Faculty Development Program Model: A Strategic Insight

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ABSTRACT

Faculty Development Program for social science domain is very limited. There is no proper framework for FDP on how it should be conducted and in which domain it should be conducted for the skill enhancement of the faculties. Medical science and engineering have a prescribed set of areas, which can be used for FDP but for social science much more exposure are needed and hence this gap has motivated the researchers to bring out various new model frameworks for FDP with regard to social science domain.

The focus of the research is not to deal with statistical analysis and restrict the discussion based on the output. However, usage of good qualitative approaches to understand the need so that exact solution can be provided.

The research has made use of qualitative techniques to collect the data from various respondents such as educationalist, faculties of various domains belonging to social science, experts from industries etc. All the experiences shared by various respondents have been properly cleaned, and appropriately discussed.

The researchers have framed four various model frameworks for this research. The first level model clearly states the importance of FDP at various levels, which has to be strictly followed by the educational institutions. The second level makes it clear on the various sub-core themes, which has to be considered for FDP, which will have a fruitful outcome. The third level is the most important one as it deals with the various resources, which are needed for a successful organisation of FDP, and the fourth model is a combination of all the first three models providing a holistic picture of FDP.

Keywords: Faculty Development Program, Social science, Qualitative approach, the model framework.

INTRODUCTION:

Goals of any institution are to provide students with the best education enabling them to be learners throughout their life. The present condition is that the classes are on, teachers are teaching, but is anybody learning remains as a question. Students find learning a stressful experience. To understand the conditions and providing measures concerning their learning process, there is a need for changing teaching pedagogy, which can be brought in through Faculty Development Programme. The aim of FDP is to improve the quality of teaching-learning process to make the educational journey most productive and satisfying for both the students and teachers. It culminates in a logically analyzed advisory report on the aspects of classroom teaching for teachers to make their teaching more effective. The size of an institution is irrelevant with respect to quality teaching. Faculty Development Program should enhance the individual's knowledge and provide hands-on experience related to research; classroom teaching, behavioural skills for a better personality, stress reducing mechanism, student-teacher communication excellence and all these aspects should have a potential impact on career life and on personal life. The aim of Faculty Development Program should be to enhance the basic skills of the

beginners and should provide confidence to utilise the learnt skills when needed and faculties should be given the freedom to choose their needed training. Caroll (1993), recommends that faculty should have the opportunity to select their own training; these results suggest that these choices may indeed be available

Faculties perusing their research should have the ability to perform statistical tests on their own without seeking the help from other agencies or statistical institutions for money, which will also enhance their skills, knowledge and technical skills. Reder, M and Seaman, says that the more than one-third of faculty members who have developed or taught an online course report that developing and teaching online courses takes much more work than traditional courses. Thus, technical skills have to be enhanced amongst the faculty members. Big data analysis has become one of the most spoken topics in today's modern world. Thus, FDP should also enhance the faculty's skills and knowledge on various applications and software. The FDP should enhance the skills of the faculties to write good research papers, project proposals for external grants and should aim enhance their skills to perform multi-dimensional research with collaborative teams across the world. Apart from this personal growth, the most important aspect is to enhance the teaching ability. Thus, institutions should have their own FDPU Faculty Development Program Unit, which should ask for the requirements from various departments based on specialization, request the department to present an outline on what is expected and based on that a fund can be generated which can be used for the successful organisation of an FDP. Funds also play an important role, which should be granted by the educational institutions because individual department's goal is connected with the overall goal of the institution, so until and unless the educational institutions realize this fact it cannot grow and sustain as an excellent institution. Evidence from a final study on the evaluation of faculty development programs provided a control for faculty motivation and led to the conclusion that improvement was contingent both on faculty desire to improve and on the availability of professional assistance says Donald P. Hoyt George S. Howard. Thus for professional assistance, the educational institutions should support the faculties in all means.

Social science domain is different from the other fields of education. When an educational institution is organizing an FDP, it should have some strong rules and policies on how to conduct and when to conduct and what to conduct. These rules and policies should be a strong strategic action plan for the educational institution. Teachers are known for their quality teaching and it should be exhibited in the classroom teaching. New methodologies to teach in a better way should be learnt by the teachers and the same should be practised. It is also known as teaching is an art, which has to be practised to attain the maximum satisfaction and success. Institutions should first cluster the teachers based on their level of interest and specialization. The teachers who are put into a cluster based on specialization and keen interest to learn new skills, FDP should be conducted and the outcome should be measured. Quality publications and financial incentives for the same can be one of the most motivating factors a faculty to get committed to FDP. Working for the institution in which an individual is working is always a blessing. Faculties should not depend only on teaching and research but also to get actively involved in administration and management. They can be trained on how to be better administrators and on how to organise various workshops and programs. This exposure will also help them grow along with the institution. On the other hand, FDP is not just for the teaching faculties it is a common domain even for the non-teaching and administrative staff. The quality and skill development should be seen throughout the educational institution as it is a system and all elements In the system should be skilled. Besides the training on how to be better administrators, it is the ownership what the faculties possess gives them a feeling of pride, which makes them get involved in the management of the institution most effectively. Every institution and every department will have a different expectation. Faculties working for the different department will work in a different style based on the area of specialization. Thus instead of working on the various domain which is not needed, based on the expectations of the top management the individual departments in the system should work as per the expectations of the top management. Teachers, the students, and the relationship between them should be a parental relationship. Students should be taken care by the teachers. It is teacher's responsibility to motivate the students to take active participation in all activities and in academics to enhance their personal and career life. Teachers should also provide a space for the students to express their personal depression and problems, which they face with regard to personal life and career life. Teachers should learn how to handle students and how to deal with student's depression. Thus, the educational institutions should motivate teachers to take up development programs with regard to teacher-student relationship. Teaching will become more interesting if the teachers know how to interact with the students and how to motivate the students to engage in various class activities. Teachers should also give importance to service learning approach, as it would help the teachers and the students and the community. This can also make the students understand the concept clearer, develop senses of confidence and serve the society as well. An institution and the department should provide the platform for

the students learning for their self-growth. This can be done by creating opportunities for the students to learn on their own either through peer group learning or through experiential learning. Students can be identified based on their hidden talent and be encouraged to travel in the path of their interest leading to their self-growth. Student's progression can be measured by a comparative analysis on how they have realised their mistakes and rectified themselves. The progression chart can be developed considering various parameters like improvement in academic performance, change in the attitude and behaviour. Institutions and the department concerned should focus on the career growth of the students by providing different certificate courses and required training, which is in most demand in the present conditions. Not only the institutions and the department need to focus on the career growth of students, but also should take care of the personal growth of students by conducting different skill-based training which helps in improving the communications skills, written skills, leadership skills and the approach of carrying themselves which is presentable manner which makes them be different. Service learning approach deals with learning and serving the society. In this approach, three different communities are being benefited. The teaching community, the student community and the society. The student community to the society carries the knowledge disseminated by the teaching community. While sharing the knowledge to the society, the students understand the concepts even more clearly. The feedback given by the society to students reaches the teaching community and the teachers take measures to improve the quality of their teaching. Institutions and the departments should organise various programmes like conduct of Guest Lecture, Panel Discussion Debate sessions by inviting experts from different fields which helps is building a strong network. Building a network is very important for any institution Competition is inevitable. To sustain competition, institutions should strategies their plans and actions at every turn to maintain the brand name and to be in demand to meet out the exceptions of the present day students.

SIGNIFICANCE OF THE STUDY:

The researchers have screened various literature sources and have found that Faculty Development Program is mostly conducted for faculties belonging to science and engineering domain and a very few are found with regard to social sciences. Social science is a unique stream mostly dealing with qualitative subjects. Thus too many statistical and hands-on experience in FDP for social science faculties will not be useful until and unless it is required. Thus, the researchers have framed a model work on how a Faculty Development Program should work for social science domain. Other fields and other educational institutions can also use this model. The model work if implemented by the educational institutions may have the good outcome because each variable in the model and the justification given is based on the expectations of the faculties. The originality of the research work is the outcome of the model. This FDP model will help the individual faculty members and the educational institutions to grow and sustain. The roles and responsibilities of the faculties and the educational institutions have also been mentioned in the model, based on what they can function and work. Thus, the significance of the study is twofold.

OBJECTIVE OF THE STUDY :

The study intends to develop a model work for FDP taking into consideration the expectations of the faculty members. The study also mentions a model for the educational institutions stating its responsibilities towards a better FDP. Recommendations are twofold as it considers the growth of the faculties and the educational institution.

REVIEW OF LITERATURE:

Melodie A. Rowbotham, (2015), says that if faculty development programs are to be successful at cultivating teacher self-efficacy, they need not only to be able to give positive appraisals but also to structure activities in ways that encourage success. Social persuasion, when used by others, can bolster educators' beliefs that they have the ability to master course content and to be successful in the course. However, Bandura emphasizes, that such encouraging comments by significant persons must be convincing and well-grounded to unfold any effect on self-efficacy. Faculty Development Program is not just restricted to research and teaching methods but also a good character and personality. Thus taking into consideration this aspect Ortlieb, Biddix, and Doepker (2010), have argued that support for faculty should include developing faculty communities that 1) foster positive relationships with other faculty members, 2) encourage partnerships for research, 3) provide a network of support, 4) encourage critical reflection, and 5) offer monthly support groups to help faculty members develop into their roles. Faculties should also develop themselves to teach better, communicate to the students, and aim

to maintain a smooth relationship with the students. Thus adding to this context Development programs play a major role in helping faculty members to execute their roles in a better way. Faculty members who participated in a faculty development program reported improved student success and student retention Perez, McShannon, & Hynes (2012), states that there is a positive impact on student learning, satisfaction, and motivation. Faculty members have to take efforts to make sure that the style of teaching makes sense because it is the duty to match with the student expectations. Faculty members should determine how subject matter is planned, information is presented, learning activities are structured and conducted, and student interaction is established says Heimlich & Norland (1994),.Twenty-five different types of faculty professional development programs were included in this study. Seaman, J (2009), says that there are six dimensions, which are considered important in an FDP, which are (1) institutionally-supported self-teaching opportunities, (2) peer mentoring, (3) collaborative course design, (4) workshops, (5) online training, and (6) quality assurance evaluation programs. These faculty development program types were selected based on a review of the literature citing common faculty development programs for online instruction. Smooth relationship with the colleagues in the workplace and to maintain a positive organisational climate plays an important role in an institutions success. Thus, FDP should also aim to develop the relationship between members where knowledge management will be facilitated and hence peer mentoring should be a part of FDP says, Chua and Hinson.

RESEARCH GAP:

Several research papers viewed so far regarding FDP relates to medical or the field of engineering and a very few articles and published sources are found with regard to social sciences. Medical science and engineering deals with experimental analysis, testing and proving outcomes but social science deals with qualitative approaches and a very less understanding is needed for the use of statistical tools. But, most of the FDP in social science deals with statistical tools and hands-on experience which is actually not needed. Only if the faculties are given proper training based on what is exactly needed they will enhance their skills. The enhanced skills have to be taken to the students and the outcome should be measured. There is no research work available to clearly state how the FDP approach should work at various levels and hence this research has identified a few gaps, which is reflected in the model framework.

MATERIALS AND METHODS:

Explanatory approach	There are certain interventions that are too complex for the researchers to collect the data and hence, to find the causal link between factors influencing faculty members to take part in FDP, FDP and its influence on professional growth will be taken into account.
Descriptive approach	The present situation or a few important phenomena, which has occurred in the domain of FDP, has to be described through understanding from the review of the literature. For this, a few case studies have been taken into consideration. Internationalization of higher education is a major challenge and opportunity for universities in India. National policies and student demand for the skills for employment, the introduction of digital technologies and ever-greater globalization are pushing universities to find new strategies and develop new approaches and services while maintaining quality.
Multiple case study approach	For the multiple case study approach, the data has been collected from various persons connected with FDP. The educational institutions, teachers, the facilitators and the department in which the faculty works and other education experts.
Intrinsic approach	It is important to take into consideration the inner interest of the researcher, which has been the motivation and driving force for this research progress. The researchers were in the teaching profession who have the strong desire to be successful will also share their experiences through this research work.

METHODOLOGY:

Faculty Development Program (FDP) and teachers (Faculties) perception, expectation, attitude towards FDP is a complex phenomenon. This complex phenomenon is a very vast area, which cannot be quantified. This research has collected data based on respondent's expectations and hence it is qualitative in nature. First, the study area and construct are explored in various dimensions from which the needed variable is extracted from literature sources. Based on the need, research questions are framed, boundaries are drawn for the research so that no deviation from the main topic is there and the model, which is developed, is justified.

TRIANGULATION IN QUALITATIVE APPROACH:

The aim of triangulation in research is to cross-check and validate the collected data and it is a form of verification of information. Triangulation also provides data credibility and rationality in research. It is clearly mentioned in the methodology that, multiple methods have been employed to collect the data to proceed with qualitative case study approach and hence it is important to use the triangulation effect. In this research, the data is collected from the teachers, the educational institutions, the important resource persons in the top management, educationalist from various fields of education and is based on a few secondary sources.

RESEARCH QUESTIONS:

❖ Will the model framework provide the causal link between FDP variables?
❖ Will the model work be easy to implement at various levels and stages in the educational institution?
❖ How can the institution make use of the recommendations of this study?
❖ Will the model help the faculties find the nature of variables (FDP) to be implemented in their career life?

MODEL FRAMEWORK:

The aim of the research is not to collect primary data, analyse the collected data and restrict the conclusion based on the findings. The importance or need for FDP is intended to describe the expectations and experiences of individual teachers and FDP which intend to impact on the personal life and career life, and hence these aspects cannot be quantified. Thus, this research aims to design a model framework, which will explain the causal relationship between various variables, concerned with FDP. The model framework will be left open to the universe. Future researchers, educational institutions, Institutions of Higher Educations can make use of this model for conducting and organising better FDP. Models are constructs of reality, which is used to criticise the existing theory or to form new theory with new added variables and information, which suits the current situation. This model framework connects to the existing reviews on FDP, considers all the important operational terms, connects with well reputed scholarly works available from various sources to understand how other researchers think about the same domain "Faculty Development Program". As mentioned above the researchers have collected data from various domains using various patterns of research and based on the discussion the most commonly stated variables and the relationship between variables have been taken into consideration and the model is framed.

STUDY FOCUS:

The study focuses to develop the model framework based on various domains. The entire four-model framework is related to Faculty Development Program. Based on the collected data and searched data from various resources the researchers have clubbed the data based on common grounds and have formulated four different models, which are considered to be the most, desired strategy for an educational institution.

MODEL WORK:

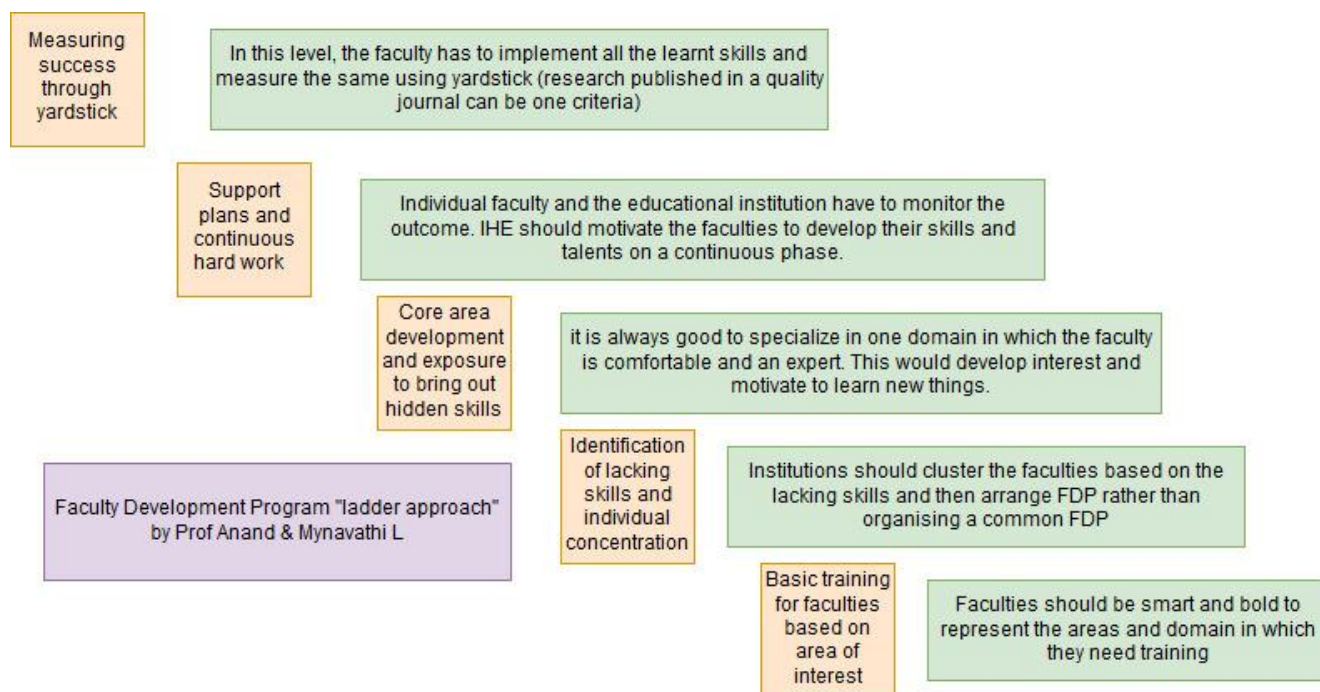|	
Model 1.0	Model 1.0 is called the "Ladder approach" as it describes the levels, which has to be followed for a successful FDP.
Model 1.1	Model 1.1 explains the steps, which has to be taken by the individual faculty to achieve success through FDP.
Model 1.2	Model 1.2 states the roles and responsibilities of an educational institution for FDP.

Figure 1.0 explaining levels of FDP
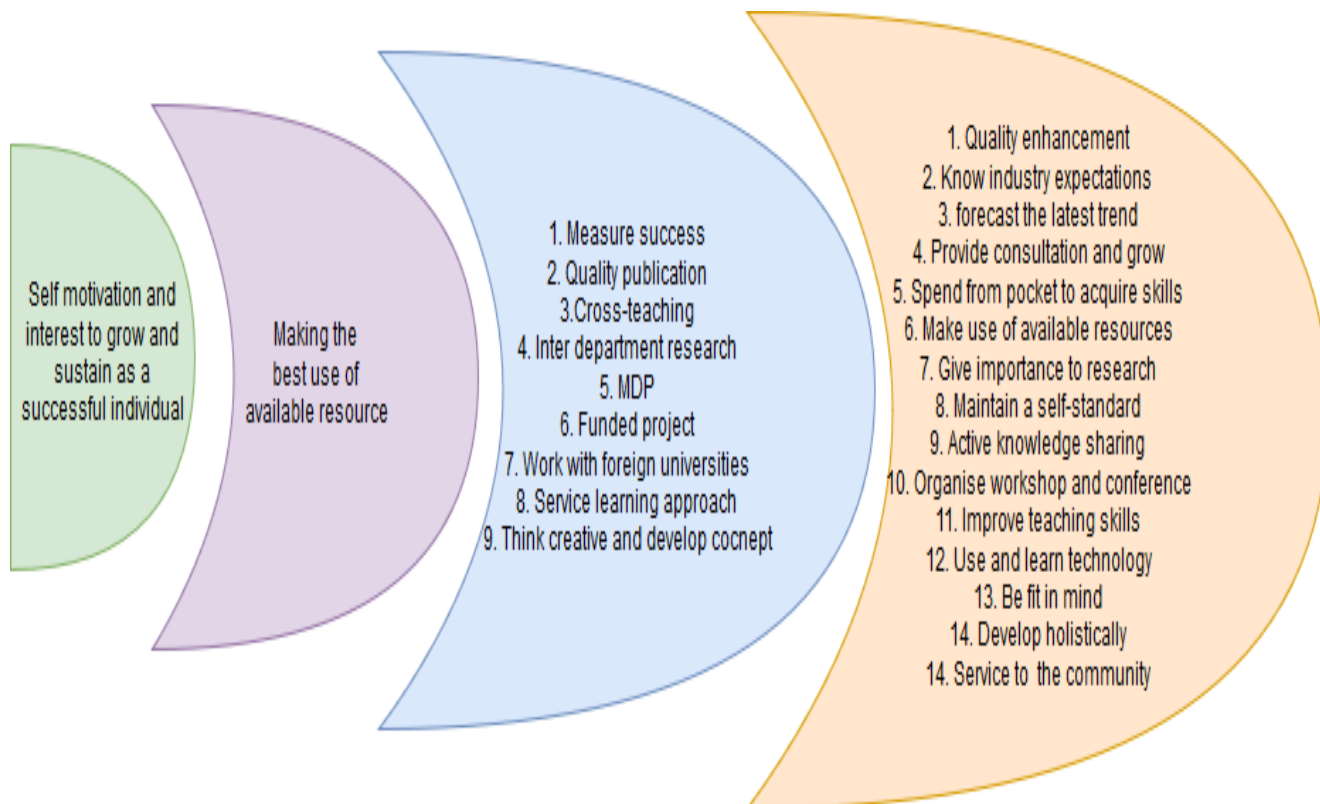
Figure 1.1 explaining measures for successful FDP
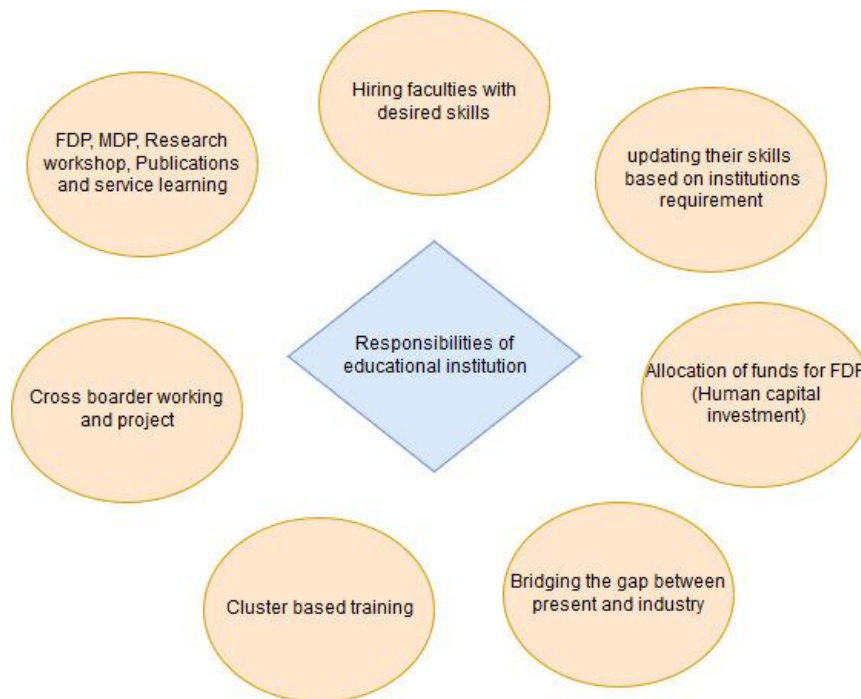
Figure 1.2 explaining roles and responsibility of educational institution with regard to FDP

INFERENCE:

Faculties, individual growth depends on various efforts, which they take to develop and enhance their hidden skills. They should attend Faculty Development Program, which teaches them on how to publish good research papers, how to take good research grants from established ministries, building networks etc. Qualitative approaches and methodologies in research are now being explored in the recent times and hence faculties should not depend only on statistical tools and analysis but should also learn various types of qualitative methodologies like writing case studies, observational techniques etc. The faculties should take Cross-dimensional research and good network with foreign universities should be built to develop research skills. Universities and educational institutions should also support the thirst of the faculties and should motivate them. Those faculties good in administration should also take up Management Development Program (MDP). From model 1.0, it is clear that faculties and the educational institutions should first take efforts to identify the lacking areas with regard to skill so that the lacking skills can be developed. Some faculties might be good at teaching but may not be good in research thus, research skills can be developed. Instead of conducting a common Faculty Development Program, the educational institutions can provide an opportunity to the faculties to sharpen their lacking skills. At the same time, it is the responsibilities of the faculties to self-develop because working as a teacher is the noblest work and its individual faculties to enhance their career and personal life. Every faculty should fix a goal and work hard to achieve it. Thus though quality research, better teaching, competitive exams, professional course, MDP, administration, cross-cultural internship (for faculties), joint publications, book publications the faculties can grow and also measure their skills. Figure 1.1 explains the "Arrow approach for FDP", which states the efforts which has to be taken by the faculties to grow and sustain as a very successful person in career and life and also contributing the best for the organisation in which he/her are working because the institution should be treated like a family system. Only if faculties consider this truth and contribute to increasing the goodwill of the institution, they can prove their capacity and capabilities. At the same time, the educational institutions should also provide funds for the faculties to improve themselves in all aspects of academics.

Figure 1.3 explaining the FDP Dynamic key components
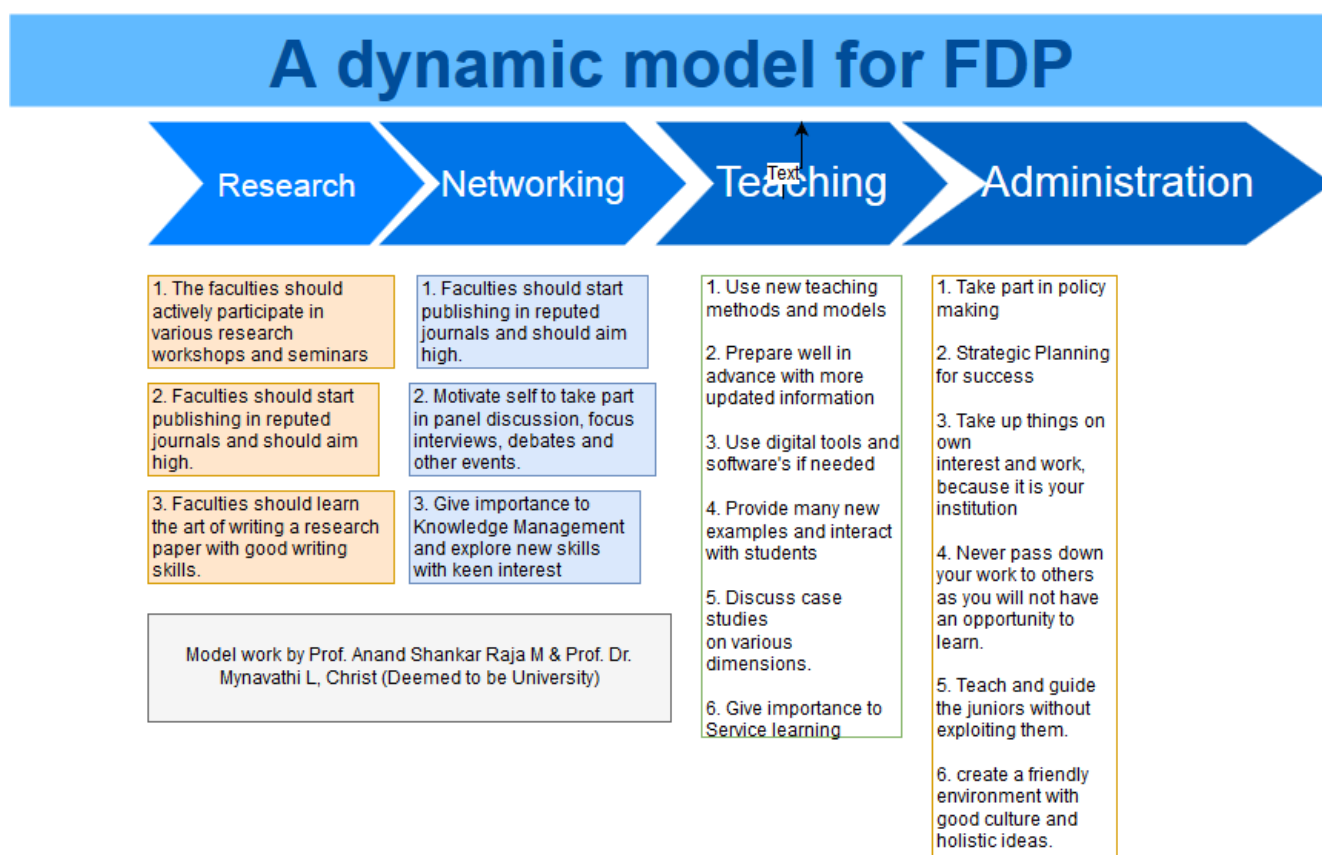
RECOMMENDATIONS:

To provide quality education it is very important for the educational institutions to keep updated in various dimensions' like:

1. The hiring of the faculty having the required qualification with advanced knowledge
2. Training the existing faculty with the current operation required to cater to the present generation students
3. Conducting of Faculty Development Program frequently with the main focus of bridging a gap between industry –academic endeavour
4. Also focusing the FDP on ensuring the individual development of the faculty and enhancing and enriching the knowledge of the student's community.
5. While organizing such FDP the institutions should meticulously plan, the programme so that it serves the purpose and makes it more meaningful.
6. It should involve identifying the right resource persons and hands-on training, vestibule training to provided wherever possible
7. The curriculum design should be updated as per the suggestions made by the experts in the Faculty Development Programme, which will reach the student's community as is expected by the industry.

HOW CAN THE EDUCATIONAL INSTITUTION USE THIS MODEL?

The educational institutions should make it mandatory for appraisal for all faculty members to attend internal and external FDP. Since educational institutions can also be engaged in community development, an affiliated institution or a developing institution can be taken, the same can be implemented, and the results can be measured. For this external implementation, the institution should make use of the internal faculties, department wise. Students should also be taken for a community development and teachers should guide the student class-wise, and this can be called as "Student Development Program" SDP. As mentioned above every semester the faculties should engage themselves in each domain and by five contentious rolling action plan, they must have completed the prescribed components. Student Development Program and Faculty Development Program will help the institution to be well recognized and a world-class institution.

LIMITATIONS OF THE STUDY AND FUTURE SCOPE:

Though the researchers have used the triangulation approach, the viewpoints of various researchers on one topic may differ due to various factors, and hence a positive or a negative conclusion cannot be drawn based on the discussion but a general conclusion can be stated. The study is based on FDP and only a very few variables are associated with the model. The model work is based on the creative ideas of the researchers falling in the comfort zone. The researchers have used three different models, which might differ based on other researcher's creativity, educational institutions preference and expectations and base on needs and wants of individual departments functioning in the educational institutions. The future researchers can make use of statistical tools to produce more accurate results rather than just using qualitative approach and model development. As mentioned insignificance of the study, FDP differs based on educational institutions expectations, Vision and mission, resource availability, and based on the domain. Thus future researchers can conduct a meta-analysis and develop a scale to measure FDP success.

CONCLUSION:

The quality of any education system is based on the quality of teachers. Pedagogy is an art of teaching and effective pedagogies involve a wide range of techniques, which focuses on higher order of thinking and satisfies diverse needs of the range of learners. There is no single universal approach suitable for all situations, and effective teachers use various strategies to support intellectual engagement. Effective pedagogy techniques enable teachers to observe and assess students in a context of classroom situations, which increases the prospects of effective learning. Currently, there exists a wide range of pedagogical option designed with appropriate techniques for effective learning outcomes which are not known to the teacher community and hence FDP will help them learn new techniques and to execute the same in the classroom. Social science domain has many scope and opportunities and faculties who belong to the stream of social sciences are not aware of these opportunities. Opportunities will never come in search of an individual, it is the duty of an individual to develop and enhance career and personal life. Many Faculty Development Programs are quite expensive but teachers have to remember it is a one-time investment in life and it is worth spending. These training programs will bring fame and reputation for an individual as well as the institution in which the teacher serves. Faculty Development programs will also be useful to connect with the students and to make the classroom teaching more live and practical. The best recognition for a teacher is the one, which students give. Thus, FDP should be planned at various levels to enhance the faculty skills from basics to HOT skills. The educational institutions should identify the exact needs and then organise FDP, which will be useful for the institution as well as the faculties.

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