



RESEARCH ARTICLE

FACULTY RETENTION PROVES A MAJOR CHALLENGE FOR MANAGEMENT INSTITUTES

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ABSTRACT

In educational sector, finding talented people having them perform well and keeping them in the organization became difficult for management. Management institutes are trying to acquire teaching staff in place, but also to retain them from moving out of their educational institute. This research work seeks to empirically examine the process, in which the faculty members are hired, nurtured/trained and retained in management institutes and the factors affecting faculty shortage in management institutes. The methodology adopted in this study was qualitative research. The data was collected from the secondary data collection method. A major shortfall of faculty is the inability of management institutes to manage talent in acquiring, nurturing and in retaining faculty of high order. Retaining teaching staff pool is obviously a long-drawn task. Apart from remuneration packages, there is a need for 'extra-economic incentives' to attract and retain faculty. Setting aside more resources for research and publication activity could improve the situation in due course. Management institutes should also carve out a role for itself in this process by setting up legacies and other incentives. A great deal of flexibility regarding non-monetary and monetary incentives linked to additional deliverables would also be required for retaining teaching staff. This research paper discusses various factors affecting faculty retention strategies in management institutions, perception of youth towards teaching profession and also identifies the reasons of leaving teaching profession.

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INTRODUCTION

Teaching staff retention is one of the most critical issues facing institutes management because of the shortage of talented man power, economic growth, and high manpower turnover. Once institutes have captured skilled employees, the return on investment requires closing the back door to prevent them from walking out. Teaching staff are more likely to remain with the institutes only if they believe that the institutes shows more interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities, and if they receive regular positive feedback and recognition employees feel comfortable remaining longer in positions where they are well informed on relevant issues concerning the institutes and their well-being. The overall trend of faculty retention is worrying, Kaminski (professor at Rensselaer) said. The median time a faculty member stays at institute is 10.9 years, which effectively means the school has to replace half its faculty every 11 years.

The recruiting process is time and cost intensive, and startup costs for new professors can range from \$110,000 to nearly \$1.5 million. Additionally, assistant professors generally teach fewer courses per year, as they're expected to spend the bulk of their time writing proposals, securing grants, and launching their research program. This means new faculty members are usually more expensive to employ for their first few years until they start attracting research funding.

Literature review: Kreber (2000) develops a model of the scholarship of teaching by characterizing staff as adult learners engaged in content, process and premise reflection on their teaching. The model shows how different combinations of components of learning—instrumental, communicative and emancipator can be applied to: instructional knowledge; curricular knowledge and pedagogical knowledge. It support to craft conceptual development of faculty and retain them in institutes. Nicholls (2004) summarizes how Kreber's work suggests that the scholarship of teaching: can be found in refereed articles and papers; is practiced by excellent teachers; is associated with the knowledge of the expert teacher and focuses on teachers' experience-based knowledge.

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It is also significant that the debate on teaching excellence takes place almost exclusively in educational journals and conferences, which is perhaps why it does not enter the consciousness of mainstream academics, even if they are 'excellent teachers'. Whatever conception of teaching excellence is used it has to have clarity and alignment with what constitutes reality for academic staff. Ingersoll (2004) stated about retention of faculty is teachers leave when they encounter environments that lack essential professional support. These include job dissatisfaction, poor working conditions and low salary, administration, colleagues and the public, discipline, management and attendance problems, increasing class size, increased workloads, poor motivation of students, and lack of space for teachers to participate in key decisions effecting the institute. Another reason is lack of induction and mentoring programs for new and inexperienced teachers. Balter and Duncombe (2005) opine that one of the challenges that is faced by the New York school districts is that most research on teachers' recruitment procedures is case-study based and not inclusive to all states' policies. Policy makers usually tend to utilize the result findings of these case studies to issue wide spectrum recommendations.

MATERIALS AND METHODS

This article is prepared on the basis of secondary data collection sources. As this research is based on descriptive type of research, Most of the analysis part is done on the basis of Literature Review and the other sources of Secondary Data Collection Approach.

Measures of retention strategies

- Systematically monitor hiring and promotion decisions to eliminate unintentional bias and create opportunities for all faculties. Include salary and workload equity in your thinking about such decisions.
- Encourage transparency in operations, sharing information equitably with all faculties.
- Include faculty development opportunities in annual review conversations. Provide feedback on the faculty member's personal assessment of the year, as well as on his or her plans for the upcoming year. Gather ideas from the faculty member to improve his/her experience and
- the department and discuss any events over the course of the past year that might necessitate a tenure clock extension.
- Encourage mid-career professional development to support faculty as they work toward promotion to full professorship. Address career development early and often, so that it is not perceived as a punitive discussion when it occurs. Encourage creativity in new directions and provide mentoring or networking resources.
- Develop and maintain objective criteria for granting tenure and promotions and inform faculty of these expectations. While it is impossible to guarantee any element of the faculty reward system, the process should be openly communicated to prevent unnecessary anxiety. Although there may be no single scale against which all cases are measured, it is still useful to share as much detail as possible. Any formal descriptions should be supplemented with more informal information-sharing opportunities such as promotion and tenure

workshops offered either in the department, by the college or by the ADVANCE Center.

- Foster a supportive environment by engaging senior faculty in discussions about their role as mentors, encouraging peer mentoring networks and engaging all faculty in discussions about governance and decision-making in the department.
- Recognize important faculty contributions in all areas including teaching, research, service, and creative activities.
- Use a variety of resources (salary adjustments, chaired professorships, reduced loads, leaves, bridge money, research support, mentors, etc.) to recruit and retain faculty. Resources decisions should be made on a case-by-case basis.
- Offer opportunities for faculty professional development, collaboration and networking within and across ranks.
- Advocate flexible and accommodating policies and practices that can improve the experience of faculty and help with retention. Know what policies and practices are already in place at Cornell for work-life balance.

New Hires

- Prepare members of the department for the new hire's arrival. Alert them to the new hire's date of arrival on campus, encourage faculty to extend invitations to meals or events, speak to department faculty about the assets and opportunities the newcomer brings to the department.
- Supply the new hires with essential information about departmental operations months before their arrival on campus.
- Introduce and warmly promote the new faculty member to students at the beginning of the semester, as well as to other faculty colleagues.
- Protect junior faculty from excessive teaching, advising, and service assignments. Do encourage them to choose a moderate number of these activities to help acculturate them to the department and the university and begin to make connections with colleagues.
- Provide new faculty with training in time management, effective communication, teaching and grant-writing.
- Actively work to help new faculty make scholarly connections within and outside the department.
- Develop with new faculty annual and career plans. Involve mentors in the development of these plans
- Establish formal guidelines for 3rd year review in preparation for tenure and promotion. See "Good Practices in Tenure and Promotion" for more information.
- Assign senior faculty the responsibility for actively mentoring newcomers.
- Prepare senior faculty to act as mentors and resources for new faculty.

Benefits of retention strategy

- It useful to increase rate of retention of teaching staff
- It supports to reduce expenditure on recruitment and development of teaching staff
- Large number of students pool towards management institute

- Satisfaction level of student increases, as they get knowledge from experienced faculty.
- Retention helps to craft goodwill and status of institute in society, due to higher productivity.
- It aids to increase morality and efficiency of teaching staff.
- Retention of teaching staff advantages for getting worthy rank in accreditation of institutes.
- It gives good placement and working condition for students.

Challenges for management institutes

- Positive student - faculty contact
- Effective active learning
- Achievable, yet high expectations
- Effective communication skills
- Commitment to teaching well
- Healthy relationship between faculty motivation and teaching Excellence
- Recruiting talented teaching staff
- Maintain supply and demand of teaching staff for management institutes
- Develop the needed skills in students for becoming successful teacher and clench this for longer period
- Positive attitude of management towards teaching staff for compensation services and decision making.

Recommendation

After undergoing the above mentioned literature the study suggests: these plans of action for the quality management education organized with talents and teacher's excellence. Business schools must think of retaining faculties and should come up with the strategies in order to manage Talents then only business schools can think of running quality management education at a global level. Varied kinds of incentives must be given to the faculty members so to stimulate and motivate them for research and innovations

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