Faculty Development and Retention in the College of Technology: Best Practices and Challenges

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Abstract*: This research paper delves into the dynamic realm of faculty development and retention within the context of technology-focused colleges. As higher education continues to evolve in response to technological advancements, the role of faculty members in these institutions is of paramount importance. This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to comprehensively explore the best practices and challenges that shape the experiences of faculty members in technology colleges. The demographic analysis of survey respondents reveals a diverse and representative sample, ensuring the generalizability of the study's findings. Key demographic variables, including gender, age, academic rank, and department, are examined to provide context for understanding the composition of the participant pool. The quantitative component of the research employs regression analysis to identify factors influencing faculty job satisfaction. Leadership Support emerges as a significant positive predictor, highlighting the critical role of effective leadership in fostering a supportive environment for faculty. Conversely, Workload shows a negative relationship with job satisfaction, emphasizing the need for workload management strategies to reduce faculty stress. Professional Development and Support Mechanisms are identified as positive contributors to job satisfaction, underscoring the importance of ongoing growth opportunities and support systems. Complementing the quantitative findings, qualitative insights from interviews reveal themes such as career trajectories, experiences with professional development, challenges faced, the role of leadership, and recommendations for improvement. These qualitative data provide depth and context to the quantitative results, offering a richer understanding of faculty experiences within technology colleges. This research offers a comprehensive view of faculty development and retention dynamics within technology-focused colleges. The combination of quantitative and qualitative data provides valuable insights for institutional leaders and policymakers, enabling them to make informed decisions and create supportive environments for faculty members. The recommendations derived from this study can guide technology colleges in nurturing a satisfied and engaged faculty, thus contributing to the ongoing advancement of technology education and research.*

Keywords: faculty development, faculty retention, leadership support, workload management, professional development

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