Faculty Development Workshop

On

A Roadmap to Growth of Teaching, Learning and Research

for

Faculty Members of Engineering & Technology

Organized by

**Department of Management Studies
In Association with IIT Rourke**

**Under The Aegis of
Capacity Development Cell
TEQIP III,
Islamic University of Science & Technology,
Awantipora, Pulwama**

Resource Persons

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Faculty development strategies have developed over the years encompassing increasingly diverse roles played by the university teachers. University faculty toady are expected to be multitasking wizards performing several functions at a time and throughout the year. Prof Patty H. Phelps in his work *Fundamentals of Faculty Development* provides five fundamentals for effective faculty development:clear vision, right perspective, network, response and initiative, and integrity.

Universities across the world desire to recruit, train, develop and sustain a critical mass of faculty who are well versed with only the complexities of teaching and research but also educational planners, administrators and institution builders. Such diverse expertise is developed through a learning process that continues over time (Hendry & Dean, 2002; Kreber, 2002). Nancy Chick et al developed such a comprehensive framework for faculty development (see below graphic) that draws from the scholarly literature that underlines the fact that university teaching today increasingly demands multiple skills that involves various facets, habits of mind (or ways of knowing and being), and possible developmental activities.[1]

The basic aspects of this faculty development framework is based on three foundational habits of mindô inclusive, learning-cantered, and collaborative ways of knowing and beingô that ground five interwoven and non-hierarchical facets of teaching expertise:teaching and supporting learning,professional learning and development,mentorship,research, scholarship, and inquiry, andeducational leadership.

A three-day *Faculty Development Workshop* is proposed at IUST to introduce these fundamentals of roles and function of a faculty member that is woven around a personal development continuum from explore, to engage, to expand, demonstrating a shift from the growth of oneself within a local context toward contributing to the growth of others, university as an organization and to introduce processes and resources for the teaching community. The workshop will provide a scholarly framework for recognizing the breadth of characteristics involved in the development of teaching and research expertise and help the faculty to draw their own roadmaps in finding meaning in the everyday activities that make up the responsibilities of a university faculty today. The roadmap that will be developed during the workshop will the participants to identify and enhance their strengths, and pursue particular aspects of their career for further development. Above all the workshop will be a platform for dialogue that will engage peers and critical friends to facilitate conversations about teaching and learning (Roxå&Mårtensson, 2009).[2]

Objectives

The three-day IUST Faculty Development Workshop, designed and to be delivered by faculty from IIM Kashipur is committed to supporting and recognizing ongoing faculty efforts through a comprehensive participatory learning approach. The workshop is targeted to faculty who want to gain a 360° view of their career functions within the academia. The workshop and its content delivery is guided by relevant theoretical frameworks, including principles of adult learning, self-directed learning, reflective practice, and situated learning.

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[1]*Developing a Learning Culture: A Framework for the Growth of Teaching Expertise.* By: Nancy Chick, Natasha Kenny, Carol Berenson, Carol Johnson, David Keegan, Emma Read, Leslie Reid

[2]Roxå, T., &Mårtensson, K. (2009). Significant conversations and significant networksóexploring the backstage of the teaching arena. Studies in Higher Education, 34(5), 547-559.

The goals of the faculty development workshop are to:

- Promote the fulfilment of the learning and teaching principles through a comprehensive faculty development framework that covers the continuum of professional development of faculty members.
- Address faculty needs for professional development and support individual faculty in their roles as educators.
- Offer an exposure to a variety of issues to assist faculty with enhancing their educational contributions.
- Help faculty in advancing their careers by guiding them to convert their educational activities into scholarly work and educational scholarship, including assisting faculty with the design, implementation, analysis and dissemination of educational research projects and educational grants.
- Assist with the design, implementation and evaluation of the individual self-development roadmaps.
- Promote sharing of best practices among faculty members and affiliated teaching sites.

The workshop pursues the development of the faculty following educational competencies, which are meant for their professional advancement:

Learner-related competencies:

- Establishing a supportive and challenging learning environment that promotes professionalism, teamwork, reflective practice, self-directed learning, self-assessment and lifelong learning.
- Planning instruction that matches learnersø needs and levels of training.
- Actively engaging learners in learning across multiple teaching settings/formats by implementing learning contracts, attentive listening and active educational strategies such as questioning and knowledge application, and hands-on exercises.
- Developing and using resources to promote active learning, e.g. handouts, A/V resources, cases, online modules.
- Assessing learnersø knowledge, skills and attitudes through the implementation of formative and summative assessments and various approaches, e.g. direct observations, OSCEs, written exams, self-assessments.
- Giving timely, specific, descriptive, reinforcing and constructive feedback to learners.
- Advising and mentoring learners.

Teacher-related competencies:

- Assessing and reflecting on self-teaching practices for improvement and lifelong learning.
- Acting as a professional role model for learners and peers.
- Giving and eliciting collegial peer feedback.
- Sharing best practices with peers.
- Consulting education literature to inform the teaching practice.
- Engaging in educational innovations, program evaluation and/or medical education research.
- Disseminating scholarly work locally, nationally and/or internationally.
- Contributing to the development of IUSTøs educational mission by participating in working groups, task forces, committees and/or leading curricular initiatives.
- Creating an educational portfolio to track professional development and compile evidence of accomplishments as a faculty.

Tentative Schedule of the Workshop

	Session	Time	Topic	Faculty
Day-1	Opening			
	1	10.00 -12.30	Framework for faculty development ó introducing personal roadmap; Maximizing effectiveness of teaching	Baharul Islam ZillurRahnan
	2	14.00 ó 16:30	Academic Leadership, Networking and Mentoring	ZillurRahnan Baharul Islam
Day-2	3	10.00 -12.30	Lecture vs. Active Learning	Baharul Islam
	4	14.00 ó 16:30	Strategies that keep the focus on better teaching	ZillurRahnan
Day-3	5	10.00 -12.30	Research and Publications, Connecting teaching experiences to research	ZillurRahnanBaharul Islam
	6	14.00 ó 16:30	Case Teaching Method / Project Development	ZillurRahnanBaharul Islam
	Closing			

Note: Each session will have 15 min tea-break

Reading Materials:

Some reference materials, articles, papers, chapters of books or cases relevant to the sessions will be provided for reading.

FACULTY PROFILES

DR ZILLUR RAHMAN
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Dr Zillur Rahman is teaching at the Department of Management Studies, Indian Institute of Technology, Roorkee since 1999 in the area of Strategy and Marketing. Earlier he taught at Aligarh Muslim University from 1995-1999. Dr Rahman did his MBA and PhD in Business Administration from the same university. A renowned teacher, he has won several awards that include: Emerald Literati Club (2004), The SCIENCEDIRECT Top 25 hottest article by International Journal of Information Management (2004), Emerald/AIMA Indian Management Research Fund Award (2009), Emerald/IAM South Asia Management Research Fund Runners Up (2012), Emerald Literati Network Awards for Excellence 2016, Emerald Literati Network Awards 2017, Highly Commended paper 2017, and Emerald Literati Network Awards for Excellence 2017.He is a Member, Board of Studies, and Department of Business Administration, AMU Aligarh since 2017. An avid sportsman, Dr Rahman got 1st Position in the team event of 10th Uttarakhand State open Squash Rackets Championship (2013). He has co-authored õConsumer Behaviour Analysis (10th edition)ö, published in 2017 by Cengage, with Roger D. Blackwell, Paul W. Miniard and James F. Engel of this globally acclaimed text. He was also guided more than 15 Ph.D. Thesis.Recently he was awarded Faculty Research Award for being one among the top five most productive authors in the field of Business, Management and Accounting. Honø Union Minister of HRD Shri. Prakash Javdekar gave away the awards on the 20th of March 2018 at New Delhi.

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Over two decades Dr K M Baharul Islam has been teaching and researching in the area of Education, Law, English, Communications and ICT for Development. He is the Professor and Chairperson of Communications area at Indian Institute of Management,Kashipur.He also holds the position f Chair at the *Center of Excellence on Public Policy and Government*at the institute. Between 2007 and 2012 Dr Islam served as the Chairman and CEO of the South Asian Regional Gateway setup by the Development Gateway (USA). He taught earlier in prestigious institutions like NIT, Silchar, Gauhati University, NCERT, New Delhi, Kigali Institute of Science and Technology (Rwanda) and Addis Ababa University (Ethiopia). Presently he serves as a Fellow at the US India Policy Institute in Washington DC and at the Indian Institute of Advanced Study, Shimla. BesidesteachingDr IslamhasalsoworkedextensivelyonICTPolicy,Plansand e-GovernmentStrategy with theUN Commissionfor Africa(UNECA), UNESCAP,Bangkok and African Development Bank. Since 2014, he has been leading a major World Bank project on Environmental Impact in South Asia at IIM Kashipur as its Program Director. Heholds LLM degree fromtheUniversityofStrathclyde(UK),M.A. (English)fromAMU,Aligarh and MBA from IK Gujral Technical University. Hedid two PhDs: one in Educational Technology and another in Transitional Justice. He completed his Post-DoctoratefromAsianInstituteofTechnology(Bangkok). He has done his LLB and B.Ed. from Assam Central University, Silchar.