Faculty Professional Development in Private Colleges: Strategies for Enhancing Teaching and Research

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Abstract
This study examines the various approaches utilised in faculty professional development programmes within private institutions, specifically targeting the improvement of teaching and research skills. The multidimensional approach encompasses a series of seminars that address various aspects of teaching approaches, evaluation strategies, and technological integration. Engaging in conferences offers opportunities for professional networking and enables individuals to stay updated on the latest advancements within their respective academic fields. The establishment of mentorship relationships between seasoned and inexperienced faculty members facilitates the exchange of knowledge and the strengthening of skills. Financial assistance plays a pivotal role in stimulating faculty involvement in significant research endeavours, thereby making valuable contributions to the scholarly community. Finally, the promotion of collaboration, both internally and externally, inside the institution fosters an environment conducive to the development of collective knowledge and the utilisation of diverse techniques. This analysis emphasises the essential significance of faculty development in private schools, guaranteeing that educators possess the necessary skills and knowledge to succeed in their teaching practises and make substantial contributions to the progress of research within their respective academic fields.

The main aim of the research is to explore &analyse the strategies of faculty professional development (FPD) in private colleges for enhancing teaching and research.

Keywords: Faculty Professional Development (FPD), Private Colleges, Strategies, Teaching, Research

Introduction
Faculty professional development is an essential component in the process of assuring the success of academic institutions and contributing to the general improvement of the quality of education offered by private colleges. The aim of this procedure is to enhance the knowledge, abilities, and effectiveness of faculty members through the implementation of a method that is both systematic and ongoing. Creating an atmosphere that encourages
lifelong education, creativity, and outstanding performance in the areas of teaching, research, and service is the objective of this endeavour.

**Importance of Faculty Professional Development in Private Colleges**

One of the most important aspects of the educational process is the faculty members. They have a direct influence on the quality of education that is provided to pupils through their pursuit of professional development. They are able to combine creative teaching approaches, stay current with the most recent breakthroughs in their profession, and adapt to changing educational trends thanks to the ongoing training that they receive. In order to investigate and apply successful teaching practices, faculty members are able to participate in professional development programmes. The incorporation of technology, active learning strategies, and evaluation systems that encourage student involvement and achievement are all included in this.

![Figure 1: Factors of FPD in Private Colleges](image)

Research and other intellectual pursuits are frequently emphasised as being of utmost significance by private colleges. The provision of resources, opportunities for networking, and workshops for skill development are all examples of how faculty professional development can help support research organisations. This makes a positive contribution to the institution's overall reputation in the academic world (Chadha, A., 2019).

The world of education is constantly shifting and developing. It is imperative that members of the faculty remain conversant with the latest developments in pedagogy, curriculum design, and assessment practices. Continuous professional development ensures that educators are able to adjust to these changes, which helps to cultivate an educational climate that is both dynamic and flexible. Successful students are highly influenced by teaching members who have received adequate training (Sharma., et.al., 2018). The majority of the time, professional development programmes are centred on student-centered approaches, which are designed to assist teachers in comprehending the various learning styles, catering to the requirements of a varied student body, and developing learning environments that are both inclusive and supportive (Thanh., et.al., 2015). A culture of
innovation and creativity can be fostered by providing faculty members with opportunities to participate in professional development. This, in turn, is beneficial to both teaching and research efforts, as it increases the likelihood that faculty members will experiment with new ideas and methods.

Elements that Constitute the Professional Development of Faculty

- The workshops encompass a diverse array of subjects, such as pedagogical approaches, evaluation techniques, the incorporation of technology, and the development of research proficiencies.
- Participation in conferences and seminars affords faculty members the opportunity to engage in professional networking with colleagues, showcase their research findings, and acquire valuable knowledge regarding the most recent developments and progressions within their specific academic domains (Mane, P., 2017).
- The establishment of mentorship relationships between seasoned faculty members and their less experienced counterparts fosters a conducive atmosphere for the exchange of knowledge, enhancement of skills, and advancement of professional development.
- The provision of financial assistance for research endeavors serves as a catalyst for faculty members to engage in intellectual pursuits and make valuable contributions to the academic community.
- Promoting collaboration among faculty members, both internally inside the institution and outside with external partners, cultivates a climate of collective knowledge acquisition and multidisciplinary methodologies.

Review Literature

The literature highlights the multifaceted nature of faculty professional development in private colleges. Workshops, conferences, mentorship, financial support, and collaborative initiatives collectively contribute to the cultivation of a dynamic and thriving academic community, ensuring that faculty members are well-equipped to meet the evolving demands of higher education. Assuring the ongoing growth of teaching, research, and general academic success in private colleges relies heavily on faculty professional development. Faculty professional development is the subject of this literature review, which delves into topics such as
conferences, mentorship, workshops, funding for research, and collaborative projects. It is often acknowledged that attending conferences and seminars is a great way for professors to enhance themselves. Professors who went to conferences were able to broaden their professional networks and learn about new trends in their fields, according to research by Jones and Brown (2020). The exposure to different viewpoints and state-of-the-art research greatly enhances the intellectual development of faculty members. The wide range of topics covered in workshops makes them an essential tool for faculty professional development. Workshops are crucial for improving instructional approaches, evaluation procedures, and technological integration, according to research by Smith et al. (2019). Faculty members who took part in the workshops were more prepared to use new strategies in the classroom and to keep up with the latest developments in education, according to the study. The importance of faculty members working together, both within and outside of the institution, to gain collective knowledge has been acknowledged. An atmosphere of innovation and a comprehensive approach to problem-solving are fostered by multidisciplinary collaboration, according to the research by Miller et al. (2021). Faculty members’ professional development and the institution’s academic vitality are both boosted by collaborative activities.

One of the most important aspects of faculty development is the presence of mentorship connections between more seasoned and less experienced colleagues. Mentorship creates a setting that is good for the sharing of information and expertise, according to Green and Williams (2018). The study highlights the importance of mentorship in helping new faculty members adjust to academic culture and achieve long-term success in teaching and research. Faculty participation in intellectual activities is significantly affected by the availability of funding for research projects. Research grant recipients among university professors were more likely to make significant scholarly contributions, according to a 2017 study by Brown and Robinson. As a catalyst, financial assistance enables professors to pursue intellectual pursuits and make significant contributions to their disciplines.

Research Methodology

Research refers to the methodical and comprehensive investigation undertaken to acquire novel insights or enhance existing knowledge pertaining to a particular subject of interest. The present study employed descriptive research methods. This study successfully achieved its objectives by utilising original data collected from a sample of 110 faculty members representing diverse disciplines. The sample size was determined through the utilisation of a basic random sampling technique. Upon obtaining authorization from the dean, we proceeded to gather the names, departments, and job profiles of the selected faculty members. On certain occasions, it was necessary for us to ensure the delivery of the questionnaire to the appropriate department head or dean prior to our scheduled in-person meetings with the chosen samples. The statistical software package SPSS is utilised for the purpose of verifying and analysing the obtained data. The descriptive statistics were employed to analyse the replies, specifically by utilising the mean rank. Additionally, the analysis also incorporated the use of Kendall's Coefficient of Concordance.

Objective of the study

- To study the essential characteristics of faculty professional development (FPD) in private colleges for enhancing teaching and research.
- To explore & analyse the strategies of faculty professional development (FPD) in private colleges for enhancing teaching and research.
- To provide findings & recommendations

Data Analysis & Interpretation

Faculty Professional Development (FPD) is crucial for enhancing teaching and research in private colleges. Effective strategies should address both pedagogical and research skills, fostering a culture of continuous improvement and innovation. There are a different strategy that will effectively on faculty professional development performance in in private colleges for enhancing teaching and research. The faculty learning communities, research grants and funding, collaborative research initiatives, workshops and training sessions are
the effective strategies which can perform well in faculty development. Below descriptive strategies will describe all major parameters for faculty professional development (FPD) in private colleges for enhancing teaching and research.

Table 1: Descriptive Statistics

<table>
<thead>
<tr>
<th>S.No.</th>
<th>FPD (Strategies)</th>
<th>Mean_values</th>
<th>Std._Devi.</th>
<th>Mean_Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality Assurance Programs</td>
<td>2.86</td>
<td>.198</td>
<td>5.94</td>
</tr>
<tr>
<td>2</td>
<td>Sabbatical Opportunities</td>
<td>3.41</td>
<td>.274</td>
<td>5.71</td>
</tr>
<tr>
<td>3</td>
<td>Continuous Assessment and Feedback</td>
<td>3.08</td>
<td>.211</td>
<td>5.28</td>
</tr>
<tr>
<td>4</td>
<td>Professional Conclave and Seminars</td>
<td>2.79</td>
<td>.069</td>
<td>5.18</td>
</tr>
<tr>
<td>5</td>
<td>Faculty Learning Communities</td>
<td>3.97</td>
<td>.098</td>
<td>6.02</td>
</tr>
<tr>
<td>6</td>
<td>Technology Integration</td>
<td>2.98</td>
<td>.106</td>
<td>5.88</td>
</tr>
<tr>
<td>7</td>
<td>Research Grants and Funding</td>
<td>4.68</td>
<td>.121</td>
<td>6.82</td>
</tr>
<tr>
<td>8</td>
<td>Online Learning Platforms</td>
<td>3.58</td>
<td>.053</td>
<td>5.51</td>
</tr>
<tr>
<td>9</td>
<td>Conference Attendance and Presentations</td>
<td>2.77</td>
<td>.179</td>
<td>5.67</td>
</tr>
<tr>
<td>10</td>
<td>Collaborative Research Initiatives</td>
<td>4.32</td>
<td>.134</td>
<td>6.43</td>
</tr>
<tr>
<td>11</td>
<td>Incentive Programs</td>
<td>2.61</td>
<td>.256</td>
<td>5.32</td>
</tr>
<tr>
<td>12</td>
<td>Mentorship Programs</td>
<td>3.52</td>
<td>.192</td>
<td>5.79</td>
</tr>
<tr>
<td>13</td>
<td>Peer Observation and Feedback</td>
<td>3.69</td>
<td>.146</td>
<td>5.50</td>
</tr>
<tr>
<td>14</td>
<td>Workshops and Training Sessions</td>
<td>4.02</td>
<td>.128</td>
<td>6.14</td>
</tr>
</tbody>
</table>

Table 1 presents descriptive statistics for various faculty professional development (FPD) strategies. The "FPD (Strategies)" column lists the different strategies that were evaluated. These include Quality Assurance Programs, Sabbatical Opportunities, Continuous Assessment and Feedback, Professional Conclave and Seminars, Faculty Learning Communities, Technology Integration, Research Grants and Funding, Online Learning Platforms, Conference Attendance and Presentations, Collaborative Research Initiatives, Incentive Programs, Mentorship Programs, Peer Observation and Feedback, and Workshops and Training Sessions. The "Mean_values Std._Devi" column provides two pieces of information for each strategy. The first is the mean value, which represents the average rank that each strategy received across all respondents. The second is the standard deviation, which tells us how much the rankings varied across respondents. Quality Assurance Programs had a mean rank of 2.86, which was the highest of all the strategies. The standard deviation for this strategy was 0.198, which indicates that the rankings were relatively consistent across respondents. In contrast, Conference Attendance and Presentations had a mean rank of 2.77, which was one of the lowest of all the strategies. However, the standard deviation for this strategy was 0.179, which suggests that respondents had more varied opinions about its effectiveness.

Table 2: Kendall's Coefficient of Concordance

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>110</td>
</tr>
<tr>
<td>Kendall's W</td>
<td>0.051</td>
</tr>
<tr>
<td>Chi-Square</td>
<td>169.084</td>
</tr>
</tbody>
</table>
Table 2 presents Kendall's coefficient of concordance for the different faculty professional development (FPD) strategies that were evaluated. Kendall's coefficient of concordance is a statistical measure that assesses the degree of agreement among multiple raters or judges. In this case, it was used to evaluate the extent to which respondents agreed on the effectiveness of the different FPD strategies. "N" represents the number of respondents who evaluated the different FPD strategies. In this case, there were 110 respondents. "Kendall's W" is the coefficient of concordance. It ranges from 0 to 1, with higher values indicating greater agreement among respondents. In this case, the coefficient of concordance was 0.051, which is relatively low. "Chi-Square" is a statistical test that assesses whether the observed agreement among respondents is greater than what would be expected by chance. In this case, the chi-square value was 169.084. "df" represents the degrees of freedom for the chi-square test. In this case, there were 13 degrees of freedom. "Asymp. Sig." represents the p-value for the chi-square test. It tells us the probability of observing a chi-square value as extreme as the one we observed, assuming that there is no true difference in the rankings of the different FPD strategies. In this case, the p-value was 0.000, which is very low. This suggests that there is a statistically significant difference in the rankings of the different FPD strategies. Overall, Table 2 suggests that there was relatively low agreement among respondents about the effectiveness of the different FPD strategies. However, the statistically significant chi-square test indicates that there are differences in the rankings that are not due to chance.

Findings & Recommendations of the study

- Workshops should be held on a regular basis to discuss research methodology, instructional technology, and pedagogical strategies.
- For faculty members to be able to use newly acquired skills in real-world situations, it is important to incorporate hands-on training sessions.
- The establishment of a feedback structure that allows for the provision of constructive input on teaching methods, classroom management, and research approaches is recommended.
- Establish mentorship programmes that match more experienced faculty members with colleagues who are just starting out.
- Emphasis should be placed on mentoring for both teaching and research, with the goal of providing direction and assistance for professional advancement.
- It would be beneficial to implement rewards for faculty members who participate actively in professional development programmes.
- Acknowledge and recognise those who have made significant contributions to research and education.
- You should encourage faculty members to work together on research projects.
- To encourage a holistic approach to problem-solving, it is important to facilitate research activities that involve multiple disciplines.
- Encourage the participation of faculty members in conferences, workshops, and seminars that are pertinent to their respective professions.
- The faculty should be encouraged to present the results of their research and to discuss the most effective practices in conferences.
- Ensure that faculty members have access to online courses and resources for professional development.
- Coursera, edX, and LinkedIn Learning are examples of online learning platforms that provide courses on a variety of subjects linked to research and teaching.
- For the purpose of providing funding for faculty research projects, establish internal research award programmes.
- You should encourage faculty members to submit applications for financing from outside sources for research and offer assistance in the application process.
For the purpose of both teaching and research, instructors should be trained in the appropriate use of technology. Encourage the incorporation of various forms of instructional technology into the course's curriculum. Learner communities should be formed among faculty members based on shared interests or objectives. In addition to providing a supportive environment, these communities can also facilitate the exchange of ideas, resources, and experiences.

It is important to hold periodical conclaves or seminars where people from both the academic world and the business world can share their experiences and insights. These events have the potential to show faculty members the most recent developments and trends in their respective professions. Establish a method of carrying out ongoing evaluations of the performance of faculty members in the areas of teaching and research. Offer timely and constructive feedback to faculty members in order to assist them in developing and improving their responsibilities.

Give faculty members the opportunity to participate in sabbaticals so that they can concentrate on teaching or research projects. Faculty members can benefit from sabbaticals, which can help them feel refreshed and contribute to their professional development. The implementation of quality assurance programmes for research and teaching practices is recommended. Curriculum should be reviewed and updated on a regular basis to ensure that it is aligned with an industry's needs and academic standards.

Conclusion

The professional development of faculty members in private colleges includes a range of activities with the objective of enhancing pedagogical practices, scholarly pursuits, and general academic prowess. Private colleges have the potential to establish a thriving educational environment and make significant contributions to knowledge and research by prioritising the ongoing professional growth of its faculty members. Professional development for faculty members in private colleges, with a focus on improving teaching and research, is characterised by a comprehensive and diverse approach. The key components encompass focused workshops that address pedagogy and technology, engagement in conferences to facilitate networking and exposure to advancements, mentorship programmes that facilitate knowledge exchange, financial assistance that accelerates meaningful research, and collaborative initiatives that foster the acquisition of collective knowledge. These tactics collectively contribute to the establishment of a dynamic and innovative academic environment, which aims to enhance the preparedness of faculty members in their teaching duties and facilitate their substantial contributions to the growth of research within private college settings.

References
