

Faculty Development in Business Schools: A Global Perspective Vis-à-Vis Bangladesh Scenario

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Abstract: This study tries to provide an overview of present structure and trend in the development of business school faculty in global perspectives vis-à-vis Bangladesh scenario. It makes an attempt to bring into focus the major strengths and weaknesses that lie embedded in present faculty issues in the business schools of the public and the private universities of Bangladesh. An adequate supply of competent and full-time faculty is an essential condition for the success of any plan for expanding business education. The study, therefore, examines the present supply of full-time faculty, their selection, development, promotion, etc. in the business schools. In addition to the full-time faculty, part-time faculties play a valuable complementary role in business education. The researcher, therefore, includes a short discussion, although in considerably less detail, on part-time faculty in these business schools. The study finally prescribes certain suggestions for making faculty development issues relevant and effective.

Key words: Business education, Business school, Faculty, Development

Introduction

The most precious resource of a business school is a highly qualified and highly motivated faculty (Pierson, Frank C., 1959). It is the most important single factor determining the quality of a business school. The expansion in the student population has already outrun the ability of the business schools to find qualified teachers. In the face of the pressures created by mounting enrollments, one of the most important issues facing the business schools is how they can maintain and also improve the quality of their faculties. This study attempts to study the faculty issues of business schools both in the public and the private universities (Porter Layman, W. and Mckibbin E. Lawrence, 1988) of Bangladesh in light of global perspectives.

The primary objective of this study is to highlight the faculty development issues in business schools in Bangladesh. Specific objectives are:

To study the present state of business schools faculty in Bangladesh;

To assess the extent of practices of the mix of full-time and part-time faculty in business programs;

To study the selection and promotion system of full-time and part-time faculty in business schools;

To evaluate different means of faculty development such as higher education, education in teaching, training, research etc.

Materials and Methods

Both primary and secondary data have been used for this study. For primary data, respondents have been selected from two types of business schools. Appendix1 exhibits the distribution of sample respondents. Total number of respondents is 115. The Deans of all business schools of the sample have been deliberately included as respondents. Stratified random sampling technique has been applied to include faculty members from all the categories from lecturer to professor. Data collected through the questionnaires were tabulated, analyzed and interpreted. In order to measure the qualitative responses, the qualitative scales have been converted to quantitative ones. For this, five-point *Likert*-type scale has been used. Simple statistical tools like percentage, mean, scale scoring and tests of significance have been used to analyze the data.

Business Education in Bangladesh: Public as well as private university business schools are offering business education in Bangladesh. There exists some differences between these two types of universities. The public universities have only one intake in a year, but the intake is so large in size that they have a relatively larger student population. Their fee structure is highly subsidized. On the other hand, the student population of the private universities is limited because of market-based fee structure, although most of these universities have more than one intake in a year.

The public universities have their permanent full-time faculty while the private universities depend mainly on part-time faculty. The private universities use full-time faculty of the public universities on a part-time basis. Course curriculum of these two types of universities is almost similar, but their teaching methods are to some extent different.

Present State of Business School Faculty in Bangladesh

Profile of Sample Faculty: The highest proportion of faculty in the public universities (62 %) are from two age groups: below 40 (33 %) and 40 to < 50 (29 %) and the highest proportion in the private universities are from age below 40 (47 %). The highest proportion of faculty (27 %) in the public universities have teaching experience from 5 to < 10 years, but the highest proportion in the private universities (43 %) have teaching experience of below 5 years. 60 % of sample faculty in the public universities and 57 % of that in private universities have no job experience other than teaching. Among the rest of the sample, 20 % in public and 27 % in private universities have such job experience of less than 2 years; 17 % in the public universities and only 13 % in private universities have such job experience of 2 to < 5 years (Appendix 2).

State of Full-time and Part-time Faculty in Business Schools: Business schools in the public universities rely mostly on full-time faculty. But owing to the inadequacy of required degree-holders, private universities have to rely on a large number of part-time faculties. Part-time faculty is being increasingly brought in the business schools of the private universities to teach credit courses one-off or for a semester. This has pros and cons. Part-time faculty mostly only teaches without involving in serious interactions with students whereas full-time faculty teaches and stays to interact. The study has summarized the opinion given by the respondents regarding full-time vs. part-time faculty (Sinha Dharni. P., 1999). It has been evident that a direct comparison between full-time and part-time faculty on the basis of the number of courses taught is unfair to the full-time faculty. A business school draws a lot of intangible and tangible benefits from full-time faculty.

The use of part-time/visiting faculty in business schools is a matter, on which different authors and authorities have expressed several opinions. For example,

As per the AACSB Accreditation Standard, full-time faculty shall be at least 75 % of the (required) full-time equivalent faculty. Accordingly, more than 200 AACSB accredited business schools do limit the use of part-time instructors to less than 25 % of total classroom student credit hours.

N.K. Jain, Director, Center for Management Development, Modinagar, India, states that visiting faculty should be engaged for not more than 25 % of the courses taught in any business school. (Interview, Collaborative Synergy)

According to the recommendation in the South Asian Management Colloquium in Maldives organized by AMDISA, 1999, there must be a blend of full-time faculty, supported by practicing visiting faculty. The ideal ratio is 80:20 or at least 60:40. However, faculty from industry must have real life managerial experience, conceptual ability and the ability to teach. Team teaching should be encouraged. (Interview, Ibid)

An effective teaching of business courses is a demanding task, and requires a combination of academic quality, relevant business experience and personal characteristics. Therefore, there should be defined policy guidelines for using full-time and part-time faculty in the business schools. Since much of the development of business students takes place outside the classroom, a critical mass of full-time faculty is a must. At the same time, the part-time faculty, if they are from industry, provides insights into real life on the job experiences and practical assignments.

Professionals from Industry as Business Faculty: Experience of holding a managerial post, particularly in business and industry, is highly desirable for the best presentation and selection of content for pre-experience students and is usually found essential to give credibility to lecturers on post-experience courses. Many of the sample respondents would also hold that it is a pre-requisite for business teaching. But the study shows that faculty in both types of universities lack relevant business world experience. Among the sample faculty, 60 % in public and 57 % in the private universities (Appendix 2) don't have any job outside the teaching profession.

Both in public and private universities in Bangladesh, there are some young people going directly into business teaching from their own educational experiences, which is a concession to necessity rather than a preference. As per the opinion of the respondents, they know a lot about their particular technical specialty but very little about how issues and problems play out in the hurly-burly of the workaday business world. The respondents feel that unless one has directly experienced certain events and situations, one cannot teach more effectively about them.

Antonio Borges, Dean INSEAD, French, has a different view. He argues, "What we have not been able to do despite several attempts is to use professionals from industry as regular teachers. Our experience is that teaching is a very specialized profession: if somebody from industry is an outstanding executive, it does not automatically mean he is also a good teacher. Our teachers take three, four or five years to become good teachers and it is not fair to expect an executive to become a good teacher just because he is a great executive. We prefer to bring them to a program as a part of the course in cooperation with the teacher in charge and as an additional dimension to the program."

Stephen Walson, Dean, Management School of Lancaster University, argues in the same way. He argues, "We have problems in bringing business people in on a permanent basis, as, all of them are not necessarily good teachers. ... If we take people from industry, there needs to be a process by which they actually become academics. If not, what

we need to do is bring people for positions, for short courses, for major lectures but not in a permanent way." On the basis of above discussion, it can be said that a business school can be benefited from experienced professionals in business program by inviting them in the classroom as guest speakers, either completely outside of the curriculum to add a new dimension, to talk about new subject, or often as part of a particular subject or a particular case discussion.

Selection of Business Schools Faculty: In renowned western business schools, in addition to other qualifications, the selection of faculty is based on his/her educational exposure, performance in seminars, quality and quantity of research publications, consultancy and research record, etc. Before joining as permanent faculty, he/she has to work as teaching assistant for certain time period.

In India, the minimum qualifications for lecturers in universities are: a good academic record, 55 % marks at Master degree level, qualifying the National Eligibility Test (NET) or the State Level Eligibility Test (SLET).

In Bangladesh, a candidate requires at least one first class in any of his Bachelor (Honours) or Master degree level for most of the public universities. There is no written examination system. The candidate is selected through a personal interview taken by the 'selection board and concerned bodies of the university approve the selection. Question arises that to what extent the existing selection process permits the induction of suitable faculty for business program.

Faculty Attitudes Towards Selection Factors: Degree of weight given on various factors at the time of faculty selection vary from one business school to another. Also, faculties hold different attitude regarding their significance. The respondents indicated on a five-point scale the existing level of weight and the level of weight they feel as ideal, which are summarized Appendix 3.

Appendix 3 shows that standard deviations (σ_s) for the scores of existing level in the private universities are higher. It has been occurred, obviously, for heterogeneity among the faculty selection systems in the business schools of sample private universities. On the other hand standard deviations in the cases of scores of 'ideal' are lower in both public and private universities. It shows that faculty attitudes towards the selection factors are almost similar.

However, 'previous academic career' was given the highest score (5.00) both as existing and as ideal by both types of business faculty. On the other hand, 'potential for building relations with business community' is not considered by the public business schools and fairly considered by the private business schools, but both types of business schools should quietly consider this (score 4.00 and 4.20). 'Potential for high-quality research and consultancy' that can be anticipated on the basis of candidate's previous research works, was scored 4.20 and 3.20 as existing; and 4.67 and 4.63 respectively as 'ideal'.

Though good academic record could justifiably be considered a necessary condition in fulfilling the goals of creation, innovation, and transmission of knowledge, by no means is a sufficient condition. Academic performances, at least as assessed currently in the universities in Bangladesh, as per the opinion of the faculty, are not a highly valid predictor of creativity and innovation in knowledge. There is no provision in the prevailing system of faculty selection to assess the candidate's capability in imparting knowledge. Normally, the candidate in the course of participating in seminars, discussions and delivering lectures, gives indications of the capability in various facets of teaching. These could be taken into account at the time of selection. There should be a provision to let the candidate give a presentation to a select audience so that they would assess whether his teaching skills, case handling approach and overall personality are appropriate for creating mature managers and entrepreneurs.

Promotion / Upgradation of Business Faculty: With some exception, both in public and private universities in Bangladesh, four major criteria are followed at the time of promotion/upgradation of faculty. Respondents expressed their opinion regarding the significance of these criteria. They were requested to rank any three (as Rank-I, Rank-II and Rank-III) out of four promotion criteria that they feel should be considered at the time of promotion. Details have been shown in Appendix 4.

Appendix 4 illustrates that among the respondents, 44 % from public business schools and 33 % from private business schools ranked 'academic career' first; but 40 % in public business schools and 43 % in private business schools assigned the first ranking on 'quality of teaching in degree program'. At the same time the highest proportion, i.e., 79 % in public business school and 86 % in private business school assigned any of the first, second or third ranking on 'quality of teaching in degree program'. It means that the faculty gave highest emphasis on 'quality of teaching in degree program' as promotion criteria, though, as already discussed, it is difficult to decide what constitutes an acceptable 'quality of teaching in degree program'. As per the faculty opinion, Students' Evaluation of Teachers (SET) may be one of the criteria for measuring such quality. 16 % sample faculty in public business schools and 23 % of that in private business school ranked 'quality/quantity of refereed publications' first, while none, either

in public business school or in private business school, assigned the first ranking on 'length of service'.

Faculty Development: Till now much attention has not been paid in developing a faculty for teaching in the universities both public and private in Bangladesh. But it is imperative that a faculty who is responsible for business education is sensitized to the adaptive and changing situations of his area so that he can carry out his job effectively. It calls for professional development of faculty.

Higher Education, Education in Teaching and Training for Faculty Development: Knowledge of teaching-learning theory and familiarity with modern teaching aids and techniques is an essential requirement for much, if not all of business teaching. But it has been appeared in this study that nearly two-third of the present sample faculty in both public and private universities of this country are neither educated nor trained, even informally on the job, in imparting of knowledge to others (Appendix 5). 57 % sample faculty of public business schools and 47 % of that in private business schools have only higher education, but neither education in teaching nor training. 13 % sample faculty of public business schools and 37 % sample faculty of private business schools don't have even higher education.

As per the opinion of the faculty, this striking deficiency in teaching expertise attributed for: (i) lack of appreciation of its importance; (ii) financial and time constraints in obtaining it; and (iii) uncertainty as to the value of available teacher training.

In present post-graduate curriculum of the subjects from which people come to join as faculty in business schools, basic ideas of teaching are not incorporated. In this situation, newly appointed faculty enter the classes straightway, without ever realizing the nicety of their profession. It is said that they are not born teachers or even not profound scholars. In this situation, it is thought desirable to organize induction-training program for newly appointed faculty who are entering lecture classes for the first time in their life.

Development of Faculty Through Research: Business faculty have the need for a frequent replenishment of knowledge of their subject matter. For this purpose, and in order to enrich the content of business education in general, it is desirable that many teachers should be engaged in research. Sample business faculty in both types of universities pursue research for different purposes.

Appendix 6 illustrates that among the sample, 76 % faculty in public business schools and 57 % in private business schools undertook some research during the two years immediate past of the study year, most of them (40 % in public business schools and 23 % in private business schools) with the aim of eventual publication only. Only for obtaining teaching materials, none of the sample faculty was engaged in research in the same period.

In Bangladesh there have such a provision for promotion/upgradation of faculty at the public as well as in the private universities that if anyone would have additional publications of minimum requirements, he/she can get some exemption of time for promotion/upgradation. For this reason, faculty those who are in the lower age groups are more likely to be researching for publication.

Problems in Research Activities in Business: Research done by the business faculty is not without difficulties, most of which arise from non-cooperation from the business organizations and inadequate finance as per the study shows. Among others, absence of research assistants is one. Faculty of both public and private universities told that each and every work related to research, even typing and clerical works they have to do by themselves. In order to generate knowledge in business and to improve teaching quality, business schools, industries, government and other concerned authorities should come forward to minimize these difficulties in research.

Conclusion

The study concludes that if one tries to meet the required standards, fails, because the rewards for good teaching are of limited value. As long as this value system prevails, business schools cannot expect young business faculty to know much about business practice or teach the subject with any depth. But many of the sample faculty recognized that the teaching-learning process and research activity by themselves provide intrinsic rewards in the form of various satisfactions and challenges, not available, perhaps in any other profession. The faculty, as they expressed, continue to perform their duties because of these rewards intrinsically available in the teaching profession and the fact that they opt to gravitate toward their profession, leaving other financially more rewarding or status and power oriented avenues. Private University: Considering the increasing demand for higher education, gradual growth of learners, inadequacy of existing autonomous universities and of budgetary allocation, in Bangladesh, the UGC advised the government to set up private universities. The government accordingly has announced "Private University Act - 1992". Under this act, till July 2004, 52 private universities got approval.

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Appendix 1: Distribution of Sample

Categories	%age** of Sample Faculty		
	Public	Private	Total
Universities	5	10	15
Business Schools	5	10	15
Respondents:			
Dean	5	10	15
Faculty	50	50	100
Total	55	60	115

Source: Field Survey

Appendix 2: Profile of Sample Faculty

Category	Aspects	%age** of Sample Faculty	
		Public (n=55)	Private (n=60)
Category	Lecturer	27	40
	Assistant Professor	27	30
	Associate Professor	22	13
	Professor	24	17
	Total	100	100
Age (in years)	Below 40	33	47
	40 to < 50	29	30
	50 to < 60	20	10
	60 and above	18	13
	Total	100	100
Teaching experience (in years):	Below 5	22	43
	5 to < 10	27	23
	10 to < 20	22	3
	20 to < 30	24	13
	30 and above	5	17
	Total	100	100
Job experience other than teaching (in years):	No experience	60	57
	Below 2	20	27
	2 to < 5	16	13
	5 to < 10	4	3
	10 and above	0	0
	Total	100	100

*Based on the information given by the sample faculty at the time of field survey.

**The %age total may not add to exactly 100 due to rounding.

The oldest program in commerce education in Bangladesh was started in 1922 by the University of Dhaka. Then Rajshahi University in 1953 and Chittagong University in 1967 introduced their commerce education programs. An American prototype, the Institute of Business Administration (IBA), was founded as a separate entity under the Fourth Statute of the Dhaka University in 1966 in collaboration with Indiana University, Bloomington, USA, under a Ford Foundation Financial Assistance Program. Initially, IBA introduced the MBA program. M.Phil. and Ph.D. programs were later introduced in the 1970s. The BBA program was launched in 1993. At present seven public universities and 52 private universities in Bangladesh are offering BBA and MBA programs. Opinion given by the respondents regarding full-time vs. part-time faculty has been summarized as under:

Full-time faculty contributes to the overall development of students as they can continuously interact with them even outside the classrooms. Thus they can observe the strengths and weaknesses of every student closely and help the student become aware of them. The number of hours put in by the full-time faculty is so much more than those by the part-time faculty that it is possible for the former to give more time on assignments, projects, group discussions, case presentation etc. to the students, which results in providing more inputs to them.

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Appendix 3: Faculty Selection Factors - Existing and Ideal

Factors	Level of Consideration (W.M. Score out of 5)							
	Public				Private			
	Existing		Ideal		Existing		Ideal	
	W.M. Score	σ_s	W.M. Score	σ_s	W.M. Score	σ_s	W.M. Score	σ_s
Academic records	5.00	0	5.00	0	5.00	0	5.00	0
Managerial exposure	-	-	3.50	0.67	2.20	0.95	3.53	0.27
Potential for high quality research & consultancy	4.20	0.61	4.67	0.27	3.20	0.99	4.63	0.32
Potential for contributing to executive development program	2.00	0.71	4.27	0.24	2.20	0.95	3.77	0.23
Potential for building relations - with business community	-	-	4.00	0.30	2.00	0.81	4.20	0.65

* Table has been constructed on the basis of field survey

'-': Not appeared.

Appendix 4: Faculty Ranking on Promotion Criteria

Criteria	%age** of Faculty Rankings							
	Public (55)				Private (60)			
	Rank-I	Rank-II	Rank-III	Total	Rank-I	Rank-II	Rank-III	Total
Academic career	44	20	7	71	33	23	13	69
Quality of teaching in degree program	40	29	10	79	43	33	10	86
Quality/quantity of referred publications	16	24	27	67	23	27	23	73
Length of service	-	13	33	46	-	10	37	47
Total	100	86	77	263	100	93	83	275

*Based on the rankings made by 115 respondents.

** The %age total may not add to exactly 100 due to rounding.

'-': Not appeared.

With a large and committed full-time faculty, a business school can offer more electives to its students to enrich the academic content of the program.

Sufficient full-time faculty would reduce frequent changes in timetable and re-scheduling of classes.

Good full-time faculty attracts better students, which, in turn, attracts more and better companies for placements.

The major problems in using part-time faculty, as per the opinion of the heads of the sample business schools who use them are:

Inadequacy of budget for inviting part-time faculty, if students' intake for any semester is small. For this reason, they are paid low rate of remuneration, which acts as a disincentive for attracting good faculty.

Identification of the right kind of part-time faculty is a difficult job.

Non-reliability on part-time faculty as they may cancel or postpone their courses in the middle of the semester because of their other engagements, visits to abroad or other personal reasons.

Part-time faculty have low involvement/commitment and divided responsibility.

Both in Public and Private universities in Bangladesh, selection system of business faculty, with rare exception, is same as the selection of other faculty in other departments within the university. The individuals and bodies involved in the selection generally are: the Vice-Chancellor, the Chairman/Head of the Department, Planning Committee, members of the Selection Board, the Syndicate of the University, etc.

In the scale, 5 is for highly considerable, 4 for quite, 3 for fairly, 2 for lowly considerably and 1 for not considerable.

In Bangladesh, before 1986, there was virtually no provision for 'normal' promotion in the public universities (as happens in other organizations) and prior to that period all of the vacant posts would have been advertised publicly and the intending teachers (including the in-service teachers) would have applied for selection. In such cases, the in-service teachers would have often been selected. The practice might best be called 'competitive promotion'. In 1986, a system of promotion (called upgradation) for Lecturers, Assistant Professors and Associate Professors was

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introduced in which for these three categories of teachers with certain qualification (especially length of service and research publications) no advertisement is required for promoting to the immediate higher posts.

Appendix 5: Higher Education, Education in Teaching and Training of Faculty

Education/Training in Teaching	%age** of Faculty	
	Public (n=55)	Private (n=60)
Only higher education but neither training nor education in teaching	57	47
Only education in teaching but neither training nor higher education	7	3
Only training but neither education in teaching nor higher education	13	7
Higher education and education in teaching but not training	7	-
Higher education and training but not education in teaching.	3	7
Education in teaching and training but not higher education	-	-
All three	-	-
None of these three	13	37
Total	100	100

*Based on the information collected from 100 faculty.

** The %age total may not add to exactly 100 due to rounding.

'-': Not appeared.

Appendix 6: Research Purpose of Management Faculty

Research Purpose	%age of Faculty	
	Public University	Private University
For the requirements of higher education only (M.Phil, Ph.D.)	9	10
For publication only	40	23
Only for teaching materials	-	-
For higher education and publication but not for teaching materials	10	13
For higher education and teaching materials but not for publication	7	6
For publication and teaching materials, but not for higher education	7	6
For all three	3	-
No research in this period	24	43
Total	100	100

*Based on information obtained from 100 sample faculty of the public and the private universities.

**The %age total may not add to exactly 100 due to rounding.

'-': Not appeared.

In public business school, 77 % faculty ranked three criteria, 86 % ranked at least two criteria and the entire sample faculty ranked at least one criterion. In private business schools, these corresponding %ages are 83, 93 and 100.

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