



TERMS OF REFERENCE (ToR)

Academic Committees

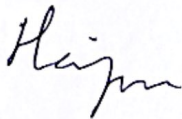
Faculty Development Program (FDP) committee Members 2026

Approved by: ALL Members
Date of Approval: 19-12-2019
Last Revised: 04-03-2026


Prof. Dr. Abdul Muced Zaigham
BDS, FCPS, CHPT
Vice-Principal
Head Prosthodontics Department
Rashid Latif Dental College, Lahore


Prof. Dr. Hanna Abdul Majeed
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Operative Dentistry, RLDC
Consultant Endodontist


Prof. Dr. Muhammad Shairaz Sad
BDS, MCPS, CHPT
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Haizma


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Ref No. RLDC/0045/26

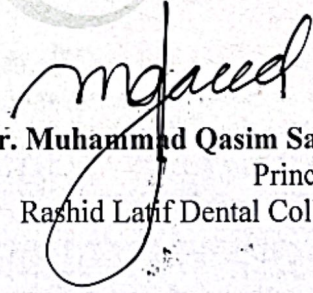
16th Feb, 2026

Notification

Agenda: Nomination of members for RLDC Faculty Development Program (FDP) committee Members 2026

It is notified that following faculty is nominated as members for RLDC Faculty Development Program (FDP) Committee for session 2025-26:

- Dr. Abdul Mueed Zaigham (Department of Prosthodontics)
- Dr. Muhammad Shairaz Sadiq (Department of Oral Medicine)
- Dr. Faiza Salman (Department of Dental Education)
- Dr. Qurat Ul Ain Manzoor (Operative Dentistry)
- Dr. Hajra Arham (Orthodontics)
- Maira Anjum (HO)
- Mr. Muhammad Hammad ul hassan (2nd Year)
- Mr. Muhammad Sheece Janjua (2nd Year)


Prof. Dr. Muhammad Qasim Saeed
Principal
Rashid Latif Dental College



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16th Nov, 2024

Mission Vision

MISSION:

To train skilled dental professionals with the knowledge and skills to address diverse oral health challenges. We aim to foster a culture of innovative, ethical practice to improve oral health standards.

VISION:

To provide dental education through innovation in teaching, hands on training promoting quality patient care and contributing to community oral health.

RLDC

UHS (Vision and mission)

Vision Statement

UHS is a leading University aiming to keep its graduates apt with the ever emerging global health challenges, evolving educational methodologies and emerging technological advancements to maintain its distinguishable position as a Medical University.

Mission Statement

UHS shall continue to strive for producing a human resource par at excellence to cater for the health needs of the people of Punjab and Pakistan.

Salient features of Faculty development plan are;

- Faculty recruitment and retention
- Opportunities for Faculty
- Faculty's Personal development plan
- Faculty needs assessment
- Faculty promotion criteria (As per PMDC)
- Faculty Induction (New)
- Faculty support
- CPD/CME
- Faculty development workshops by DME

Factors in the Recruitment and Retention of Faculty

Our reputation as one of the premier medical and dental college in Punjab, Pakistan facilitates recruitment and retention of faculty members. We have established, and continue to provide a state of the art academic, intellectual environment. The financial and administrative support of faculty by the college attracts new faculty and maintains longevity. The regional diversity among faculty at RLDC does meet the institutional goals of a diversified learning environment.

Opportunities for New and Experienced Faculty Members to Improve Teaching Skills

RLDC promotes faculty development and teaching excellence by sponsoring Performance rewards, One to one Teaching skills sessions and Faculty Development Workshops. Department of medical education and the Department of Educational Services have expertise in this area. These measures offers ample opportunities for faculty to improve their teaching and educational skills. Faculty development programs are constant point of discussion at Basic and Clinical faculty meetings.

FACULTY DEVELOPMENT

The faculty development is an integral part of the Department of medical education at RLDC. Our mission at RLDC is to support faculty with regards to their professional academic development by working collaboratively to enhance the student learning experience.

Objectives

- To improve capacity of Learning and teaching across RLDC faculty.
- To ensure that RLDC maintains the best Learning culture, which reflects in teaching and learning.
- Collaboration of all academic environment and support services to improve and enhance Learning experience for students at RLDC.

Action Plan

Putting in perspective the turnover and induction of new faculty members the following workshops are offered at least once a year:

Workshops

- Assessment in Medical Education - A workshop on the development of Multiple-Choice Questions (MCQs), and Observed Structured Practical Examination (OSPE)
- Learning Outcomes & Objectives - An introduction to developing learning outcomes and objectives for the purpose of lesson planning.
- Teaching and Learning - Training and learning to make an effective educator, and the use of innovative teaching methodologies.
- DSL- The requisites of Directed Self Learning versus self-learning
- PBL & TBL - Introduction and approach to Problem Based learning and Team Based Learning.
- Teaching Beliefs - Analysis and reflection on ones own's beliefs of teaching and using them as tool to build efficacy in teaching.

These workshops are also open to all the new faculty at Rashid Latif Medical

Complex as well as those faculty who would like to brush up on their skills. On an as need basis other workshops are also held for faculty welcoming the faculty of entire complex.

Workshops as Needed

- Faculty development and professional growth
- Academic excellence and teaching innovation
- AI tools and modern education
- Flipped classroom
- Introduction to research methodology

Faculty's Personal Development Plan

RLDC has initiated a Personal development plan for all the faculty, which enables them to record and update all CPD/CME activities during a year. This is followed by a regular review of faculty with departmental HODs.

Faculty needs assessment

We have a structured way of assessing needs of the faculty. Any faculty can discuss their plans or needs with departmental HODs by using an open door policy. Faculty also has an option to discuss their queries with DES, which can then signpost the faculty to concerned department or services.



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FACULTY NEEDS ASSESSMENT FORM

For Undergraduate Medical Education & Clinical Teaching

Medical College/Institution: _____

Department: _____

Academic Year: _____ Date: _____

A. Faculty Information

Name of Faculty	_____
Designation	☐ Professor ☐ Associate Professor ☐ Assistant Professor ☐ Demonstrator/Tutor
Years of Teaching Experience	_____
Area/Specialty	_____
Undergraduate Teaching	☐ Pre-clinical ☐ Para-clinical ☐ Clinical
Average Teaching Hours/Week	_____
Average Clinical Teaching Hours/Week	_____

B. Undergraduate Teaching Needs

Teaching Area	1	2	3	4	5
Curriculum/lesson planning	☐	☐	☐	☐	☐
Small-group teaching	☐	☐	☐	☐	☐
Large-group teaching/lectures	☐	☐	☐	☐	☐
Problem-based learning (PBL)	☐	☐	☐	☐	☐
Case-based learning	☐	☐	☐	☐	☐
Bedside teaching	☐	☐	☐	☐	☐
Demonstration of clinical skills	☐	☐	☐	☐	☐
Student mentoring	☐	☐	☐	☐	☐
Remedial teaching	☐	☐	☐	☐	☐
Use of e-learning/digital resources	☐	☐	☐	☐	☐
Simulation-based teaching	☐	☐	☐	☐	☐

Rating: 1 = Not Needed | 2 = Slightly Needed | 3 = Moderately Needed | 4 = Highly Needed | 5 = Urgently Needed

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C. Faculty Development Needs

Training Area	Select
Modern teaching methodologies	☐
Adult learning principles	☐
Assessment and examination techniques	☐
OSCE/OSPE development	☐
Workplace-based assessment	☐
Question paper/MCQ construction	☐
Feedback and student evaluation	☐
Educational technology/LMS	☐
Simulation-based education	☐
Research methodology	☐
Medical education research	☐
Academic writing/publication	☐
Leadership and management	☐
Communication skills	☐
Other: _____	☐

Preferred mode of training: ☐ Workshop ☐ Seminar ☐ Hands-on training ☐ Online course ☐ Mentorship☐ Other: _____**D. Clinical Teaching Setup — Adequacy of Facilities**

Clinical Resource	Poor	Fair	Adequate	Good	Excellent
Number of clinical cases	☐	☐	☐	☐	☐
Availability of patients for teaching	☐	☐	☐	☐	☐
Clinical examination areas	☐	☐	☐	☐	☐
Teaching rooms	☐	☐	☐	☐	☐
Skills laboratory	☐	☐	☐	☐	☐
Simulation facilities	☐	☐	☐	☐	☐
Clinical equipment	☐	☐	☐	☐	☐
Diagnostic facilities	☐	☐	☐	☐	☐
Internet/Wi-Fi access	☐	☐	☐	☐	☐

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Access to online journals/resources	☐	☐	☐	☐	☐
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Clinical Teaching Challenges — Select all that apply

- | | |
|---|--|
| ☐ Insufficient patient load | ☐ Excessive student-to-faculty ratio |
| ☐ Limited clinical teaching space | ☐ Insufficient clinical equipment |
| ☐ Limited skills/simulation facilities | ☐ Heavy clinical workload |
| ☐ Limited protected teaching time | ☐ Lack of teaching assistants/tutors |
| ☐ Lack of standardized teaching materials | ☐ Poor coordination between departments |
| ☐ Limited access to investigations/diagnostic facilities | ☐ Other: _____ |

Is current faculty strength adequate?	☐ Yes ☐ Partially ☐ No
Is your teaching workload manageable?	☐ Yes ☐ Partially ☐ No
Is sufficient time available for preparation?	☐ Yes ☐ No
Is clinical workload affecting teaching?	☐ Yes ☐ No
Are teaching assistants/tutors adequate?	☐ Yes ☐ No
Is administrative workload excessive?	☐ Yes ☐ No
Additional faculty/staff required:	_____
Type of staff required:	☐ Faculty ☐ Demonstrator ☐ Clinical Tutor ☐ Teaching Assistant ☐ Technical Staff

E. Staffing & Workload☐ Adminis

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F. Teaching Resources Required

■ Textbooks/reference books	■ Clinical guidelines/protocols
■ Lecture halls	■ Tutorial rooms
■ Smart boards/projectors	■ Computers/tablets
■ Internet/Wi-Fi	■ Learning Management System
■ Skills laboratory	■ Simulation models/manikins
■ Clinical instruments	■ Audio-visual teaching material
■ Online databases/journals	■ Standardized patient program

G. Assessment & Examination Needs

Area	Low	Moderate	High	Very High
MCQ writing	■	■	■	■
SBA/EMQ construction	■	■	■	■
OSCE/OSPE design	■	■	■	■
Clinical assessment	■	■	■	■
Rubric/checklist development	■	■	■	■
Formative assessment	■	■	■	■
Feedback to students	■	■	■	■
Standard setting	■	■	■	■

H. Research & Academic Development

Area	Low	Moderate	High	Very High
Research methodology training	■	■	■	■
Biostatistics/statistical software	■	■	■	■
Research funding	■	■	■	■
Research assistants	■	■	■	■
Ethical approval guidance	■	■	■	■
Data collection support	■	■	■	■
Scientific writing	■	■	■	■
Journal selection/publication	■	■	■	■
Conference participation	■	■	■	■

1.	_____
2.	_____
3.	_____

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Protected research time	☐	☐	☐	☐
Collaboration with other departments	☐	☐	☐	☐

I. Priority Needs

4.	
5.	
Most urgent improvement required:	

Support from College Administration

What support from the college administration would most improve your teaching?

Additional Comments/Suggestions

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J. Overall Faculty Satisfaction

Overall adequacy of current teaching and clinical setup:	☐ Excellent ☐ Good ☐ Satisfactory ☐ Unsatisfactory ☐ Poor
Would you recommend specific changes to improve undergraduate education? ☐ Yes ☐ No	

If yes, please specify:

Faculty Declaration

I have provided the above information to assist the institution in identifying faculty, teaching, clinical, infrastructure, and professional development needs.

Faculty Name: _____

Signature: _____

Date: _____

For Department/Administration Use

Priority:	☐ High ☐ Medium ☐ Low
Action Required:	_____
Responsible Department/Person:	_____
Target Completion Date:	_____
Follow-up/Action Taken:	_____

7. Monitoring & Evaluation

- Collect participant feedback after each activity
- Assess impact on teaching, research, and academic performance
- Recommend improvements for future programs

8. Review of TOR

TOR to be reviewed annually• Amendments made as per institutional and accreditation need



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Faculty Development Committee (FDC)

Standard Operating Procedure (SOP) for Faculty Development Committee:

Aims and Objectives:

- To upgrade faculty developmental skills that aims at enhancing teaching, research, clinical and administrative skills.
- To ensure continuous professional development of faculty in alignment with institutional goals and regulatory guidelines.

Scope:

This SOP applies to all activities undertaken by Faculty Development Committee (FDC) for the benefit of faculty members of Rashid Latif Dental College.

Composition of Faculty Development Committee

The composition of Faculty Development Committee of Rashid Lateef Dental College is as follows.

- Chairperson (Senior faculty member)
- Continuing Education Coordinator
- Members (departmental representatives of basic science, preclinical and clinical domains)
- Support Staff (Administrative assistant for documentation and coordination)

Goals of Faculty Development Committee

- To enhance and achieve teaching excellence.
- To promote research and scholarly activities to keep them at pace to match with PMDC guidelines.
- To enhance faculty clinical competencies.
- To Encourage lifelong learning.
- To enhance technology integration in dental education.

Areas to be covered by Faculty Development Committee

- Teaching Strategies:
 1. Problem base Learning
 2. Case base Learning
- Use of AI in Teaching and Learning and its application
- Assessment
 1. Work based Assessment:
 2. Development of OSCE/OSPE
 3. Developing a blueprint for content of an undergraduate medical/dental Curriculum
- Innovative teaching methodologies (active learning, flipped classrooms, problem based learning).



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- Use of digital tool and technologies in teaching(i-e virtual learning platforms, Simulation- based education).
- Student engagement.
- Research