STUDY ON FACULTY TURNOVER BASED ON MOTIVATION THEORY——A CASE STUDY ON SICHUAN XIANDAI VOCATIONAL COLLEGE

HUANG YUHAO
6417195828

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS ADMINISTRATION GRADUATE SCHOOL OF BUSINESS SIAM UNIVERSITY

2023

STUDY ON FACULTY TURNOVER IN SICHUAN XIANDAI VOCATIONAL COLLEGE BASED ON MOTIVATION THEORY

HUANG YUHAO

This Independent Study has been Approved as a Partial Fulfillment of the Requirement of an International Master of Business Administration in International Business Management

Advisor: ....

(Dr. Zhang Li)

Date: ......!.......!......!........!....2024

....

(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration

Date...........2./............/.2024...

Siam University, Bangkok, Thailand

STUDY ON FACULTY TURNOVER IN SICHUAN XIANDAI VOCATIONAL COLLEGE BASED ON MOTIVATION THEORY

HUANG YUHAO

This Independent Study has been Approved as a Partial Fulfillment of the Requirement of an International Master of Business Administration in International Business Management

Advisor: ....

(Dr. Zhang Li)

Date: ....!!....../....../..../..2024

....

(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration

Date.........2./........2../..2024..
Siam University, Bangkok, Thailand

Declaration

I, Huang Yuhao, hereby certify that the work embodied in this independent study entitled *"STUDY ON FACULTY TURNOVER IN SICHUAN XIANDAI VOCATIONAL COLLEGE BASED ON MOTIVATION THEORY"* is result of original research and has not been submitted for a higher degree to any other college or institution.

(HUANG YUHAO)
AUG 20, 2023

Title:	STUDY ON FACULTY TURNOVER IN SICHUAN XIANDAI VOCATIONAL COLLEGE BASED ON MOTIVATION THEORY
By:	HUANG YUHAO
Degree:	Master of Business Administration
Major:	Education Management

Advisor: ....

(Dr. Zhang Li)

....

ABSTRACT

Throughout the 1980s, China's vocational colleges emerged as key players in higher education, diversifying operational levels and expanding enrollment targets, which were crucial for the sector's growth. Over time, these institutions have shifted from competing for student numbers to striving for educational quality amidst intense competition, presenting a serious challenge for the faculty. Vocational colleges require a substantial number of teachers but often cannot provide the same benefits as public institutions, necessitating an overhaul of their management models and the adoption of a human resource management approach for their teaching staff. Public institutions have long followed a personnel management model that regards teachers as administrative affairs. This approach lacks the theoretical and practical research to guide human resource management for faculty members in higher education settings. Consequently, determining how to implement effective human resource management for teachers remains a pivotal concern in the reform of faculty management within vocational colleges. Sichuan Modern College, the subject of this study, is facing the same problem, with its faculty turnover rate on the rise.

This study is thus undertaken within the context of this problem, aiming to explore and address this critical gap in research and practice. The research objectives of this paper were 1). To determine the problems of faculty turnover in Sichuan Xiandai Vocational College, 2). To analyze the factors affecting faculty turnover of faculty building in Sichuan Xiandai Vocational College.

Through the interview method and motivation theory in the qualitative research method, this study analyzes the problems in the recruitment, reserve, development and team building of teachers in Sichuan Modern Vocational and Technical College as an

Title: Study on Faculty Turnover in Sichuan Xiandai Vocational College
Based on Motivation Theory

By: Huang Yuhao

Degree: Master of Business Administration

Major: Education Management

Advisor: ....

(Dr. Zhang Li)

........................./........................./......2024.......

ABSTRACT

Throughout the 1980s, China's vocational colleges emerged as key players in higher education, diversifying operational levels and expanding enrollment targets, which were crucial for the sector's growth. Over time, these institutions have shifted from competing for student numbers to striving for educational quality amidst intense competition, presenting a serious challenge for the faculty. Vocational colleges require a substantial number of teachers but often cannot provide the same benefits as public institutions, necessitating an overhaul of their management models and the adoption of a human resource management approach for their teaching staff. Public institutions have long followed a personnel management model that regards teachers as administrative affairs. This approach lacks the theoretical and practical research to guide human resource management for faculty members in higher education settings. Consequently, determining how to implement effective human resource management for teachers remains a pivotal concern in the reform of faculty management within vocational colleges. Sichuan Modern College, the subject of this study, is facing the same problem, with its faculty turnover rate on the rise.

This study is thus undertaken within the context of this problem, aiming to explore and address this critical gap in research and practice. The research objectives of this paper were 1). To determine the problems of faculty turnover in Sichuan Xiandai Vocational College, 2). To analyze the factors affecting faculty turnover of faculty building in Sichuan Xiandai Vocational College.

Through the interview method and motivation theory in the qualitative research method, this study analyzes the problems in the recruitment, reserve, development and team building of teachers in Sichuan Modern Vocational and Technical College as an

example. In this study, the interviews were conducted with 30 interviewees, and the data were attributed to analyze the results of the interviews, which included 20 regular faculty members, 5 former faculty members, 2 human resource managers, and 3 administrators. There are mainly two findings, 1) concludes that the current problems of vocational colleges are caused by multiple positions for teachers, insufficient benefits, and compensation, limited personal and career development of teachers, and lack of humanization in the management of teachers, 2)and identified four key factors impacting faculty turnover rates: the stress of managing multiple roles, inadequate compensation, limited opportunities for career growth, and a lack of humanized management approaches. These factors collectively contribute to the decision-making process of faculty members when considering their employment continuity at Sichuan Xiandai Vocational College.

Keywords: human resource management, faculty turnover, vocational college, motivation theory
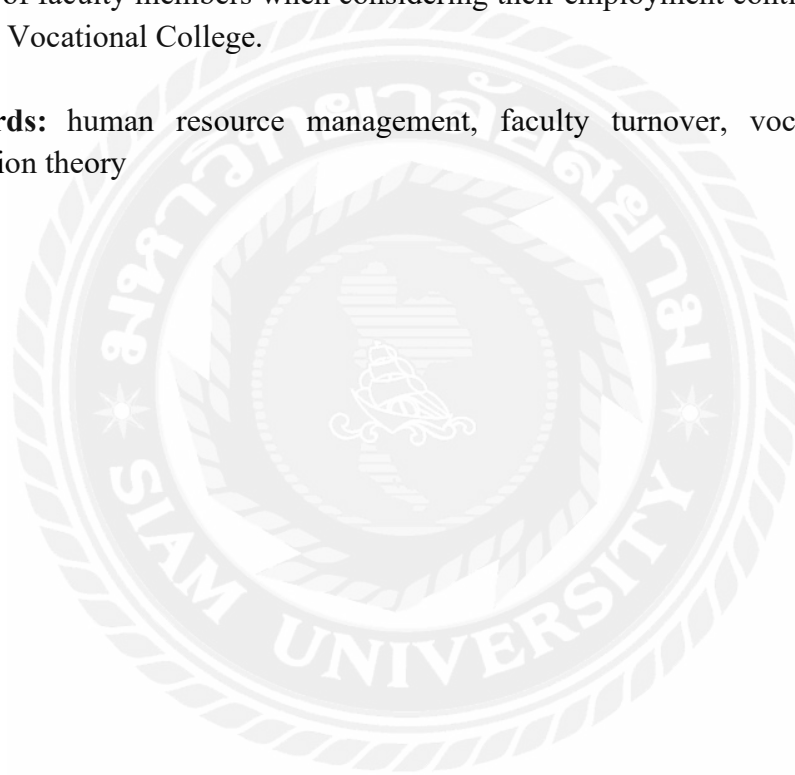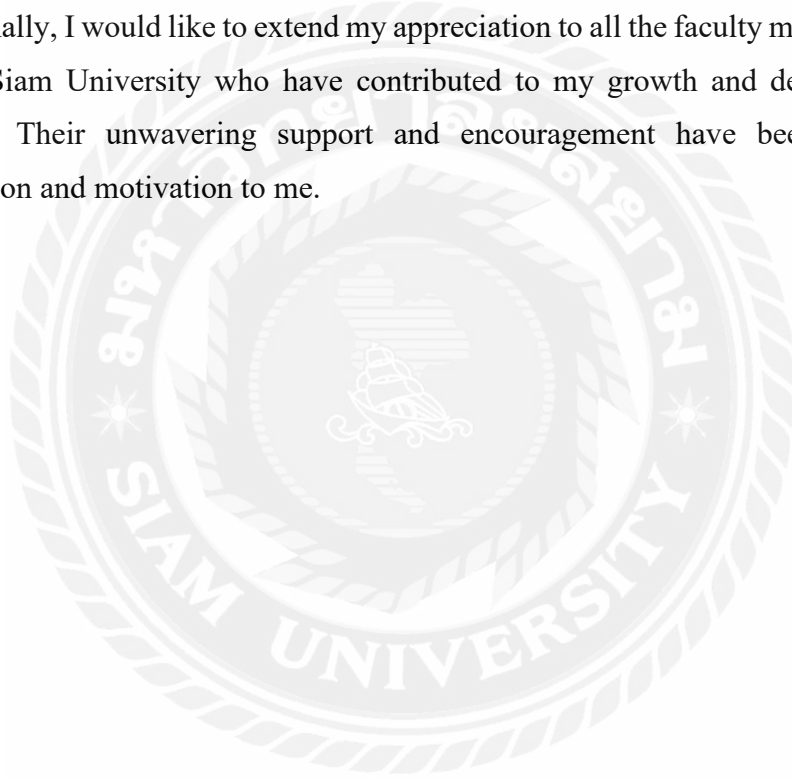
ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of the Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

CONTENTS

LIST OF FIGURES

Chapter 1 Introduction

1.1 Research Background

The globalization of the economy, the reorganization of the world economy and culture, and the need for education and research in the context of that reorganization have highlighted the importance of higher education. The contradiction between the social demand for universal access to higher education and the financial constraints of governments has led to a tendency towards the "privatization" of higher education in a competitive marketplace, which has provided opportunities for the development of private educational institutions (Wan, 2019). New for-profit universities and educational institutions have emerged. "There are indications that private higher education has been strengthened not only in developing countries, where limited resources have prevented governments from supporting the expansion of their public higher education systems. It is also being strengthened in developed countries, where local fiscal constraints conflict with the rising costs of public higher education. Arguably, the most important feature of the future of private higher education is that it will become an integral part of the higher education sector".

Privatization is usually defined internationally in terms of the following three characteristics: firstly, it serves markets and customers; secondly, it establishes a management model like that of a private enterprise. Third, it is a "non-government-run" organization (Dong, 2021).

Contemporary private higher education in China emerged in the 1980s, and all its founding funds came from individuals or private groups. At present, basically, the existing investors in private higher education institutions are all engaged in the establishment of for-profit schools that require a reasonable return on their investment. Referring to the definition of privatization of education mentioned above, vocational colleges in China are basically in line with it. Therefore, this paper argues that private higher education institutions (i.e., vocational colleges) in China are entrepreneurial in nature (Feng, 2020).

In the late 1980s and early 1990s, the development of private higher education in China ushered in its first peak. In 1993, the Outline for the Reform and Development of Education in China put forward the guiding principle of running private education, which was "to gradually establish government-run schools as the main body and all walks of life in the society to run schools together". Later, in 2002, the Law on the Promotion of Private Education was promulgated, providing legal protection for the development of vocational colleges. "Since the 21st century, China's private higher education has undergone great changes: the level of running schools has been constantly improved, the behavior of running schools has been standardized, the

reputation of running schools has become better, and a group of vocational colleges with special characteristics and high quality are being formed (Zhi, 2017).

1.2 Research Problems

After more than 30 years of development, China's vocational colleges have reached the point where "in 2022, the number of faculty and staff was 387,000, an increase of 15,000 over 2021, or 4.0%; and the number of full-time teachers was 267,000, an increase of 15,000 over 2021, or 6.0%"(Feng, 2020).

Compared with public institutions, the faculty of vocational colleges in China has the following two main characteristics: first, the combination of full-time and part-time positions. Teachers mainly come from college graduates, teachers from other colleges and universities, retired cadres, and technicians from enterprises who are specialized in the same field and have the academic qualifications required for teaching. Secondly, the appointment of teachers is relatively free. Since vocational colleges do not have a career establishment, they have borrowed some of the management models of modern enterprises and implemented two-way selection in the appointment of teachers.

Based on the above two characteristics, the biggest weakness of the teaching staff of vocational colleges compared with those of public colleges and universities is their poor stability, which makes it difficult to standardize the teaching order. At present, the biggest problem of vocational colleges is the faculty turnover, and there is an obvious lack of "dual-teacher" teachers in higher vocational colleges and universities, and the irrational phenomenon of teachers' professional structure, title structure, academic structure and age structure exists to different degrees, and the ratio of full-time teachers and part-time teachers in many schools needs to be further optimized. This will fundamentally restrict the development of vocational colleges. It is imperative to build up the teaching staff and innovate the management methods.

1.3 Objective of the study

The implementation of human resource management in vocational colleges can change the unstable status quo of teachers in vocational colleges. However, we must start from the historical background of private education, take advantage of the current trend of development, examine in detail the reasons for the faculty turnover, and start from the management of the school, reform the personnel management system of the school thoroughly, and really introduce and implement human resource management in order to solve the problem of teacher wastage fundamentally and build a high-quality teacher team. This is also the reason why vocational colleges have been able to make a success of their teaching staff. This is also a key step for private universities to realize sustainable development in the market competition.

The objectives are:

1. To determine the problems status of faculty turnover in Sichuan Xiandai Vocational College.

2. To analyze the factors affecting faculty turnover in Sichuan Xiandai Vocational College.

1.4 Scope of the study

This paper analyzes the faculty turnover in sichuan xiandai vocational college and puts forward relevant suggestions by introducing the theory of human resource management and adding relevant countries in the comparative study. This paper analyzes and puts forward relevant suggestions on the construction of faculty and also provides relevant suggestions for the construction of faculty in the same type of colleges and universities, and hopes that the relevant suggestions can improve the management of faculty in colleges and universities, and provide references for promoting the construction of faculty in China's privately-run colleges and universities.

1.5 Research Significance

The implementation of human resource management in vocational colleges can change the unstable status quo of teachers in vocational colleges. However, we must start from the historical background of private education, take advantage of the current trend of development, examine in detail the reasons for the mobility of teachers, and start from the management of the school, reform the personnel management system of the school thoroughly, and really introduce and implement human resource management in order to solve the problem of teacher wastage fundamentally and build a high-quality teacher team. This is also the reason why vocational colleges have been able to make a success of their teaching staff. This is also a key step for private universities to realize sustainable development in the competitive market. On the contrary, if we only put forward one or two reform measures to solve the immediate problems, it is a symptomatic but not a fundamental solution. The study of this topic has the following two meanings: Firstly, private higher education has an important role in China's higher education, reforming the existing backward personnel management system of vocational colleges, and speeding up the introduction and implementation of human resource management will help the reform of private higher education, and will also be conducive to the overall development of China's higher education. Secondly, it is a case study on the use of human resource management in the construction of faculty in private universities, and also discusses the importance and long-term significance of the implementation of human resource management in private universities.

Chapter 2 Literatures Review

2.1 Motivation theory

In human resource management, employee motivation is a necessary tool to ensure that management is effective and achieves its goals. "Motivation, can be defined as a psychological process which mobilizes and directs people towards goal-oriented behavior..." Simply put, there are certain human needs that can be satisfied by rewards (Wang, 2020). There are two types of rewards: (1) Extrinsic rewards. These are mainly material rewards. (2) Intrinsic rewards, which mainly refer to spiritual encouragement, fulfillment, and satisfaction. Incentives, in terms of form, are mainly divided into extrinsic and intrinsic incentives.

Extrinsic incentives are mainly reflected in the material, is the organization directly to the material as a result of rewards and punishments, through rules and regulations, various regulations, assessment and evaluation, rewards and punishments, and other means of implementation, has a high degree of coercion. In contrast, intrinsic motivation emphasizes more on spiritual encouragement, and pays more attention to giving employees a sense of achievement and satisfaction. However, the final form of rewards and punishments is still reflected through material. The goal of intrinsic motivation is to influence the inner psychology of employees and enhance their sense of belonging through continuous material and spiritual incentives, over time (Li, 2015).

From the point of view of the time of the effect of the two forms of incentives, extrinsic incentives play a faster effect than intrinsic incentives, and even have an immediate effect; from the point of view of the sustained effect of the effect, intrinsic incentives can be accumulated for a long time, affecting the inner work of the employees, and once the effect occurs, it will last for a longer period (Zhou, 2017). From the point of view of human needs psychology, spiritual needs will gradually take up a more important position after people have obtained the minimum survival guarantee.

It is necessary to provide some incentives to teachers in private institutions. However, before implementing incentives, it should be noted that teachers are a special group. They are a group of people whose work is more of a spiritual pursuit than a way of obtaining the minimum necessities of life. Therefore, for this group, in

addition to adequate material remunerations, more attention should be paid to respecting and encouraging their spirituality. Teachers should be made to feel passionate about the work they are doing, and to look forward to their future work and even their career development, so that the work of teacher building can be naturally promoted.

2.2 Faculty Turnover

Teachers at one college have a high level of turnover due to heavy workloads, excessive stress, and the fact that the job is not sufficient to meet the career planning needs of some teachers. In an engineering department at the college, according to preliminary statistics, by September 2015, all of the full-time faculty members who had joined the department in 2008 (when the institution and the department were first established) had left, and all of those who had joined in 2009 and 2010 had left; only two had joined in 2013, and the rest had joined between 2022 and 2015, and between 2013 and 2015, the full-time faculty of the department had been in a permanent state of liquidity. Between 2013 and 2015, the department's full-time faculty was in a constant state of resignation and recruitment, with the total number of active staff not exceeding 20, and between January 2013 and September 2015, five more full-time faculty members left the department (Ding, 2021).

Regarding the team, combining with Williams and domestic scholars' definition of team, this paper considers that a team is a team that combines some people with complementary skills who can work together in a certain way in order to achieve a specific goal. Teams also include management and ordinary members, but team members have a greater sense of ownership of the team's goals and development plans than ordinary group members (Wang, 2021).

What a team wants to be and what it needs to do to get there can be called a team vision. From the organizational vision can be derived the team strategic plan, managers need to decide the next 1 to 5 years of the organization's medium- and long-term development goals; tactical plan, managers must decide in the next 6 to 24 months to make what contribution; in the operational plan, they must decide in the next 1 to 52 weeks how to complete specific tasks (Ding, 2021). Teams formed from groups of people need a process of building before they can truly function as a team. The building process can be summarized in the following stages: (1) Formation: the process of team members getting to know each other and getting acquainted with each other. (2) Shock period: the team members' personalities, role consciousness and the resulting conflicts begin to show up; (3) standardization period: after bonding and supplemented by certain management tools, the conflicts are resolved, close relationships are formed among the members, and unity and cooperation appear (4) implementation period: members focus on solving problems and completing the assigned tasks.

2.3 Human Resource Management for vocational faculty

Human resource management (HRM) for higher education teachers refers to the use of Xiandai human resource management theories and methods by universities to strategically acquire, develop and integrate human resources and to motivate teachers to engage in higher education to achieve their strategic goals.16 There is a distinction between macro and micro. Macro refers to the development and management of human resources in higher education in a country or region, while micro refers to the development and management of faculty in this college. This study focuses on human resource management in universities at the micro level (Qin, 2022).

Human resource planning for teachers in universities refers to the formulation of strategies and measures to ensure the adequacy and stability of teaching staff by analyzing the future development trend of the corresponding majors and disciplines, as well as the demand for and supply of teaching resources after conducting a thorough research on the development status of existing majors and disciplines and the input of teaching staff, in order to ensure the adequacy and stability of teaching staff. Teacher resource planning is more than simply hiring a few teachers on a "demand" basis (An & Xu, 2021). It requires the human resource management department or supervisor to make a comprehensive plan based on the overall development strategy of the school, research on the situation and needs of existing staff, and a forecast of future staffing needs. After a long period of human resources reserve, a reasonable structure of faculty will be built (Jin, Li & Wang, 2021).

The construction of college faculty is talent management, which is a long-term and continuous work. The human resource development of college teachers refers to the fact that colleges and universities, according to their own development strategic needs, systematically train the existing teaching staff in various business, professional and technical aspects, and supplement them with rotating and other means to improve the business level and professional and technical ability of the teaching staff and realize the effective reorganization of the staff structure, so that they can create greater value for the college. Human resource development of the faculty is an important means to maintain the high level and quality of the faculty (Zhou & Zheng, 2014). To build an excellent teaching staff, not only should the structure be reasonable, but also the sustainability of the development of the team should be emphasized. Through training, career planning and transferring and rotating posts between departments, schools can systematically introduce new people to fill the vacancies or replace the unqualified ones, which can not only ensure that there are enough teaching backbones in the teaching line, but also have a reasonable structure in terms of age, title, and qualification, to lay a solid foundation for the long-term response of this team to the market demand (Tao & Wang, 2020).

Incentive mechanism for college teachers refers to the material and spiritual encouragement for teachers in terms of salary, bonus, and welfare, including the selection of outstanding and advanced awards, according to the results of performance

appraisal. It aims to encourage teachers' work motivation, retain excellent teachers, and stabilize the teaching force.

2.4 Sichuan Xiandai Vocational College

Sichuan Xiandai Vocational College, located in the southwest of Sichuan Province, was founded in 2007 as a full-time private higher vocational college. At present, the operating campus covers an area of 924 mu, with a building area of 287,000 square meters. By the end of 2022, there will be 369 full-time teaching staff and 11,425 full-time students. The number of teaching departments in the college increased from 6 in 2007 to 7 in 2014 and will be merged into 5 in 2019. In addition, there are 12 administrative and auxiliary organizations, and 46 majors are offered, covering 10 major categories of higher vocational colleges and universities romulgated by the Ministry of Education, including finance and economics, electronics and information technology, civil engineering, tourism, manufacturing, textile and food, public utilities, culture and education, art, design and media, and transportation.

The college's success in a few short years is due to the hard work of the various staff members at the school. Each member of the faculty is responsible for several tasks. As for full-time teachers alone a full-time teacher's tasks include: teaching theory classes, with weekly class hours ranging from 16 to 28, practical teaching guidance, graduates' on-the-job internships, and thesis (design) guidance, etc. In addition, since higher vocational colleges have been suffering from the problem of student supply, the school has not been able to meet the needs of its students. In addition, due to the problem of student supply, enrollment has become the responsibility of every faculty member in the school. All full-time teachers are required to participate in enrollment work, and most of them go out to enroll students during the enrollment season every year. In addition, in order to increase the enrollment rate of enrolled students, all full-time teachers in each teaching department are required to work with the counselors in their departments to complete the enrollment targets for students enrolled in the college's College of Liberal Studies to varying degrees. Between 2013 and 2015, the task has increased year by year, from 45% to 65% of the total number of new students in each teaching department. For other types of enrollments or examination publicity, if the school needs it, it can, at any time, in the name of the school's central work, ask some or all the relevant full-time teachers to participate, and the completion of the work of the teachers will be included in the assessment of different levels. For example, in the case of the school's publicity for enrolment in study abroad programmers and the application for

various types of vocational qualifications, the full-time teachers were assigned the corresponding tasks and had to complete them in accordance with the requirements.

Chapter 3 Research Methodology

3.1 Introduction

This study used the interview method in qualitative research approach based on motivation theory to analyze the problems of Sichuan Modern Vocational and Technical College in the areas of recruitment, reserve, development and team building of teachers in this college as an example. In this study, the interviews were conducted with 30 interviewees, and the data were attributed to analyze the results of the interviews, which included 20 ordinary faculty members, 5 former faculty members, 2 human resource managers, and 3 administrators.
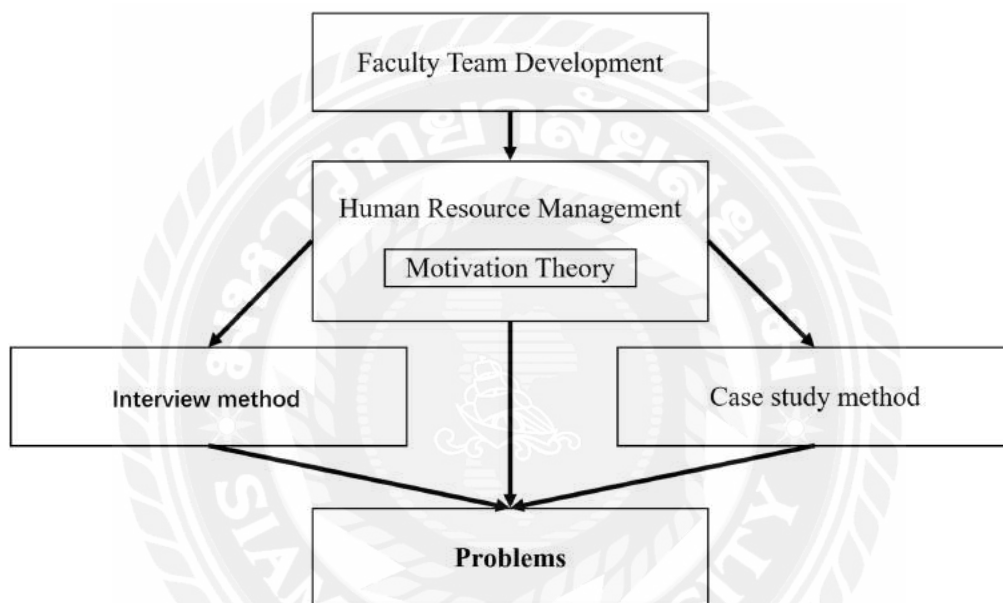

Figure 1 Research Framework

3.2 Research Design

In this chapter, we delve into the methodological underpinnings of our research, specifically focusing on the interview method as our primary data collection tool. The interview method is chosen for its capacity to provide depth and detail through personal narratives and expert insights. It allows for a nuanced exploration of the complex issue of faculty turnover at Sichuan Xiandai Vocational College. To garner a comprehensive understanding, we employed semi-structured interviews, which offer a balance between guided inquiries and the flexibility for participants to express their thoughts and experiences freely.

The semi-structured interview format was meticulously designed to elicit detailed responses on the factors contributing to faculty turnover. Questions were open-ended, encouraging discussion about experiences, perceptions, and attitudes towards the faculty's working conditions, professional development opportunities, and organizational support. This format is particularly suited to exploring the subjective elements of faculty satisfaction and institutional culture, which quantitative methods might overlook. Interviews were conducted until data saturation was reached, ensuring a robust representation of the faculty's perspectives. To preserve the authenticity of participants' responses, all interviews were audio-recorded, with the consent of the participants, and later transcribed verbatim for analysis.

In preparation for the interviews, a pilot test was conducted with a small group of participants to refine the questions for clarity and to ensure they elicited the intended information. The interviewees comprised a stratified sample of current faculty, former faculty, human resource managers, and administrative staff, ensuring diverse perspectives were included in the study. Each interview lasted approximately 45-60 minutes and was conducted in a private and neutral setting to ensure comfort and confidentiality. The interview data were analyzed using thematic analysis, allowing for the emergence of patterns and themes related to faculty turnover, which were subsequently categorized and examined to fulfill the research objectives set forth in this study.

Table 3.1 Interviews questions design

Interviewee Type	Motivation Theory Concepts in Questions	Question Code
Ordinary Faculty Members	Job Satisfaction, Challenges, Support	Q1, Q4, Q5
	Workload and Job Security, Compensation and Benefits	Q6, Q7, Q8
	Career Advancement, Institutional Culture	Q9, Q10, Q11
Former Faculty Members	Reasons for Leaving, Comparison with Current Role	Q1, Q2
	Institutional Support and Resources, Reflections on Management	Q3, Q4, Q5
	Recommendations	Q6
Human Resource Managers	Faculty Turnover, Challenges in HR Practices	Q1, Q2
	HR Strategies, Benefits and Compensation	Q3, Q4, Q5
	Employee Engagement and Development, Policy and Reform	Q6, Q7, Q8, Q9
Administrative Staff Members	Perception of Faculty Issues, Management and Operations	Q1, Q2
	Feedback and Communication, Financial Considerations	Q3, Q4, Q5

3.3 Sampling and Data Collection

For this study, the focus was on qualitative data collection methods, as the research sought to explore the nuanced experiences and perspectives of individuals involved in faculty turnover at Sichuan Xiandai Vocational College. Purposive sampling was employed to select participants who have direct experience with or are significantly impacted by faculty turnover. This included current faculty members, former faculty, HR managers, and administrative staff.

Data was primarily collected through in-depth, semi-structured interviews. These interviews were designed to delve into personal experiences, perceptions, and attitudes regarding faculty turnover. The semi-structured format allowed for flexibility in the discussion, enabling participants to share detailed insights and experiences. This qualitative approach facilitated a deeper understanding of the complex, multifaceted nature of faculty turnover and its underlying factors, as it encouraged participants to express their views in their own words, revealing the intricate dynamics at play in their professional environment.

3.4 Data Analysis Method

In this study, the data analysis was conducted using thematic analysis, aligning closely with the qualitative nature of the data collected from Sichuan Xiandai Vocational College. This approach was instrumental in dissecting the complex layers of faculty turnover, enabling a deep exploration into the motivations, experiences, and perceptions of the participants.

Thematic analysis was chosen for its flexibility and effectiveness in identifying patterns within the data. It allowed for an in-depth examination of the interview transcripts, facilitating the extraction of significant themes related to faculty turnover. This method involved a thorough examination of the data, where initial codes were generated directly from the responses of the participants. These codes were then organized into broader themes that reflected key aspects of faculty turnover, such as job satisfaction, institutional policies, and personal motivations.

The themes were continuously refined and reviewed to ensure they accurately represented the data. This iterative process was critical in understanding the multifaceted nature of the issue and in ensuring the analysis remained grounded in the

actual experiences and perceptions of the faculty members, former faculty, and administrators. By closely aligning the analysis with the principles of motivation theory, the study was able to provide a nuanced understanding of the factors influencing faculty turnover at the college. The thematic analysis thus served not only as a tool for data organization but also as a lens through which the complex dynamics of faculty turnover could be understood in relation to motivational factors.

3.5 Reliability and Validity Analysis

In this study, the reliability and validity of the qualitative data collected were of utmost importance. To ensure reliability, the interview process was structured to maintain consistency. Each interview followed a semi-structured format with a predetermined set of open-ended questions, allowing for comparability across different interviews. Additionally, to avoid bias and ensure the accuracy of the data, interviews were recorded and transcribed verbatim. The transcriptions were then reviewed by multiple team members to confirm accuracy.

For validity, triangulation was used. This involved comparing the data collected from interviews with existing literature and theoretical frameworks on faculty turnover and motivation theory. By cross-referencing the findings with established theories and previous studies, the study ensured that the interpretations and conclusions drawn were grounded in a broader context.

To provide an example for understanding, if the interviews revealed a significant theme of dissatisfaction due to workload, this would be compared with existing literature on job satisfaction and workload in academia. If similar patterns were observed in other studies, it would reinforce the validity of our findings. Through careful structuring of the data collection process and rigorous comparison with existing literature, the study strived to maintain high standards of reliability and validity in its qualitative analysis.

Chapter 4 Finding

4.1 The problems of faculty turnover

4.1.1 Status of faculty construction of Sichuan Xiandai Vocational College

Due to the large disparity between the number of full-time faculty and the number of students, the department employs many adjuncts throughout the year, typically more than 50 per semester. As a result of the large number of adjuncts, full-time faculty members are required to share in the preparation of syllabi and other instructional documents for courses taught exclusively by adjunct faculty members, in addition to their individual classroom teaching and related duties. In addition, all non-graduating students in the department have many full-time weekly practical training courses each semester. The weekly practical training usually starts in the fourth week of the semester and ends one or two weeks before the final exam of the semester. Basically, there are different majors, grades and classes having special weekly practical training every week. For most of the full-time teachers of majors in the department, when the special weekly practical training is launched, the daily class load of theory and practical courses for some teachers can be up to 8 lessons and the weekly class load can be 40 lessons. Due to the large number of graduates, each full-time teacher of architecture in the department must take on the supervision of about 150 graduates in the academic year for the top-ranking internship and graduation internship on average. In recent years, in order to strengthen student management and fulfill the increasingly heavy enrollment targets, the department has begun to implement the class advisor system, i.e., each full-time teacher of the department must take charge of the class advisor of at least one class. In addition to guiding students in their professional studies, class advisors must also work with the class counselor to meet the school's targets for enrollment in college and college degree programs, and for enrollment in foreign international programs. According to the statistics of past years, each class tutor in the department, each year to face the task of completing each class of 20-30 people enrolled in the study, and the enrollment, can take the initiative to enroll an average of no more than 10 students in each class, so the rest of the people enrolled in the study, we must rely on the class tutor, counselor alone to do counseling work to complete.

This college's full-time faculty teaching teams were established in 2013 and are located within each academic department and are divided into specialty groups. Each team has a teaching team leader. At present, the main duties are to convene regular

teaching meetings and seminars, and to organize the writing of relevant teaching materials, such as professional talent cultivation programs and course syllabi. As for the daily teaching management of full-time and part-time teachers, professional training of full-time teachers, and the construction of part-time teachers, although there are slight differences in the work done by each team, the overall involvement is relatively shallow. In addition, in terms of scientific research and teaching reform, the teaching team, which is supposed to play a leading and organizing role in this work, has seldom presented influential scientific research and teaching reform results, and its support for individual teachers' scientific research and teaching reform work is also minimal.

Although it is a private higher education institution, it also belongs to the college family. However, the faculty members of a certain college lack the self-awareness to conduct research and improve their academic qualifications. Most of the faculty members who carry out scientific research, teaching reform and academic upgrading do so for reasons such as title evaluation and mandatory work requirements of the college. Therefore, in terms of scientific research, although there are projects completed every year, the overall level is not high enough, and few of the results can be successfully applied to the teaching and education reform of the college with remarkable results. Fewer research results have been successfully applied to the teaching and education reform of the college with remarkable results, and even fewer research results have been disseminated to similar institutions for sharing. In addition, in terms of personal qualification upgrading, the tendency of the teaching staff to apply for relatively simple and easy majors in choosing institutions and specialties for further study is obviously stronger than the tendency to apply for those that they need for their work or those that they are willing to study.

4.1.2 Interview content data and attribution analysis

The interviews were conducted with 30 interviewees, and the data were attributed to analyze the results of the interviews, which included 20 ordinary faculty members, 5 former faculty members, 2 human resource managers, and 3 administrators.

The first is a summarization of the interviews with ordinary faculty members. A total of 20 ordinary faculty members were interviewed, and the following is a compilation of common data points from their interview data and attribution analysis for this study.

Common data points：

1). Concerns about job security.

2). Desires for professional development and training.

3). Stress due to high workloads and multiple roles.

4). Need for recognition and career advancement.

5). Issues with institutional culture and support.1

Attribution analysis:

1). The need for a more stable and secure working environment.

2). A demand for ongoing education and clear advancement pathways.

3). The importance of workload management to prevent burnout.

4).Desire for a more nurturing and appreciative institutional culture.

The second is a summarization of the interviews with former faculty members. A total of 5 former faculty members were interviewed, and the following is a compilation of common data points from their interview data for this study.

Common data points：

1). Left due to better opportunities elsewhere.

2). Frustrations with lack of support for research and development.

3). Feelings of being undervalued and not listened to.

4). Dissatisfaction with how disputes and conflicts were handled.

Attribution analysis:

1). Greater opportunities and conditions at competing institutions leading to turnover.

2). The need for an institutional framework that supports academic research and development.

3). The desire for a voice in the governance and decision-making processes.

4). Improvement in conflict resolution and institutional support required.

The third is a summarization of the interviews with human resource managers. A total of 2 human resource managers were interviewed, and the following is a compilation of common data points from their interview data for this study.

Common data points：

1). Acknowledgement of competitive pressures in retaining talent.

2). Awareness of discrepancies in pay and benefits compared to public institutions.

3). Challenges in implementing changes due to budget constraints.

4). Efforts to introduce faculty development programs hindered by funding.

Attribution analysis:

1). Recognition of the need for competitive compensation packages.

2). Financial constraints as a primary barrier to reform and development.

3). An intention to support faculty growth within the limits of available resources.

The fourth is a summarization of the interviews with administrative staffs. A total of 3 administrative staffs were interviewed, and the following is a compilation of common data points from their interview data for this study.

Common data points：

1). Recognition of the need for policy changes to retain faculty.

2). Observations of faculty dissatisfaction impacting student experiences.

3). Challenges in balancing budgetary constraints with faculty needs.

4). Efforts to improve faculty engagement through non-monetary means

Attribution analysis:

1). Policy reforms seen as essential for improving faculty retention.

2). A link between faculty satisfaction and overall educational quality.

3). Importance of creative solutions to foster faculty engagement in the face of financial limitations.

4.2 Factors affecting faculty turnover

Based on the results of the study of the current situation of Sichuan Xiandai Vocational College and the analysis of the interviews in the chapter 4.1, it was found that there are four main factors that contribute to the turnover of faculty in this college, as follows.

1. Teachers are under great pressure to do more than one job.

Reasonable human resource planning is a prerequisite for the effective implementation of other aspects of human resource management. In the construction of faculty, full-time teachers are the core force of the team, and part-time teachers can only be added as a supplement and enrichment of the team. From the above, it is clear that the number of full-time teachers in a certain college is on the low side. Therefore, in classroom teaching, many part-time teachers are used. In some majors, there are even cases that all the course instructors of a certain grade are part-time instructors in a semester. Firstly, the quality of part-time teaching is generally low. Without the guidance and supervision of full-time professionals, some part-time teachers do

whatever they want to do in the process of teaching, either covering everything or not at all, without any rules and regulations. Secondly, it is more difficult to manage teaching. Usually, the use of many part-time teachers will inevitably bring about many effects on various aspects of teaching management. For example, the reasonableness of the class schedule and the order of teaching management, which is not to change classes arbitrarily, cannot be guaranteed because of the excessive use of part-time teachers. In addition, the hiring and management of part-time teachers is the sole responsibility of the teaching department, with no support from the human resources department. Due to the huge demand for part-time teachers, especially in certain majors that are popular in the society, there is a shortage of teaching resources. It is difficult to find high-quality teachers. In order to ensure that classes start on time, teaching departments often must settle for second best. If the applicants are related to their majors and their basic personal qualifications are suitable, they will be hired to teach the classes. As a result, part-time teachers are of mixed quality, and some of them are only interested in earning money from the hourly rate and have no sense of responsibility for teaching and learning, which makes the management of teaching more difficult.

2. Inadequate compensation for teachers' benefits makes it difficult to motivate them to work.

A well-developed performance incentive system that rewards teachers fairly and equitably for their work will motivate them to do their jobs. Generous welfare benefits can motivate teachers to devote themselves to their work.

In this college, performance management was not clearly implemented in terms of staff appraisal, and the appraisal of teachers' work was basically based on results assessment and leadership evaluation. On the one hand, teachers lacked motivation in their daily work because they did not have a clear goal to strive for. On the other hand, the failure to implement performance management and to accurately define and record teachers' workload and performance has led to inaccurate evaluations in various types of appraisals, and the distribution of bonuses that do not properly reflect the principle of distribution according to work and the principle of "the more you work, the more you get", thus discouraging teachers' motivation to work.

Therefore, although in comparison, the annual income of the school's teaching staff should be in the middle to upper level among similar institutions, it is not difficult to analyze the specific situation of the school and see that the school's

remuneration and benefits are superficial. On the one hand, the unfair rewards brought about by the imperfect evaluation mechanism after the faculty and staff have been subjected to strong work pressure and overloaded workload have created a strong psychological gap between the faculty and the staff in terms of the reward for the hard work they have put in. On the other hand, although the college's faculty and staff earn an average of 70,000-100,000 yuan per year, and have basic social security, there are almost no other benefits, and the social security system, after retirement, there is a big gap between the monthly pension and that of the public institutions. in April 2015, the college launched an annuity system, which is basically based on the enterprise annuity system. The system is basically based on the enterprise annuity system, that is, in addition to guaranteeing the public pension of the school staff, the school, under the guidance of the national policy, according to the school's existing economic strength and economic conditions, to provide the school staff with a certain degree of retirement income protection of the supplementary pension system. Participation is voluntary for all school staff. Since the annuity system is highly dependent on the school's implementation regulations and the amount of investment, and based on the actual mobility of the school's teachers over the past few years, fewer teachers can really benefit from the annuity system, so the system is not very attractive to the staff. As of December 2014, all staff at the school did not have access to the school's housing fund. There was no staff dormitory or cafeteria. There are no shuttle buses for middle-level and lower-level staff to go to work, and there is no special rest area for staff to take lunch breaks during working hours.

On the one hand, the school's teaching staff work under a high degree of tension and pressure for a long time, but on the other hand, they do not enjoy the benefits of transportation, meals, and rest areas that other institutions of the same kind provide to their staff, plus the housing subsidies for their personal family life, and even their pensions and medical care after retirement, are very far away from those of teachers in public institutions, and the minimum protection for their personal survival is not fully satisfied, so the two are very much in contrast to each other. In contrast, staff members are prone to feel a sense of loss about unfair treatment and find it difficult to increase their motivation to work.

3. Constraints on teachers' personal advancement and career development.

Although this college has established a teaching team of full-time teachers, the team has not been able to play an important leading role in teaching seminars and teacher training, and its attractiveness to talents is also relatively lacking.

The first reason is that the team leader is not senior enough, which affects the development of the team. Compared with ordinary full-time teachers, team leaders not only have to complete individual teaching and research tasks, but also must undertake team building and professional development planning, which makes their work difficult, burdensome, and stressful. However, the senior teachers in the team often do not undertake the work of team leader due to health reasons or personal wishes. The school had no choice but to use a group of young teachers with relatively little seniority and only intermediate titles to take up the work. In their daily work, the young teachers often do not have enough qualifications or experience to ensure the high quality of the team leader's work. Some senior teachers in the team hold the idea of "not working in their positions, not doing their own work", and they are not willing to put more energy into the professional development of the team and the guidance of teaching, research, and scientific studies, which reduces the leading role of the team in the profession in a disguised way. Secondly, although the total number of members of many teaching teams is in line with the idealized number of members (5-10) since these teaching teams include many related majors, on average, only two or even one teacher for each major is responsible for their construction work. Therefore, in practice, the teamwork nature of the construction work of many specialties has been lost, and the work is still done by individual teachers.

Based on the above two reasons, the team lacks a strong leading force in professional teaching and academic research, and the team members are overloaded with work and lack of peer professionals, which is not conducive to teaching, research and academic exchanges. Because the team and its members can hardly make influential scientific research and teaching and research achievements, it cannot attract senior professionals or industry elites who are interested in joining the team, and it cannot stabilize the team elites internally, which leads to the situation that it is difficult to bring in talents and the loss of talents is fast.

Although this college has annual requirements for teachers to do research, teachers, especially young teachers, lack team leadership, and have a lot of other work, so it is difficult for them to have more abundant and concentrated time for research. As a result, some of the researches done for the sake of accomplishing the tasks do not achieve the real purpose of the research, and at the same time, they waste the time and energy of the teachers. As a result, teachers seeking further development in the field of academic research almost always use this place as a springboard for their job

search, and after working for some time, having gained working experience, promoted their titles, and accumulated some scientific research results, they will decisively jump to another job as soon as they have found an opportunity to do so. As a result, in recent years, there has been a high turnover of teachers in the school, and the teaching staff has become unstable, making it difficult to carry out long-term teaching, teaching and research work, especially in the nature of teamwork.

Whether it is public or private, if it is a college or college, teachers' desire for academic research is the same. Comparatively speaking, in public colleges and universities, since they enjoy financial allocations from the state, teachers' work is relatively easy and they can devote more time and energy to teaching reform and scientific research. On the other hand, in vocational colleges, due to the influence of economic benefits, full-time teachers are more passively busy with daily teaching and other kinds of work, and they seldom have the energy and time to concentrate on academic research. However, educators who cannot think about teaching and academic research with a sense of problem can only serve as a teaching tool and become a pedagogue. They will not be able to devote themselves to such a job as their lifelong career.

In addition to being unable to secure scientific research, teachers' personal training, including the upgrading of their qualifications, is also difficult to achieve because of their heavy workload. Although the college has high requirements for teachers' qualifications, it does not provide much financial or time support for teachers to improve their qualifications on the job. Teachers are not only required to pay for their own studies, but they are also not given any preferential treatment in the form of reduced workload or study trips during working hours. As a result, teachers in the school had a difficult road to upgrade their qualifications, and some were unable to continue their studies due to work pressures and had to give up graduation.

4. Lack of humanization of teacher management.

Most of the vocational colleges have a strict management style, but they often manage for the sake of management, without considering that humanized management is conducive to the development of teachers.

In this college, fingerprint cards are used for all kinds of attendance management of the teaching staff. In addition to the head of the college, all middle managers, administrative staff and counselors need to punch their cards every day, three times in

the morning, three times in the evening. In addition, for all meetings held at the college level or all kinds of special meetings organized by the college level, all the participants, from middle managers to all the teaching staff, are required to punch their cards according to the requirements. For all types of invigilated examinations, whether the invigilators are on time to collect the examination papers and set up the examination room will also be counted by punching the time card.

In all the above cases, if there is any personal reason for not punching the time card when it is late, it will not only deduct the bonus for attendance and the bonus for the final assessment, but also implicate the assessment of the department in which the employee works. Although the punch card system has, to a certain extent, controlled the attendance of the teaching staff and strengthened their concept of time, this kind of mandatory and hierarchical management behavior is difficult to make the teaching staff recognize it psychologically, and they will not form the awareness of observing time naturally. In the meantime, those who are unable to punch in on time due to personal difficulties, or who are inconvenienced or cannot get special approval from the college, are forced to think of some other means to finish punching in time, which has a very bad influence on the moral quality of the whole teaching staff team.

In addition, there are still loopholes in the management of the authority and responsibility of each department of the college, which is mainly reflected in the inequality of authority between the functional departments and the teaching departments. In the authority system of the college, the teaching department, as the first line of teaching production, should be the department that has the most say in the management and operation of teaching, but even after the implementation of the two-tier management of the college, it still does not have the corresponding rights in the management of teaching and the domination of teaching resources. In addition, the teaching department is subject to the management and supervision of each functional department, and must unconditionally obey the tasks and requirements of each functional department. At the same time, the functional departments can quantitatively assess the fulfillment of the tasks of the teaching departments, and the results will be included as valid data in the final assessment of the teaching departments. On the other hand, teaching departments do not have the same power to assess the quality of the work of the functional departments. As a result of this contrast in authority, many staff members in the functional departments have developed a condescending attitude towards the administrative staff and teachers of the teaching departments who come to work in their departments. In the long run,

teaching staff generally find it difficult to get to their departments. In addition, teachers are not able to participate in politics. Although there are nominally reception days for faculty leaders and staff congresses, it is very difficult for teachers and staff to express their opinions.

A job that does not offer outstanding material and spiritual treatment, and is even harsh in some respects, not only fails to attract talented people, but also fails to win the approval and loyalty of more ordinary teachers and staff. If there is no improvement, the high turnover of staff will continue, affecting the continuity of the daily work, and is not conducive to the building and development of the team.

5. Conclusion and Recommendation

5.1 Conclusion

Human resource management as an important reform initiative in the management of private universities. More and more attention has been paid to it. Many vocational colleges have made great progress in the study of human resources, but at this stage, human resource management in vocational colleges is still in the stage of understanding and development, and there is still arbitrariness and unscientific in the implementation of management. As the administrators of vocational colleges, they should actively explore the future development trend, further improve the mechanism of human resource management, give full play to the important role of human resource management in the management of vocational colleges, and realize the long-term development of vocational colleges. This paper analyzes the problems of teacher team building in this college from the perspective of incentive theory under human resource management, and concludes that the current problems of vocational colleges are caused by multiple positions for teachers, insufficient benefits, and compensation, limited personal and career development of teachers, and lack of humanization in the management of teachers.

To solve the problem of teacher wastage in this institute, we can start from the following two aspects at the same time. On the one hand, we can continue to promote the work of human resource management and improve the basic management of individual staff. The department in charge of human resources will continue to improve and perfect the work in terms of job analysis, job setting, recruitment, salary, welfare, appraisal, and performance for the purpose of team building by taking the individual employee as a unit. On the other hand, it is to promote team management. Reform the management mode, enhance the importance of team management in the management of the whole teaching staff, and change the management mode of traditional colleges and universities to the working mode centered on team management and team cooperation.

1. Human resources department coordinates the recruitment of full-time and part-time teachers.

Considering the actual situation of the college, a college can make the recruitment of full-time teachers small but precise. Through recruitment, it is ensured that each major has a full-time teacher who can take up the responsibility of

organizing the construction of majors and curricula. For the recruitment of such full-time teachers, the human resources department should strengthen the communication with the corresponding teaching departments, so as to make sure that the selected teachers have both the objective conditions to undertake the professional construction and high enthusiasm to devote themselves to the work. In addition, for some part-time teachers whose teaching work is effective and has been recognized by the teaching department for a long time, although their academic qualifications and titles do not meet the recruitment requirements of the college, if they have a strong desire to be recruited as a full-time teacher, they can be appropriately considered for relaxation of the recruitment conditions, and then be recruited after qualified interviews and inspections conducted by the human resources department. Gradually, a small but comprehensive team of full-time teachers can be created.

2. Enhancing teachers' motivation in team building

In the team, performance appraisal should be implemented for team members. For members with excellent performance appraisal, material or other incentives should be increased to make up for the unfairness caused by the poor appraisal method of the college as far as possible. For members with poor performance appraisal, they should be instructed to rectify the situation and should be punished differently according to their seriousness, so as to realize the clear distinction between rewards and punishments, and to stimulate the work motivation of teachers and staffs.

3. Promoting the ethical construction of human resources in school management

The active implementation of ethical supervision and the stimulation of ethical awareness among teachers and staff can, on the one hand, make the implementation of work more efficient, especially in the promotion of team building, and the good moral cultivation and ethical awareness of individual teachers and staff can promote the harmonious coexistence among team members and teams, and mutual assistance and benefit. On the other hand, a strong sense of morality and responsibility can better avoid the psychological pressure and resentment caused by enforcing certain rules and regulations, so that the staff can develop the habit of consciously observing the rules and regulations. It also enhances the motivation and sense of identity of the employees.

5.2 Recommendation

The article has shown a more comprehensive consideration of the research methodology and content. However, in deepening the research, it is recommended

that the authors provide more detailed data or real-world situations when using the case study method to support the ideas in the paper. In addition, although the article has covered multi-country comparisons, a more systematic presentation of the selection criteria of these countries and their specific differences and similarities with Chinese vocational colleges would be more helpful for readers' understanding. In addition, considering the article's emphasis on the theories of human resource management, and in relation to this, more exploration of how these theories can be practically applied to the management and development of faculty would further enhance the practical significance of the article. Finally, it is recommended that the comparative analysis section be further refined to ensure that each point of comparison has direct relevance to faculty development in private universities.

References

An, B. & Xu, H. J. (2021). *Research on the Current Situation and Countermeasures of Teachers Building in Vocational colleges*. Jinan Shandong People's Publishing House.

Ding, Y. (2020). *Research on human resource management innovation in vocational colleges under the vision of knowledge management*. Xiangtan University.

Dong, X. W. (2021). An experimental discussion on the ethical foundations of Chinese and Western management theories. *Morality and Civilization*, (3).

Feng, L. (2020). The development of ethical thoughts on Western business management and its implications. *Journal of Jilin University (Social Science Edition),* (4).

Jin, Z. M., Li, R. C. & Wang, G. (2003). *History of private education in China*. China Social Science Press.

Li, J. Z. (2005). Current situation and countermeasures of human resources in vocational colleges in China. *Frontier*, (9).

Qin, S. H. (2022). *Research on human resource management of private higher vocational colleges and universities in Guangxi ----- Taking Guangxi F College as an example Guangxi*. University for Nationalities.

Tao, X. P. & Wang, Z. S. (2020). *China's Private Education*. Beijing, Education Science Press.

Wan, J. R. (2019). *Cultural capital and management ethics study and exploration*, (1).

Wang, B. (2020). The historical logic and practical path of Chinese management ethics, *Philosophy World*, (8-9).

Wang, Q. (2021). A survey on the current situation of human resource management in vocational colleges. *Education and Career*, (05).

Wei, H. J. (2005). Comparison of teacher team building in colleges and universities in China and the U.S. *Polytechnic Higher Education Research*, (8).

Zhi, T. J. (2017). Current situation and reflection on the research of ethics in educational management in China. *Education Development Research*, (12B).

Zhou, H. T. & Zhong, B. L. (2014). *China private education development report 2022*, Beijing Normal University Press.

Zhou, H. X. (2017). Comparative analysis of teacher appointment systems in Chinese and American universities. *Journal of Hebei Normal University*, (11).

Appendix A. Interview Outline

Ordinary Faculty Members

1. What are the most satisfying aspects of your job?
2. Are there aspects of your job that are consistently dissatisfying?
3. What are the main challenges you face in your role?
4. How well do you feel supported by the college administration?
5. What opportunities for professional development are available to you?
6. How could these opportunities be improved?
7. How would you describe your workload and work-life balance?
8. Do you have concerns regarding job security?
9. How do you perceive your current compensation and benefits package?
10. In what ways could this package be improved to better meet your needs?
11. What are your career advancement goals?
12. How does the college facilitate or hinder your career progression?
13. How would you describe the culture within the college?
14. What changes, if any, would you like to see in the institutional culture?
15. Is there anything not covered that you feel is important to your experience as a faculty member?

Former Faculty Members

1. Can you describe the factors that led to your decision to leave?
2. Were there specific events that influenced your decision?
3. How does your current role compare to your previous one at the college?
4. What improvements or advantages prompted the transition?
5. How would you evaluate the support and resources that were available to you at the college?
6. What support or resources do you now receive that you wish had been available?
7. Looking back, how do you feel about the management of the college?
8. What, if any, changes would you have suggested to the management model?
9. Based on your experience, what recommendations would you make to the college to improve faculty retention?
10. Any additional insights or final thoughts about your experience at the vocational college?

Human Resource Managers

1. From an HR perspective, how significant is the faculty turnover issue?
2. What are the identified causes for turnover from HR's viewpoint?
3. What challenges do you face in recruiting and retaining faculty?
4. How do budgetary constraints affect HR operations?

5. What strategies have been implemented to manage faculty resources effectively?

6. What new strategies are being considered, and what obstacles are there to their implementation?

7. How does the college's benefits and compensation package compare with industry standards?

8. What improvements, if any, are being planned in this area?

9. What initiatives are in place for faculty development and engagement?

10. How could these initiatives be enhanced?

11. What policy changes would you advocate for to improve faculty retention?

12. How do you envision these changes impacting the college?

13. Open floor for additional comments or suggestions related to HR practices.

Administrative Staff Members

1. Can you describe your role and responsibilities within the college administration?

2. What faculty-related issues are you most frequently confronted with?

3. How do these issues impact your work and the college environment?

4. How does faculty turnover affect college operations from an administrative perspective?

5. What operational changes have been made or are being considered to address faculty retention?

6. How is feedback from faculty typically gathered and acted upon?

7. How effective is the communication between faculty and administration?

8. How do budgetary considerations impact decisions regarding faculty management?

9. What innovations or improvements would you like to see implemented in college administration?

10. Is there any aspect we haven't covered that you think is important to mention?