Retention Strategies of Faculty Members in Higher Education Institutions

Ravina Pradhan [1], Dr. Anshu Choudhary [2]

[1] *Research Scholar, Shobhit Institute of Engineering and Technology,
(Deemed to be University) Meerut, India.*
[2] *Associate Professor, Shobhit Institute of Engineering and Technology,
(Deemed to be University) Meerut, India.*
Email: [1] rvdeshwal25@gmail.com

Abstract

Retaining the so-called "faculty members" at these "knowledge centers" has become a critical challenge in higher education. This study aims to examine the effect on teacher retention in private higher education institutions of "pay satisfaction" and "opportunities of learning and development" based on prior research. Faculty and administrators alike are not happy with the current state of affairs. In the absence of a transparent framework, stakeholders have plenty of reasons to point fingers at one another. This study offers a transparent point system based on the three most essential categories of teaching (T), research (R), and community service (C) for both faculty and higher education management (S). The proposed transparent point system will provide a way to clear up any misunderstandings among interested parties. How and why were faculty members involved in implementing and evaluating the college's retention efforts? When it comes to retaining and promoting faculty members, what can institutions do to help them? Retention efforts based on three learning community configurations are examined in this paper. Finally, advice for institutions on boosting the participation and commitment of faculty members to retention initiatives is included in these forums.

There were three main categories and 14 subcategories of results. In the category of "retention facilitators," there were four subcategories: facilitation of communication, closeness to prestigious universities, experience acquisition, and support from authorities. There were six subcategories of "retention hazards" in the second category: social infrastructure, individual dimension, occupational dimension, economic dimension, sense of respect, and executive management. Factors affecting faculty members' retention were: effective development programs, promotion opportunities, academic freedom, organizational culture, work climate, flexibility, peer support, financial support for research, physical resources and equipment, geographic location, college reputation, salaries and benefits, facilities, workload, recruitment, appointment, evaluation, and promotion system. Faculty retention policies included monitoring welfare and health, transparency in recruitment, evaluation, promotion, and compensation services, creating an appropriate climate, providing mentoring, recruitment of couples, extending pre-tenure probationary time, reducing workload for parents, leaving for family members' illness, dual-career hiring, control of biases, and salary increases equivalent with present market tendencies To fulfill their responsibilities to the teaching process and society, higher education institutions and students alike may benefit from using the techniques presented in this article as a guide. Some of these strategies may be used at a college or university level, while others are more appropriate for certain nations' education systems.

Keywords: Higher education institutions; faculty retention; Teaching, Research, Attrition, Faculty, Retention

I. INTRODUCTION

Global, information-rich, technology-based, and more concerned with society and the environment are the characteristics of the 21st-century economy (Sanchez, 2003). The economy now requires an organization that can produce enough skilled workers to address the challenges of a rapidly changing global economy. Higher education is critical for economic growth in today's global economy, regardless of a country's level of development (Echevarria, 2009). We will limit our discussion to "faculty" in this article rather than provide information about the facility or location. Any college or university that offers higher education should have a strong faculty. Quality faculty recruitment and retention are critical for educational institutions since a lack of faculty retention may have both financial and academic ramifications (Rensselaer Polytechnic Institute, 2012). The expense of employing a substitute faculty member and the time spent by other faculty members in the hiring process are two examples of the economic effects. Replacement costs are higher and maybe predicted at 30% of a worker's yearly income, according to the American Management Association [3].

Schools must include their most important stakeholders: the faculty [6]. The conventional view of professors as information disseminators may need to be replaced with a view of them as participants in a commodities market if they want a strategic perspective on student retention. It is possible for the consumer (the student) to either seek educational services elsewhere or quit school entirely if they are not satisfied. Transferring or dropping out can have substantial monetary ramifications [5] [6].The recent recession in the world has also caused much emphasis on the importance of retaining key employees of the organization [8]. Over the past decades, the loss of human resources among specialized and thoughtful organizational employees around 20% considered normal, but today there is little evidence of accepting this level of human resource loss and displacement in the organizations, therefore, it is necessary to minimize the resignation of qualified individuals from the organizations with proper retention [10]. Teaching and research are two of the most critical responsibilities of faculty members in higher education institutions, and they play an essential role in educating specialised employees[11] and since the faculty members of the medical science universities are also responsible for ensuring the health of the community, their management, and in particular their retention management, is critical [12]. Furthermore, students should respect their access to education as a tool for improving their financial situation and contributing to society as a means to repay their nations for the investment they made in their education. Students who do not respect their right to an education and do not link their studies to their academic objectives are more likely to drop out of school, leading to poverty and a reliance on public assistance for the rest of their lives. Because of this, it is critical to implement retention tactics. Every educational institution, especially universities, aspires to keep its students. Retention refers to a school's capacity to retain students enrolled, ensuring that they complete their education on time and thoroughly understand the material they are studying.

1.1 Significance of the Study

A university's faculty members are seen as a valuable resource since they constitute the foundation of medical science education [9]. The quality of a university's faculty is also a factor in its ranking in both national and international arenas [11]. The university's ability to offer high-quality instruction and conduct cutting-edge research relies heavily on faculty recruitment and retention [9]. Due to its complexity and difficulties, faculty recruitment at regional medical schools poses a significant burden on both people and institutions [12]. More than a hundred countries of origin are represented among the 98% of BCC students who identify as ethnic minorities. Almost one-quarter of BCC students (25 percent) provide financial assistance for their families. First-

generation college students (55 percent) and those earning less than $20,000 a year make up 53 percent of the students. Most BCC first-year students need remedial training in at least one fundamental skill area (reading, writing, and mathematics) [13]. Faculty attitudes and engagement in retention programs were studied by conducting a case study of one department at a community college. The practitioner-as-researcher methodology is used to address two questions in this study:

1. How and why did professors become involved in implementing and evaluating the college's retention efforts?
2. What can institutions do to persuade faculty to engage in retention efforts and to support them after they have invested in them??

Retention efforts based on three learning community configurations are examined in this paper. Finally, advice for institutions on how to boost the participation and commitment of faculty members to retention initiatives is included in these forums.

The following points for the best practices for faculty retention

A. Monitor the Health and Welfare of your College/Department.
B. Establish a Supportive and Welcoming Environment.
C. Support Professional Development at all levels.
D. Support Leadership Development at all levels.

II. LITERATURE REVIEW

About 1000 students attend Northern Maine Community College (NMCC), a two-year community college recognized as a Title III school. Students in NMCC's Liberal Studies programs were targeted by two of the three learning opportunities outlined in the next section, while students in all programs who were conditionally accepted were targeted by the third. The institution has designated certain subgroups of students as more vulnerable to dropping out or getting expelled. Faculty members collected and analyzed data to determine whether or not these three learning

communities had a positive influence on students. SMART Start students' GPAs and retention statistics were compared to those of all Conditionally Admitted Students over two semesters. Retention rates for the target demographic (TRIO and College Success students) were compared to NMCC's general population over seven years. NMCC's learning community initiatives seem to be improving retention and the college experience for first-year students, albeit the research is still in its infancy.

2.1 Monitor the Health and Welfare of School/Department

Chairs should monitor the health and welfare of their departments regularly to check for faculty satisfaction and systemic biases and inequities. Chairs need to work to correct disparities promptly to ensure that all faculty are afforded the same benefits and resources.

Various areas need to be assessed and addressed:

Salary levels. Don't wait for faculty to take outside offers. Be proactive. This includes clear and transparent merit raises and, if indicated, proactive salary adjustments.

Re-visit start-up packages and recruitment offers. Assure equitable base packages. Any additions to those should be justified (significant equipment needs). Ensure that promises made at recruitment regarding lab space and other such resources are honored.

Be vigilant regarding the allocation and reallocation of lab and office space.

Be aware of personality differences among your faculty. A quiet, humble employee may be doing as well, or better than a more aggressive colleague who can quickly convince you of his/her worth. Verify claims even when presented as facts.

Monitor Faculty Workload. Keep a spreadsheet/database with teaching and service loads, research contributions, etc., providing you with ready and relevant information in this area.

Faculty members who feel supported in this way, who understand the department goals, and

who believe that decision making is clear and transparent, are more highly engaged as members of your department and of the institution.

The excessive leave of faculty members can affect the productivity and efficacy of universities. Regarding the importance of retention, we decided to implement a review study about the retention policies and factors affecting the faculty members' retention.

2.2 Social demand factors affecting retention

Situations that pupils experience unrelated to the educational system are referred to as "social demand factors." In the absence of assistance, these elements may impact students' ability to remain in higher education institutions after graduation. Women's pregnancies and lack of family support and poor hopes for their children's future education and employment are all cited by BCC and other institutions as major contributors to student loan default. First-year students are often targeted by colleges and universities with student retention initiatives in an effort to boost graduation rates..

The following are some of the most common reasons students drop out of college, according to the research: According to Times Higher Education, one out of every four German college students dropped out of school because of financial difficulties, lousy student-teacher interactions, or a lack of enthusiasm. When a student needs to take time off from school due to a family emergency, it may be a significant stressor and burden for the kid. Juggling obligations at home and at work – "Many students who drop out of college have to work while enrolled in college. They often find it very difficult to support themselves and their families and go to college simultaneously.Many have dependent children and enroll part-time. Many lack adequate support from parents and student aid."

III. PROPOSED METHODOLOGY

Professors at universities are meant to work in three distinct aspects (Soomro et al., 2012; Penn State Altoona, 2013):

• Teaching (T),
• Research (R) and
• community Services (S)

Measures or grades the results of an essential task to be performed by full-time faculty The following is a list of the tools that were used:

Faculty members are evaluated on their ability to teach by their students using a questionnaire with a five-point scale (1-5), where 1 denotes a strong disagreement and 5 represents a strong agreement, and by their supervisors (Deans or Heads of Department) using the same questionnaire with a five-point scale (1-5). In addition to teaching, faculty members in higher education are expected to do research. Researchers expect that they will actively contribute to the field's knowledge base through publishing in journals and attending conferences across the world. In this approach, professors may increase the quality of their instruction, but they can also keep themselves and their students abreast of the most current trends and areas of study in the field in which they are assigned to teach. There are several ways in which faculty members might participate in community service (S): directly or indirectly, as illustrated in the following table 1.

Table 1 shows the categories of Teacher, Research & Community Service (S) with points.

Categories	Points
Teaching (T)	60
Research (R)	25
Community Service (S)	15
Total	100

Generally, a research work follows a specific structural process. Though the order of steps taken may vary depending on the subject matter and the researcher, the research has one dependent variable, i.e. faculty turnover intention and eight independent variables, namely 1- personal /familial factors, 2- social factors, 3-economic factors, 4- professional factors, 5- security factors, 6- infrastructural

factors, 7- work condition factors and 8- research-related factors.

In the functional form, factors considered for the survey are as under:

FR = f(P/FF, SF, EF, PF, SF, IF,WCF, RRF)

Whereas,

FR= Faculty Retention.

Exploratory factor analysis technique has been applied to develop the measurement of the perception of faculty on retention strategies adopted by the institutes using SPSS V 19. Based on the content validity of the considered factors in the pilot study.

3.1 Research Questions

This research shows that even tiny adjustments may significantly impact retention rates and teacher perceptions of retention. Ownership of retention measures was critical for faculty members at NMCC. The organic practitioner-as-researcher paradigm that instills a grass-roots attitude enables faculty members to be involved in the outcomes. Employee work satisfaction was cited as a recurrent advantage for faculty participants, and it should not be overlooked as a viable motivator for faculty engagement.

(a) If all faculty members were engaged in retention, could institutions reach their retention targets? (a) This little research raises this intriguing topic.

Answer: Understanding how faculty members see retention efforts is critical to finding an answer to this issue. This case study produces a college-wide faculty survey that will be used to statistically analyze important retention questions.

(b) How important do you think retention is to your job as a faculty member? Changing faculty retention attitudes may be achievable.

Answer: This case study demonstrates the importance of including teachers in efforts to keep students on campus. Faculty members are in a unique position to influence the lives of their students.

(c) What are the best ways to do this? The answers to these kinds of questions are crucial to figuring out how to keep professors happy and productive.

Answer: There is no end to the good that may come from faculty members realizing that their actions in the classroom impact the whole campus community. However, an institution will not meet future financial sustainability requirements if faculty refuse to take on their fair share of the retention issue. Retention is everyone's responsibility.

3.2 Research Procedure

3.2.1 Design

(1) Summary of participant perspectives in this area also indicated the following conclusions: type I university faculty members need to communicate with each other; research teams should be encouraged to use type I university facilities; faculty members should be given opportunities to work in class I universities; macro-planning should be done for introducing additional non-financial incentives, such as sabbatical leaves and educational workshops; and academic staff should be encouraged to be promoted. Participants in the subcategories of encouraging scientific advancement, inter-university cooperation with type I institutions, and meeting the needs of those in need expressed their views.

(2) There was a five-point scale from 1 to 5, with 1 indicating significant disagreement and 5 indicating strong agreement, used to rate the effectiveness of a faculty member's instruction. And

(3) Whether the Supervisor, again on a five-point scale (1–5), where 1 stands for strongly opposed, does this Assessment by the Supervisor

In contrast, the number 5 denotes an excellent agreement.

3.2.1.1 Sampling

Motivated employees are essential to the accomplishment of an organization's goals. Employee performance is influenced by the employee's degree of motivation, as well as his ability and environmental issues. Studying whether Liberal Studies students who participated in the learning communities were more likely to stay on track was the primary purpose of this study. It will take a few years of data to evaluate the program's success rate. Students in the learning communities in Liberal Studies were more likely to be retained than in previous groups, which was the focus of this study. Associate professors are routinely provided guidance by the department head and senior colleagues as they progress toward promotion. Attention is paid to leadership development, goal clarification, and facilitation of award nominations and other forms of recognition. Faculty members who feel supported in this way, understand the department goals, and believe that decision-making is clear and transparent are more highly engaged as members of your department and the institution.

3.2.1.2 Instrument design

Using a sequence of questions to solicit data from participants, a questionnaire is a research tool. An interview in writing may be compared to a questionnaire. It is possible to conduct them in person, over the phone, on a computer, or via the mail. Surveys are an excellent way to obtain considerable data from many people. The surveys may be completed without the researcher being present to speed up the data gathering process. When conducting interviews on a large scale is not feasible, surveys might be utilized instead. Surveys have a downside in that individuals may exaggerate their responses to seem more honest to others. Students may overstate the length of their review sessions in order to convey a more favorable self-image. Questionnaires may be a cost-effective and time-efficient way to gather information on a large number of individuals' behavior, attitudes, preferences, views, and intentions.

3.2.1.3 Factor Analysis

There are two kinds of factor analysis, exploratory and confirmatory. Exploratory factor analysis (EFA) is a technique to explore the underlying structure of a collection of observed variables, and is a critical step in the scale development process. Performing Factor Analysis. The goal of a factor analysis for a data analyst is to reduce the number of variables needed to explain and understand the results fully. The underlying constructs are thought to reflect the components that account for the most variance in the variables. Factor analysis differs from the commonly used principal component analysis in that it does not assume that all of the conflict in a dataset is shared. factor analysis that may be relied upon An adequate number of people must be included in the study[21, 22], or [23]. This means that the correlation coefficients between items are more likely to deviate from those in other samples when the sample size is small (Field, 2009). For example, in Field (2009). Every item must have at least 10 participants in order to be studied by a researcher. The KMO (Kaiser- Meyer- Olken) measure of sampling adequacy is found to be 0.710 and is significant with the Chi-square value of Bartlett's test of sphericity (Ch. Sq. =7203.207). This connotes that the factor analysis is acceptable. The factor loadings for the components have been shown in

Table 2. *Comparison of values KMO & Bartlet's Test*

Table 2: Results of KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.710
Bartlett's Test of Sphericity	Approx. Chi-Square	7203.207
	df	703
	Sig.	.000

3.3 Validity and Reliability

A key issue of every firm is the attainment of its goals, and having motivated employees helps to ensure that this happens. Employee performance is influenced by the employee's degree of motivation, ability, and environmental issues (Soebyakto & Ming, 2012). Researchers that have studied faculty retention have made substantial contributions to academic study and have laid the groundwork for future research. Compensation, awards, and faculty member satisfaction are the most often discussed topics (Hagedorn, 1996; Matier, 1990).

Hypotheses Development

Today's management places a high value on theories of employee motivation in an effort to keep workers happy and productive while also reducing absenteeism and attrition. Work and non-work issues both have a role in an employee's decision to quit or remain. asserted that managers had a duty to foster employee growth and development. Failure to do so would lead to increased employee dissatisfaction, which might lead to poor work performance or high staff turnover.

Hypotheses (HO)

The significance level is 0.000, which shows that independent variables are significant and indicate the acceptance of the null hypothesis (H0) that faculty retention can be determined by considered factor.

Hypotheses (H1):

Faculty Retention improves when faculty are satisfied with their pay.

Hypotheses (H2):

Faculty Retention improves when there is a chance to learn and develop.

Hypotheses Testing

Hypothesis H1:

Retention of employees has a strong correlation with employee pay and benefits. There was a substantial positive correlation between independent variable compensation and dependent variable retention after hypothesis testing. Balance has a positive correlation with employee retention, with a correlation coefficient of 0.508. Because the p-value of H1 is 0.00, it is supported. Retaining staff requires that the organization maintain a system of remuneration that is both fair and equitable. The employee's sense of belonging to the company will rise if they believe they are being paid fairly.

Hypothesis H2:

When employees are empowered, they are more likely to stay with the company long-term. The hypothesis testing demonstrates a substantial positive link between independent variable empowerment and dependent variable retention. Employee empowerment has a positive correlation with retention, with a value of 0.632. H2 is acceptable with a p-value of 0.032. The more empowered an employee is, the more likely he or she is to stay with the company. Workers should have power and responsibility over how the organization's resources are managed and used if it wants to meet its goals effectively. The staff will be satisfied and motivated by this since the organisation has given them a sense of responsibility.

Hypothesis H3:

Investing in employee development has a direct impact on employee retention. The hypothesis testing demonstrates that independent variable training and dependent variable retention have a significant positive association. The score of 0.594 indicates that staff training has a favorable effect on retention. H3 has a p-value of 0.028 (p0.05) in its favor. An organization's training and development efforts should be well-funded. Attending numerous FDP programs might help faculty members improve their abilities. Employees are more likely to stick in a position if they feel competent and motivated in their work.

IV. DATA ANALYSIS AND INTERPRETATION

Results and Discussions

The data was analyzed using inferential analysis (Pearson Correlation and Multiple regression analysis).

Reliability Testing

Cronbach Alpha values of 0.60 and above are considered acceptable by Sekaran (2006). The alpha score of the items utilized in this research is far over the threshold, making them suitable for further analysis. Table 3 displays the Cronbach Alpha results for several things:

Table 3
Results of Reliability Analysis

Variables	Number of Items	Cronbach Alpha
Pay satisfaction	3	0.895
Opportunities of learning and growth	11	0.909
Faculty retention	3	0.864

Correlation Analysis

Correlation analysis results are shown in Table 4. Faculty retention was favorably connected with both "pay satisfaction" (correlation coefficient value.652) and "the opportunity for learning and advancement" (correlation coefficient value.565).

Table 4
Correlation Analysis

Variables	Faculty Retention
The Opportunities of Learning and Growth	.565
	.000
Pay Satisfaction	.652
	.000

Regression Analysis

The result revealed that 93.5% (adjusted R2 = 0.935) of the variance in faculty retention had been explained by "pay satisfaction" and "The opportunities of learning and growth".

Table 5
Model Summary

Jodel	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967	.935	.935	.87669

Table 6
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2196.154	2	1098.077	1428.705	.000
Residual	152.179	198	.769		
Total	2348.333	200			

"Pay satisfaction" (p-value. 000) and "the chances for learning and development" (p-value.000) were shown to be significant in explaining teacher retention. It was discovered that "the possibilities of learning and development" was the most critical factor in explaining teacher retention among two independent variables (Beta = 0.534). The

independent variables had a positive and statistically significant influence according to the calculated model.

4.2 Data Analysis and Presentation of Data

Having a bad vibe in the workplace is a significant factor in teacher turnover in educational institutions. The following information explains how the following factors influence the effect of the work environment on employee retention.
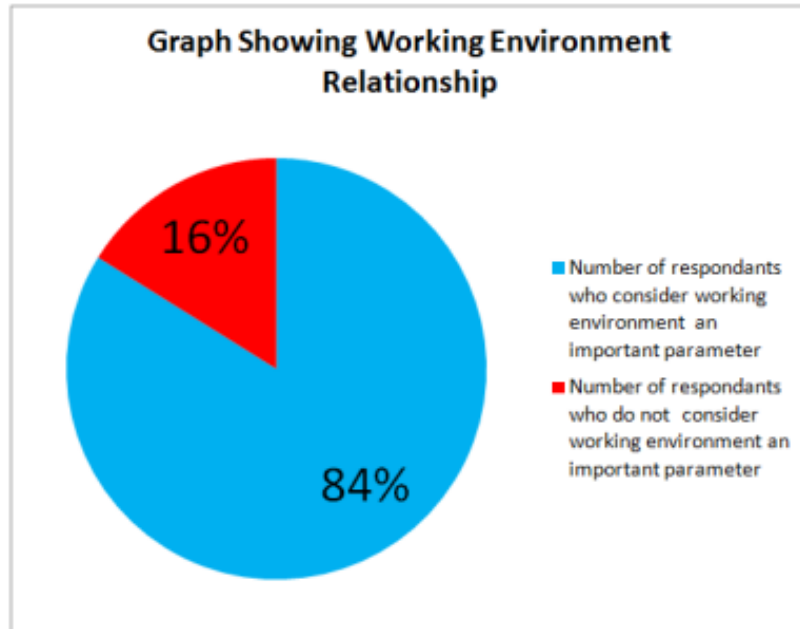

Fig.1- *Graph Showing the Importance of the working environment*

Eighty-four percent of workers said that the working environment was a significant factor in the success of their jobs.
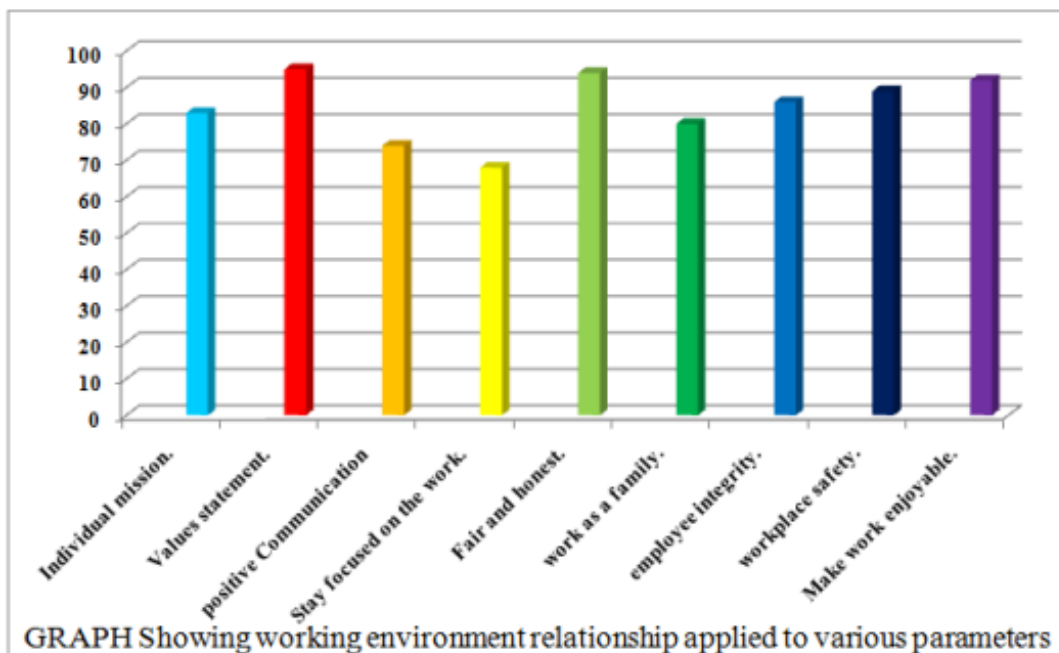

Fig.2 – *Workplace Relationships Graphed Using a Variety of Parameters*

Educational institutions place a high value on specific characteristics. As shown by the graph, individuals put a higher priority on being fair and honest than on making the workplace more fun.

Section A

According to the following graph, the employee support system significantly impacts faculty retention. How well the company and coworkers support and aid an employee in resolving a problem is critical to the individual's ability to maintain a healthy work-life balance. The graph below depicts the relative importance of environmental concerns to employees.
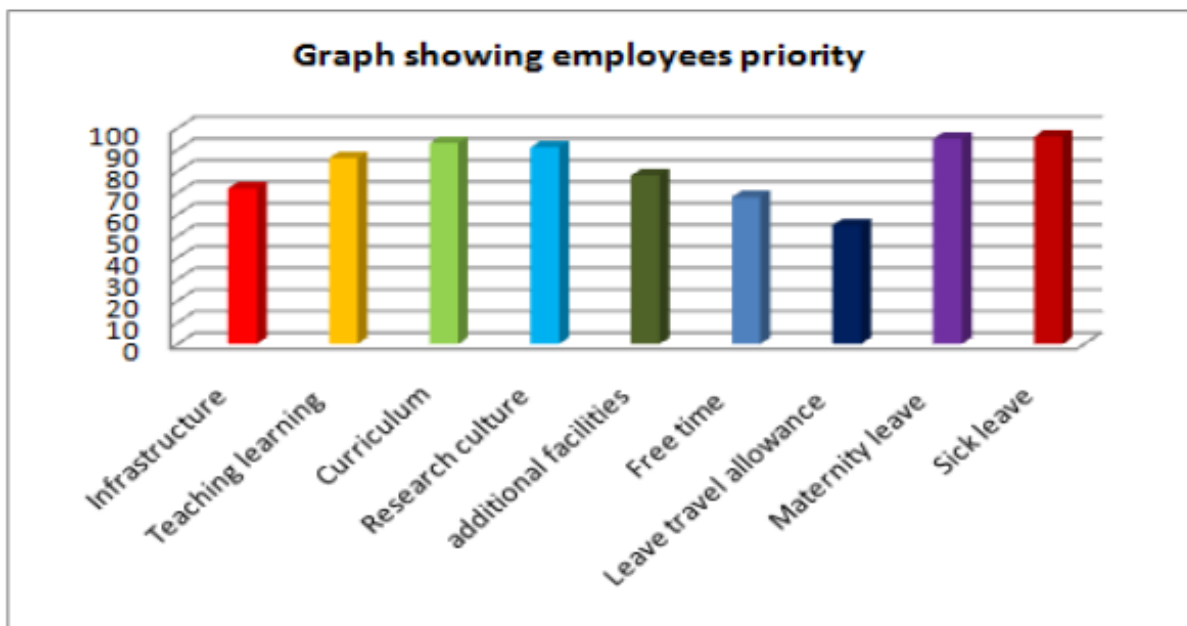

Fig. 3 Graph showing employee environmental priority.

It is clear from the graph above that education, research, and health-related advantages take precedence.

Section B

This section focuses on collecting data for analysis and interpretation from primary and secondary sources, like surveys and questionnaires, to get first-hand knowledge regarding variables influencing employee attrition and retention policies or strategies. A questionnaire was provided to a small group of workers to conduct a survey. Tables are used to examine the information gathered, which shows a wide range of viewpoints. The following is the conclusion of the investigation:
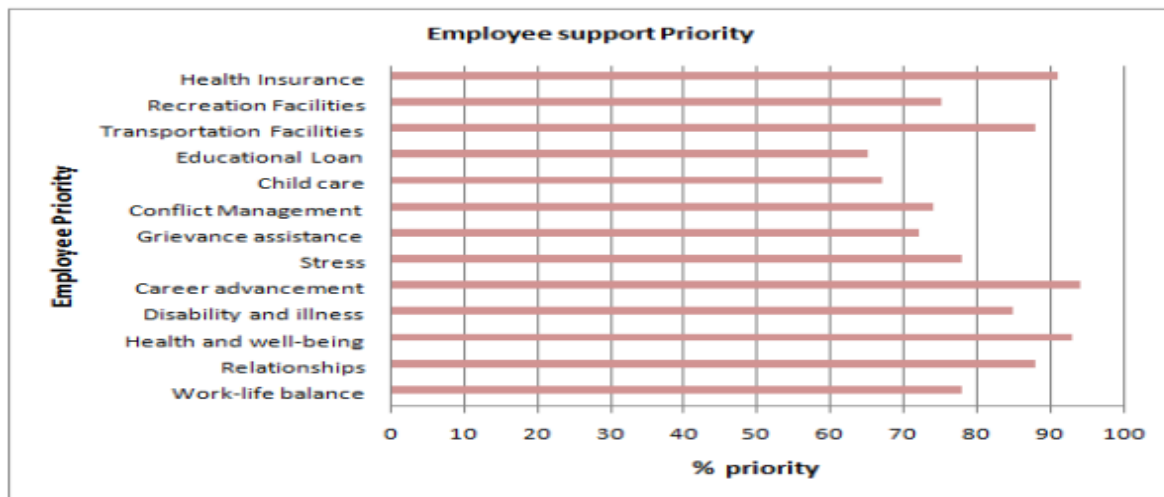
Fig.4 *Employee support priority*

The graph above clearly highlights health facilities, a professional progression program, and amenities.

4.1 Description of the Sample

Keeping employees happy and motivated has never been more critical than now. It's difficult for organizations to grow and develop their human resources if they merely consider people to be a production method, and that's why it's so essential to implement employee retention tactics. Workers who feel undervalued and underappreciated are more likely to quit their jobs than those who have worked for a lengthy period. Employees' ideas are included in this research. It's all about figuring out what kind of retention measures they want to be executed. A total of one hundred professors from five private institutions were surveyed. It was requested that they choose one method of employee retention that they would want to see adopted in their firms.

4.2 Data Analysis and Presentation of Data

To determine whether or not these three learning communities had an impact, faculty members collected and analyzed data. SMART Start students' GPAs and retention statistics were compared to those of all Conditionally Admitted Students over two semesters. Retention rates for the target demographic were compared to NMCC's general population over seven years.

4.3 Findings & Conclusion:

Before the institutions engaged in imparting quality management and engineering education, the present major challenge is to recruit and retain qualified and experienced faculty. The problem has been accentuated because, after economic liberalization, the corporate sector created a massive demand for talented and skilled engineers and managers. The corporate sector also offers better compensation and career opportunities, thus making difficulties for educational institutes. The educational institutions have to compete with the corporate sector for talented faculty. The administration may recommend and provide faculty with the opportunity to participate in research-oriented seminars and workshops. In the same way, if faculty are not performing well in community service, the administration may guide faculty where, when, and how faculty may engage in community service, of course, with seniors' help.

Rather than justifying the firing of faculty members, the objective of this study is to provide faculty members an opportunity to identify their areas of strength and weakness. Providing faculty with necessary help and guidance to fix or find the solution to the areas of weaknesses and using their power in proper

manners. Providing teachers with the support and direction they need to improve their areas of weakness and effectively use their strengths. According to the conclusions of this research, medical schools in Iran's poorest cities experience significant difficulties in retaining faculty members. As a result of the government's assistance, faculty retention was facilitated. More faculty members can attend type I universities if the government sets up an effective system for recruiting and promoting them, supports their academic endeavors, creates an influential network of collaboration with those institutions, and develops personal development plans. As a result, they need to establish a more favorable work atmosphere, which will instill a feeling of belonging among employees and lessen their desire to leave the company.

V. CONCLUSION

Investors are encouraged to build private sector degree-awarding colleges and universities by the growing demand for education and the belief that having a higher degree qualifies for more excellent employment opportunities. In addition, encouraging academic regulations, research money, and a remuneration package schedule from the higher education commission encourage people to enter academia as a career of their choosing. It is important to note that even though this paper proposes a set of hard and fast point system rules, it should also be pointed out that firing faculty creates several other issues for administration, such as the cost of hiring new faculty, the inability to have faculty on time, and more, so the best solution is to play an intelligent role in dealing with this situation when a faculty member fails quality-wise, for whatever reason (teaching, research, and community service). This case study reaffirms the importance of teachers in the student retention process. Students' life may be improved thanks to the faculty's influence. Instructors must know that what they do in their classes has a ripple effect that affects the whole campus community to impact students positively. Qualitative research was done to understand better the elements that impact

student retention. In this research, students who had dropped out of school and later returned to finish their education were used. According to these statistics, higher education institutions should follow up with students who drop out or leave their studies to find out why they did so.

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