

Faculty Equity Issues and Challenges: Analysis of Problems and Obstacles that Outstanding Engineering Faculty Face

Thanikachalam Vedhathiri

Center for International Affairs, National Institute of
Technical Teachers Training and Research, Chennai-600113,
India

Abstract

Equity is defined as “fairness and impartiality based on even-handed treatment” (Nace, 2021, Unitedwaynce, 2021). Current engineering education problems are the improper selection of faculty members, educational leaders, and administrators. Equity approaches will alone sustain the fast growth of attributes of graduates, and service to society through creating human and knowledge capital. The National Education Policy 2020 focuses on the vibrant growth of engineering education. This research paper assesses the prevailing equity culture, getting feedback from the senior faculty members, and suggests ways and means of implementing equity, norms, and standards in recruiting outstanding and well-accomplished faculty members, and training and developing them. Best practices in ethics, areas that require major change and development, the impact of ethical practice, and the responsibilities of maintaining ethics in an institute are presented.

Keywords: Ethics, the desired scenario of engineering institutes as per NEP 2020, Best practices in ethics, the impact of ethical practice, maintaining ethics, soft solutions, and implementation strategy.

1.0 INTRODUCTION

Equality recognizes equal origins (Unitedwaynce, 2021). Equity is about equal outcomes (NACE, 2020). An equity gap can describe any inequality in education that falls along racial, ethical, or socioeconomic lines. Equity is defined as “fairness and impartiality based on the principles of even-handed treatment” and it involves offering as much regard, latitude, or benefit to one party as it is provided to the other (s). According to the OECD, equity is a fair and inclusive system that ensures the benefits of education are available to everyone. Engineering education is an essential aspect of society where everyone is free to enjoy it without any limitations. Corruption, the lack of academic

integrity, and other equity issues are growing throughout the Europe (Denisova-Schmidt, 2016). Corruption in the engineering education subsector can be defined as “the systematic use of public office for private benefit, whose impact is significant on the availability and quality of human capital. Current engineering education problems in India are the selection of faculty members, educational leaders, and administrators. Equity approaches that fail to directly confront inequity play a significant role in sustaining inequity. Many court cases have proved the massive growth of corruption in higher education.

Many corrupt educational officials have been punished through the judgements (Rohan Premkumar, 2019; The Hindu Bureau, 2022; The Indian Express, 2022). Equity in engineering faculty recruitment through ethical methods is necessary for economic mobility. Without it, the national economy will suffer from an achievement gap. The practice of equity in engineering education has been less than effective. Many well accomplished faculty members have filed cases but couldn't get the judgments due to a shortage of judges and the cases were prolonged.

This paper was submitted for review on September, 7, 2022. It was accepted on November, 16, 2022.

Corresponding author: Thanikachalam Vedhathiri, Center for International Affairs, National Institute of Technical Teachers Training and Research, Chennai-600113, India.

Copyright © 2023 JEET

That is, equity is a difficult ideal to maintain and many strategies attempting to maintain it have fallen flat far short in this country. Inequity is a problem in engineering education. Equity in engineering faculty performance is when every faculty member receives the budgeted resources needed to acquire new equipment, consumables, tools, software, hardware, books, and journals. Indian engineering education has its share of issues and challenges that need to be resolved to create knowledge and human capital. Every qualified, well-accomplished, and outstanding engineering faculty member is entitled to equitable salary, allowances, timely declaration of probation completion, join in-house training courses and continuing education programs offered by national councils, and commissions, join overseas training programs offered by various advanced countries under the bilateral agreements, undergo MOOCs, enroll research candidates in his/her area of specialization, offer diverse global faculty training and development courses under various International Development Agencies (IDAs), bid for training and development programs under IDAs, publish outstanding research articles in various journals, accept faculty exchange programs offered by various global universities, and plan to conduct international conferences in upcoming areas. There are well-established rules and standards by national councils, commissions, and the Ministry of Education. Whenever they satisfy these rules and standards, they have to be approved. If required, they shall sign prescribed bonds as per the law. When they accomplish new and advanced cognitive skills, they will introduce new courses and programs in their departments. Many such faculty members have to face many challenges associated with the successful implementation of this ideal at the level such as discrimination, financial problems, inequality, and gap. A major obstacle is effective implementation of the recognition and removal of these obstacles for this to genuinely be an “option for everyone”. Barriers to educational equity include the use of indiscriminate discretion by administrators.

Equity Challenges (*Bradley and Josie, 2000, Erin Castro, 2015*)

The following are the equity challenges that the faculty and the students face in India:

- Race/caste, Language, Religion
- Native state, Gender
- Poor Economic status of the faculty members
- Absence of knowledge on human rights under the Constitution of India
- Absence of faculty grievance redressal system
- Fear to complain against discrimination

Factors Assisting Equity

- Oversight of external entities such as the courts, Constitutional Rights
- Growing awareness of their Constitutional rights candidates
- Human resource protection association
- Increasing educational rules, regulations, norms, and standards
- Increasing accountability systems and measures
- Emerging voices of community leaders

Obstructions to the Objectives of Educational Equity

- Lack of monitoring mechanism
- Hostile community climate in higher education institutes
- Lack of resources to seek the intervention of courts
- Uncontrolled Corruption in Administration
- Inappropriate oversight, the enforcement for those who violate existing law under the Constitution
- Continued inequity in administration due to ineffective recruitment process and constraining the expert members of the selection committee in selecting well-accomplished faculty members
- Unauthorized secret and powerful groups
- The inability of the victims to file cases of discrimination
- Inefficient Commissions in dealing with the complaints

- Well-organized discriminators who nurture informal organization to facilitate the coteries
- Treat and coercive power of the discriminators who get support from the administration

Current Scenario as per the draft NEP 2019

Inequity is dominating the faculty selection as assessed by the Draft NEP 2019. There are persistent inequities that harm excellent and high-performing faculty team members. Despite many efforts, the Indian engineering education system has become more stratified by ineffective leadership. Politically-scaffolded candidates alone occupy the highest positions in engineering institutes. Union minister Nitin Gadkari said education being imparted in institutions should be free from politics and should not be based on political ideology. There is a lack of a research culture and a lack of research capability in most universities.

Weak Leadership and Governance (Kasturirangan, et al. 2019; Draft NEP 2019):

The governance and leadership of the majority of institutions of higher education in India have been severely compromised. Institutions have been plagued by external interference at both these levels. Such external influence has diluted the independence and effectiveness of the institution and has often been wielded not for the good of the institution but for serving vested interests.

Desired Scenario as per NEP 2020

- Imaginative and curriculum structures with multiple entries and exit points

- Multidisciplinary universities that offer research-based specialization
- India should be promoted as a global study destination providing premium education
- Systemic recruitment of quality faculty members with equitable representation
- Increased compensation levels of permanent faculty
- Providing faculty with professional development opportunities
- Ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing his/her students, institution, and profession
- Excellence will be further incentivized through appropriate rewards, promotions, recognition, and movement into institutional leadership
- Higher Education Institutes should have independent and transparent processes and criteria for faculty recruitment
- The comparative statements on the achievements and accomplishments of all candidates are to be presented without any omission or distortion
- There will be a fast-track promotion system for recognizing very high-impact research and contribution
- Ensure high-quality institutional leadership for the success of an institution and its faculty
- Outstanding faculty with high academic and service credentials as well as demonstrated leadership and management skills will have to be identified early and trained through a ladder of a leadership system

2.0 LITERATURE SURVEY

The issues investigated and suggestions of various researchers are compared and presented in Table 1.

Table 1. Equity in Education as suggested by various researchers

Authors/ Organization	Issues Investigated	Suggestions
Researchgate.net/publication/337628780_A_Systematic_Review_Issues_on_Equity_in_Education	A Systematic review: Issues on Equity in Education	Solve the problems on equity based on the systematic review
Kimberly Amended (2021)	Education Equity: Challenges and Suggestions	Focus on challenges. Introduce equity systematically
Pedagogue	Barriers to Educational Equity	Eliminate barriers to equity

Education Equity Institute)		
American Association of School Administrators	Building school cultures that acknowledge and respect diversity	Develop school cultures that recognize and value variety.
Technology.com	What are the major equity issues in schools today?	Develop equity and excellence in education, accept gender equity, and racial equity.
Jane Best and Emily Winslow	Educational equity	Develop educator effectiveness
Frederick Hess	When does educational equity become educationally unethical?	Create a vision of educational equity which raises profound ethical concerns.
Edpost.com	Real educational equity isn't going to happen in schools.	Develop ways to reduce the persistent educational inequities that harm low-income students.
Nitin Gadkari, Union Minister	Education in institutes and Political ideology	Educational institutes should be free from politics and they should not be based on political ideology.
World Academy.org	Corruption in Education: A Major Issue	Eradicate corruption
US Department of Education	The Teacher Equity Problem is Real	Update the mandated state teacher equity plans.

Synthesis

The following effective suggestions apply to Indian Engineering Education:

- Solve equity problems based on the systematic review of the educational policy
- Focus on challenges based on disruptive technologies and incorporate equity
- Eliminate barriers to equity
- Develop diversity and support culture
- Accept gender equity and racial equity
- Develop educator effectiveness
- Create a vision of educational equity
- Reduce inequities in selection, training, and allocation of funds for equipment/

maintenance and promotion of the faculty members

- Free the educational institutes from politics
- Eradicate corruption in education
- Don't create ad hoc posts without advertisement and proper selection
- Don't canvas against the well-accomplished faculty members
- Delegate the needed authority to perform as per the terms of employment
- Don't post the selected faculty members to unrelated departments.
- Select the qualified faculty as per the terms and conditions for external training programs

Table-2 Problems of Faculty Members due to Absence of Equity

Author	Issues investigated	Suggestion
Constance Relihan (2021)	The faculty's role in closing equity gaps	Develop academic policies and practices. Develop financial aid policies.
Douglas Robertson, et al. (2021)	Faculty equity issues (gender, race/ethnicity, and faculty appointment type)	Develop a policy that focuses on improving performance and ranking metrics.

Deepa Sharma and Cheshta Kashyap (2021)	Problems and obstacles that female faculty face due to gender discrimination	Eliminate discrimination effectively through laws
Greta Petry (2011)	Workplace issues for high education professionals	Create job security, reduce workload creep, eliminate harassment, provide permanent appointments, eliminate bullying, etc.
Des Squire (2017)	Employment equity problems	Provide job-specific solutions in collaboration with management.
Jack Longmate (2013)	Problems of the untenured faculty members	Create tenured faculty positions. Discontinue short-term contracts. Ensure equity.
Geraldine Cochran (2018), Rachel Hatch (2020)	Diversity, Equity, and Inclusion	Develop a framework to infuse diversity, equity, and inclusion into faculty professional development.
Robin Morgan (2020)	Equity in faculty evaluation	Develop a faculty handbook to describe the faculty evaluation process.
Ericdigests.org. (1991) Creamer and Elizabeth	Assessing faculty publication productivity: Issues of equity	Develop a reward structure for scholarly publications of the faculty members
Gretchen Kell (2021)	Addressing global issues, equity, and justice	Hire new faculty members to address global issues, equity, and justice.

Synthesis

The following suggestions apply to Indian Engineering Institutes to Ensure Equity

- Develop academic and financial policies
- Improve performance and ranking metrics
- Eliminate discrimination effectively through laws
- Create job security
- Eliminate bullying and harassment
- Develop job-specific solutions through management
- Infuse diversity, equity, and faculty development
- Develop a faculty handbook on the service conditions, funds, retirement benefits, evaluation of performance, and rewards for achievements as per the approved norms
- Don't stop the ongoing research and development programs which are as per the schedule and standard
- Develop reward structure for scholarly publication
- Focus on global issues, equity, and justice

3.0 RESEARCH OBJECTIVES

1. To assess the prevailing equity, norms, and standards prescribed for the outstanding engineering faculty members that are to be offered by the engineering institutions which are financed by the Ministry of Education.

2. To get feedback from the outstanding senior engineering faculty members
3. To suggest ways and means of implementing equity, norms, and standards.

Research Methodology

Used natural science method developed by Prof. Guba of Indiana University, Bloomington, and selected a purposeful sample of highly qualified senior faculty members from various engineering institutions like affiliated government, private, state, and deemed universities.

Population

Fully qualified senior faculty members from various autonomous engineering colleges, deemed universities, and state technical universities who have accomplished and contributed to the growth of engineering education through planning and implementing cutting-edge technology courses, created innovations through interdisciplinary research and development projects, conducted executive development programs under International Development Agencies, and contributed immensely to the knowledge capital.

Sample

During various faculty development courses, most of the participants expressed their deep concern for equity. They have been contacted and 53 senior faculty members (41 male and 12 female) from Tamil Nadu and Karnataka have been selected through a purposeful sampling method. This process does not include the

faculty members who didn't show their concern for equity in the selection, promotion, and training. All 53 of them have completed Ph.D. in their areas of specialization. Further, they have established research and development programs and trained a large number of postgraduates and doctorates.

Research Questions

The first ten questions are about equity.

1. Whether the basic principles of equity have been flawlessly implemented in all academic and administrative activities?
2. Whether the faculty recruitments are based on an impartial assessment of qualifications, accomplishments, research publications, contribution to knowledge, and human capital?
3. Whether all letters of invitation (LOI) for bidding for development projects have been circulated to all departments?
4. Whether the constitutional rights are respected in selection, promotion, faculty development, and empowerment?
5. Whether the chief executive officer scaffold the high-performing faculty team members and their bid documents for undertaking development projects under various International Development Agencies (IDAs)?
6. Whether the project gains have been distributed to all members of project teams as per the AICTE norms?
7. Whether the proposals are approved for planning, developing, and implementing various interdisciplinary graduate, postgraduate, and doctoral programs?
8. Whether the well-accomplished faculty members have been nominated to work as guest faculty members in global universities when they are selected based on their excellent contributions?
9. Whether the faculty members are provided study leave at their credit to pursue another semester in an international university?
10. Whether the institute elevated the top ten 10% of the professors to the higher academic cadre as suggested by the ministry of education?

The following ten questions about the scaffolding of the faculty who have been selected through ethical practices:

11. Whether the outstanding faculty members are permitted to offer development programs to other ministries and IDAs when selected as members of the core group for two to four weeks?

12. Whether the leading faculty members are invited to offer some online courses on the advancements in a foreign university?
13. Whether the leaders encourage the planning of conferences, seminars, symposia, or workshops in emerging technologies?
14. Whether the leadership is interested in upgrading the institute as a degree-awarding institute by 2030?
15. Whether institute conducts periodical tracer studies of alumni to know the current trends in industrial development and their human resource requirements?
16. Whether the institute is planning to establish a publication center to provide needed textbooks, laboratory manuals, etc. to support the new courses and programs?
17. Whether institute is planning a collaboration with international universities?
18. Whether the institute is planning to have satellite campuses in the industrial corridors and hubs?
19. Whether the institute is establishing a continuing education center for training the executives of the companies?
20. Whether the institute is planning to start a technical journal?

The following Five Questions Centered on the Impacts of Ethical Practices followed in the Institutes

21. Whether the well-accomplished students join the engineering programs offered by the institute?
22. Whether the graduate and postgraduate engineers are well-placed in high-paying companies?
23. Whether the faculty members' turnover is manageable?
24. Whether the Institute generates a significant amount of internal revenue by offering development programs to various companies, organizations, and International Development Agencies?
25. Whether the faculty members undertake sponsored research under IDAs and grants-in-aid from various councils?

Responsibility for Maintaining Equity in Various Institutions

26. In an autonomous institute, who is responsible to maintain equity?
27. Whether the management is planning various inequities regard to the selection, fixing the

- pay, posting, further development, and performance assessment of faculty members?
28. What are the underlying issues in not following ethics?
29. Are there ways of remedying unethical acts concerning inequity decisions?

30. Suggest strategies to eliminate purposeful discretions and not follow ethics.

Feedback from the Participants

The feedback has been analyzed and presented in Table 3.

Table 3 Analysis of Feedback from the Participants who completed the questionnaire

No.	Development Theme/Issue	Frequently	Sometimes	Rarely	Never
1	Implementation of academic and administrative activities based on ethics	33.96%	30.19%	26.41%	9.43%
2	Faculty recruitments are based on an impartial assessment of accomplishments and services rendered by the faculty members	16.98%	22.64%	26.41%	33.96%
3	Circulating letters of invitation (LOI) among all departments	11.32%	16.98%	39.62%	32.21%
4	Respecting constitutional rights in the selection and promotion of the high-performing faculty teams	22.64%	28.30%	26.41%	22.64%
5	Scaffolding high-performing faculty teams in bidding development programs under IDAs	13.21%	16.98%	22.64%	24.52%
6	Sharing the project gains among the faculty members as per the AICTE guidelines	39.62%	32.21%	11.32%	16.98%
7	Approval for planning and implementing interdisciplinary graduate, postgraduate, and doctoral programs	7.55%	11.32%	16.98%	64.15%
8	Nomination of well-accomplished faculty members to work as guest faculty members in foreign universities	3.77%	7.55%	11.53%	75.47%
9	Sanctioning study leave at credit to pursue another semester in an international university	16.98%	11/53	11.53%	49.06%
10	Offering Higher Academic Cadre for the top 10% of the faculty members	3.77%	7.55%	7.55%	73.24%
11	Permission to offer development programs to other ministries and IDAs	9.43%	11.53%	16.98%	62.26%
12	Approval to offer online courses to a foreign university	11.53%	15.09%	20.75%	52.83%
13	Encourage planning conferences, seminars, symposia, and workshops.	3.77%	3.77%	13.21%	77.36%
14	Planning to upgrade the institute as degree awarding institute in 2030	28.30%	24.53%	25/53	0%
15	Conducting tracer studies to know the advances in industries and human resource requirements	7.55%	9.43%	22.64%	60.38%
16	Planning to establish a publication center for publishing textbooks, etc.	1.87%	3.77%	11.32%	81.11%
17	Planning to collaborate with international universities	16.98%	13.21%	11.32%	58.49%
18	Planning satellite campuses in the industrial corridors and hubs	3.77%	3.77%	11.32%	79.25%
19	Establishing a continuing education center for training the executives of the companies	7.55%	13.21%	22.64%	56.60%
20	Planning to start a technical journal	3.77%	9.43%	13.21%	73.58%
21	Enrollment of well-accomplished students	20.75%	19/53	21/53	3.77%
22	Placement of graduates in well-paying companies	24.53%	15/53	35.85%	11.32%
23	Manageable turnover of the well-performing faculty	11.32%	15.09%	30.19%	43.40%
24	Significant generation of internal revenue	18.87%	32.08%	35.85%	16.98%
25	Undertaking sponsored research	11.32%	13.21%	32.08%	50.94%

Synthesis of Feedback

Best Practices in Ethics:

- Sharing the Project Gains as per the AICTE guidelines [(Frequently 39.62%+Sometimes 32.21% = Total 71.83%)]

- Implementing academic and administrative practices based on ethics [(33.6%+30.19% =63.69%)]
- Planning to upgrade the institute as degree awarding institute by 2030 [(28.30%+24.53%= 52.83%)]

Areas Require Intervention:

- Planning and Implementing Interdisciplinary Programs
- Circulating letters of invitation from the clients/project authorities
- Scaffolding high-performing faculty teams to complete the projects and overcoming the obstacles
- Planning and implementing interdisciplinary programs to gain needed high-order cognitive abilities, higher-order plastic motor skills, and achievement motivation.

Areas that Require Major Change and Development

- Grievance redressal system
- Nomination of well-accomplished faculty members to work as guest faculty members in foreign universities
- Offering a high-academic cadre to the best 10% of the faculty members as per the guidelines of the Ministry of Education
- Encouraging the accomplished faculty teams to plan conferences, seminars, symposia, and workshops
- Conducting tracer studies on the alumni
- Establishing a publication center to produce textbooks, and laboratory manuals and support the revised curricula
- Planning satellite complexes and student hostels in the industrial hubs to provide accommodation during industrial training and undertaking sponsored research projects
- Starting a technical journal

Impact of Ethical Practice

- Better Enrollment of Well-Accomplished Students (It is possible whenever they are placed in well-paying companies through campus placement.)
- Placement of Graduates in Well-Paying Companies (These companies evaluate the performance capabilities of the graduates, their portfolio, and other industry-relevant abilities in design, product development, testing, etc.)

- Manageable Turnover of Well-Accomplished Faculty Members (The faculty may plan to join national institutes, institutions of national importance, or global universities for further advances in their area of specialization.)
- Significant Generation of Internal Revenue (The high-performing faculty have to be given autonomy, delegation, and scaffolded when they face difficulties in implementing challenging projects.)
- Undertaking Sponsored Research (The highly skilled faculty teams have to be mentored to plan, bid, negotiate and implement complex projects under MNCs, IDAs, and Engineering Departments.) This further indicates the availability of resources, helpful academic culture, delegation, and autonomy to the high-performing faculty members.

Responsibilities in Maintaining Ethics in an Institute

A quality circle of faculty members was constituted as a part of the research work. The following are the suggestions made by the participants:

26. Officers Responsible for Maintaining Ethics in an Institute:

- Chief Executive Officer (CEO) like Vice-Chancellor, Director, Dean, Principal, and Registrar.
- Their deep commitment, integrity, value system, fast experience in managing institutes of excellence, the culture of the organization, standards, and vision of the Board of Governors, and Ministry of Education for excellence will alone guide them to follow the ethics.
- The CEOs have to assess the overall accomplishments, services, outstanding performance, integrity, ethics, super leadership, and achievement of motivation of the candidates should be evaluated without any bias.
- They may constitute a committee to check the credentials, letters of evaluation, and recommendations that should be cross-checked for accuracy
- The experts of selection committees should be unbiased in evaluating the candidates and rank order them

27. Planning of Management in unbiased selection

- The administration should not be influenced to reject the best-performed candidate or select a less performed candidate.
28. Possible underlying principles for not following ethics by the administrator
- Fear of the growth of the candidate that she/he will supersede the administrator
29. Possible Remedial Measures to Eradicate Inequities
- Based on the complaint from the victims, a detailed investigation has to be done through a reputed external expert. If inequities are introduced, correctional steps have to be followed. The candidates should be allowed to check the summary prepared on their qualification
30. Stopping the unethical discretions by the CEOs in preparing the qualifications and experiences of the candidates.
- Fear of investigation into corruption, nepotism, and unethical conduct is present in the institute.
 - Bias about the social background of the well-performed candidate
 - Didn't pay bribes
 - Check against the Recruitment and Service Rules
 - Check against the qualifications prescribed by AICTE/UGC
 - Correct and readvertise the qualifications and experiences
 - Court cases filed on the irregularities practiced and correction based on the judgment on the cases
 - The selection committee should have been constituted based on the norms fixed by the university, AICTE, UGC, and the Service and Recruitment Rules of the Board

4.0 DISCUSSION

Ethical practice alone will assist the management to select outstanding and well-accomplished faculty members who can plan innovative and interdisciplinary graduate, postgraduate and doctoral programs that are immensely needed to establish regional competitiveness. The government of India brought many suggestions to develop a world-class educational system that has to be followed by many programs of action, funding, faculty development, institutional change, and development. Well-performing faculty members will approach legal institutions to resolve the inequities and this will expose poor administrative practices. Hence, the governing councils should assess the ongoing managerial process in recruiting, training, evaluating the performances, award of incentives, and mentoring the faculty members. The Board has the responsibility of implementing all ethical processes. The Board can constitute a standing committee to study the ethical processes. The vision and mission of the institute should focus on excellence in education, contribution to knowledge capital, and human capital.

Soft Solutions

The Board has to periodically conduct academic audits and performance improvement of the faculty members and the students. The barriers to excellent performance have to be identified and eliminated. Equity is a process that can be utilized for ensuring success in all academic

activities and improving the ethics, and reputation of the institute and higher return on investments in education.

Establishment of Faculty Grievance Redressal Commission in Each University: It is similar to State Consumer Grievance Redressal Commission. The faculty members who were discriminated against can submit plaint and present their cases. Hence, faculty members have to be exposed to the rules, standards, and the process of presenting their grievances and direction.

Suggested Implementation Strategy

In this 21st Century, institutions have to face vulnerability, uncertainty, complexity, and ambiguity due to fast-growing disruptive technologies. Global competition is increasing in developing industry-specific and industry-relevant programs in engineering and technology. Hence, the administrators, CEOs, and the Board of Governors have to follow ethics and equity and raise the standard of academic cultures. The following are the critical issues that require utmost importance:

- The administrator has to follow the ethics, rules, norms, and standards prescribed by the Ministry/AICTE/UGC/Affiliating University systematically
- The performance evaluation, declaring probation completion and sharing the project

- gains and rewards should be implemented without any bias
 - The CEO should forward all the letters of invitation to all faculty members and should not offload them to any external organizations
- relevant qualifications based on the self-directed learning principles institutional development projects under various external organizations, MNCs and IDAs

- Recognize the well-performing faculty teams, and conduct performance evaluation
- Reward the faculty members whenever they reach outstanding benching marks
- Conduct Academic Audit and identify any obstructions and bottlenecks
- Resolve the conflicts
- Establish needed mentors so that the problems can be solved
- Provide internships based on the development needs
- Delegate needed authority to the project teams
- Decentralize the decision-making process and conduct development decisions with all relevant faculty teams Scaffold the high-performing faculty teams in undertaking complex, diverse, and global faculty development programs, and.
- Follow the ethics and use equity in all institutional development activities

5.0 CONCLUSIONS

In this research paper, the need for maintaining ethics in all institutional and development activities is focused on the

- The CEO should not take all the gains
- Permit the outstanding candidates to avail their leaves at their credit to pursue additional

active participation of a well-qualified expert faculty teams. The selection of well-qualified, achievement-oriented, and dedicated graduates are to be done without any discrimination, bias and short-cut. If such activities occur, there is a need for faculty grievance redressal commission. In the development of industry-relevant curricula, training the engineering students, and undertaking complex consultancy projects, the institute needs to utilize equity in total in all areas of faculty empowerment, scaffolding, and rewarding are required. In this competitive world, the contribution of the engineering institute will assist the fast growth of the economy. Ethics has become a powerful tool to achieve predetermined growth. The educational administrators and board of governors have to continuously focus on equity, integrity, and ethics. All of these demand flawless academic and administrative cultures that are focused on by the Ministry through the National Educational Policy 2020 followed by perfect implementation by the administrators of educational institutions.

REFERENCES

- Bradley Scott and Josie Danini Cortez. (2000). Equity Challenges Continue. IDRA. <https://idra.org/resource-center/equity-challenges-continue/>
- Constance C. Relihan. (2021). The Faculty's Role in Closing Equity Gaps: Academic Policies and Practices. <https://www.academic-leader.com/topics/students/the-faculty-role-in-closing-equity-gaps>
- Creamer, Elizabeth. (1999). Assessing Faculty Publication Productivity: Issues of Equity. <https://www.ericdigests.org/1999-1/equity.html>
- Denisova-Schmidt, E. (2016). Corruption, the Lack of Academic Integrity and Other Ethical Issues: What can be done within the Bologna Process? In: Uraj, A., Deca L, Pricopie, R (eds) European Higher Education Area: The Impact of Past and Future Policies. Springer Cham. https://doi.org/10.1007/978-3-319-77407-7_5
- Des Squire. (2017). Employment Equity Problems and Solutions. Skill-Universe. <https://skills-universe.com/2017/06/10/employment-equity-problems-and-solutions>
- Deepa Sharma and Chesh Kashyap. (2021). To Analyze the Problems and Obstacles That Faculty Face in Their Personal Life and Professional Life

- Due to Gender Discrimination in Government Universities of Haryana. *Turkish Online Journal of Qualitative Inquiry* 12(7): 5869-5882.
- Douglas Robertson, Martha Pelaez, Tania Santiago Perez. (2021). Faculty Equity Issues: A Case Study and Employment Insecurity. https://advance.sagepub.com>articles>preprint>Faculty_Equity_Issues_A_Case_Study_and_Employment_Insecurity
- Erin L. Castro. (2015). Addressing the Conceptual Challenges of Equity Work: A Blueprint for Getting Started. *New Directions for Community Colleges*. No.173. Winter 2015. DOI:10.1002/cc.20159 <https://www.sicc.edu/inclusivity/docs/conceptual-challenges-of-equity.pdf>
- Geraldine Cochran. (2018). The Problem with Diversity, Inclusion, and Equity. <https://scholarlykitchen.sspnet.org/2018/06/22/problem-diversity-inclusion-equity>
- Greta Petry. (2011). Top Ten Workplace Issues for Faculty Members and Higher Education Professionals. <https://www.aaup.org>article>top-ten-workplace-issues-faculty-members-and-higher-education-professionals>.
- Gretchen Kell. (2021). New faculty, hired in clusters, to address global issues, equity, and justice. <https://news.berkeley.edu/2021/09/02/new-faculty-hired-in-clusters-to-address-global-issues-equity-justice>
- Jack Longmate. (2013). A Solution to the Problems of the Faculty Majority I Portside. <https://portside.org>2013-11-11>solution-problems-faculty-majority>
- Kasturirangan. K. Chairman. (2018). Draft National Education Policy, 2019. Bangalore: Guest House, NAAC, Nagarbhavi.
- Kimberly Amaded. (2022). Education Equity: Challenges and Suggestions. <https://www.theedadvocate.org>education-equity-and-challenges-and-suggestions-2/>
- Mathew Lynch. (2016). Education Equity: Challenges & Suggestions. <https://theedadvocate.org/education-equity-challenges-and-suggestions-2/>
- Ministry of Human Resource Development. (2020). National Education Policy, New Delhi: Government of India
- National Association of Colleges and Employees (NACE). (2021). Equity. https://naceweb.org/about_us/equity-definition
- Pedagogue: Barriers to Educational Equity. Educational Equity Institute. <https://educationalequityinstitute.com>barriers-to-educational-equity>
- Rachel Hatch. (2020). New Framework to Infuse Diversity, Equity, and Inclusion into Faculty Professional Development. <https://news.illinoisstate.edu/2020/04/new-frmaework-to-infuse-diversity-equity-and-inclusion-into-faculty-professional-development>
- Rohan Premkumar. (2019). Vice Chancellors being prosecuted for corruption is a blot on civilization, says Tamil Nadu Governor. <https://thehindu.com/news/national/tamil-nadu/vice-chancellors-being-procecutted-for-corruption>
- Stephen P. Heyneman, Kathryn H Anderson & Nazym Nuraliyevh. The Cost of Corruption in Higher Education. *The University of Chicago Press Journal. Comparative Education Review*. V. 52. No. 1. <https://journals.Uchicago.edu/doi/10.1086/524367>
- The Hindu Bureau. (2022). MLAs deplore corruption, and malpractice in recruitment of VCs, staff in the universities. <https://thehindu.com/news/national/karnataka/mlas-deplore-corruption-malpractice-in-recruitment-of-vcs>
- The Indian Express. (2022). Karnataka: Charges against candidates mar VTU's Vice-Chancellor appointment process. <https://indianexpress.com/article/cities/bangalore/karnataka-charges-against-candidates>
- Unitedwaynce. (2021). Equity Vs Equality: What're the difference-Examples & definitions? <https://unitedwaynca.org/blog/equity-vs-equality>
- Willspost.com. Equity in Education Problems and Solutions. <https://willspst.com>equity-in-education-problems-and-solutions>