**Recognizing and Facilitating the High Performing Faculty Teams**

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***Abstract***

*In a knowledge-based economy, employers are waiting for industry-ready graduates with excellent abilities and innovative skills to develop the-state-of-art products and replace them periodically with superior design to meet the fast-growing digital disruptions. This is possible only when the higher education institutes focus on interdisciplinary and multidisciplinary programs and research works through their high-performing faculty teams. The high faculty members must be nurtured, supported, and facilitated for developing cutting edge programs and innovations. A study has been undertaken on the following 10 issues i) Recruitment Process, ii) Probation Completion (tenure), iii) Training and Development, iv) Encouragement to undertake Consultancy Projects, v) Establishing Interdisciplinary Postgraduate and Doctoral Programs, vi) Planning International Seminars and Conferences, vii) Encouraging Leadership Development, viii) Implementing Recognition Systems, ix) Diverse Global Faculty Development, and x) Institute-Institute Collaboration shows that the culture of supporting and rewarding the best practices is not there in many affiliated and autonomous engineering education institutes. The current research on creating, supporting, and rewarding the high-performing faculty has become essential not only to retain them but also to assist them to reach global standards with needed resources and support. The current National Educational Policy 2020 of India also focuses on these aspects, but the institutes have yet to refine their recruitment and rewarding practices. This research suggests low cost and high yielding human resource management practices sustain the innovations in higher education and to support the knowledge-based Indian Economy through recognizing the high-performing faculty teams. A further research study is suggested to meet the challenges of disruptive technology.*

***Keywords:*** *Recruitment of potential high-performing faculty, Recognition, Global Best Practices, Suggestions based on the findings, Impact on Productivity.*

**1.Introduction**

In the last twenty years, Indian higher education institutes have grown very much. The current strength is 795 universities, 39,671 affiliated universities, 10, 15, 696 teaching faculty members, and 2, 37, 64, 960 students (undergraduate, postgraduate, and research scholars). Out of this 29, 34, 989 postgraduate and 2,00, 730 research scholars are there. By 2031, the affiliated colleges will become degree-awarding Tier III Universities. The majority of the institutions do not have required qualified faculty members, resources, and infrastructures [15]. Around 800 of them were closed and many more would be closed for want of qualified faculty members and students. Also, the majority of the faculty recruitments were not based on excellence in quality and accomplishments. Many institutes could not fill even10% of the sanctioned seats. Even high- performing faculty members were not empowered to undertake consultancy projects and plan innovative graduate, postgraduate and doctoral programs. The star faculty members who are fully qualified, and motivated are constrained very much, and their career ladder is obstructed. A few administrators transfer promising faculty members when they were doing part-time research for a Ph.D. degree. Many full-time research scholars discontinued due to poor quality guidance and interpersonal relations with the supervisors. The institutes lose credibility, reputation, and leadership.

According to the Indian National Education Policy 2020 [15], the challenges for faculty motivation in higher education institutes are Physical infrastructure and services conditions remain less than ideal at many institutions and including at many Central and State Universities. Many Institutions lack the basic facilities and infrastructure needed for faculty and students. The service conditions of faculty members are also severely inadequate. At the current time, there are too many faculty members on temporary appointments, with low salaries and insecurity. Heavy teaching loads (often as much as 36 hours a week), with high student-teacher ratios in each class (sometimes higher than 50:1), little time for adequate class preparation

**2. Literature Survey**

Education World stated that most of the faculty members do a terrific job, but each school has some faculty who are exceptional at what they do [1, 2, 3, 4, 5, 6,7]. Refuted faculty members don’t expect recognition but, as a CEO, you want to recognize and support them in any way you can. Recognizing that high-performing in public ways can help school leaders highlight the qualities they value most. Rewarding the best faculty can help them set the standard-or even raise the bar of faculty performance. Dana Hammer, et al. (2010) [8] researched evidence-based criteria for excellent teaching and recommended appropriate means to acknowledge and reward teaching excellence. Based on their research [7,11,18,19] they identified the following factors: 1. Positive and sufficient time for student-faculty contact, 2. Effective active learning, 3. Achievable, yet high expectations, 4. Respects diverse talents and ways of learning, 5. Effective communication skills, and 6. Commitment to teaching well. Recognizing and rewarding excellent teaching in an institution helps to retain exemplary faculty members. Faculty members should engage in professional development to improve their teaching, with an emphasis on a scholarly, collaborative approach. Recognize teaching excellence for the goals of improved student learning and faculty retention.

Hymie Rubenstein (2000) [12] suggested rewarding university professors should be based on a performance-based approach. He, further, suggested that 1). Performance reviews need to be replaced with rigorous and objective evaluations; 2). Performance and rewards should be linked closely; 3). Collective -agreements should be replaced by flexible private-sector-style contracts for individuals that combine elements of basic employment agreements with incentives for drive, imagination, and productivity; 4). Teaching and research should be evaluated separately; 5). Revoke the tenure of the non-scholars who did not publish; 6). Replace the university tenure systems with renewable performance-based contracts; 6). Award sabbaticals in a system of unrestricted results-oriented competition; and 7). The individual ability should determine questions of academic remuneration.

Michael Armstrong and Helen Murlis (2008) [14] published a Handbook of Remuneration Strategy and Practice. They described the concept of total reward. According to them reward policies and practices can play a significant part in change programs, helping to achieve strategic goals and underpinning the culture. But lead must come from top management, which sets the direction and decides how reward management can best provide the help and support required. They suggested the following to develop a more productive employment relationship and increase faculty commitment:

* Develop ***performance management processes*** that ensure that performance and competence and competence expectations are discussed, agreed upon, and reviewed regularly.
* Encourage the use of ***personal development plans***, which spell out a continued improvement of performance can be achieved, mainly by self-managed learning.
* Use ***training, leadership, and management development programs*** to underpin core values and define performance expectations.
* Ensure through ***manager and team leader training*** that managers and team leaders and their team members understand their roles in managing the employment relationship, through processes such as effective use of leadership styles, performance management, and team leadership.
* Encourage the maximum amount of ***contact*** between managers and team leaders and their team members, to achieve a mutual understanding of expectations and provide a means of two-way communication.
* Adopt a general policy of ***transparency***-ensuring that on matters which affect them, employees know what is happening and the impact it will make on their employment, development, and prospects.
* Develop ***personnel procedures*** covering grievance handling, discipline, equal opportunities, promotion, and redundancy; and ensure that they are implemented fairly and consistently.
* Develop and communicate ***personnel policies*** covering the major areas of employment, development, reward, and employee relations.

All these are equally applicable to higher education.

**2.1 Harvard University’s Model for Recognizing their Faculty Members’ for “Cultivating a Culture of Appreciation” [10]:**

According to Harvard University, faculty members appreciate when the management recognizes their contributions and achievements. Recognition serves as a tool for reinforcing the behaviors that drive an organization to excellence and gives a vital boost to employees’ engagement that has a “ripple effect” that reaches beyond the recipient. Through recognition, the managers build a culture that attracts and retains the best talent. Harvard University suggested the following to recognize the faculty members: a). Recognize them at a staff meeting, b). Send a card to the faculty you wish to recognize, c). Give your faculty a small token of recognition, c). Ask a strong performer to be a mentor in the faculty mentoring program, d). Send an email of appreciation to the head of the department (HOD) (with a copy to the faculty), e). Ask the HOD to send an appreciative e-mail to faculty or have lunch with the faculty, and f). Post recognition notices on the website. Harvard suggested the following rules when offering recognition: i). Be genuine, ii). Be timely, iii). Be specific, iv). Give the “recognition” he/she deserves, v). Keep it right-sized, and vi) Personalize it, if you can.

“Cultivating a culture of appreciation, knowing your people and being generally appreciated is important. We appreciate when others recognize our contributions and achievements. As managers, our recognition lets employees know that we care about creating an environment where individuals feel appreciated for their contributions and their accomplishments. Through recognition, we also build a culture that attracts and retains the best talent”.

**2.2 Rochester Institute of Technology’s (RIT) Employee Engagement Survey [21]**

The 2012 Collaborative on Academic Careers in Higher Education (COACHE) Survey of faculty job satisfaction and Rochester Institute of Technology (RIT) Employee Engagement Survey identified appreciation and recognition as an area of concern at RIT. According to this survey, “Faculty, at all ranks, are just like everyone else when it comes to wanting to be appreciated by colleagues and recognized for doing good work.” The Education Advisory Board (EAB), “Strategies for improving Faculty Morale and Elevating Performance” reflects that recognition for faculty contribution-whether in teaching, research, or service- not only demonstrates the value of faculty but also affects faculty retention. Further, the report shows that faculty are not always seeking a tangible award (often monetary). Faculty would likely appreciate some other recognition for their work such as support for improvements in the teaching environment, their research agenda, or participation in governance activities, or flexibility in teaching responsibilities, fewer course preparations, or preferred teaching schedule. The EAB study observes that recognition and appreciation can be directly tied to faculty morale. Faculty are simply seeking a “culture of comfort” that will allow them time to work on innovative or creative efforts in their courses, scholarly research, or engage in professional development activities. EAB University Leadership Council suggests, “Recognition can be done in a relatively inexpensive way, and in a public way… Showcasing individuals who have done amazing things and having a reception to say thank you goes a long way towards developing a non-financial currency for recognition”.

EAB Strategies for Improving Faculty Morale and Elevating Performance:

* Transparency and equity in the merit review process,
* Recognition for contributions to teaching, research, and service,
* Support for improvements in teaching and research,
* Participation in the decision-making process within the department, college, and broader institution.

**2.3 Ohio State University’s “Principles for Faculty Reward Systems in High-Performance Academic Culture” [17]:**

* Focus on developing all aspects of a high-performing culture in which outstanding achievements are aligned with carefully guided decisions about resource allocations.
* Guide through continuous coaching research contributions
* Develop policies guiding the faculty reward system that are clear and equitable
* Recognize achievements in multiple dimensions like research, teaching, and service

Ite Joya Misra and Jennifer Lundquist (2016) [13] stated that engaging larger publics and influencing policy through one’s scholarship can personally rewarding, but such work too often goes unrecognized in university systems. According to her many faculty members were drawn to research because of its potential to contribute to society. These faculty members feel strongly that what they do matters to the large world, whether their work is primarily theoretical or aimed at direct application. Believing it important to engagement larger publics and influence policy, such faculty make efforts to do so through blogs, news reporters, social media and presenting their projects to citizens. Public engaging has many potential benefits. It can advance public understanding of scholarly knowledge and help influence policy agendas and policymaking.

Christina Wood (2018) [6] stated that 49per cent of employees quit when recognition is lacking. She suggested to reward with praise, make it public, personalize the gifts, reward with swag, and choose a good reward.

**2.4 National Education Policy 2020 [15]**

The following are the suggestions of the National Education Policy 2020:

* Create adequate physical infrastructure, facilities, and service conditions are to be improved.
* Fill up the vacancies based on academic expertise and depth, on teaching capacities, and dispositions for public service.
* Provide autonomy to the faculty.
* Enable vibrant university communities through faculty empowerment.
* Motivate to become creative and innovative in presentation, content, and assignments.
* Motivate and energize faculty to achieve high quality in higher education.
* Improve service conditions, performance management, career progression, and institutional leadership.
* Incentivize excellence through merit-based career management.
* Incentivize the faculty to spend their energies on achieving personal and institutional excellence to spend their energies on achieving personal and institutional excellence in teaching, research, and service.
* Provide time for creative class preparation, innovative research, and service.
* Chose institutional leadership based on merit without any time gap for developing a culture of excellence and high performance.
* Empower faculty to make curricular choices for their courses and pursue research with academic freedom.
* Ensure service conditions conducive to excellent teaching and research.
* Create a culture of excellence through outstanding institutional leadership.
* Mentor by senior academics.
* Faculty recruitment and development, career progression, and compensation management should be part of the institutional development plan.

**2.6 Inferences**

Almost all universities which are high-performing in teaching, research, and services have focused on the needed culture, recognition, rewarding, engagement of the stars to retain them and create an academic ecosystem for undertaking advanced and complex research work. National Educational Policy 2020 also focused on the existing deficiencies and suggested measures to overcome all deficiencies.

3**. Objectives of Research**

* To identify specific deficiencies in high education institutes in recruiting, fixing the salary, awarding the funds for undertaking the research, global projects, and developing new and innovative high education programs.
* To get the suggestions from 10 Quality Circles for identifying the stars of the high- performing faculty teams.
* To suggest appropriate measures to improve the educational ecosystem which will ensure excellent resources, funds, and motivation for the high-performing faculty members.

**3.1 Population:** Senior faculty members like associate professors, professors, and heads of departments of autonomous institutes, and affiliated colleges which offer certificates, diplomas, bachelor, master, and doctoral degree programs.

**3.2 Sample Size**

156 senior faculty members (senior assistant professors and associate professors) from 37 affiliated colleges and a few autonomous colleges from the southern states who have completed 15 years of service and offer graduate and postgraduate programs in engineering and technology. A few of them conduct employee development courses and offer full-time and part-time doctoral programs.

**3.3 Research Methodology**

Feedback to the questionnaires and getting significant suggestions through Quality Circles for proper student interaction, time spent for research, or other university activities and service.

3.4. **Board** **Policies and implementation of the Recruitment Process.**

***Table-1. Feedback on Board Policies***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Questions on Recruitment Process*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the institute calls for applications through national newspapers by fixing minimum qualification, experience, the scale of pay, advance increments, and last date for submission of the application? | 70.05% | 19.23% | 6.41% | 3.85% |
| 2. | Whether the applications are received through proper channels before the deadline? | 69.23% | 19.87% | 7.05% | 3.85% |
| 3 | Whether the accuracy of the statements and certificates are fully verified? | 62.28% | 23.07% | 7.69% | 6.41% |
| 4 | Whether a comparative statement is systematically prepared without any deviation/omission/discretion? | 46.79% | 21.15% | 19.23% | 12.82% |
| 5 | Whether the candidates can check the comparative statement? Do they need to sign for accuracy? | 7.69% | 5.13% | 44.87% | 42.31% |
| 6 | Whether the highly qualified experts are constituted for conducting the interview? | 9.61% | 7.69% | 38.46% | 44.23% |
| 7 | Whether the unqualified candidates are also included in the interview? | 47.44% | 21.79% | 19.23% | 11.53% |
| 8 | Whether the interview is conducted fairly to select the best candidate? | 12.82% | 19.23% | 57.69% | 10.26% |
| 9 | Whether probation period has been indicated in the advertisement? | 1.28% | 2.56% | 44.87% | 51.28% |
| 10 | Whether any advance increment is offered to the best candidate based on the qualification and accomplishments like research work, publication, development projects, and service rendered to the industry? | 1.92% | 5.13% | 48.08% | 44.87% |
| 11 | Whether the permanent post is twisted as a temporary one to distract the qualified candidates? | 38.46% | 44.87% | 12.82% | 3.85% |
| 12 | Whether the applications are received through a proper channel? If not whether the candidates are asked to bring a no-objection certificate at the time of interview. | 44.87% | 38.46% | 8.97% | 7.69% |
| 13 | Whether all the fully qualified candidates are interviewed ethically? | 32.05% | 51.28% | 8.97% | 6.41% |
| 14 | Whether another advertisement is made to include preferred candidates? | 3.20% | 6.41% | 35.26% | 55.13% |
| 15 | Whether the selected candidate is given sufficient time to get relief from the parent organization to join? | 48.08% | 41.67% | 6.41% | 3.85% |
| 16 | Whether candidates are warned that the selection order will be canceled if they do not report for duty within one month? | 6.41% | 12.82% | 44.87% | 35.90% |
| 17 | Whether the selected candidates are provided with all rules to select the retirement benefits? | 3.32% | 5.13% | 55.79% | 35.90% |
| 18 | Whether advanced increments are withdrawn when the new pay scale is introduced within three months? | 2.56% | 3.85% | 50.00% | 43.59% |
| 19 | Whether an orientation course is conducted for the recruits? | 1.92% | 3.85% | 43.59% | 50.00% |
| 20 | Whether the workload is properly planned based on the job specification and expertise? | 5.12% | 6.41% | 50.00% | 38.46% |

**Table 1a). Ethical Practice to be followed:**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | **Ethical Process** | No. | **Ethical Process** |
| 1 | Advertise in the national newspapers and indicate the qualification, experience, pay scale, advance increments, last date, etc. | 11 | Permanents posts are to be maintained as such. |
| 2 | Include the applications that are received as per the deadline fixed. | 12 | Applications are to be submitted through the proper channel or they have to produce a no-objection certificate |
| 3 | Verify the accuracy of the statements and certificates for all candidates. | 13 | Interview all the candidates ethically. |
| 4 | Prepare the comparatively systematically without ant omission. | 14 | Don’t readvertise to include preferred candidates. |
| 5 | The comparative statement has to be checked by all candidates. | 15 | Provide a minimum of three months-time to get relief as per the rules. |
| 6 | Constitute highly qualified experts on the interview committee. | 16 | Allow a new recruit to get the acceptance to relieve without paying three-months pay as penalty. |
| 7 | Don’t include unqualified candidates in the interview. | 17 | Provide rules for selecting the retirement benefits. |
| 8 | Conduct the interview fairly. | 18 | Don’t withdraw the advanced increments in the new pay scale. |
| 9 | Indicate the probation period in the advertisement. | 19 | Conduct orientation courses for new recruits. |
| 10 | Offer five advanced increments based on the prior service, qualification, and accomplishments. | 20 | Plan the workload based the job satisfaction. |

**3.4.1 Inferences and Suggestions**

***Table-1 b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Process to be Adopted*** | ***Current Practices*** |
| Calling Applications | Calling for applications through proper channels by indicating the job specification, desired areas of performance, systematically preparing the qualification, and accomplishments are essential. There should not be any discretion in judgement. | Facility to check the entries in the comparative statement; Not including highly qualified experts to conduct an interview; Threatening the selected candidates to join immediately; Twisting the duration of the job’ Not providing service and recruitment rules; Withdrawing advanced increments when the new pay scale is implemented; Not conducting orientation course; and not allotting the courses as per the expertise. |
| ***Actions***  ***desired*** | The institute must follow the service and recruitment rules systematically.  Performance goals (teaching, research, and service) are to be indicated.  The outside interference has to be eliminated. | The above deviations will destroy the motivation of the selected candidates and retention will be very difficult.  Orientation and in-service training are essential. The HOD could be a coach and mentor to the newly recruited faculty members. The faculty need to be motivated to undertake advanced courses and research works as early as possible. |

***Ethical Process in Performance Appraisal- Table-3***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Ethical Process to be Adopted*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the Questionnaires are prepared based on the job specification and performance to get feedback on Teaching, Evaluation, Research, Publication, and Service Activities? | 3.85% | 6.41% | 41.67% | 48.08% |
| 2 | Whether the coteries are not included in the performance appraisal? | 48.08% | 41.67% | 6.41% | 3.85% |
| 3 | Whether Interdisciplinary Senior Faculty are included in the Performance Appraisal? | 6.41% | 9.62% | 38.46% | 45.51% |
| 4 | Whether the probationers are given sufficient opportunity to present his/her achievements and the difficulties faced before the performance appraisal committee? | 9.61% | 12.82% | 32.05% | 51.92% |
| 5 | Whether the probationers are counseled and given directions for improving the performance? | 11.54% | 14.74% | 30.13% | 43.59% |
| 6 | Whether the probation will be extended for one or more years in the case of poor performance? | 13.46% | 16.03% | 33.33% | 37.18% |
| 7 | If the probationer is not able to improve the performance, whether s/he will be terminated? | 3.20% | 5.77% | 39.74% | 51.28$ |

**Table 3.A Ethical Practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Ethical Practice** | **No** | **Ethical Practice** |
| 1 | Prepare a comprehensive format for providing feedback on the performance. | 5 | Counsel the probationers |
| 2 | Don’t include irrelevant members in the performance appraisal. | 6 | Follow the norms to extend the probation. |
| 3 | Include interdisciplinary senior faculty members in assessing the performance. | 7 | Extend probation to allow the candidate to improve performance. |
| 4 | Provide time to present the achievement, and difficulties faced by the probationers. |  |  |

**3.5.1. Inferences and Suggestions**

***Table- 3b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Process to be adopted*** | ***Current Practices*** |
|  | The administrator should follow the best human resources development practices. | All are almost weak areas. |
| ***Actions desired*** | Senior faculty are to be exposed to human resources management practices in the conduct of appreciative performance appraisal. | Probation completion should be undertaken systematically through the appreciative inquiry method. |

**3.5.2. Questions on Training and Development through IDAs/ Bilateral Schemes**

***Table-4***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Policies on Training and Development*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the Institute will depute the faculty to external training programs under international development agencies (IDAs) and bilateral agreements based on the relevance? | 1.92% | 3.21% | 44.87% | 48.71% |
| 2 | Whether the Institute will host in-house faculty development programs once in a semester based on the advances of the technology? | 1.28% | 3.85% | 45.51% | 49.39% |
| 3 | Whether the Institute recovers the expenditure on the in-house faculty development programs from the faculty salary? | 32.05% | 19.23% | 35.90% | 12.82% |
| 4 | Whether the Institute encourages the faculty to undergo MOOCs offered by Coursera, EDX, WBI, etc., and reimburse the fees paid? | 1.28% | 2.56% | 44.87% | 51.28% |
| 5 | Whether the Institute encourages the faculty to apply for various global faculty development programs like Nehru-Fulbright Scheme, Alexander Humboldt Scheme, etc.? | 0.06% | 1.92% | 46.15% | 51.28% |
| 6 | Whether the Institute provides leave at credit to undergo advanced studies in the global research universities, UNESCO’s regional programs, etc.? | 1.92% | 2.56% | 3.21% | 92.31% |
| 7 | Whether Institute forwards application under QIP to join PhD programs in the Institutes of National Importance? | 19.23% | 23.64% | 38.46% | 16.67% |
| 8 | Whether the Institute reimburses the fee paid for undergoing the workshops conducted under the International Conferences? | 1.28% | 3.20% | 5.13% | 91.03% |

**Table 4.a Ethical Policies on Training and Development**

|  |  |  |  |
| --- | --- | --- | --- |
| No | **Policies on Training and Development** | **No** | **Policies on Training and Development** |
| 1 | Depute the faculty members for training under IDAs | 5 | Encourage the faculty members to apply for bilateral global faculty development programs. |
| 2 | Provide in-house faculty development programs at the beginning of each semester. | 6 | Sanction at credit for undergoing advanced training programs in global universities. |
| 3 | Provide free training programs. | 7 | Forward the applications for QIP programs at NITs, IITs, State Technical Universities. |
| 4 | Encourage the faculty members to undergo MOOCs offered by WBI, EDX, Coursera, Swayam, etc. | 8 | Reimburse the cost of attending the workshops under various International Conferences. |

**3.5.3 Inferences and Suggestions**

***Table-4b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***The ethical process to be adopted*** | ***Current Practices*** |
|  | AICTE has suggested the standards of faculty development and this should be systematically followed. | Almost all the training and development activities are not undertaken as per human resource development practices. |
| ***Desirable practices*** | Training needs are to be assessed every year and the desired programs are to be planned and implemented. The outcomes are to be assessed. MOOCs are to be included in the training. | The faculty members are to be systematically exposed to the advances of curriculum design, instructional design, measurement, and evaluation, training the students through industry-relevant skill-based methods. |

***3.5.4. Questions on Encouragement to Undertake Consultancy Projects under Government, Private companies, and International Development Agencies***

***Table-5***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Policies on Consultancy Projects*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the Institute circulates the Letter of Invitation (L. o. I) on Consultancy Projects under Asian Development Bank, DANIDA, GIZ, UNDP, UNESCO, USAID, and World Bank? | 1.92% | 5.77% | 8.97% | 83.33% |
| 2 | Whether the Institute circulates the L. o. I for Consultancy Projects under various Ministries and Industries? | 2.56% | 6.41% | 8.97% | 81.14% |
| 3 | Whether the Institute permits the faculty to bid for consultancy projects which are seen in public media. | 3.20% | 7.05% | 17.31% | 83.33% |
| 4 | Whether the Institute approves the technical and financial proposals based on the realistic assessment and offering an acceptable price? | 3.84% | 7.69% | 19.23% | 76.92% |
| 5 | Whether the Institute provides the needed resources, bank guarantee, technical support staff, and adjunct faculty based on realistic needs? | 1.28% | 1.28% | 2.56% | 94.87% |
| 6 | Whether the Institute empowers the team leader to constitute a faculty team based on the skills and abilities? | 12.82% | 19.23% | 25.64% | 42.30% |
| 7 | Whether the Institute assists to get tax exemption for the external projects based on the Tax Rules? | 1.28% | 2.56% | 44.87% | 51.28% |
| 8 | Whether the Institute follows the guidelines given by AICTE for sharing the project gains? | 12.82% | 19.23% | 44.87% | 42.31% |
| 9 | Whether the achievement of the high performing faculty will be presented to the Board and Annual Report? | 6.41% | 12.82% | 19.23% | 61.54% |
| 10 | Whether the Institute allows the project team to continue until completion of the project? | 13.46% | 26.28% | 28.21% | 60.26% |
| 11 | Whether the Institute usually offloads the projects to external agencies? | 10.26% | 16.67% | 29.49% | 43.59% |
| 12 | Whether the ethics will be followed by the Institute for all academic and administrative activities? | 5.13% | 10.26% | 19.23% | 65.38% |

**3.5.5. Inferences and Suggestions**

**Table 5.a**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Suggestions** | **No.** | **Suggestions** |
| **1** | Encourage faculty to bid for projects of International Development Agencies | 7 | Assist in getting tax-exemptions |
| **2** | Circulate letters of invitation (LOI) of various ministries to all the faculty members | 8 | Follow the AICTE guidelines in sharing the project gains. |
| **3** | Encourage faculty to bid for external projects | 9 | Present the achievement of the faculty members to the Board. |
| **4** | Scrutinize Approve the technical and financial proposals | 10 | Allow the project teams to complete the programs. |
| **5** | Provide bank guarantee, resources, technical support, and adjunct faculty members for the projects. | 11 | Don’t offload the projects to external agencies. |
| **6** | Permit the team leader to constitute the project team. | 12 | Follow the ethics in all activities of the Institute. |

***Table-5. b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Processes to be adopted*** | ***Current Practices*** |
| ***Consultancy***  ***Projects*** | The engineering colleges need to have strategic plans on utilizing the human resources and modern equipment procured under various projects. | Poor practices. Most of the colleges don’t have strategic planning with well- designed vision, mission, and goals. Many of the affiliated colleges don’t have a Board of Governors. Some of the Boards meet once a year and approve the budget. The academic goals were not specified. Consultancy projects were not undertaken since they are in the mandate. Some may conduct short-term courses only. |

3.5.6. **Questions on Permitting to Propose Innovative Interdisciplinary Postgraduate and Engineering Research Programs**

***Table-6***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Board Policies*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the Institute encourages to plan new and cutting-edge graduate and postgraduate programs? | 1.92% | 4.49% | 6.41% | 87.18% |
| 2 | Whether the Institute encourages to undertake multidisciplinary research projects using the expertise of the key faculty members? | 3.84% | 10.26% | 7.69% | 82.05% |
| 3 | Whether the Institute provides resources or recruits qualified faculty and experts/adjunct faculty for project implementation? | 2.56% | 5.77% | 8.33% | 83.33% |
| 4 | Whether the Institute supports innovative and flexible courses to meet the emerging needs of students? | 5.12% | 8.33% | 10.90% | 75.64% |
| 5 | Whether the Institute approves the conduct of diverse global faculty development courses under the assistance of various Ministries? | 7.01% | 10.90% | 14.10% | 67.95% |

**3.5.7. Inferences and Suggestions**

**Table 6.a**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Suggestions** | **No** | **Suggestions** |
| 1 | Encourage to plan new and cutting-edge graduate and postgraduate programs. | 4 | Support innovative and flexible courses to meet the emerging needs of the students |
| 2 | Encourage to undertake interdisciplinary and multidisciplinary research projects | 5 | Encourage the planning and conduct of diverse global faculty development programs. |
| 3 | Provide needed resources, recruit adjunct faculty members for the projects. |  |  |

***Table-6. b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Processes to be Adopted*** | ***Current Practices*** |
| ***Innovative postgraduate programs*** | Under Institutional development projects, needed highly qualified faculty can be recruited besides filling the vacancies. | Most of the affiliated colleges do not offer innovative postgraduate programs for want of mandate and AICTE approval. Thy faculty would have undergone many short-term courses in planning industry-relevant/specific postgraduate programs but want of dynamic policy they are not able to establish industry-relevant programs. |
| ***Interdisciplinary***  ***Engineering***  ***Research Projects*** | Innovative postgraduate and interdisciplinary doctoral programs need dedicated and highly accomplished faculty and close collaboration with R&D departments. | Only outstanding autonomous college engineering colleges with adequate qualified faculty can alone offer Ph.D. under QIP. A few autonomous colleges offer both full-time and part-time Ph.D. in their branches. The Boards are to fix the goals and make them mandatory for implementation with adequate empowerment of the HODs of the departments. |

**3.5.8. Policies on Planning International Seminars, Workshops, and Conferences**

**Table-7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Board Policies*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the Institute permits the planning of National Seminars using the expertise of the in-house faculty members? | 2.56% | 3.85% | 9.62% | 83.97% |
| 2 | Whether the Institute permits planning International Conferences in collaborating with other international universities and industries? | 1.28% | 3.21% | 5.77% | 95.51% |
| 3 | Whether the Institute permits planning International Conferences by collaborating with international research universities? | 1.28% | 3.21% | 2.56% | 92.92% |
| 4 | Whether the Institute can provide needed resources and faculty for implementation of the seminars, workshops, and conferences? | 6.41% | 7.69% | 11.54% | 74.36% |

***3.3.9. Inferences and Suggestions***

***Table 7 a***

|  |  |  |  |
| --- | --- | --- | --- |
| ***No.*** | ***Suggestions*** | ***No.*** | ***Suggestions*** |
| 1 | Encourage the planning and conducting of national seminars | 3 | Permit the planning of international conferences in collaboration with international universities. |
| 2 | Encourage the planning and conducting of international conferences | 4 | Provide needed resources for the conduct of seminars, workshops, and conferences. |

***Table-7 b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Processes to be Adopted*** | ***Current Practices*** |
| ***International Seminars and Conferences*** | International seminars, conferences, and workshops would provide many opportunities to discuss ongoing research works, promising new areas, and the need for undertaking in many niche areas. Further, it would reinforce the ongoing research topics. Hence, they are usually planned in collaboration with various international research universities and organizations. | There is no mandate to plan seminars and conferences under AICTE even though funds are allotted for the same. The quality and outstanding accomplishment of the faculty facilitate the planning and implementation of seminars and conferences in emerging technologies. The absence of conferences indicates that the dynamism in creating knowledge capital is not the top priority of the educational administrators. They need to be encouraged to bring an ecosystem for facilitating many interdisciplinary research topics which will ensure the growth of human capital in the knowledge-based economy. |

***3.5.10. Encouraging the Leadership of the Key Performing Faculty Members***

***Table-8***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***CEO’s Practices*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | CEO’s appreciation for excellence is timely. | 9.61% | 25.66% | 32.05% | 23.08% |
| 2 | Whether the Institute places the global rewards received by the students and faculty members on the Board meeting and includes them in the annual report? | 18.59% | 23.72% | 25.64% | 32.05% |
| 3 | Whether the CEO institutionalizes the reward system for the faculty team’s global accomplishments? | 7.01% | 8.97% | 13.46% | 74.36% |
| 4 | Whether the Institute creates further engagement of more faculty members in the innovative activities? | 4.44% | 7.69% | 12.18% | 75.64% |
| 5 | Whether the CEO plans for sustainability of excellence? | 7.69% | 11.53% | 12.82% | 67.95% |

**Inferences and Suggestions**

**Table 8a**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Suggestions** | **No.** | **Suggestions** |
| 1 | Provide timely appreciation for high performance. | 4 | Further, engage the faculty members in innovative activities. |
| 2 | Place the global rewards received by the faculty and students before the Board. | 5 | Plan sustainability of excellence. |
| 3 | Institutionalize the reward system for the faculty’s global accomplishments |  |  |

***Table-8 b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Process to be Adopted*** | ***Current Practices*** |
| ***Timely encouragement, rewards, support for the growth of the key performing faculty.*** | The Boards must take initiative in encouraging the faculty to conduct theories and bring outstanding results.  A cultural change is needed. This will give rise to many patents and improved industrial productivity. The Board could provide 15 minutes to review the performance of the outstanding accomplishment of the faculty teams. | Table 8 shows the weak practices almost in all institutes. The poor academic culture is revealed through the feedback of senior faculty members who attend development programs.  The causes of slow progress in interdisciplinary research and collaboration with global research universities are to be investigated and remedial measures are to be installed. |

3.5.11. ***CEO Implements Government-Initiated Recognition Systems***

***Table-9***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Government Initiated Recognition System*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the CEO approves high academic grade (HAG) for the high performing faculty members for their excellence? | 1.28% | 1.92% | 2.56% | 94.23% |
| 2 | Whether the CEO plans reemployment of high performing faculty as per the norms suggested by the government? | 0% | 0% | 0.64% | 99.36% |
| 3 | Whether the CEO is systematically selecting the high-performing faculty for Dean posts? | 1.28% | 2.56% | 4.44% | 91.72% |
| 4 | Whether the CEO establishes new centers for innovation like a publication unit, MMLP production units, satellite centers, etc.? | 1.28% | 1.92% | 4.44% | 92.36% |
| 5 | Whether the CEO establishes a Center for Developing Diverse Global- Faculty Development? | 0% | 0% | 0.64% | 99.56% |
| 6 | Whether the CEO establishes a Center for undertaking global projects under IDAs? | 0% | 0% | 1.28% | 98.72% |

**3.5.12. Inferences and suggestions**

**Table 9 a**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Suggestions** | **No.** | **Suggestions** |
| 1 | Approve high academic grades for the outstanding performance of the faculty members as per the Ministry’s guidelines. | 4 | Establish a center for developing the publication and production of MMLP. |
| 2 | Reemploy the outstanding faculty members for a further period as per the ministry’s guidelines. | 5 | Create a center for developing diverse global participants. |
| 3 | Systematically select high performing faculty members for the dean’s posts. | 6 | Create a center for undertaking global projects. |

***Table-9b***

|  |  |  |
| --- | --- | --- |
| ***Issues*** | ***Ethical Process to be Adopted*** | ***Current Practices*** |
| ***Implementation of the recognition process*** | The Boards should have a standing committee on the implementation of various government-initiated policies and the feedback from the faculty must be obtained and remedial measures are to be taken. | The feedback shows this is a dark area and almost all the CEOs don’t implement and recognition process. This is due to their shortcomings which are reflected in the feedback. This culture will destroy the creativity and generation of knowledge capital. |

***3.3.13. Facilitating Global Leadership Development***

***Table-10***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***CEO’s Policy and Activities*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the CEO supports the Global Leadership Development of the key performing faculty members? | 0.64% | 1.28% | 1.92% | 96.16% |
| 2 | Whether the CEO approves the participation of high-performing faculty in the projects of IDAs? | 1.28% | 1.92% | 2.56% | 94.24% |
| 3 | Whether the CEO supports the collaboration of the high-performing faculty in the country-specific innovations? | 0% | .64% | 1.28% | 98.08% |
| 4 | Whether the CEO provides the CVs of the key performing faculty to the other government departments when they request? | 0.64% | 1.28% | 1.92% | 96.24% |
| 5 | Whether the CEO creates an academic ecosystem for cultivating high-quality faculty members? | 5.77 % | 7.05% | 11.54% | 75.64% |

**3.5.14. Inferences and Suggestions**

**Table 10 a**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Suggestions** | **No.** | **Suggestions** |
| **1** | Support the development of global leadership of the faculty members. | 4 | Forward the CVs of high-performing faculty members to other departments when request. |
| **2** | Approve the participation of high performing faculty members in the projects of IDAs. | 5 | Create an academic ecosystem for cultivating high performing faculty members. |
| **3** | Support the collaboration of high- performing faculty members in country-specific innovations. |  |  |

***Table-10 b***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Practices to be Adopted*** | ***Current Practices*** |
| ***Global Leadership Development*** | Every institute must adopt excellent practices in supporting the growth of the faculty without any bias. Global leadership shows the academic strength of the institute and its dedicated practices in supporting human capital development. The Board has to review the practices through its standing committee. | The feedback proved the poor practice of almost all CEOs. The creativity is blocked. This will affect the contribution to knowledge capital. The tunnel vision adopted by the CEOs must be corrected. The outstanding faculty teams are to be supported and encouraged. |

***3.5.15. Institute-Institute- Collaboration and Cooperation***

***Table-11***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***No.*** | ***Activities*** | ***Always*** | ***Frequently*** | ***Sometimes*** | ***Rarely*** |
| 1 | Whether the CEO approves the formation of consortium for undertaking complex institutional development projects under International Development Agencies (IDAs)? | 0% | 0.64% | 1.28% | 98.08% |
| 2 | Whether the CEO approves the formation of clusters for undertaking research projects under MHRD/AICTE/Other Ministries? | 12.82% | 19.23% | 25.64% | 42.07% |
| 3 | Whether the CEO permits co-sponsoring international conferences in critical areas? | 0.64% | 1.92% | 2.56% | 94.88% |
| 4 | Whether the CEO permits the undertaking of peripatetic seminars for global executives under IDAs? | 0% | 0% | 0.64% | 99.36% |
| 5 | Whether the CEO permits jointly undertaking research projects with the other institutes in the states under International Development Agencies? | 0% | 0% | 1.28% | 98.72% |

***Table 11 a***

|  |  |  |  |
| --- | --- | --- | --- |
| ***No.*** | ***Suggestions*** | ***No.*** | ***Suggestions*** |
| 1 | Approve the formation of a consortium for undertaking complex institutional development projects under IDAs. | 4 | Permit undertaking peripatetic seminars under IDAs |
| 2 | Approve the formation of research clusters for undertaking projects from various ministries | 5 | Permit the undertaking of joint projects with other institutions under IDAs. |
| 3 | Permit the cosponsoring international conferences |  |  |

***3.5.16. Inferences and Suggestions***

***Table-11 b.***

|  |  |  |
| --- | --- | --- |
| ***Issue*** | ***Ethical Practices to be Adopted*** | ***Current Practices*** |
| ***Institute-Institute -Collaboration and Cooperation*** | *Many projects encourage Institute-Institute Collaboration and Cooperation like the development of curriculum in emerging technology, research clusters and jointly bidding for development projects under IDAs. The IDAs provide guidelines also. This practice must be institutionalized to reduce the cost and to encourage the competent faculty to collaborate with others.* | *Institute-Institute-collaboration-Cooperation is almost absent in all institutes. There are no guidelines from AICTE or Affiliating Universities. Most of the CEOs don’t want to share the limelight with other CEOs. Global vision is lagging.* |

**3.5.17. The Outcome of the Quality Circles**

The following suggestions have been provided by the Quality Circles that deliberated on the issues:

* The best faculty recruitment process should be implemented in all institutions.
* Ethical standards are to be followed in probation completion.
* Institutes should implement faculty development through short-term, long-term, QIP, MOOCs, and programs under bilateral agreements, and IDAs.
* The CEO should encourage the high-performing faculty teams in undertaking various innovative projects and multidisciplinary programs.
* The Institutions should establish institute-institute collaborations and co-operations for undertaking joint projects and international conferences.
* The Board and CEO must encourage the development of global leadership and recognize the outstanding accomplishments of the high-performing faculty teams.

**4. Conclusions**

Most of the institutes suffer from poor recruitment practices, declaring probation completion, training and developing the faculty members, encouragement to undertake consultancy projects, establishing interdisciplinary postgraduate and doctoral programs, planning international seminars, establishing leadership development programs, implementing recognition processes, and developing of diverse global faculty development. Unless these shortcomings are resolved, the growth of industry-ready graduates will be affected. This is one of the reasons for low responses from the students.

The Boards and the CEOs have the responsibility to cultivate, support, delegate, and empower high-performing faculty teams to create needed human and knowledge capital.

The existing bottlenecks in recruiting, confirming the completion of probation, training, and developing through innovative blended methods, supporting, planning, and developing multidisciplinary postgraduate and doctoral programs, conducting international conferences, networking with the global research universities, and jointly working on the cutting-edge projects. Ethical policies are to be implemented to reach excellence.

Identification of stars of high performing teams is very essential and supporting them, empowering them, and recognize their accomplishments in creating knowledge and human capital. The administrators have to support the bidding for global projects, assist the high- performing faculty members to offer interdisciplinary postgraduate programs, and undertake research and consultancy projects. They have to provide needed resources for creating research clusters, conducting international seminars, conferences and collaborating with the research universities. There is no shortcut from the ethical practice.

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