



## Policy for Faculty Development at Rawal College of Dentistry



Faculty development is a cornerstone of academic excellence in any institution of higher learning. In Rawal College of Dentistry (RCoD), where education, clinical expertise, research and patient care converge, the continuous professional growth of faculty members is essential to meet evolving educational standards, advances in dentistry and the diverse needs of students.

This Faculty Development Policy has been established to promote and support the ongoing academic, clinical, pedagogical and research-related enhancement of all faculty members. It outlines structured opportunities and resources aimed at improving teaching effectiveness, encouraging scholarly activity and fostering leadership and innovation in dental education and practice. It provides opportunities for faculty and staff at various levels of Rawal College of Dentistry.

### **Research Advisory Committee**

The college has a Research Advisory Committee to guide and promote research activities among faculty members.

It plays a key role in mentoring faculty in:

- Research Methodology
- Ethical Approval Processes
- Analysis using SPSS
- Referencing
- Plagiarism
- Publication Support

Through this structured support, we aim to strengthen a culture of research, innovation and scholarly contribution across all departments.

### **Train the Trainers Program**

A robust faculty development framework ensures that educators remain current with best practices in dental education, clinical methodologies and emerging technologies. It also helps cultivate a collaborative and progressive academic environment, enhances job satisfaction, reduces faculty burnout, and ultimately improves student learning outcomes and patient care quality.

It focuses primarily on the following aspects:

- Teaching Skills
- Assessment Methods
- Curriculum Implementation
- Leadership
- Continuous Professional Development (CPD)

A train the trainers program is also available.



### **Ongoing Challenges**

To ensure the effectiveness of this policy, the institution recognizes the importance of identifying and documenting ongoing challenges faced by faculty in their professional growth. These insights are gathered through regular feedback, performance reviews and departmental discussions. Outlining these challenges not only helps in making targeted improvements to faculty development initiatives but also ensures that support remains relevant, responsive, and inclusive. Such challenges are then addressed by DME and are incorporated into the faculty development workshops.

### **Faculty Involvement in Continuous Dental Education**

The dental college reinforces its commitment to academic excellence, accreditation standards and the professional success of both its faculty and students by investing in the continuous growth of its educators. In addition to the faculty development plan available by the RCoD the faculty is facilitated and motivated to attend national and international educational trainings as well. The trained faculty is hence also involved in institutional and academic unit governance at RCoD which is evident at various administrative and governance levels.

### **Learning Opportunities for Faculty Development**

RIHS provides adequate training to its employees to enable them to perform their jobs skillfully and competently. RIHS believes training is a two-way process. We encourage employees to participate and to highlight any gaps in their own skills or knowledge they believe they have.

Training includes internal on-the-job training, written instructions such as standard operating procedures, coaching, external training and courses. Safety training takes precedence.

Funds are available to provide staff the opportunity to attain new skills or knowledge in a manner that will enhance a staff member's performance and be a specific benefit to their department and the College. Funds are administered by the Accounts Department.

Additionally, innovative teaching strategies are also being introduced to the faculty such as Peecha Kucha and infographics to name a few.

A faculty development program is available.

### **Acknowledging Notable Achievements of Faculty**

An effective faculty development requires acknowledging the notable achievements of the faculty. The institution takes pride in recognizing and celebrating the accomplishments of its faculty like

- Excellence in teaching and student mentor ship
- Research publications in reputable/index journals
- Securing research grants or funding
- Contributions to curriculum development and innovation
- Professional awards and honors
- Participation in national and international conferences as speakers or panelists



## Faculty Feedback

### Faculty Feedback Process:

#### 1. Faculty Evaluation Surveys (Every Block):

- Faculty members evaluate the curriculum structure, assessment & Teaching strategies, and available resources.
- Conducted through confidential online surveys.

#### 2. Regular Faculty Meetings:

- Provides a platform for faculty to **discuss curriculum challenges, teaching methodologies, and student engagement.**
- Documented minutes ensure follow-up on suggested improvements.

### Feedback Analysis & Implementation:

#### 1. Data Compilation & Review

- The Department of Medical Education (DME) compiles feedback reports after each survey and session. (Annexure C)
- The Curriculum Committee reviews the feedback in scheduled meetings to discuss the required improvements.

#### 2. Action Plan for Continuous Improvement

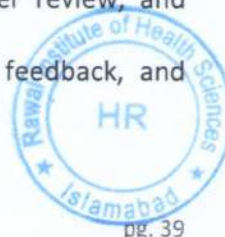
- Immediate concerns (e.g., technical issues, class scheduling) are addressed within 1-2 weeks.
- Long-term changes (e.g., curriculum modifications, faculty training needs) are incorporated into the annual curriculum review.

#### 3. Communication of the changes

- Students and faculty are informed of actions taken based on their feedback via:
  - Official emails/official WhatsApp groups and notifications.
  - Announcements during faculty meetings.

### Standard Operating Procedures (SOPs):

1. Establish a systematic, transparent, and standardized evaluation process.
2. Apply to student assessments, faculty evaluations, curriculum review, and feedback.
3. The Curriculum Committee oversees curriculum evaluation.
4. The Department of Medical Education (DME) implements evaluation strategies.
5. Faculty conduct assessments, provide feedback, and participate in self-evaluation.
6. Students participate in evaluations and provide anonymous feedback.
7. Faculty analyze student performance and conduct post-exam reviews.
8. Assessments follow a standardized TOS aligned with LOs.
9. Assessments are moderated and validated before finalization.
10. Exam results are reported through LMS, Notice Boards, and WhatsApp official groups.
11. Faculty evaluation includes self-assessment, student feedback, peer review, and performance review.
12. Curriculum is reviewed annually based on student performance, feedback, and alignment with regulations.



13. Curriculum changes are forwarded to Curriculum Committee Shaheed Zulfiqar Ali Bhutto Medical University (SZABMU) for approval and where applicable are additionally approved by the Academic council of RCoD.
14. Structured surveys are conducted after each block for student feedback.
15. Faculty feedback is collected through regular meetings.
16. The Department of Medical Education analyzes collected data.
17. Evaluation data is kept confidential.
18. SOPs are revised to enhance education quality.

  
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