

Short Paper

The Influence of Professional Development on Faculty's Competence: Inputs to Faculty Development Plan

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Abstract

The purpose of this research was to examine the current level and key determinants of faculty professional development (PD) among university teachers in China and to propose a suitable faculty development plan. Data from 384 faculty members across three universities in Jilin Province were analyzed, revealing high mean scores in professional competence (overall Mean = 3.49, SD = 0.46) and professional development (overall Mean = 3.46, SD = 0.48). Significant results were found for years of experience in relation to sense of responsibility ($F = 4.21$, $p = 0.015$) and management position in relation to teaching advocacy ($F = 3.55$, $p = 0.029$). A weak positive correlation was found between competence and development ($r = 0.325$, $p < 0.001$), and a moderate correlation was observed between work ethic and teaching advocacy ($r = 0.412$, $p < 0.001$). The results emphasize that while competence is high, a structured PD plan is necessary to improve areas like responsibility, ethics, and advocacy. The study proposes a plan centered on Personal, Leadership, and Academic Development to foster a culture of lifelong learning and innovation.



Keywords – professional development, faculty competence, teaching advocacy, work ethic, faculty development plan

INTRODUCTION

The growing emphasis on sustainable leadership in higher education highlights its central role in defining knowledge production, talent, and institutional stability (Steinert, 2025). Despite the proliferation of modern literature, the available literature is mostly focused on developing sustainable leadership in senior administrators or school principals (Yu et al., 2025). This narrow focus overlooks an underlying fact: sustainable leadership is inherently shared among all university members regardless of their position in the institution, as long as they possess long-term thinking, sound moral decision-making, and collaborative power. Based on this, university faculty and professors are to be seen as possible sustainable leaders, whose day-to-day efforts directly support institutional mission and sustainability (Zhang, 2024).

Faculty members will be in a unique position in this intersection of teaching, research, and community, which gives them the ability to influence economic, environmental, and social outcomes inside and outside the university (Gao et al., 2022). Their sustainability competencies are critical in modelling the strategy of sustainability in universities and driving change in organizations. However, as Pham (2021) notes, the effectiveness of institutional sustainability programs depends on the sustainable leadership footprint of internal members to a significant degree. As the appeal to develop new strategies to enhance the sustainability of higher education continues (Zhang and Wang, 2024), the faculty leadership becomes one of the key mechanisms by which institutions could improve their overall sustainability performance (Zhang et al., 2021). This shows how there is a growing necessity to evaluate the maturing of sustainable leadership in lecturers and professors.

Although this is an imperative, the conceptualization of sustainable leadership regarding university faculty is very young. Current definitions are incomplete, and the tools that can be used to quantify the idea of sustainable leadership in this context are limited (Tight, 2022). Even though the cross-industry studies provide useful information, the interdisciplinary transfer becomes complicated due to the specialization of scholarly works. Furthermore, the available scholarly research on teacher leadership and sustainability is founded, first of all, on qualitative evidence (Dille and Røkenes, 2021), which restricts the generalizability of the results or the analysis of the differences in the cases of various institutions. The lack of quantitative and empirically validated measures is another limiting factor that slows down the progress toward understanding the way sustainable leadership is built among faculty and how it can be reinforced (Xia et al., 2024).

The landscape of higher education in China is undergoing continuous transformation, making the professional development (PD) of college teachers critically important. The role of college faculty is increasingly complex, requiring creative, intellectual, and academic work with high irreplaceability (Çelebi, 2021). A teacher's professional growth is directly tied to individual career progression and the overall quality of education delivered. Without continuous development, the historical mission of teachers cannot be fully accomplished (Darling-Hammond, 2024).

The Chinese government's focus on quality improvement, as outlined in national education reform plans, strategically positions the professional growth of faculty as a major driver of educational excellence. To adapt to this dynamic environment, college teachers must constantly update their knowledge, skills, and teaching methods. The present research was conceived to address a key gap in local university settings, where faculty may lack clear guidance on establishing a culture of inquiry to enhance their practice.

This study aimed to specifically:

1. Determine the current level of professional competence and professional development among university teachers.
2. Investigate the significant influence of teacher profile variables (gender, age, years of experience, etc.) on their professional competence and professional development.
3. Determine the relationship between the teachers' professional competence and their professional development.
4. Based on the findings, recommend an actionable faculty development plan for teachers' professional advancement.

LITERATURE REVIEW

21st-Century Pedagogical Practices

The importance of professional development (PD) in higher education has increasingly become evident, with institutions grappling with the fast changes in technology and the emerging needs of students. Garay-Argandona et al. (2021) argue that PD has become the foundation of providing faculty with the digital literacy and research skills needed to operate in the modern virtual and hybrid learning setting. Their exploration highlights the role of intentional PD interventions as something that enhances the ability of educators to negotiate the already more intricate academic environment.

According to McFadden and Williams (2020), PD makes instructors capable of perfecting pedagogical decision-making through its systematic assessment of teaching strategies. As shown in their review, faculty members who practice reflective evaluation are in a better position to match their teaching with the objectives of learning. On the same note, Nufus and colleagues (2023) posit that PD programs integrated in experiential

and community-based learning projects have a strong positive effect on faculty capacity to incorporate 21st-century skills, especially collaboration, communication, and creativity, in their teaching.

Vetsawat et al. (2024) present facts that long-term and properly designed PD programs directly lead to a positive shift in the quality of instruction and student learning outcomes. Their results emphasize the benefits of continuity and follow-up in training programs in the long term. At the same time, Vasquez et al. (2022) believe that the effects of PD to a significant extent are determined by its relevance and its specificity to the situation. Their research notes that PD that is consistent with faculty requirements and institution goals leads to higher learning transfers to practice.

This focus on relevance is reflected by Litz (2021), who states that leadership-focused PD opportunities promote agency of teachers in classroom and institutional decision-making. He observes that educators enrolled in PD emphasizing leadership tend to be more innovative in the curriculum and purposeful in the planning of instruction.

Jentsch and König (2022) underline the importance of collaborative learning to PD frameworks by claiming that inquiry-based professional learning communities promote shared problem-solving and reflective discussions of teachers. Their contribution identifies collaboration as one of the critical processes by which the faculty generalizes new pedagogical ideas.

On the other hand, Koster et al. (2021) discovered that a generic, consistent PD workshop often fails because it is not tailored to faculty needs, experiences, and instructional contexts. Their results indicate that PD needs to be separated so as not to engage in superficial participation. The same observation is made by Ventista and Brown (2023), who state that the absence of personalization and constant support when using PD leads educators to implement new strategies intermittently in practice, and, therefore, the minimal change in instruction takes place.

The literature has thus been more vociferous in promoting a shift towards less provisional workshops to more durable and academic models of PD. Yuan and Wang (2021) determine that continuous PD associated with professional inquiry can help faculty to reposition teaching as research-based practice. Aldrup et al. (2022) also mention that the PD programs that included feedback cycles, mentorship, and emotional support significantly enhance teacher-student interactions, which are at the core of effective teaching.

Faculty Competence

The conceptualization of faculty competence has increasingly become multidimensional, going beyond subject matter mastery to include pedagogical mastery, research mastery, and strong professional values. Dathong et al. (2024) emphasize the

importance of a holistic perspective of competence, and exemplary faculty members can demonstrate competence in content knowledge but, at the same time, exhibit the flexibility in adjusting instruction, addressing learning conditions, and maintaining ethical values. Their research indicates that competence is a result of the dynamic nature of the cognitive, technical, and dispositional attributes.

Kaye et al. (2022) found four main areas of dimensions that are routinely used to assess faculty competence, namely: instructional design, assessment literacy, technology integration, and professional ethics. They find that high ability in these domains forms the basis of increased student interest and higher teaching quality. On this basis, Kadel (2023) argues that competency frameworks, where novice teachers receive structured induction and mentoring, have specific value. His study explains how the scaffolded induction programs can enable novice teachers to become more confident about the transition to academic work in a much shorter period, which enhances the growth of the initial set of competencies.

Machmud et al. (2021) also make a unique contribution by studying the role of digital competence in the modern educational system. Their exploration reveals that faculty expertise in the area of ICT tool integration has emerged as an urgent measure of the effectiveness of the teaching process, with the shift to more blended and/or technology-enhanced learning formats in the institutions of higher learning. They emphasize that technological competence is not optional anymore but is a prerequisite to the provision of instructional relevance.

Tamban and Maningas (2020) point out that there have been consistent gaps in the emotional and attitudinal aspects of faculty competence. Even though several teachers have good technical skills and pedagogical competencies, their research reveals that there are common issues related to emotional intelligence, sense of responsibility, and work ethic. These competencies of disposition include a considerable influence on the interaction of faculty with students, workload management, and institutional culture.

It is important to note that Thumsiriwat and Nuangchalerm (2025) draw attention to the fact that the process of advocacy becomes one of the primary indicators of professional maturity owing to the growing emphasis on advocacy in the teaching profession. With the help of their research, they prove that faculty members who engage in advocacy become more student-centered, more actively involved in academic decision-making, and are more likely to undertake more leadership responsibilities in their institutions.

Lastly, Ismail and Zubairi (2022) examine the correlation between advocacy and overall competence among the faculty. Their results indicate that there is a cyclical pattern where high competence enhances the ability of the educators to advocate successfully, and the advocacy behaviors are encouraging the faculty to seek greater professional knowledge and constant advancement. This two-way relationship supports the idea that competence is dynamic and develops as educators advance their skills and

professional impact, as well as react to the requirements of a constantly shifting academic environment.

In China, the professional competence of faculty is a critical component of the national strategy to build "Double First-Class" universities (Li et al., 2022). Existing research indicates that Chinese faculty generally possess a high level of academic and technical skills, but challenges persist in shifting from a traditional, teacher-centered approach to more student-centered and research-integrated pedagogies (Romijn et al., 2021; Wong, 2020). Studies exploring the influence of demographic variables yield mixed results: some found that age and experience correlate positively with teaching efficacy (Chen et al., 2024), while others reported that younger faculty, despite less experience, are more open to adopting digital tools and new PD models (Evarado & Abina, 2023). Given these varied findings, a localized assessment is required to tailor development plans that specifically address the competence and professional needs of faculty in Jilin Province. The synthesis of these studies emphasizes the need for a comprehensive PD plan that links measurable competence domains with attitudinal and advocacy efforts.

METHODOLOGY

Research Design

The study employed a Descriptive Quantitative Research Design. This approach was utilized to analyze the current status of professional competence and professional development among college teachers through an investigation and questionnaire survey. The descriptive design was most appropriate for systematically describing the characteristics of a population (the faculty) and measuring the relationships between the variables as they naturally exist (Creswell, 2014).

Respondents and Sampling

The target population consisted of college teachers in Jilin Province, China. The study collected data from a sample of 384 faculty members selected from three universities: Changchun Normal University, Changchun Institute of Technology, and Jilin University. A stratified random sampling technique was employed to ensure representation across different academic ranks and departments within the participating institutions. The sample size was determined using the Slovine formula, ensuring a high degree of confidence and minimal sampling error. The strata were defined according to academic rank (professor, associate professor, assistant professor, lecturer), ensuring proportional allocation based on each rank's actual population size in the three universities. This proportional distribution guaranteed that no subgroup was over- or under-represented.

Research Instrument

Data was gathered using a structured questionnaire survey composed of three main sections:

1. *Teacher Profile*: Demographic variables (gender, age, years of experience, etc.).
2. *Professional Competence*: Measured using a 5-point Likert scale across four domains: Teaching Techniques, Didactic Competencies, Sense of Responsibility, and Work Ethic.
3. *Professional Development*: Measured using a 5-point Likert scale across two domains: Teaching, Advocacy, and Professional Growth Activities.

The instrument underwent validation by a panel of experts and a pilot testing phase, yielding a Cronbach's Alpha reliability coefficient of 0.89, indicating high internal consistency and reliability (Gliem & Gliem, 2003).

The expert validation panel consisted of five specialists: two senior professors in teacher education, one psychometrician, one research director, and one senior faculty developer. The pilot test was conducted with 30 faculty members who were not part of the main sample. Content validity was established through Item Objective Congruence (IOC), yielding acceptable values between 0.78 and 0.92. Construct validity was supported through factor clustering following pilot-test responses, confirming the two-dimensional PD structure and four-dimensional competence structure.

Data Analysis

Statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS) software. The following statistical tools were used to address the Statement of the Problems:

- **Weighted Mean and Standard Deviation**: Used to determine the current level of professional competence and professional development (SOP 1).
- **ANOVA (Analysis of Variance) and T-test**: Used to determine the significant influence and difference of profile variables on the level of competence and development (SOP 2).
- **Pearson Product-Moment Correlation Coefficient**: Used to determine the significant relationship between professional competence and professional development (SOP 3). The findings were tested at a 0.05 level of significance.

Ethical Considerations

Ethical clearance for the conduct of this study was obtained from the university's Institutional Research Ethics Committee under protocol number IREC-2024-2nd-CASE-Guo-v1. Before data collection, all participants were fully briefed on the study's purpose, procedures, potential benefits, and minimal risks. Informed consent was secured voluntarily, with respondents given the right to decline or withdraw at any point without

consequence. Confidentiality was rigorously upheld by ensuring that no identifying information was collected and that all responses were encoded, stored, and analyzed in aggregate form. The study adhered to established ethical standards for educational research, including respect for autonomy, protection of privacy, and responsible handling of data.

RESULTS

SOP 1: Level of Professional Competence and Professional Development

The first objective was to determine the current level of professional competence and professional development among university teachers.

Table 1. Level of Faculty Professional Competence and Professional Development

Variable	Mean	Standard Deviation	Verbal Interpretation	Rank
<i>A. Professional Competence</i>				
Teaching Techniques	3.52	0.45	Very Good	2
Didactic Competencies	3.61	0.39	Very Good	1
Sense of Responsibility	3.38	0.51	Very Good	4
Work Ethic	3.45	0.48	Very Good	3
Overall Professional Competence	3.49	0.46	Very Good	
<i>B. Professional Development</i>				
Teaching Advocacy	3.42	0.55	Very Good	2
Professional Growth	3.50	0.42	Very Good	1
Overall Professional Development	3.46	0.48	Very Good	

The faculty in this study demonstrated an overall Very Good level of Professional Competence (Mean = 3.49), indicating that the majority consistently perform at a high standard across instructional and attitudinal domains. Among the four competence dimensions, Didactic Competencies ranked highest (Mean = 3.61), reflecting strong proficiency in instructional planning, content delivery, and assessment design. This pattern aligns with national educational initiatives in China that emphasize strengthening pedagogical expertise to enhance classroom teaching quality. Kaye et al. (2022) found that faculty with strong didactic preparation are more capable of structuring learning environments that promote engagement and conceptual understanding, while Li et al. (2022) similarly noted that instructional clarity and effective content sequencing are core markers of teaching excellence in Chinese higher education. The present findings suggest that these institutional expectations may be shaping faculty practices effectively.

In contrast, Sense of Responsibility (Mean = 3.38) and Work Ethic (Mean = 3.45), while still within the Very Good category, ranked lowest among the competence indicators.

These results point to subtle but notable gaps in attitudinal competencies such as reliability, initiative, and professional accountability. McFadden and Williams (2020) emphasized that these dispositional traits strongly influence teaching consistency, responsiveness to students, and overall professional conduct. Lower ratings in these areas suggest that faculty may benefit from structured interventions aimed at strengthening their commitment to punctuality, role clarity, student support, and institutional responsibilities. Although not alarming, these values provide important direction for future professional development efforts.

Regarding Professional Development, the faculty also achieved a Very Good overall mean of 3.46, demonstrating strong engagement in continuous learning activities. Professional Growth (Mean = 3.50) slightly outperformed Teaching Advocacy (Mean = 3.42). This distinction reveals that faculty members are more inclined to pursue training, seminars, and personal upskilling than to actively champion educational reform or participate in organizational decision-making processes. Dathong et al. (2024) observed a similar pattern in their study, noting that faculty often prioritize individual competence-building because it provides direct, immediate benefits to their teaching performance. Romijn et al. (2021) further highlighted that advocacy-related behaviors—such as influencing policies, mentoring peers, or promoting pedagogical innovation—require a higher level of institutional engagement and confidence, which may develop more slowly than personal skill acquisition.

The consistently high means across all six indicators of competence and development portray a mature and well-prepared faculty cohort, consistent with Çelebi's (2021) findings on the professional rigor typically observed in established Chinese universities. Yuan and Wang (2021) similarly noted that Chinese higher education institutions have increasingly invested in PD structures that foster a culture of continuous improvement. The results of the present study suggest that such investments are paying off, as faculty demonstrate strong competence across instructional and developmental domains.

SOP 2: Influence of Teacher Profile Variables on Competence and Development

The second objective was to investigate the significant influence of teacher profile variables on their professional competence and professional development. The results of the ANOVA and t-tests indicate that for most variables, the null hypothesis (H_0) was accepted, meaning that demographic profile variables such as gender, age, and educational attainment do not significantly influence the level of professional competence or professional development. For instance, the p-values for Gender (0.395) and Age (0.344) are well above the 0.05 level of significance. This finding suggests that the commitment to professional growth and the achievement of core competencies are not determined by inherent personal characteristics but are instead driven by institutional culture and individual motivation (Garay-Argandona et al., 2021; Nufus et al., 2023). This is a positive sign for the universities, indicating that access to resources and the desire for growth are equitable across the faculty body (Vasquez et al., 2022; Wong, 2020).

Table 2. Summary of ANOVA/T-test Results on the Influence of Profile Variables

Variable	F-value/t-value	p-value	Decision on Ho	Interpretation
Gender and Professional Competence	0.85 (t-value)	0.395	Accept Ho	No Significant Difference
Age on Professional Competence	1.12 (F-value)	0.344	Accept Ho	No Significant Difference
Years of Experience in Sense of Responsibility	4.21 (F-value)	0.015	Reject Ho	Significant Difference
Educational Attainment on Professional Development	0.98 (F-value)	0.401	Accept Ho	No Significant Difference
Teacher Management Position on Teaching Advocacy	3.55 (F-value)	0.029	Reject Ho	Significant Difference

However, two profile variables yielded significant results. The influence of Years of Experience on Sense of Responsibility was significant ($F=4.21$, $p=0.015$). This suggests that a faculty member's *sense of duty and reliability* is not an innate trait but is rather cultivated over time through prolonged exposure to the profession and the accumulation of institutional trust (Litz, 2021). Experienced teachers often serve in mentoring roles, reinforcing the need for stronger ethics, a finding consistent with Tamban & Maningas (2020), who noted that seniority often brings with it higher expectations for professional conduct.

Furthermore, a significant difference was found between Teacher Management Position and Teaching Advocacy ($F=3.55$, $p=0.029$). Faculty holding management or administrative positions (e.g., department chair, program head) reported a significantly higher level of teaching advocacy compared to non-managerial faculty. This is likely because managerial roles inherently involve the communication, promotion, and defense of institutional educational policies, thereby increasing their active role in advocacy (Jentsch & König, 2022). The non-significant influence of other demographic factors emphasizes that a universal PD strategy is appropriate, but specific, targeted interventions for newer faculty concerning responsibility, and for non-managerial faculty concerning advocacy, would be highly effective (Ismail & Zubairi, 2022).

SOP 3: Relationship between Professional Competence and Professional Development

The third objective was to determine the relationship between the teachers' professional competence and their professional development. The overall correlation between Professional Competence and Professional Development was found to be a Weak Positive Correlation ($r=0.325$, $p<0.001$). While statistically significant, this weak correlation suggests that while competence and PD are related, one does not *guarantee* the other (Chen et al., 2024). It confirms that simply being a competent teacher does not automatically translate into a high level of development activity, and vice versa. Instead,

the relationship is nuanced and driven by multiple factors, requiring institutions to intentionally connect these two constructs through structured PD programs (Koster et al., 2021; Ventista & Brown, 2023).

Table 3. Correlation between Professional Competence and Professional Development (N=384)

Variables Correlated	r-value (Pearson's r)	p-value	Interpretation
Overall Professional Competence and Overall Professional Development	0.325	0.000	Weak Positive Correlation
Teaching Techniques and Professional Growth	0.288	0.000	Weak Positive Correlation
Didactic Competencies and Teaching Advocacy	0.251	0.000	Weak Positive Correlation
Work Ethic and Teaching Advocacy	0.412	0.000	Moderate Positive Correlation

A particularly noteworthy finding is the Moderate Positive Correlation between Work Ethic and Teaching Advocacy ($r=0.412$, $p<0.001$). This is the strongest correlation found in the study, indicating a solid link between a faculty member's *professional conduct* and their *willingness to actively promote quality education*. According to Darling-Hammond et al. (2024), teachers with a strong commitment to their duties, punctuality, and organizational reliability are more likely to participate in and advocate for institutional quality initiatives. This result supports the claim by Evarado & Abina (2023) that affective attributes like ethics and responsibility are powerful predictors of proactive professional behavior.

The statistically significant, though weak, positive correlation across all paired variables (e.g., Teaching Techniques and Professional Growth, $r=0.288$) validates the general theory that professional practice and growth are mutually reinforcing. The implication is clear: to enhance overall competence, PD must be designed not just to transmit new skills but also to foster the associated attitudinal changes, particularly in strengthening work ethic as a foundation for effective advocacy. This strategic focus will enable the institution to leverage the high competence levels by translating them into measurable professional development and institutional support (Thumsirawat & Nuangchalem, 2025).

DISCUSSION

The results reveal that faculty in Jilin Province exhibit consistently high professional competence and strong commitment to development, aligning with the broader national trend of professionalization in higher education (Yuan & Wang, 2021; Kaye et al., 2022). The high ratings in didactic competencies affirm previous findings that Chinese faculty

excel in instructional planning and delivery (Romijn et al., 2021). However, the relatively lower ratings in sense of responsibility and work ethic suggest the need for targeted attitudinal development, echoing Tamban and Maningas (2020) who emphasized the importance of nurturing professional disposition alongside technical skill.

The non-significant influence of demographic variables such as gender, age, and educational attainment reflects the equitable distribution of training opportunities and institutional expectations in Chinese universities (Nufus et al., 2023). Meanwhile, the significant effect of years of experience on responsibility reinforces Litz's (2021) argument that professional maturity evolves with time and exposure. The significant association between management position and advocacy further indicates that leadership roles cultivate broader institutional engagement, a finding consistent with Jentsch and König (2022).

The weak but significant correlations between competence and PD dimensions confirm that professional growth and teaching effectiveness reinforce each other but require intentional alignment through structured PD programs (Koster et al., 2021; Ventista & Brown, 2023). The moderate correlation between work ethic and advocacy highlights the importance of strengthening professional values as core drivers of institutional reform. As Darling-Hammond et al. (2024) assert, ethical commitment often precedes active pedagogical leadership.

Overall, the findings emphasize the need for PD frameworks that integrate skill-building, attitudinal formation, and leadership cultivation, thereby transforming competent faculty into proactive advocates of educational innovation.

CONCLUSIONS

The faculty examined is a well-qualified, seasoned, and professionally diverse body, demonstrating a "Very Good" level of professional competence and a high intrinsic motivation for professional growth. While the overall skill level is high, the data strongly support the need for a comprehensive faculty development plan to build upon existing strengths and address areas for further advancement.

Specifically, the areas of Sense of Responsibility and Teaching Advocacy require targeted reinforcement. The significant influence of Years of Experience on responsibility and Management Position on advocacy highlights key groups for intervention.

RECOMMENDATIONS

Based on the findings of this study, the following comprehensive and tiered faculty development plan is recommended to strategically enhance the competence and professional growth of faculty members in Jilin Province:

1. *Mandatory Attitudinal & Ethical Development for New Faculty:*
 - Action: Institute a mandatory, one-semester "Professional Ethos and Institutional Responsibility" seminar for all faculty in their first five years of service.
 - Rationale: The study found that Sense of Responsibility develops significantly over time (Years of Experience). Targeted early intervention will accelerate the acquisition of strong work ethics and institutional loyalty in younger/newer faculty.

2. *Leadership-Integrated Professional Development (PD) Model:*
 - Action: Restructure PD activities (workshops, seminars) to include a formal component on Teaching Advocacy. Non-managerial faculty should be required to develop and present one advocacy-based initiative annually (e.g., a proposal for curriculum improvement or a new assessment method).
 - Rationale: The study found a significant correlation between Work Ethic and Teaching Advocacy. Moreover, Advocacy was significantly higher among those with management positions. This intervention will empower all faculty to become advocates, not just managers, leveraging their existing work ethic for systemic improvement.

3. *Tiered Research and Academic Development Support:*
 - Action: Establish a dedicated, three-tiered research mentorship program (beginner, intermediate, advanced) with clear incentives for publication. Conduct regular, skill-based workshops on academic writing, grant proposal development, and research ethics.
 - Rationale: To maintain the "Very Good" level of competence and support Professional Growth, faculty must be continuously engaged in scholarship. This program links the high level of Didactic Competencies (SOP 1) to the generation of new knowledge, fulfilling the requirements of a research-intensive institution.

4. *Continuous Evaluation and Feedback Mechanism:*
 - Action: Implement a quarterly, peer-reviewed teaching portfolio system focused on self-reflection and action research. Faculty should use the portfolio to document how PD activities directly impact their teaching techniques and didactic competencies.
 - Rationale: This ensures that PD is an iterative process, guaranteeing its continued relevance and measurable impact, moving beyond simple attendance to actual application.

IMPLICATIONS

The findings of this study carry significant implications for the strategic planning of Higher Education Institutions (HEIs) and the theoretical understanding of faculty growth. Practically, the results compel university administrators to move beyond generic training by adopting a targeted, tiered Professional Development (PD) strategy. Specifically, the significant link between experience and responsibility implies that early-career faculty require dedicated induction and mentorship programs to accelerate the development of professional ethos. From a policy perspective, the institution must formalize the role of Teaching Advocacy, providing incentives and platforms for non-managerial faculty to actively contribute to educational policy, thereby translating their high work ethic into systemic quality improvements. Theoretically, the moderate positive correlation between work ethic and advocacy suggests that professional development should be framed not merely as skills acquisition but as a holistic process of shaping professional identity and commitment, establishing attitudinal development as a key metric for PD effectiveness.

Declarations Conflict of Interest

No conflicts of interest exist with the author that might be deemed significant to the article's content.

Informed Consent

Informed consent was obtained from all subjects involved in the study.

Ethics Approval

Approval to conduct the study was obtained from the local ethics committee and the administrator of the campus.

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