Challenges and Opportunities: Faculty Development in Private Higher Education Institutions (Heis)

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Abstract

The commitment to academic excellence and excellent education is of essential importance at private higher education institutions (HEIs), which have emerged as major actors in the global education landscape. Investing in the professional growth of teachers at private universities is essential in this regard. The terrain for faculty development in private HEIs is dynamic, with its own set of problems and opportunities. This study examines the major challenges associated with private sector faculty development and identifies potential solutions. Private higher education institutions (HEIs) are dedicated to providing a high-quality education that helps them remain competitive. However, they face obstacles such as lack of funds, rivalry for professors, a variety of teaching styles, and the necessity to strike a balance between the two. Challenges include overcoming resistance to change among professors and meeting accreditation requirements. Private higher education institutions face difficulties, but they also have unique advantages. They have the ability to construct individualized programs for faculty growth, try out new methods of instruction, and benefit from widespread support from the university as a whole. The potential for development is boosted by collaborations, incentives for teachers, and an emphasis on diversity and inclusion. Faculty can better adapt to the digital age and fulfill changing student expectations through the use of technological integration and a focus on students. The opportunities for professional growth of private higher education professors are broadened by globalization and internationalization. Private HEIs can further their dedication to academic excellence and the quality of their education by meeting these obstacles and capturing these possibilities. In order to reach this objective, it is still crucial to invest in faculty development programs that encourage a mindset of constant growth and provide teachers with the tools they need to adapt to a dynamic learning environment. The main aim of this study is to examine the relevant challenges & opportunities of faculty development in private HEIs& to quantitatively analyse the faculty development factors in private HEIs.

Keywords: Faculty Development, Private Institutions, Higher Education, HEIs

Introduction

Integrate faculty development, commonly referred to as FD, within the tenure and promotion evaluation process, leveraging data and evaluations to inform decisions pertaining to the progression of faculty members. It is crucial to offer faculty members constructive feedback and support them in developing improvement strategies wherever feasible. One approach to guaranteeing that faculty development exhibits transparency, uniformity, and fairness is by establishing unambiguous and unequivocal norms and objectives (Upavasi, 2016). Develop a comprehensive data management system with the objective of effectively storing, accessing, and creating reports on data related to faculty development. This will facilitate the process of making evidence-based judgments. Establish an environment that fosters faculty engagement in professional development endeavors that align with their individual career aspirations and are consistent with the overarching objectives of the institution. To maintain ongoing adherence, it is imperative to conduct oneself in alignment with all relevant legal and ethical standards, encompassing those concerning the safeguarding of personal data and privacy. It is imperative to establish and adhere to a systematic assessment and enhancement strategy for faculty development, which should incorporate user feedback and adapt to the dynamic requirements of the institution. Developing a framework to identify and incentivize exemplary performance among teaching personnel. The proposed system should possess sufficient flexibility to incorporate a range of indicators, including commendations, monetary rewards, or other professional obligations. Ensuring comprehensive training and support for all faculty members, assessors, and administrators involved in faculty development is of utmost importance. Develop a method that is characterized by systematic structure and ease of use for faculty members, enabling them to offer feedback on faculty development initiatives with the aim of fostering continuous enhancement. Conduct regular assessments of faculty development to ascertain its efficacy and ascertain its alignment with the growing objectives and foremost priorities of the institution.

Figure 1: Major Reasons of Faculty Development

Necessity of Faculty Development in Private HEIs

It is necessary for higher education institutions (HEIs), whether private or public, to invest in faculty development in order to ensure the quality of education offered and the continued professional development of faculty members.

There are a number of specific reasons why faculty development is so important in private higher education institutions, including the following:

1. **Upholding Academic Excellence:** When it comes to recruiting students, private higher education institutions (HEIs) frequently compete with both public and other private universities. They need to spend money into the professional growth of their professors if they want to keep up their excellent academic standing. It is possible for the academic status of the school to improve if the faculty members have received adequate training and are qualified.

2. **To Meet Accreditation Standards:** Accreditation agencies frequently demand that educational institutions show a commitment to the continued education of their teaching staff. In order to maintain compliance with these criteria, private higher education institutions are obligated to ensure that its teaching staff members possess the necessary qualifications and are current with the most recent pedagogical practices and subject matter expertise.

3. **Improving the Quality of Teaching:** Improving the quality of teaching is an essential part of improving the learning experience. Improved teaching might be one of the many benefits that come from participating in a faculty development program. These programs can also help teachers create more interesting curricula and put forward-thinking instructional practices.

4. **Getting Used to New Technologies:** The educational sector is undergoing fast change, and technology is playing an increasingly important part in this process. To stay up with the rapid rate of technological change in the educational sector, private higher education institutions (HEIs) need to invest in faculty development programs. These programs can assist instructors become skilled in the use of new tools and platforms.

5. **Research and Scholarship:** The expectation for faculty members working in private higher education institutions is typically that they will participate in research and academic activities. The development of the faculty can lend support to these efforts by assisting instructors in the acquisition of research skills, the acquisition of research funds, and the publication of their findings.

6. **Supporting Career Progression:** The retention of outstanding faculty members is essential for the success of private higher education institutions. Keeping faculty members motivated and dedicated to the university can be facilitated by providing them with possibilities for career progression and professional development.

7. **Promoting Inclusivity and Diversity:** In the classroom, fostering diversity and inclusivity can also be accomplished through the development of the teaching staff, which can also play a part in the process. Training programs can assist educators in developing curricula and environments that are more welcoming to students from a wide range of backgrounds and perspectives.

8. **Adopting New Approaches to Education:** Private higher education institutions have a responsibility to be flexible in the face of shifting educational methods and curricula. The flipped classroom, active learning, and problem-based learning are just a few examples of the novel pedagogical strategies that can be presented to teachers through faculty development programs.

9. **Development of the Faculty Contributes to the Institution's Culture of Continuous Improvement:** The institution's culture of continuous improvement is contributed to by the development of the faculty. It encourages instructors to think on their teaching approaches, seek feedback, and make appropriate improvements to improve the quality of the learning experience for their students.

10. **Adapting to the Expectations of Students:** In today's highly competitive environment for higher education, students have extremely high expectations for the learning experiences they will have. The growth of faculty is one way that private higher education institutions can help achieve these expectations by providing students with a high-quality education.

Research Methodology

Research is methodical, in-depth inquiry to gather new or improve existing knowledge about a topic. This study employed descriptive approaches. We achieved this study's goals using primary data from 90 departments. Sample size was determined by simple random sampling. We collected all employees' names, departments, and job descriptions with HR approval. Sometimes we had to deliver the questionnaire to the department head or dean before meeting with the selected samples. Results are checked with SPSS. Descriptive statistics employed mean rank and Kendall's Coefficient of Concordance to analyze responses.

Objective of the study

- To examine the relevant challenges & opportunitiesof faculty development in private HEIs.
- To quantitatively analyse the faculty development factors in private HEIs
- To provide findings& recommendations

Review Literature

Private higher education institutions (HEIs) have emerged as significant contributors in the international education arena, with a strong emphasis on upholding academic excellence and delivering high-quality education. The enhancement of faculty development at private higher education institutions (HEIs) plays a crucial role in the attainment of these objectives. This literature review examines the significance of faculty development at private higher education institutions (HEIs), focusing on the distinct difficulties and possibilities encountered by these establishments. Private higher education institutions (HEIs) frequently engage in competition with both public institutions and other private universities, placing significant emphasis on the pursuit of academic excellence (Perna, 2004). The importance of faculty development cannot be overstated as it plays a pivotal role in upholding elevated standards, which in turn enhances the institution's ability to attract students and establish a competitive advantage (Schofield et al., 2017). Accreditation entities mandate the implementation of faculty development initiatives as a mechanism to uphold the standard of education. According to Oliver (2019), private higher education institutions (HEIs) must exhibit a dedication to faculty development in order to adhere to the established requirements. The centrality of effective teaching is paramount in the learning experience. According to Chism (2007), faculty development programs have been shown to enhance teaching methods, curriculum design, and pedagogical practices. This contributes to the improvement of the educational standards provided by private higher education institutions (HEIs). It is imperative for private higher education institutions (HEIs) to remain abreast of technological breakthroughs in the field of education. Faculty development plays a crucial role in equipping instructors with the necessary skills to effectively utilize emerging tools and platforms, hence cultivating a climate of innovation within the realm of teaching (Bates & Sangra, 2011). According to Austin (2008), faculty development plays a crucial role in facilitating research and academic endeavors by providing assistance to faculty members. This support allows them to enhance their research skills, obtain financing, and make valuable contributions to the intellectual capital of their institution. The retention of highly skilled faculty members is of utmost importance for private higher education institutions. According to Boice (2006), the provision of professional development and career advancement opportunities plays a crucial role in maintaining the engagement and commitment of faculty members to the school. The promotion of diversity and inclusivity is facilitated through faculty development initiatives. According to Gurin, Dey, Hurtado, and Gurin (2002), training programs play a crucial role in assisting educators in establishing inclusive settings that effectively address the needs of a diverse student population. The implementation of faculty development initiatives facilitates the integration of novel instructional methods, such as the utilization of flipped classrooms and active learning strategies, which in turn promotes the creation of flexible curriculum and pedagogical practices (Brown & Green, 2016). Faculty development initiatives aim to foster a culture of ongoing improvement among academic staff. Educators are inclined to engage in introspection on their instructional methods, actively solicit feedback, and implement necessary modifications, so augmenting the overall quality of the educational process (Guskey, 2000). Students possess elevated expectations regarding their educational encounters. Private higher education institutions (HEIs) are able to fulfill these expectations through the implementation of faculty development initiatives, which aim to provide education of superior quality (Elliott & Healy, 2018).

Higher education performance management include goal planning, data collecting, teacher performance evaluation, and feedback to improve performance. Rutledge (2013) states that a typical framework includes classroom-based teaching, scholarly investigation, and community-oriented activities. Key performance indicators are used in higher education faculty development. Holsapple (2016) claims that important performance measures like research production, student satisfaction, and institutional service cover several fields. Successful faculty growth in private HEIs is not easy. Recent study has shown the need of clear goals,

coherent methods, and open communication. Effective methods include periodic assessments, peer evaluations, and feedback channels, according to Mizak (2015). Private higher education faculty development programs emphasize the link between faculty effectiveness and professional development.

Challenges & Opportunities

<div align="center">Table 1: Challenges & Opportunities Private Higher Education Institutions</div>

CHALLENGES IN FACULTY DEVELOPMENT IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	
Limits on Resources	It is possible for private higher education institutions to experience financial limits, which makes it difficult to allot sufficient resources for complete faculty development programs. Sometimes there is a cap on how much money can be spent on research support, workshops, and training.
Competition for Skilled Individuals	It can be difficult for private institutions to compete with public universities and other private schools and universities for the recruitment and retention of high-quality faculty members. Because of this, it is absolutely necessary to offer competitive faculty development packages in order to recruit and keep the best people.
Diverse Faculty Needs	The members of the faculty at private higher education institutions frequently come from a variety of academic and professional backgrounds. As a consequence, their requirements for professional growth can vary widely. It can be difficult to personalize faculty development programs so that they meet the requirements of such a wide variety of requirements.
Finding a Happy Medium Between Teaching and Research	Many private higher education institutions have the expectation that faculty members would excel in both teaching and research. Finding a happy medium between all of these responsibilities can be difficult, especially for junior faculty members.
Resistance to Change Among Faculty	Facing resistance from faculty members while attempting to adopt new instructional approaches and technologies can be a difficulty. There is a possibility that faculty members will be unwilling to adopt cutting-edge instructional strategies or to alter long-standing traditions.
Accreditation Demands	Meeting accreditation standards is essential, but it may also be difficult due to increasing accreditation criteria, which may entail revisions in faculty development programs. Accreditation Demands Meeting accreditation standards is essential, but it can also be problematic.
OPPORTUNITIES IN FACULTY DEVELOPMENT IN PRIVATE HIGHER EDUCATION INSTITUTIONS (HEIs)	
Programs Tailored to Your Needs	Private higher education institutions have the freedom to design faculty development programs that are uniquely suited to the institution's particular objectives as well as the varied requirements of individual instructors.
Pedagogical Methods and Innovative Teaching Approaches	The adaptability and flexibility of private higher education institutions (HEIs) provide chances to experiment with various pedagogical methods and innovative teaching approaches to improve the overall quality of education.
Strong Commitment from the Institution	Private higher education institutions typically have a strong commitment to academic achievement, and they can utilize this commitment to invest in the professional growth of their professors.
Partnerships &	Working with other educational institutions, businesses, and other professional groups can

Collaboration:	open the door to chances for collaborative faculty development programs, information exchange, and funding.
Incentives for Faculty	In order to incentivize faculty to engage in ongoing growth and research activities, private higher education institutions (HEIs) might create enticing incentives for their professors, such as research grants, sabbaticals, and promotion tracks.
Diversity and Inclusion	Private higher education institutions have the potential to recognize the value of diversity and inclusivity as strengths, so cultivating a culture that supports a variety of viewpoints and backgrounds and promoting an atmosphere of mutual respect.
Integration of Technology	The requirement for private higher education institutions to adapt to the rapid pace of technology change creates chances for these institutions to invest in faculty development programs that concentrate on digital literacy and online teaching, thereby preparing their instructors to excel in the digital age.
Approach Centered on the Student	By embracing a student-centered approach and including faculty members in decision-making, it is possible to create faculty development programs that are congruent with the requirements and requirements that students have.
Globalization and Internationalization	Private higher education institutions have the ability to seize possibilities for international collaboration, which may result in faculty exchanges, cooperative research initiatives, and exposure to the world's finest educational methods.

Analysis&Interpretation

There are a number of factors that may affect faculty development in private higher education institutions (HEIs). The enhanced teaching quality, retaining talented faculty, continuous improvement culture are the major factors which are having huge impact. Some specific factors that may impact faculty development in private higher education institutions (HEIs) include:

Table 2: Descriptive Statistics

S.No.	Factors	Mean_Values	St._Dev.	Mean_Rank
1	Academic excellence and competitiveness	2.78	.332	3.14
2	Quality assurance and accreditation	2.97	.365	3.01
3		4.03	.128	5.56
4	Adapting to technological advances	3.36	.341	3.13
5	Supports research and scholarly activities	3.79	.289	2.85
6	Retaining talented faculty	4.34	.119	5.91
7	Promotes diversity and inclusivity	3.31	.387	3.47
8	Innovative teaching approaches	2.86	.346	3.11
9	Continuous improvement culture	3.98	.127	4.97
10	Meeting student expectations	2.85	.357	3.29

Why Mean Rank

The word "mean rank" is a statistical metric employed to ascertain the average ranking of a given collection of items or observations. This approach is frequently utilized in scenarios where there exists a compilation of things or individuals, and the objective is to ascertain their relative comparisons based on a specific trait or characteristic. The calculation of mean rank involves the assignment of a rank to each individual item, followed by the determination of the average rank over all objects.
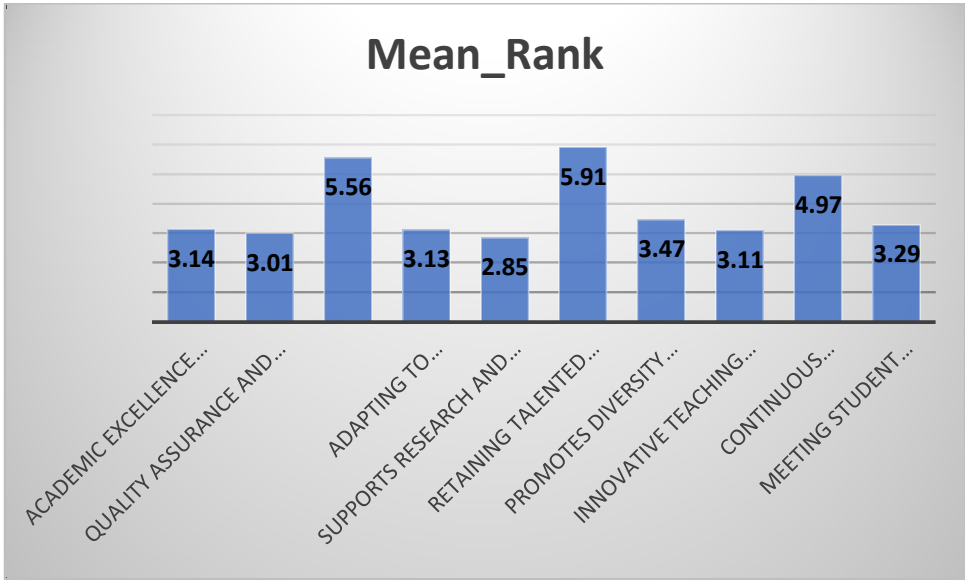

Figure 2: Mean Rank

Interpretation

The table 2 showcasethe descriptive values for multipleexplored factors that is essential forfaculty development in private HEIs. The table lists 10 factors in total, ranging from "Academic excellence and competitiveness " to "Meeting student expectations". The factors are ranked based on their mean rank, with "Retaining talented faculty " having the highest mean rank of 5.91and "Enhanced teaching quality" having the second highest mean rank of 5.56. Similarly the mean values of the factor "Retaining talented faculty" is having highest scorei.e., 4.34&the factor "Enhanced teaching quality" having second highest mean score i.e., 4.03. Hence, table 2 provides a useful findings of the survey responses which are related to the explored factors that impactsfaculty development in private HEIs.

Table 3: Kendall's Coefficient of Concordance

N	90
Kendall's W	0.067
Chi-Square	98.896
df	09
Asymp. Sig.	0.000

According to Table 3, the sample of 90 respondents consistently assigned high rankings to each of the aforementioned difficulties. The computed significance of the Chi-Square test at the 09 degrees of freedom is 98.896. The probability of occurrence is less than 0.01, namely 0.000.

Findings of the study

- Private HEIs emphasize academic achievement and competition. To recruit students and retain their reputation, they provide high-quality education.
- Private HEIs need accreditation to show their academic quality and meet regulations.
- Private HEIs understand the need of remaining current with technology to improve teaching and learning.
- Many private HEIs actively fund research and scholarship, building intellectual capital.
- Private HEIs need dedicated and experienced teachers to give great education.
- Private HEIs promote diversity and inclusivity to serve students from diverse backgrounds.
- Private HEIs use novel methods to engage students and improve learning.
- Continuous Improvement Culture: Private HEI faculty regularly evaluate and improve their teaching skills.
- Private HEIs understand students' high expectations and try to give a top-notch education.

Recommendations

- Private HEIs should invest in comprehensive faculty development programs to keep their teachers up to speed on instructional methods and technologies. These programs improve teaching and encourage constant development.
- Monitor and evaluate academic programs with stringent quality assurance procedures. This will boost academic performance.
- Private HEIs should adopt new technologies and incorporate them into teaching and administration. Faculty and staff need technology training for teaching and learning.
- Support faculty research and scholarship. This can be done through funding, research, and partnerships.
- Offer career advancement and incentives to retain talented faculty. Reward their contributions to the institution's success
- Continue to foster institutional diversity and inclusivity. Implement education equity policies and practices.
- Encourage instructors to try new methods. Encourage novel method testing.
- Use faculty and student input to improve teaching and institutional processes.
- Meet students' changing needs and expectations. Include students in decision-making and get their feedback.
- Follow accreditation standards and update curriculum as needed.

Conclusion

When it comes to private HEIs, developing faculty is a complicated process fraught with obstacles and possibilities. Private higher education institutions (HEIs) are committed to academic rigor, institutional vitality, and the provision of first-rate instruction. However, they struggle with limited funds, difficulty attracting and retaining quality teachers, and the necessity to accommodate a wide range of instructors' individual preferences and circumstances. Overcoming faculty resistance to change and striking a balance between teaching and research are other challenges on this path.Despite these obstacles, private HEIs provide a number of distinct benefits. Their adaptability enables for individualized teacher training that encourages experimentation with new pedagogical techniques. Investments in teacher development can be motivated by a strong institutional commitment to educational excellence. Academics' autonomy and advancement are bolstered by opportunities for teamwork and financial rewards, as well as an emphasis on diversity and inclusion. These educational institutions are well-prepared for the digital age because of their focus on integrating technology and serving students. Additionally, internationalization and globalization provide opportunities for international cooperation and the sharing of best practices.Ultimately, private higher education institutions cannot retain academic excellence, comply with accrediting requirements, and provide first-rate education without investing in their teachers. Private HEIs can foster a culture of continuous improvement and ensure that their staff is well-prepared to meet the increasing requirements of students and the dynamic landscape of higher education by confronting issues head-on and seizing opportunities.

Private higher education institutions (HEIs) can only stay competitive, earn accreditation, and foster faculty members' professional progress by investing in faculty development. Private universities improve their academic status, serve their students better, and advance the aims of higher education by investing in faculty development. Private higher education institutions (HEIs) can better adapt to the changing needs of students and the higher education landscape by implementing the aforementioned guidelines. In their pursuit of academic excellence and a promising future, faculty development has remained central.

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