



ISSN:GJTE Vol. 10 (1), pp.03-04, February, 2022

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# The roles and responsibilities of a faculty in development programs

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**Received:** 01-Feb-2022, Manuscript No. GJTE-22-63346; **Editor assigned:** 07-Feb-2022, Pre QC No. GJTE-22-63346 (PQ); **Reviewed:** 21-Feb-2022, QC No. GJTE-22-63346; **Revised:** 28-Feb-2022, Manuscript No. GJTE-22-63346 (R); **Published:** 08-Mar-2022, DOI: 10.15651/GJTE.22.10.023

## DESCRIPTION

Faculty development program "commonly used to explain activities and programs to improve teaching" in higher education. Although the faculty itself is recognized as an expert in the field, few graduate programs focus on how to effectively disseminate this expertise in the classroom, and there is a gap between individual educators and them. In addition, teachers are under increasing pressure due to the focus on measurable student performance both inside and outside the classroom, and teachers and faculties are looking for ways to better communicate their teaching practices.

Faculty development is the process by which faculties of all departments including the schools, colleges, and labs. Systematically work to improve their skills in the following areas: Educational Skills, Leadership Skills, Engagement Skills required for scientific activities, self-development, and skills to design and implement professional development plans. Teacher development activities are successful when individual goals in these five areas are achieved and at the same time organizational goals are achieved.

Due to these pressures, in addition to college student demographics and changes in new course formats and modality, many institutions are stepping up their teacher training offerings through educational centers and other on-campus initiatives. This extension focuses on teachers' continuous learning, and by improving teachers' teaching skills, it reinforces the belief that institutions will achieve better student learning outcomes accordingly. Development goes digital: supporting College with inside the use of tutorial technology. Mentorship need to solid an extensive net, Mentoring networks amongst college of numerous ranks and disciplines, as adversarial to conventional mentor-mentee relationships. Support is wanted at each level, Expansion of improvement packages past junior college.

Many teacher training centers include instructional design and evaluation programs. Although these programs are often autonomous departments with their own qualified professionals, changing teacher management expectations have created a need for further teacher training on these subjects. A more detailed explanation of these issues is beyond the scope of this article. However, these are important components of many teacher training programs and are worth exploring later. The study began with the recognition that teacher development is at risk due to the lack of data demonstrating its effectiveness or value for educational institutions. Like many institutional colleagues, tracer project researchers are themselves (WAC) Writing Across the Curriculum, critical thinking, quantitative thinking, portfolio evaluation, and science faculty developers. Therefore, faculty developers are always required to document the usefulness of our programming. Like many others, the research team focused on changing teacher practices and assumed that students would benefit if teachers improved their education. This assumption is based on widespread practice among teacher developers to measure effectiveness in terms of teacher impact, and evidence of such impact is clear and widespread. Teacher practices change as teachers participate in formal development opportunities, engage in voluntary improvement processes, and receive regular assessments. There is also clear evidence that teachers spend a considerable amount of time educating them, even without formal teacher training. These studies laid the foundation for the Tracer project.

However, it is not enough to know that capacity building affects education. The value of professional development experience, and the powerful steps to actually improve teacher learning, derive from the ability of students of all kinds of academic institutions to improve their learning, which is the primary goal and economic engine. For this reason, research needs to provide data that can show

that how much value the teacher training initiative brought to university education in terms of enhancing student learning, as reflected in the outcomes of actual classroom work. At the end of the tracer study, the answer could not be clearer. As teachers improve their education, students learn more and improve their performance in course work. The ability of teachers to focus on improving education and to put new ideas and insights into practice depends on the circumstances of

the organization. What many perceive as a lack of appreciation for individual teachers may reflect a lack of culture that supports education and learning. "Faculty development helps ensure consistent and quality teaching and ensures that satisfying students make most of their learning experience and do not leave it to them to protect themselves. Fostering a culture will benefit every aspect of the institution.