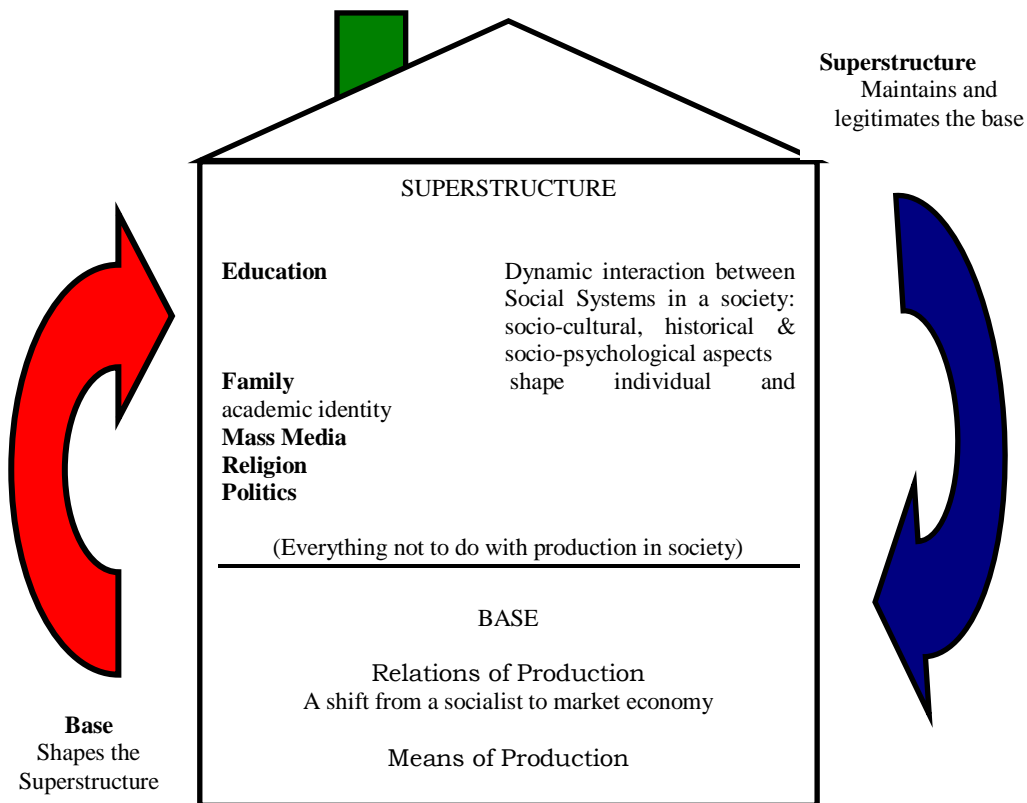
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APPENDIX A

Figure 1. HRD Levels of Analysis: International, State, Organizational and Individual

Level I. International: Globalization processes and Bologna Convention

Level II. State context: Independent State Building and a change of base involving profound transformations in the society's superstructure (Model of Base and Superstructure informed by sociological frameworks by K. Marx)



Levels III & VI: Organizational and Individual-Faculty Development and Reforming Higher Education

APPENDIX B

Table 1. Research Participants: Gender, Years of Experience, Age

Participant	Gender	Years of Experience	Age
1.	Male	19	50's
2.	Male	22	50's
3.	Female	15	50's
4.	Male	18	50's
5.	Male	20	50's
6.	Male	6	40's
7.	Male	4	40's
8.	Female	5	40's
9.	Male	5	30's
10.	Male	13	40's
11.	Male	25	60's
12.	Female	8	40's
13.	Male	30	60's
14.	Female	15	40's
15.	Male	20	50's
16.	Female	16	40's
17.	Female	12	40's
18.	Female	8	30's
19.	Male	12	40's
20.	Male	9	50's

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Collection of Articles “Business Education and Globalization Perspectives of Central Asian Region”, Almaty, February 2003. The title is “Innovative Approaches in International Projects of Higher Education”, Almaty, 2003.

Collection of Articles published under auspices of the International Scientific Conference “Strategic Stabilization and Development of Agro-industrial Complex of Kazakhstan in the Conditions of Economic Globalization”. The title is “Trends in the Development of Human Resources in Temporary Kazakhstan”. Ministry of Education and Science of the Republic of Kazakhstan, Almaty, 2005.