



Research Paper

## Impact of Faculty Development and Evaluation Programs for Enlightening Education and Sustainability of the Universities in Bangladesh: A Methodological Study.

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### ABSTRACT:

A developed faculty is the prerequisite for the professionalism, quality education, proficiency and sustainability. An Augmented faculty is the key paragon of teaching and learning. Faculty development, evaluation, exploration, professional engagement and administrative improvement programs related to advance educational atmosphere significantly enhance the educational performance of learners. This is a qualitative study summarizes from literature reviews and resource books published in Bangladesh and outside related to faculty development and evaluation programs. In this study, we examined the significance of FDEPs from the antiquity of past years, and try to find out whether FDEP created any constructive effect on academicians and also among the students for their academic achievements and career. The review study has also conversed how to establish FDEP in every educational institution, presented its ideal structure, suggestions that make FDEP effective for achieving a sustainable education systems and sketched the complications for successfully carrying out in Bangladesh. This study also highlighted the present situation of FDEP in both private and public universities of Bangladesh. This study found 33% academicians are strongly agree and 41% are agree that faculty development and evaluation programs (FDEPs) have demonstrated to be efficacious for enlightening education and learning abilities in higher education of Bangladesh and 23% students are strongly agree and 43% are agree regarding positive effect of FDEP's. In conclusion of the study, FDEPs create favorable outcomes in teaching and learning among academicians and students to make a sustainable education system. And it recommended that every institution provided sophisticated education should conduct FDEP's that all academic personnel's can attend to achieve those social and educational skills necessary for communication, academic cooperation, professional advancement and sustainable growth.

**KEYWORDS:** Faculty Development and Evaluation Programs (FDEPs), Quality Teaching, Sustainable Education System, Bangladesh.

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### I. INTRODUCTION:

Higher education is considered as a very noteworthy area for the social, political, environmental, economic and overall sustainable development of any country. The overall development of any country and its society, social people also depends on the backdrop and quality of higher education of that country. Hence, an organized higher education system ensure us to embellish with proficient, educated and visionary people for doing numerous sophisticated responsibilities [1]. The higher education in Bangladesh has started from the instituting of Dhaka University in 1921 as the first university in East Bengal. For the growing demand of higher education currently the country has established 48 public universities and 107 private universities to the bulk of higher studies students [2]. In Bangladesh, from the last decades higher education is used to be considered as a

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potential indicator for the reduction of mass illiteracy and for the overall economic development. However, like other developed countries Bangladesh perceived the extreme necessities of vastly skilled human resources in each sphere of the human civilization for their own progress, poverty mitigation and sustainability [3]. Schools, colleges, technical organizations and universities are the core institution for the development of qualified and competent human resources [4]. Educational institutions are also called the key stakeholders for bringing technological revolution in diverse field like cultivation and farming, manufacturing and merchandizing, trade and commerce, medicine, engineering, transportation, communication and infrastructural development etc. [5].

Faculty development is a set of planned actions premeditated to advance the skills, abilities, behaviors, competencies and knowledge of the teachers, academicians and researchers that they carry out their jobs effectively and efficiently [6]. A strategic faculty development program ensures educational enrichment which helps to shape dignitary and executed professional. Therefore, highly enlightened institutions and professionals suggested FDEPs for superior responsiveness and accomplishment of understanding in education and wisdom arena [7]. On the other hand, faculty evaluation programs will provide information about the actual performance of the faculties. Furthermore, FDE programs will serve to determine how adequately the resources are being used, what the consequences of the programs are to the stakeholders, what benefit they are providing to the institutions, and what programs should be kept, customized, or eliminated. What type of programs should be evaluated to define their effectiveness and to know if they are achieving the objectives previously established, and to know if they are, or were, implemented as planned [8].

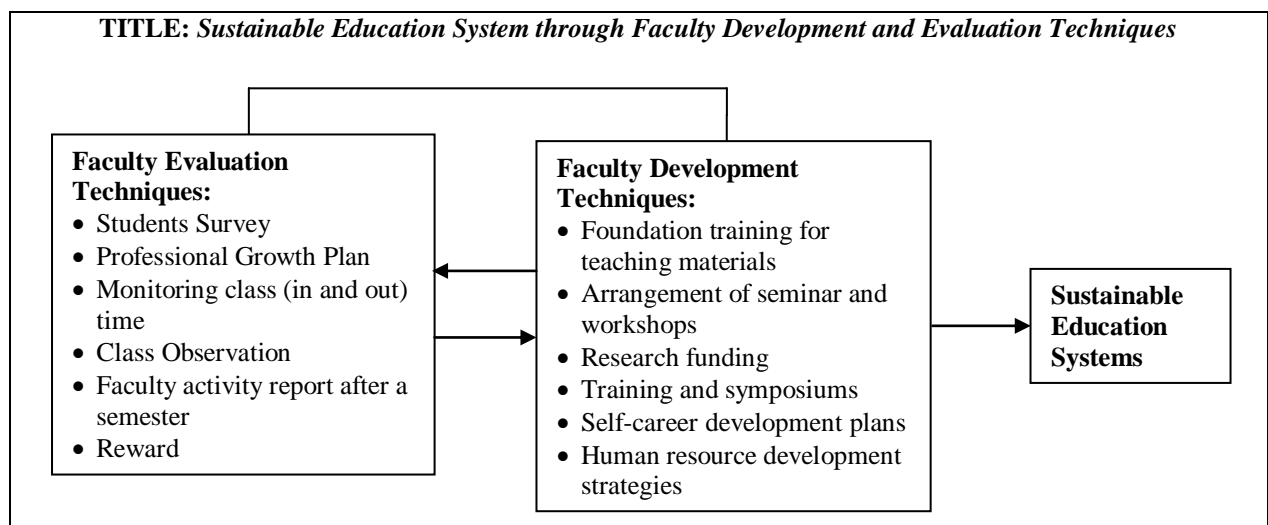
**OBJECTIVES:**

- To identify the role of FDEPs for improving teaching methods and materials.
- To measure the positive effect of FDEPs on academicians and students.
- To know the contributions of FDEPs for establishing sustainable education systems in universities.
- To develop an ideal structure and recommend suggestions that makes FDEP effective.

**II. METHODOLOGY:**

This study is based on descriptive type of qualitative research. Accordingly, primary data for the research have been collected through focused group discussion and depth interviews with different type of stakeholders, students, academicians and other officials who are related to faculty development and evaluation from various universities in Bangladesh. The study relied heavily on secondary data which have been gathered from research reports, relevant published documents, and evaluation reports, audit reports, monitoring reports, newspapers and websites. This study attempts to analyze and describe the role of faculty development and evaluation departments and develop a model to fulfill the technical, knowledge and policy gap.

**THEORITICAL FRAMEWORK:**



**III. RESULTS AND DISCUSSION:**

**a. Why FDEP is important?**

Researchers accumulate strong evidence about the ineffectiveness of customary system of teaching in the graduation and post-graduation levels and it will not be exception for Bangladesh. Now, it is becoming a demandable subject matter for the development of educational personnel in respond to the advancement of

higher education system, quality education, sustainability of education and the growing responsibilities of the faculty members, academicians and researchers [9]. From the previous studies, we found that FDEPs are required to expand the skills, knowledge, and abilities of the faculty members based on a structured performance evaluation system that they can become focused, visionary and trained. Authors find out the following reasons and benefits that every institution need to conduct FDEPs:

**To ensure that our faculties are skilled to use latest technologies:**

In recent years, with the blessings of globalization the electrical accessories are available and lots of new technologies are emerged. Learning these technologies is not easy; by conducting FDEPs, institutions can develop their faculties that they become able to adapt with those latest technologies [10].

**Adaptation with diversity students:**

Every educational institution has a demographic discrepancy like age, gender, occupational, aspirational, traditional, and academic credentials. An efficient faculty must know the teaching styles for those discrepancy students with assorted pedagogies. PDEPs help institutions to improve syllabuses and teaching stratagems apposite for a comprehensive array of learning atmospheres [11].

**To familiarize faculties with visions and objectives of the institutions:**

Every institution has their own vision, mission, goals and objectives on modernization, technological innovation, global alliance and establishment of center of excellence. But management or institutional goals are achieved by faculties, academicians and researchers with a collaborative effort. Participating FDEPs will provide educational personnel a mutual platform to communicate, to cooperate and to coordinate with globally connected educationists [12].

**To magnify faculty roles:**

People have a common perception about the academicians that they are most commonly engaged with delivering lecturers. But, real expected scenario should be different that they need to contribute towards the development, modernization, innovation and sustainability of education [13]. FDEPs make the faculties skilled and experienced that faculties get the advantage of globalization and motivate their students and fellows to acquire knowledge about firsthand technologies, innovation and lead more exploration [14].

**To help for work-life balance:**

It is very difficult to balance among academic schedules like delivering lectures, laboratory practical examinations, co-curriculum events and interior activities. FDEPs help to approach educationalists with changing environments, to act together with the industrial professionals and help to balance between work and personal life [15].

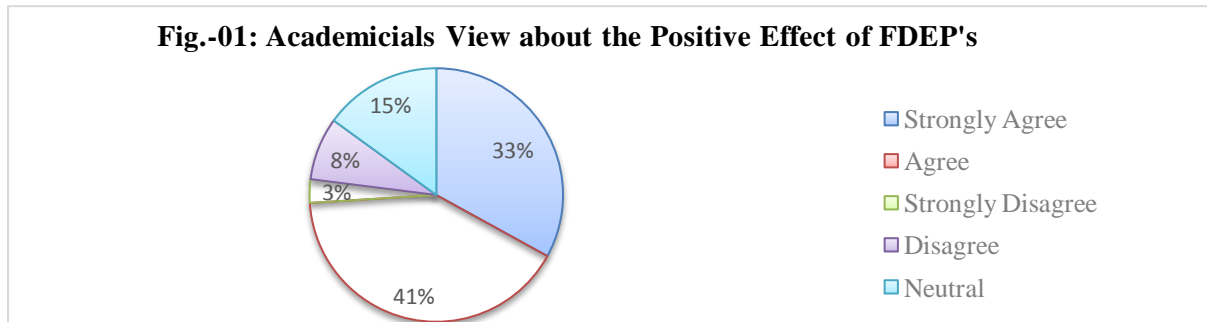
**Are FDEP’s created any positive effect among academicians?**

Studies found that the assumption of faculty development was introduced from 1973 to 1978. In 1973, a survey was conducted with the title "more plans than programs and models" related to faculty development and evaluation which actually revealed the significance of FDEPs [16]. But in the year of 1975, Gaff’s presented a three-part faculty improvement model in his prominent book named *Toward Faculty Renewal* [17]. The major characteristics of Gaff’s faculty development model and their distinctive appearances are outlined below:

	<b>Faculty Development</b>	<b>Instructional Development</b>	<b>Organizational Development</b>
<b>Focus:</b>	Faculty members	Courses or curriculum	Organization
<b>Purpose:</b>	Progress, skills, knowledge, and techniques	Course plan, systematic instruction	Innovative environment
<b>Intellectual Base Activities:</b>	Social Psychology Seminars, workshops, evaluations	Education & Ed. Tech Redesign courses, writing course objectives	Organization Theory Action research, leadership workshops, and task forces

Also in the year of 1975, Bergquist and Phillips published another groundbreaking book named ‘A Handbook for Faculty Development’ in which they explained how to conduct FDEPs. The publications of Gaff’s and Phillips emphasized significantly on the faculty development movement. Bergquist and Phillips explained three major parts in their comprehensive faculty development model which was relatively analogous to the model suggested by Gaff [18]. From the above model it has been clear that FDEP has a great impact to develop the intellectualities, skills and knowledge which ultimately assists to instructional and organizational development. Authors conducted a focused group discussion among 100 university teachers to know the answer

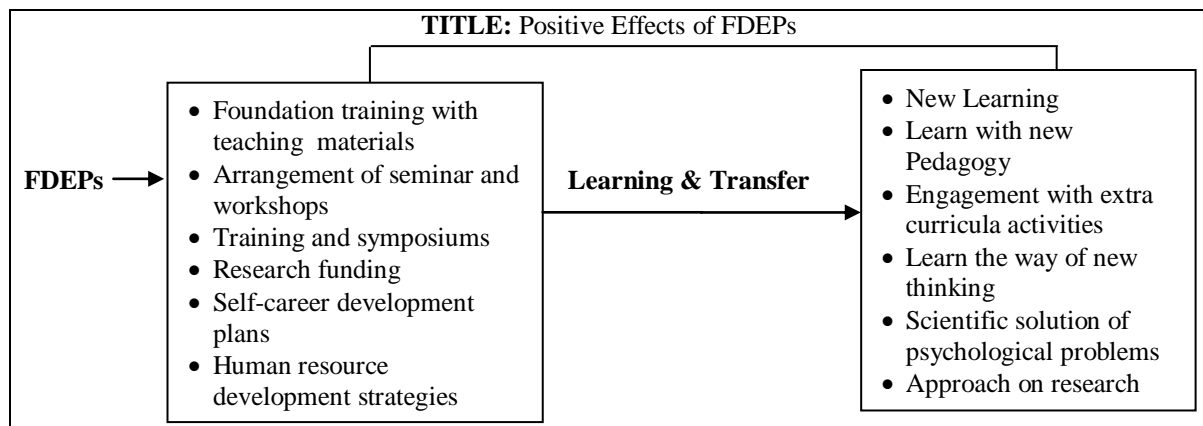
of the question “Are FDEPs created any positive effect among academicians?” and following are the finding of the survey:



From the survey authors assured that truly FDEPs have a giant effect for the positive improvement and in that case 33% academicians are strongly agree and 41% are agreed that they believe about the positive effect of FDEPs.

**b. Are FDEPs created any positive effect among students for their academic achievements?**

Bligh found from his long research that applying of FDEPs among students, teachers and other educational personnel boosted the teaching performance and enriched learning outcomes for the learners [19]. Again, FDEP's included the advancement of new pedagogy, evaluation methods, well designed curricula, different methods of viewing the teacher-student relationship and augmented their commitment to the scholastic perspectives [20]. From different scholar's opinion, we can assume that PDEPs created many positive effects for their academic achievement and sustainability. Here authors developed a model based on Gaffs three-part theory of faculty development which helps to understand how FDEPs create positive effect to accomplish academic achievement:



(Source: Developed by the authors)

By developed the above model authors try to prove that FDEPs have a positive effect among students for their academic achievements. In this model FDEPs input among academicians and the academicians learned and transfer the inputs as an output. Author conducted another focused group discussion among 100 university students to know the answer of the question “Are FDEP's created any positive effect among them for their academic achievements?” and following are the finding of the survey:

**Fig.-02: Students View about the Positive Effect of FDEP's**



From the students view about the positive effect of FDEP's for academic achievement 23% students are strongly agree and 43% students are agree where 10% students are in neutral regarding this question.

**c. How to establish FDEP's in every educational institution in Bangladesh?**

- Top authorities of all institution have to take initiative to introduce and accomplish the activities of FDEP's for constructing sustainable institution.
- All the stakeholders have to aware about the positive effect of FDEP's.
- Need owner's positive intension to allot research fund for the faculties.
- Need academicians willingness to attend FDEP's and formulate strategic career plans.
- Need to arrange seminar (national & international) and workshops.
- Should conduct strategic training and symposiums.
- Formulate new policies and strategies for sustainable human resource development.
- Develop a model regarding compensation and rewards for the motivation of faculties and other stakeholders.

**IV. CONCLUSION:**

Proficient, trained and competent faculties are the criterion for the professional advancement and quality education. Studies found that faculty development and evaluation programs need to be established perfectly in Bangladesh and has to grow into a recognized activity within higher educational institutions. However, in Bangladesh most of the higher educational institutions are impassive to institute a well-enriched faculty development and evaluation program but from the study it's clear that a well-established FDE programs ensure us strategic training for the faculties, strategic learning and development which helps to provide quality education, sustainability and improvement of technical education. Strategic FDEPs create a promising outcome in the world of teaching and learning. Many faculties participated in such programs have proven that they achieved skills, knowledge, competence which makes them effective in teaching, learning and sustainability. Again, FDEPs help to establish a strategic treadle for institutional superiority, quality education and sustainability; especially to bring the educational institutions into the arena of globalization, innovation and digitalization. The stumbling block for successful implementation in Bangladesh are may be the lack of positive intension of top management in public institutions and the demand of academicians to introduce faculty development and evaluation programs. On the other hand most of private university ownership style is profit gain intention though education should be a non-profitable organization. The owners should go forward from the intension and should create a positive scope to arrange such programs. Author's recommended to formulate new policies regarding foundation training for teaching materials, arrangement of seminar and workshops, training and symposiums, research funding, self-career development plans, human resource development strategies for sustainable human resource.

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