



**Faculty Development Policy
&
Plan of Action**

Year 2022

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Section-1: Definitions

In this Policy Document, unless otherwise specified, or anything repugnant to the Statutes of National University of Modern Languages, the following expressions shall have the meanings as follows:

- 1.1 **External stakeholder** - individual not working in the university, which affects or gets affected by the business activity.
- 1.2 **Faculty** - a group of university departments concerned with a major division of knowledge.
- 1.3 **Faculty development** is a process of providing professional development training and coaching to faculty members to help them improve their work performance, particularly in specific areas such as teaching and research.
- 1.4 **Faculty member** - a member of academic staff.
- 1.5 **Internal stakeholder** - individual working in the university (e.g. faculty and staff member).
- 1.6 **Measure** is a plan or course of action taken to achieve a particular purpose.
- 1.7 **Staff** - a member of administrative staff.
- 1.8 **Stakeholder** - any person or entity, who influences and can be influenced by the university's activities.

Section-2. Policy

1 Purpose:

The purpose of this policy document is to provide multi-faceted opportunities to the NUML community (that is faculty and staff) and external stakeholders. The University aims to work with multiple stakeholders for inclusive development through trainings and workshops arranged for faculty and staff by establishing links with the external market for the promotion of sustainable development. For this purpose, the Executive Development Center (EDC) is already functional in the University. EDC works closely with the experienced internal and external faculty members and with seasoned market trainers to bring in a blend of academic insights and real world practices.

2 Scope:

The policy applies to the whole University including its campuses and Rawalpindi Branch.

3 Policy Statement:

This policy intends to do capacity building of the University's faculty and staff and professionals to keep them up-to-date in their relevant fields.

4 Executive Development Center (EDC)

The Centre is a platform to enhance and develop the thinking ability, analytical skills, creation and construction of knowledge to develop a holistic skill set that is essential to achieve an optimal performance for the University. EDC closely works with the experienced internal and external faculty members and with seasoned market trainers to bring in a blend of academic insights and real world practices. The Center is committed to a continuous improvement and capacity building of teachers, academicians, professionals, and students to keep them up-to-date in their areas of interest. EDC offers capacity building programs in two streams; stream-I caters to internal employees and stream-II caters to the executives from the external market. The Center offers development programs for SMEs, Public and Corporate Sector executives. EDC also works in close collaboration with multiple institutes at national and international level to open broader avenues of training and development for the faculty-staff members and students.

4.1 Program Process

EDC believes in learning through experience and exposure; the Center follows a wide range of procedures for capacity building like Training Need Assessments (TNA), Training Design, Customized Training Process, Training Follow-ups, Mentorship, Counseling and Coaching, Formal Education, Capacity Building Projects and Networking.



5 Faculty Development Measures:

The University intends to work in a relationship with internal and external stakeholders from academia and the corporate world. It will extend efforts to have an inclusive approach towards the development of faculty and staff of NUML.

5.1 The University commits to provide a comprehensive faculty development regime, which is thoroughly designed to cater the needs and challenges from mid to senior level.

5.2 The University will endeavor to do the following, depending on the availability of physical, human and technical infrastructure:

5.2.1 To arrange faculty development programs where the faculty can enhance their capacity as an academician by gaining exposure through experienced and seasoned professionals.

5.2.2 To follow a wide range of procedures for capacity building like Training Need Assessments (TNA), Training Design, Customized Training Process, Training Follow-ups, Mentorship, Counseling and Coaching, Formal Education, Capacity Building Projects and Networking.

5.2.3 To design and develop specific programs for the newly hired faculty members, the programs are strategically designed considering the factors that are of vital importance for the development of newly hired members as well as the existing faculty members.

5.2.4 To host events that are open to all the faculty, arrange workshops on multiple areas that can benefit the faculty in terms of their teaching and administrative roles.

5.2.5 To host dialogues and conferences at the University, to raise issues as well as generate productive discussions in the field of executive education, development of faculty and the meaningful role of administrative staff.

5.2.6 To work in close collaboration with multiple institutes at national and international level to open broader avenues of training and development for the faculty and staff members.

Section-3. Plan of Action

1 NUML Faculty Development Program (FDP) – *Plan of Action*

The Program is designed for building and enhancing the capacity of our newly hired University teachers as well as the existing faculty members.

1.1 Objectives

The objectives of FDP are:

- To emphasize the training and development needs in the University.
- To continuously work towards the capacity building of our existing faculty and staff.
- Develop programs in coordination with Deans / HoDs and various faculty members.

This program intends to encourage and reward the faculty members with an understanding of the contemporary learning ecosystem, teaching pedagogies and academic work environment. It also works for enhancing the capability of faculty members to develop impactful research skills to meet global standards.

1.2 Target Audience & Program Activity

In light of requirements for new faculty members of the University, NUML has developed a 5-day holistic Faculty Development Program for officials of BPS 18 and above for a group size of almost 100 faculty members from Main Campus, Rawalpindi Campus and across different regional campuses.

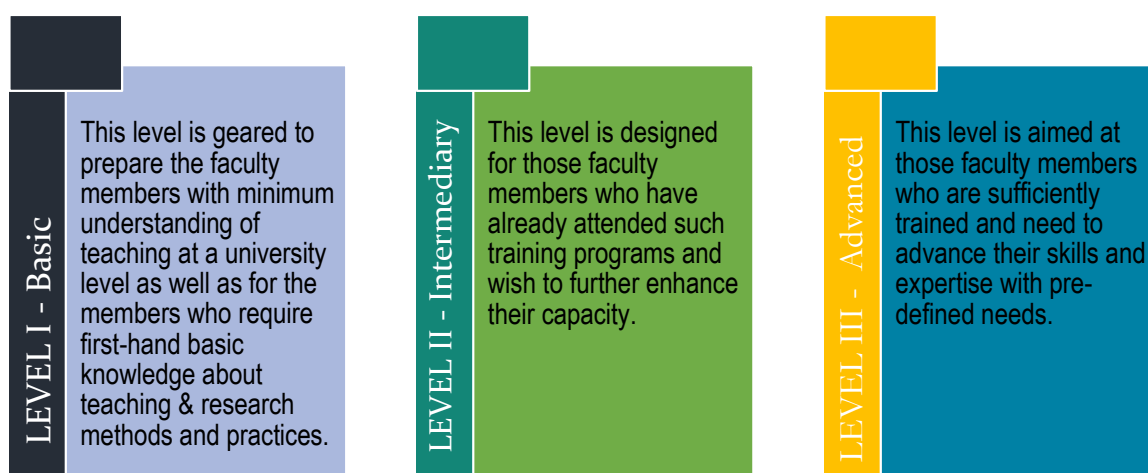
1.2.1 Learning Methodology at NUML

Typically, to design and deliver customized programs for the faculty, EDC conducts the following steps to ensure quality and relevance in program design:

- i. A program proposal followed by management's approval is executed with defined program scope and deliverables.
- ii. Identify lead faculty members for each program who will work with EDC to design and deliver the program.
- iii. R&SI management and existing faculty members conduct a Learning Needs Assessment (LNA) keeping in view the objectives of the organization and needs of new faculty members for the purpose of designing the program.
- iv. The dates for delivering the program are finalized depending upon the mutual convenience of the internal and external stakeholders of the NUML.
- v. At the end of the program, evaluation on content and faculty is completed by participants. The feedback is incorporated in designing the next offering, if any.

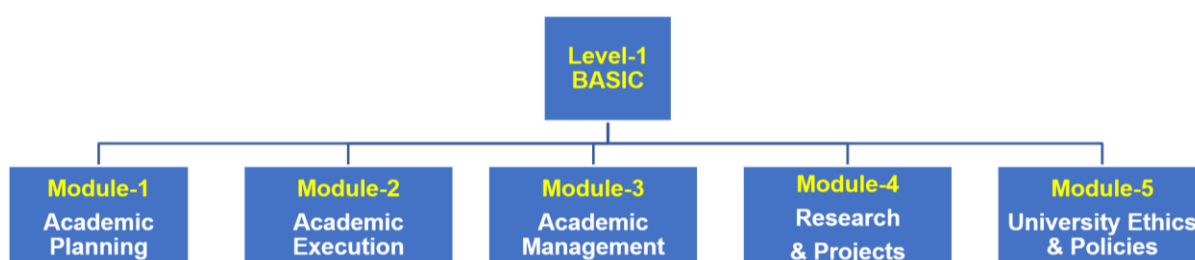
1.3 Module wise Program Coverage

The 5-day modular FDP is composed of three distinct levels having comprehensive modules with detailed coverage for each level corresponding to the career path and respective skill level of the faculty members.



1.4 Level-1: Basic

Level-1 is geared to prepare the faculty members with minimum understanding of teaching at a university level as well as for the members who require first-hand or basic knowledge about teaching methods, practices and various training plan models and practices.



1.4.1 Module I: Academic Planning

The faculty members will be exposed to how the learning works through the lens of the higher education environment. They will be able to plan strategically in line with the vision, mission and values of the university. This will enable them to apply this insight in our own ethical context.

1.4.2 Module II: Academic Execution

The execution of teaching pedagogies is one of the important tools for managing the overall educational environment at any institution. The objective of this module is to create positive teacher–student relationship, manage student groups to sustain on-task behavior, and use psychological strategies to aid students with persistent problems.

1.4.3 Module III: Academic Management

The faculty members work in a team in a collaborative environment. Hence they need to learn to work in a team to produce efficient results. They also need to

strategize their goals in line with the overall goals of the department, faculty and university at respective levels.

1.4.4 Module IV: Research & Projects

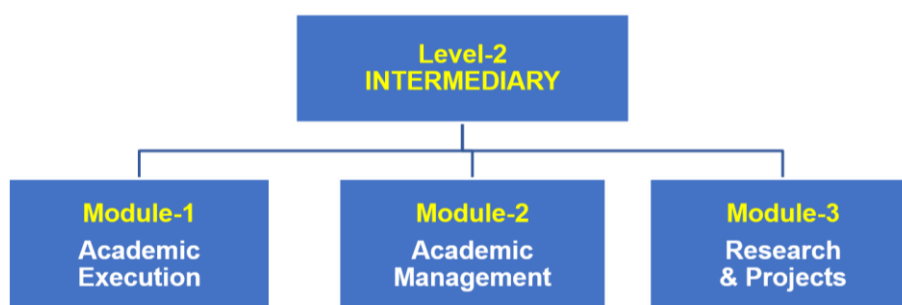
Research is an integral part of a university teacher's work life. It plays an important role for knowledge creation and continuous growth of any educational institution. In this regard, this module is designed to make the teachers understand basic aspects of doing research in line with the strategic objectives of the department / faculty at multiple levels.

1.4.5 Module V: University Ethics & Policies

The relationship between teachers and students is a very important and sensitive one. It must be built on strong foundations, stemming from mutual respect and trust as well as on the highest of ethical standards. This module, however, intends to teach about the basic ethical practices for teachers and also anchoring the teachers with University's rules and regulations.

1.5 Level-2: Intermediary

This level is designed for those faculty members who have already attended such training programs and wish to further enhance their capacity.



1.5.1 Module I: Academic Execution

This training will provide a conducive and motivating learning environment in developing a meaningful connection with the students. As it is of vital importance that we provide them with a positive classroom dynamic where students feel comfortable learning and communicating with the teacher. Teachers need to keep introducing pedagogical themes which are based on experiential learning and modern global practices. It will also serve as a productive mentorship for our students.

1.5.2 Module II: Academic Management

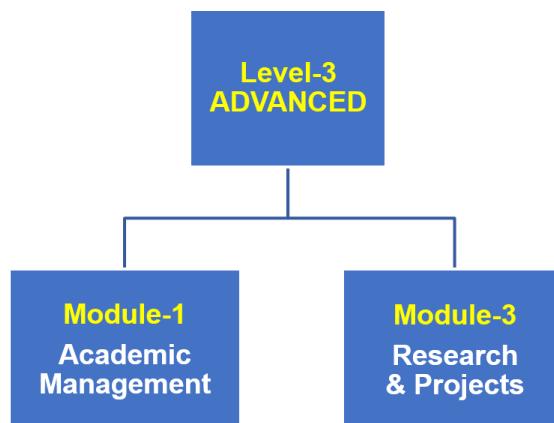
This module will explore how the faculty members contribute in meeting the overall organizational goals as effective leaders in different roles at different occasions. It is essential to develop their capability to become strategic partners with an innovative mindset as well as they are able to deal with diversity and manage human resources effectively.

1.5.3 Module III: Research & Projects

This module will provide how our faculty can create significant impact in terms of research as it can further lead to new technologies, commercial products and development of the industry- academia relations. This will enhance the impact of research work through modern global practices. It will grow with the useful ways and experiences to conduct research to advance their analytical skills to further the stakeholders.

1.6 Level-3: Advanced

Level-3 is aimed at those faculty members who are sufficiently trained and need to advance their skills and expertise with pre-defined needs.



1.6.1 Module I: Academic Management

This module will help the faculty to master analytical skills of how to evaluate and generate results by using the latest academia management techniques, the faculty needs to be well trained to produce an efficient output which is authentic and accurate. This will also help the university grow as an organization and maintain their database at all levels.

1.6.2 Module II: Research & Projects

This module will help as to how we can take research at another level and to mentor and improvise the research department of the university, our faculty will require to be well aware and experienced of modern methodologies and the implications of those respective methods and tools on the research at an advanced level.