ZIAUDDIN UNIVERSITY

Title of Policy: Faculty Development Program (FDP) Policy

FDP Policy comprises of the three main areas 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 maintaining global educational standards and is committed to providing the highest quality education to its students. ZU has a strong faculty development program focusing on three main areas/domains, namely educational methodology, research methodology, and continuing medical education.

To cater to the faculty needs, a well-structured FDP is in place, offering a wide range of planned activities for each domain, provided by the responsible ZU avenues.

The details of the FDP policy and procedures are provided separately in each of the aforementioned sections, addressing their respective domains.

RESPONSIBILITIES

In general, the above-mentioned departments, keep track of the faculty development activities of ZU by maintaing 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:

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

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

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

Policy Name:	Policy of Faculty Development Program (FDP)
Policy Number	-
FDP Policy Area	Educational Methodology (FDP-section-1)
Contact Office	Directorate of Educational Development (DED)
Approved Latest by	**Name & Designation** Prof. Abbas Zafar **Signature** _(signature)_ Acting Vice Chancellor
Date of Original Approval	13/07/2020
Date of First Revision	09/06/2022
Date of Last Revision	10/03/2025

PREAMBLE:

The Directorate of Educational Development (DED) is committed to empowering Ziauddin University (ZU) faculty by providing a well-structured Faculty Development Program (FDP) designed to equip faculty with the knowledge, skills, and abilities necessary to fulfill their teaching roles effectively. It is crucial that teaching and assessment are conducted in a manner that guides students toward achieving their academic goals in a professional, safe, and conducive environment.

As ZU continues to diversify, with the introduction of new disciplines, DED aims to expand its services to meet the unique needs of each discipline through educational methodologies

This policy aims to meet the highest global standards and the latest advancements in teaching and assessment methods, ensuring faculty development aligns with contemporary educational practices.

The main objectives are to:

1. Promote the growth and sustained excellence of faculty members.

2. Support and assist the administration in recognizing the scholarship of teaching and learning (SOTL) across ZU.

SCOPE:

This policy is applicable to all disciplines across ZU in relation to the Educational Methodology including Curriculum, Teaching/Learning, Assessment & Evaluation. The FDP workshops are available at three levels: beginner, intermediate, and advanced, to cater to the varied needs of faculty across disciplines.

RESPONSIBILITIES:

DED is responsible to provide multiple training opportunities for all academic designation holders of ZU, engaged as full-time faculty (FTF) in undergraduate and/or postgraduate education. This training aims to enable faculty members to manage:

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

FDP SECTION 1 - GENERAL PRINCIPLES:

1. Participation Requirements for Faculty:

1.1 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. This is essential for achieving their professional goals effectively.

1.2 Faculty members **must** participate in at least four basic level workshops at the earliest possible opportunity.

2. Application of Acquired Skills:

2.1 Faculty members should 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.

2.2 After attending workshops, faculty are expected to attend Multidisciplinary Review (MDR) meetings organized by DED, where they can review and improve the educational resources of their program in close collaboration with DED.

3. Teaching and Assessment Log:

3.1 Faculty are required to maintain a log of their teaching & assessment activities, whether conducted individually in their respective discipline or in collaboration with DED, such as MDRs. This log must be signed by their direct supervisors (Principals/chairpersons/Director-DED).

3.2 Faculty should request peers from their disciplines to observe at least one (or more) of their teaching sessions and provide constructive feedback on their teaching performance.

3.3 A peer evaluation report of their teaching abilities must be submitted and can be used when required during contract renewals, appraisals, or promotions.

4. Capacity building for teaching roles:

4.1 DED ensures the provision of its services extended to various ZU disciplines related to Curriculum, Teaching/Learning, & Assessment. The goal is to provide quality teaching and learning experiences through capacity building, striving to meet the highest standards in all educational areas like curriculum, teaching and assessment.

4.2 DED plays a fundamental role in enhancing faculty members' education-related skills through a variety of educational activities including workshops, short-term courses, interactive sessions, and individual assistance, combining face-to-face and online learning methods.

5. Promotion of Educational Research:

5.1 DED emphasizes the importance of educational research, focusing on educational innovations and advancements in teaching and assessment methodologies. This is vital across all ZU disciplines.

6. Collaboration with Academic Committees:

6.1 DED supports various academic committees with expertise on matters related to curriculum design, teaching methodologies, and assessment and evaluation practices. It works closely with ZU departments to ensure that educational standards are maintained and improved.

7. Quality Assurance in Assessment:

7.1 DED is instrumental in the quality assurance of ZU's Question Bank (Q-bank) through regular peer reviews conducted during MDR meetings. This ensures the quality of resources such as MCQs, SEQs, OSCEs/OSPEs, table of specifications (TOS), outcomes/objectives, study guides, and log books.

7.2 DED aims to enhance the quality of assessment and scientific inquiry while fostering collaborations across various disciplines.

8. Consultancy and Capacity Building in Assessment Practices:

8.1 DED offers consultancy services for developing pre-exam, post exam and quality assurance policies and procedures, including training in the development of the tables of specifications, and conducting post exam analyses.

9. Research-Based Decision Making:

9.1 DED experts support teams as researchers to ensure academic decisions are guided by evidence-based practices.

10. Development of Policies and Procedures:

10.1 DED provides hands-on training while working with ZU's disciplines in developing policies and standard operating procedures tailored to each department's needs, ensuring alignment with best educational practices.

Conclusion:

The DED Faculty Development Policy is an essential component of ZU's commitment to academic excellence. Through a combination of structured training, peer collaboration, and evidence-based practices, ZU will continue to provide high-quality education that meets both local and global educational standards.
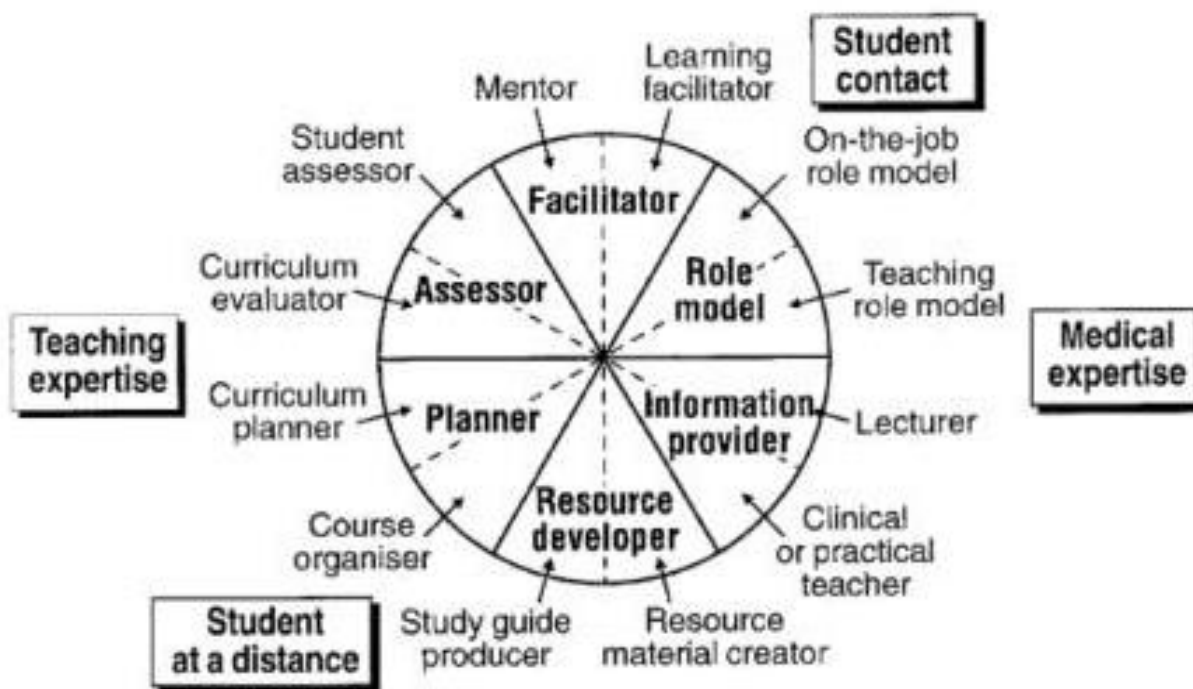
ANNEXURE-1: ROLES OF A TEACHER

Figure 1. The 12 roles of the teacher.

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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
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