



**Loyola Institute of Business Administration
(LIBA)**

Loyola College Campus | Chennai 600034 | TN India

FACULTY DEVELOPMENT POLICY 2021-24

Introduction

The progress of any academic Institution depends on its faculty, whose effectiveness is based on knowledge, skills, expertise, and motivation. Continuous and systematic development and training are essential to form academic leaders of tomorrow. The training also should aim to instill a sense of professionalism, excellence, motivation, and satisfaction in every teacher, as they are professionals who educate individuals in all other fields. Therefore, faculty development at Institutional level is crucial for any organization to achieve its major and long-term objectives. In line with these principles, and our vision, mission, values and PEOs, LIBA has established a policy to enhance and support the continuous improvement of the faculty.

Our Vision

Becoming a Premier Jesuit Business School in the world by forming leaders of global repute who are committed to excellence with ethics.

Our Mission

- To train students to acquire professional competencies to lead business and social enterprises.
- To help form global attitude to face challenges and utilize opportunities.
- To provide avenues in learning to become ethically and environmentally sensitive and responsive.
- To guide and accompany students and other stakeholders in their being and becoming compassionate to the marginalized.



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Our Values

- Passion for Excellence
- Ethical conduct
- Creative and Critical thinking
- Global outlook
- Inclusiveness
- Social consciousness

Program Educational Objectives (PEOs)

PEO 1: Professional Competency

To achieve excellence through the development of managerial and leadership competency.

PEO 2: World Class Leaders

To equip with relevant knowledge in the business domain

PEO 3: Ethically Sensitive

To impart ethically sensitive leadership practices

PEO 4: Socially Conscious

To transform into global principled leaders who are socially conscious

Objectives of Faculty Development at LIBA

To improve the quality of in-service faculty development for their role as educators, the following objectives should be pursued:

- Raise awareness among teachers about new teaching and assessment approaches.



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- Foster an environment conducive to acquiring the knowledge and skills necessary to fulfill the roles of competent and effective educators, administrators, researchers, and mentors.
- Encourage teachers to engage in educational research and publications by cultivating a research culture within the institute and implementing various incentive schemes for faculty development
- Familiarize teachers with technology enabled teaching and learning

Recruitment Policy

LIBA is committed to attracting and retaining top talent to ensure the success of our students and the Institution. LIBA's Faculty Recruitment Panel (FRP) comprising of Co-ordinator, Jesuit Higher Education commission, Director, Dean-Academics, Dean-Administration, One Senior Faculty Member (Nominated by Director) will oversee the recruitment process. The Director with the inputs from the Dean-Academics shall assess the requirement of the Institute about new faculty positions and other academic vacancies in different categories of posts. Faculty members are usually appointed in the area considered to be their primary area. However, they may opt for another area considered secondary, should a need arise. Once a faculty is recruited, they will be fitted in any of the following three tracks: 1) Tier-1 (180 hours of teaching; 1 research paper in interational journal), 2) Tier 2 (120 hours of teaching; 2 research papers in international journals), 3) Tier 3 (90 hours of teaching; 3 research papers in international journals), based on their past strengths in Scopus/Wos journals.

SOP for recruitment

1. Advertisement: The job vacancy will be advertised on newspapers and social media platforms. The advertisement will include a job description, qualifications, and experience required.
2. Shortlisting: The HR department will screen the applications and shortlist candidates based on the job requirements and qualifications. The shortlisted candidates will be informed of the next steps in the recruitment process.

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3. Technical and Personal Interview: The shortlisted candidates will be invited for a technical and personal interview. The technical interview will assess the candidate's knowledge and skills related to the job, while the personal interview will evaluate the candidate's fit with our Institution's culture and values.
4. Teaching to Students: The shortlisted candidates will be invited to teach a class to our students. This will provide an opportunity for the candidates to demonstrate their teaching skills and for our students to provide feedback on the candidate's teaching style.
5. Final Recommendation: The FRP will select the candidate(s) based on their performance in the interview process.



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Following is the template used for evaluating the candidates by students and faculty:

FACULTY EVALUATION SHEET – STUDENTS

Date:

GIVE YOUR RATING FROM 1 TO 5 FOR THE FOLLOWING PARAMETERS

5 – Excellent, 4- Very Good, 3- Good, 2 – Poor, 1- Very Poor

PARAMETERS	CANDIDATE 1	CANDIDATE 2	CANDIDATE 3	CANDIDATE 4
SUBJECT KNOWLEDGE & DEPTH				
KNOWLEDGE ABOUT THE LATEST HAPPENING IN THE FIELD				
ABILITY TO CLARIFY DOUBTS (Q &A)				
PRESENTATION SKILLS & ABILITY TO ENGAGE THE STUDENTS				
PREPARATION & ABILITY TO COMPLETE THE TOPIC WITHIN THE GIVEN TIME				
TOTAL SCORE				

7/24



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FACULTY EVALUATION SHEET – PANEL

Date:

GIVE YOUR RATING FROM 1 TO 5 FOR THE FOLLOWING PARAMETERS

5 – Excellent, 4- Very Good, 3- Good, 2 – Poor, 1- Very Poor

PARAMETERS	CANDIDATE 1 NAME: SPECIALISATION:	CANDIDATE 2 NAME: SPECIALISATION:	CANDIDATE 3 NAME: SPECIALISATION:	CANDIDATE 4 NAME: SPECIALISATION:
DOMAIN KNOWLEDGE				
CONTRIBUTION TO RESEARCH				
EXECUTIVE TEACHING AND CONSULTING				
CREATIVITY & INNOVATION IN TEACHING				
CULTURAL FIT				
OTHERS (IF ANY)				
TOTAL SCORE				
REMARKS				

NAME & SIGNATURE OF THE PANELIST:



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INDUCTION AND MENTORING

The purpose of induction and mentoring is to acquaint the new faculty with their job environment and help them gain a better understanding of the institute and its culture.

Generally, a senior faculty member takes up the role of a mentor and helps the new faculty settle in their job. The mentor will help the newly joined faculty to acquaint with:

- ☞ the rules and regulations
- ☞ the procedures for availing leave etc.
- ☞ the various departments / sections
- ☞ the process of performance evaluation
- ☞ and any other matter deemed necessary for effective discharge of duties

FACULTY PERFORMANCE APPRAISAL

Faculty appraisal is a critical process that evaluates the performance of faculty members in various areas such as teaching, research, administration, and professional development. It is essential for ensuring the continuous improvement of faculty members and the overall quality of education and research at an Institution. The LIBA appraisal process is designed to be fair, transparent, and supportive, providing faculty members with constructive feedback and recognition for their achievements.

The faculty appraisal process at our Institution is based on a comprehensive evaluation framework that considers multiple parameters to assess the faculty member's contributions. These parameters include teaching, research and publication, administration, short-term courses, and PRIDE (Professionalism, Respect, Integrity, Diversity, and Excellence). Each parameter is assigned a specific weightage, reflecting its relative importance in the overall performance of the faculty member.

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The appraisal process is conducted through a combination of self-assessments, peer evaluations, student feedback, and administrative reviews. Faculty members are encouraged to reflect on their performance, set professional development goals, and provide evidence of their achievements in each evaluation category. Peer evaluations and student feedback are also integral parts of the appraisal process, providing valuable insights into the faculty member's teaching effectiveness and impact on students' learning experiences.

The faculty appraisal process consists of mid-term review and a year-end appraisal. The year-end appraisal allows for a more in-depth assessment of the faculty member's overall performance and accomplishments, providing a holistic view of their contributions to the Institution during the year.

At the conclusion of the appraisal process, faculty members receive a detailed performance report that outlines their strengths, areas for improvement, and recommendations for professional development. This report serves as a basis for constructive discussions between the faculty member and their supervisors, fostering a culture of continuous improvement and support.

Following is the template used for appraising the faculty performance:



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Faculty Performance Appraisal

(2021-22)

Loyola Institute of Business Administration (LIBA)

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Name:

Final Score			
Parameter	Score received*	Weight	Weighted Score
Teaching		25	
Research and Publication		35	
Administration		15	
Short Term Course		15	
PRIDE		10	
Total		100	
Final Score (Total Weighted Score/Total Weight)			

*[As per work plan: 5 – Exceeds Expectation, 3 – Meets Expectation, 1 – Below Expectation]

Areas of Growth (Positive Areas)

Areas to Grow (Negative Areas)

Director

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FACULTY RETENTION

Faculty retention is crucial for the long-term success of an academic Institution. It aims to provide a supportive and inclusive environment that fosters the professional growth and well-being of faculty members. LIBA recognizes and retain top talent, promote diversity and inclusion, and ensure the continued excellence of teaching, research, and service.

Our retention approach is based on best practices and is committed to creating a fair, open, and transparent process that emphasizes Institutional support and mentoring. The policy encompasses the following key elements:

1. **Probationary Period and Mentoring:** Persons appointed to any level of the teaching staff shall, on the first appointment in the Institute's service, be required to be one year on contract, and for a period of at least one year on probation, maximum of two years from the date of joining the service: first year on contract, second year on probation. However new Joiners who have no relevant teaching or industry experience shall be on probation for a period of two years.
2. **Professional Development and Support:** The policy emphasizes the importance of providing professional development opportunities and support services to new and existing faculty members. This includes mentoring, coaching, and access to resources that facilitate their success in teaching, research, and service.
3. **Retention and Tenure Guidelines:** LIBA provides clear guidelines for retention and tenure, ensuring that faculty members understand the expectations and criteria for promotion and long-term employment at the Institution.
4. **Diversity and Inclusion:** LIBA is committed to promoting diversity and inclusion. It recognizes the importance of creating a gender-neutral supportive environment for faculty members from diverse backgrounds and experiences.



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5. **Performance Evaluation and Feedback:** The policy includes periodic performance evaluations and feedback mechanisms to help faculty members understand their strengths and areas for improvement. This process is designed to be constructive and supportive, providing faculty members with the necessary guidance to excel in their roles.

FACULTY CAREER PROGRESSION

At LIBA, we recognize the importance of providing a well-defined career progression path for individuals who join as teaching assistants or research associates and aspire to advance to assistant professor, associate professor, and eventually full professor positions. LIBA supports and guides its faculty members as they advance through their careers, ensuring their professional growth and success in teaching, research, and service.

The career progression path is divided into several stages:

1. **Teaching Assistant or Research Associate:** Individuals join LIBA as either teaching assistants (without PhD or pursuing PhD) or research associates (completed PhD), providing support to faculty members in their teaching and research duties. During this stage, they gain valuable experience and develop essential skills in areas such as classroom management, research methodologies, data analysis and alignment with the institution.
2. **Assistant Professor:** After completing their probationary period and demonstrating their commitment to excellence in teaching, research, and service, teaching assistants or research associates may advance to the position of assistant professor. At this stage, they are responsible for teaching a limited number of courses based on their assigned track, conducting research, and engaging in administrative duties.
3. **Associate Professor:** After successfully serving as an assistant professor for a specified period, faculty members may advance to the position of Associate professor. During this stage, they have a teaching load according to their assigned track, continue to conduct research, and take on



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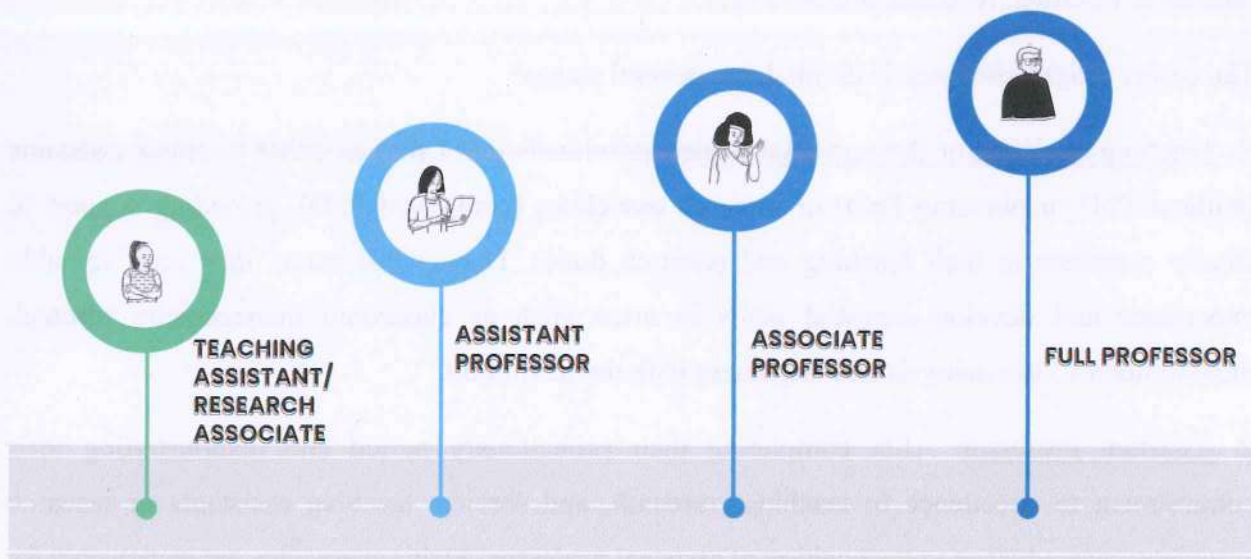
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additional administrative responsibilities, such as serving on committees and mentoring junior faculty members.

4. Full Professor: After serving as an Associate professor for a specified period and demonstrating exceptional performance in teaching, research, and service, faculty members may advance to the position of Full professor. At this stage, they have teaching load according to their chosen track, continue to conduct research, and engage in administrative duties, such as serving as department heads or deans.

To support faculty members in their career progression, LIBA provides numerous resources and opportunities, such as professional development workshops, mentoring programs, and access to resources that facilitate their success in teaching, research, and service.

The following roadmap depicts the path of the faculty:



FACULTY CAREER ROADMAP



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FACULTY PROMOTION:

Faculty promotion at LIBA follows the same process as a new recruitment. The eligible faculty members as per AICTE norms and LIBA policy are encouraged to apply for promotion from time to time. LIBA's Faculty recruitment panel will oversee the faculty promotion process. This panel makes the recommendation to the Director for final decision.

RESEARCH SUPPORT

A three-member Research committee will be appointed by the Director to take up the promotion of research initiatives at LIBA. The committee will jointly take decisions regarding the research and consultancy and recommend to the Director for the approval. The committee will meet twice in a year to review the research progress. The guidelines regarding incentives for publication will be as per the research policy document.

LIBA supports research through various initiatives. These include funding mini-projects, providing seed money for preparing proposals for larger grants, and offering an annual development allowance for each faculty member to present papers in national and international conferences or take online courses for accreditation. LIBA also incentivizes publications. Additionally, the publication fees for other articles published in Scopus-indexed journals will be granted. LIBA encourages the publication of case studies.

FACULTY OUTSIDE WORLD OF WORK

In the dynamic world of academia, faculty members at LIBA are encouraged to engage in a variety of professional activities outside the Institution, such as delivering guest lectures, members of board of studies, members of doctoral committees, members of academic bodies, serving as visiting faculty, or participating as resource persons and also consulting. These engagements not only contribute to the enrichment of the academic community but also provide faculty members with valuable opportunities for professional growth and knowledge exchange. By delivering guest



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lectures or serving as visiting faculty, LIBA faculty members can showcase their research and teaching capabilities, thereby enhancing the reputation of the Institution. Additionally, these engagements offer a platform for networking and collaboration, enabling LIBA's faculty members to stay abreast of the latest developments in their respective fields. Furthermore, LIBA faculty members are encouraged to act as resource persons in academic events or workshops allows faculty members to contribute to the professional development of their peers and students. Through these engagements, faculty members can impart their knowledge and insights, thereby playing a pivotal role in shaping the next generation of scholars and practitioners. Such activities also serve as a means of promoting the Institution's academic standing and fostering mutually beneficial partnerships with other organizations. LIBA also encourages its faculty to present their research findings internally for the faculty community in the Faculty seminar series. This forum nurtures the research environment and provides constructive feedback for faculty members to fine-tune their research.

Apart from these engagements, LIBA further encourages its faculty to organise Faculty Development Programs to both internal and external faculty members. The organisation of FDP by faculty follows the ensuing SOP:

1. The respective faculty members who form part of the organizing committee submits a detailed proposal for approval including the budget in the SOP for events document format.
2. The faculty in-charge of the FDP gets the approval for this document from the Dean-Academics, Administrator, Financial Controller and the Director.
3. After the Director's approval, the respective faculty in-charge prepares for organising and marketing the event.
4. After the event is completed, the respective faculty-incharge submits closure of the accounts related to the event along with a comprehensive report which is submitted to the IQAC for documentation.



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In recognition of the significance of these engagements, LIBA is committed to supporting and encouraging faculty members to undertake such professional activities. We believe that these opportunities not only benefit the individual faculty member but also contribute to the overall academic excellence and reputation of the Institution. Therefore, we provide the necessary resources and administrative support to facilitate and promote faculty engagement in these activities, thereby fostering a culture of continuous learning, collaboration, and knowledge dissemination.

FACULTY EXCHANGE- WITHIN AND OUTSIDE INDIA

Faculty exchange programs are an essential component of the academic ecosystem, providing opportunities for professional development, knowledge exchange, and cultural enrichment. LIBA is committed to fostering a global and inclusive environment by facilitating faculty exchanges within and outside India. These programs enable faculty members to enhance their skills, learn from diverse perspectives, and collaborate with peers from around the world, ultimately contributing to the advancement of their profession and the Institution.

SOP for Faculty Exchange:

Faculty members who get opportunities for the exchange programme in the domestic/foreign Institution places a formal letter of request mentioning the period of exchange, details of exchange such as title of course to be handled, days/hours expected to teach/research prior to the actual period of visit. This request is formally approved by the Director, and after that respective faculty member can proceed with completing other formalities with the host Institution.


DEAN-ACADEMICS


DIRECTOR