



Title of Policy: Faculty Development Program (FDP) Policy

FDP Policy comprises of the three main sections as follows:

- a) Educational Methodology (refer FDP: section-i)
- b) Continuing Medical Education (refer FDP: section-ii)
- c) Research Methodology (refer FDP: section-iii)

Contact Office:

- a) Directorate of Educational Development (DED)
- b) Department of Continuing Professional Education Development (CPED)
- c) Department of Research & Office of Research Innovation & Commercialization (ORIC)

PREAMBLE:

Ziauddin University (ZU) envisions to maintain global educational standards and is committed to providing the highest quality education to its students. For this purpose, the three main domains are identified for FDP and a wide range of workshops under each domain are offered by the ZU avenues as follows:

- a) DED for FDP in Educational Methodology
- b) CPED for FDP in Continuing Medical Education
- c) Department of Research & ORIC for FDP in Research Methodology

SCOPE OF THIS POLICY:

This FDP policy has three sections and each section comprising of the relevant details as follows::

- Section-i) Educational Methodology (Refer FDP policy of DED for all ZU faculties & colleges)
- Section-ii) Continuing Medical Education (Refer FDP policy of CPED for Medicine & Allied Healthcare)
- Section-iii) Research Methodology (Refer FDP policy of Department of Research & ORIC for all ZU faculties & colleges)

RESPONSIBILITIES

In general, the above-mentioned departments, keep track of the faculty development activities of ZU by maintaining records of the FDP activities offered by them. The record of this data is shared with the concerned deans which is finally submitted with personal files of faculty at the time of review of performance and promotions with human resource (HR) department.

All full time faculty (FTF) members serving as teachers at ZU are therefore expected to take responsibility of:

- participation in faculty development activities (workshops/courses/seminars/journal clubs)
- demonstrating skills in teaching and assessment in addition to attaining content expertise in their own subject area.

The main purpose of FDP is to engage the faculty to update/refresh their knowledge and skills necessary for them to

- address students' learning challenges utilizing latest research trends and technologies.
- undertake their teaching roles effectively.
- support the process of review & renewal of their curricula, teaching & assessment resources.



FDP SECTION I

FDP Policy on Educational Methodology

Contact Office: Directorate of Educational Development (DED)

PREAMBLE:

Directorate of Educational Development (DED) aims to empower ZU teachers by providing an organized and well-planned Faculty Development Program (FDP) to help prepare themselves with the necessary knowledge, skills and abilities required to undertake their teaching roles effectively. It is critical that teaching and assessment takes place in a way that moves the student towards achieving their goals in an appropriate, professional, safe and conducive manner.

Diversification within the University has expanded over the time, with the creation of new disciplines. DED aspires to extend its services to address the unique needs of all diverse disciplines of ZU in Educational Methodology.

This policy is intended to meet the minimum global standards in latest advancements of teaching & assessment methods.

SCOPE:

This policy is applicable to all disciplines across ZU in relation to the Educational Methodology including Curriculum, Teaching/Learning, Assessment & Evaluation. The workshops are offered at beginner, intermediate, and advanced levels.

RESPONSIBILITIES:

The role of the DED is to provide multiple training opportunities for all academic designation holders of ZU, engaged as full-time faculty (FTF) in undergraduate & postgraduate education in order to enable them to manage:

- Multiple roles and new responsibilities as teachers (refer annexure-1).
- Online teaching by adopting new technologies for teaching, learning, and assessment.

GENERAL PRINCIPLES:

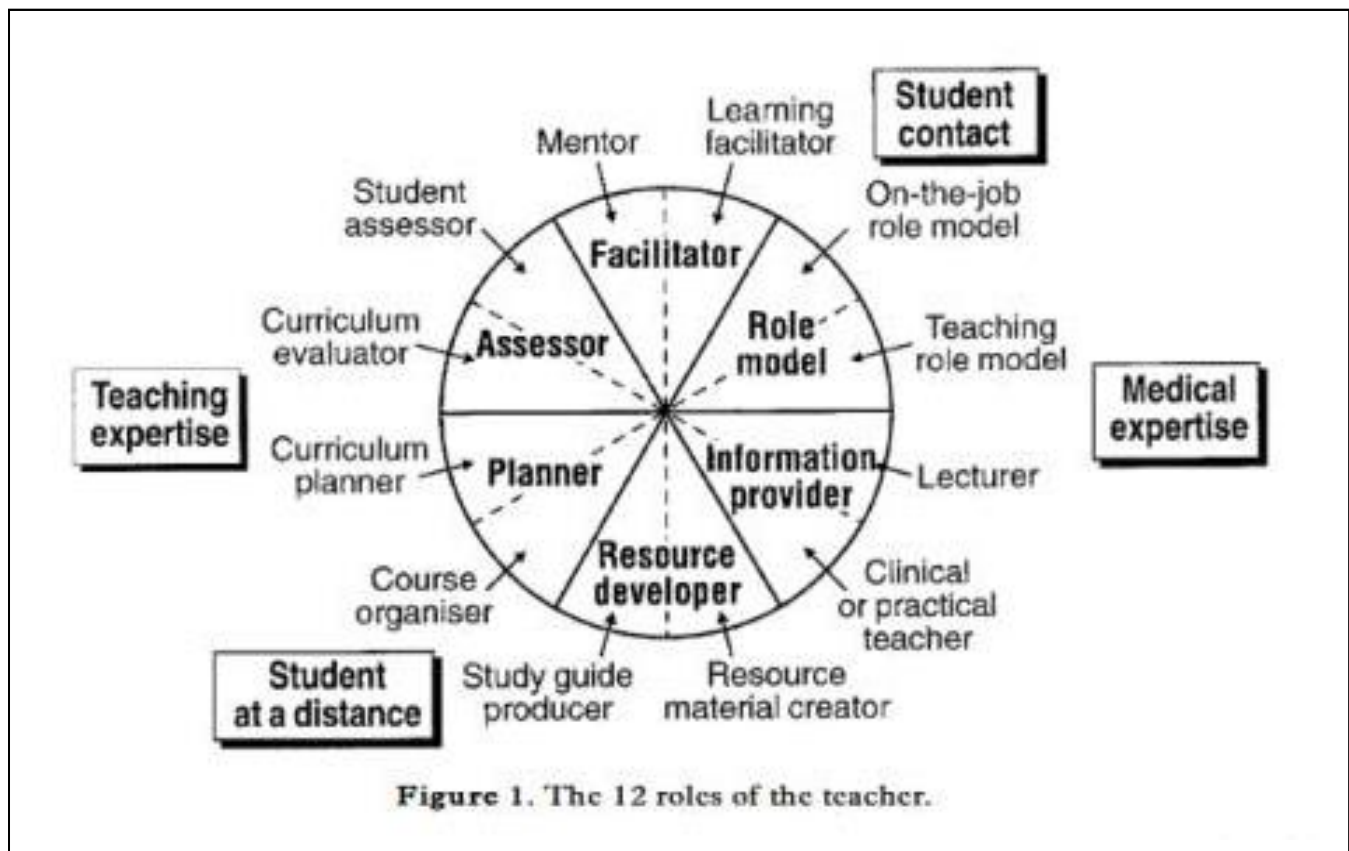
All FTF members of ZU whether 'newly appointed' or 'appointed a long-time ago' are expected to:

- Participate in DED faculty development program to update/refresh their teaching skills to achieve their professional goals effectively.
 - Participate in at least four basic level workshops during the earliest possible dates.
- Apply these updated skills in context of their programs since delays in transference of acquired knowledge & skills will result in decay of what has been learned or acquired.
 - Attend Multi-disciplinary review (MDR) meetings of DED to review educational resources of their program in close collaboration with DED once after participation in workshops.
 - Maintain a log of their teaching & assessment activities, either done individually in their respective discipline or done in collaboration with DED, such as MDRs, and get them signed by the respective direct supervisors (Principals/chairpersons/Director-DED).
 - Ask peers of their discipline to observe at least one (or two or more) teaching sessions and evaluate their teaching performance, and provide constructive feedback
 - Submit peer evaluation report of their teaching abilities to be used when required i.e. at the time of contract renewal/appraisal/promotion.
- DED ensures the provision of its services extended to various ZU disciplines about matters related to Curriculum, Teaching/Learning, & Assessment. The aim is to provide quality teaching and learning experiences through capacity building to achieve the highest possible standards in all the areas of curriculum, teaching and assessment.
- DED plays a fundamental role in enhancing various education related skills of the faculty. It conducts faculty development sessions in general and master trainer in particular based on needs assessment and requests from department/s faculty members. The program comprises workshops, short-term courses, interactive sessions and individual assistance through blended activities, i.e. face-to-face as well as online.
- Amongst the various strengths of DED, the one most important is the roles played by its mission & goals in promoting scholarship in educational research, through educational innovations, teaching & assessment methodologies across all ZU disciplines.
- One of the most vital roles of DED is to assist and support various academic committees regarding matters related to curriculum, teaching, learning and assessment at ZU.
- DED works diligently with all constituent disciplines/colleges of ZU in an advisory capacity on matters related to curriculum design and implementation, teaching methodology and assessment and evaluation practices.

- DED seek quality improvement of the ZU Q-bank via conducting regular peer review of questions with content experts; (MDR* meetings) to ensure quality of resources such as MCQs-ONE BEST, OSCEs/OSPES; Outcomes/Objectives & Study Guides. We believe to work in teams and encourage scientific inquiry within the bonds of humanism in close coordination with the academic committees.
- DED plays a dynamic role in providing consultancies towards developing and implementing pre-exam and post exam and quality assurance policies and procedures including, training in developing tables of specifications, and capacity building in conducting post exam analyses.
- DED experts conduct research and academic decisions are made on research-based evidences.
- DED assists the constituent disciplines in developing policies and standard operating procedures as per their need.
- DED offers a certificate course (Hybrid) in HPE for interested faculty members of ZU and outside. This will help increase the pool of HPE experts who may take this up as their primary or secondary profession.

SECTION-1 ANNEXURES

ANNEXURE-1: ROLES OF A TEACHER



Med Teach. 22(4); 2000:334-347

REFERENCES:

1. Harden RM, Crosby J. AMEE Guide No 20: The good teacher is more than a lecturer - the twelve roles of the teacher. Med Teach. 22(4); 2000:334-347.
2. The Duties and Responsibilities of a Medical Teacher
<https://www.nap.edu/read/12882/chapter/10#159>

SECTION-1 ANNEXURES

ANNEXURE-2: RESPONSIBILITIES OF A TEACHER (FTF) (Academic Designation Holder)

1. Ensure tasks' accomplishment in the teaching service domains of:
 - a) Curriculum
 - b) Assessment
 - c) Teaching & Learning
 - d) Evaluation
2. Seek peer review of assigned educational resources to enhance quality, initially at the respective discipline level and then at multi-disciplinary level based on educational principles.
3. Demonstrate self-accountability of his/her own roles as a teacher.
 - 1a. Curriculum Planner**
 - Identify Course **content outline** (what to teach)
 - Write Course **objectives** (How much to teach)
 - Propose sequence of teaching & learning sessions/**Schedule** (How to place teaching session within specified duration)
 - Seek **peer review** of all the planned curriculum components
 - Collect and **compile** information for study guide
 - Ensure **readiness of study guide** before start of new batch
 - 1b. Assessment Planner**
 - Calculate weightages for the course objectives/outcomes (what to assess) in three domains
 - Select tools to assess the course objectives/outcomes in all three domains(How to assess)
 - Develop questions/items for written and practical/clinical components (Question developer)
 - Seek peer review of all the newly developed questions on content and construct
 - Engage in question vetting process through multi-disciplinary review meetings of DED to ensure validity of assessment.
 - Participate in pre-, per- and post assessment review meetings
 - Ensure smooth and reliable conduct of assessment
 - Ensure correctness of exam result on the basis of post-hoc item analysis
 - Incorporate modifications for corrections in the questions if required for QBS improvement
 - Make necessary changes in the curriculum to address deficiencies if required
 - 1c. Session Planner & Facilitator**
 - Develop pre-teaching sessions plans for small group and large group teaching activities in line with pre-defined course outcomes
 - Ensure effective facilitation of content through in-class and on-site planned teaching activities
 - 1d. Peer Reviewer of teaching and assessment**
 - Participate in review of teaching and assessment activities as peer reviewer as per defined evaluation criteria.