Dow Institute of Health Professionals Education

DOW UNIVERSITY OF HEALTH SCIENCES

STRATEGIC PLAN
(2024 - 2027)

Pioneering Excellence | Inspiring Innovation

To Heal | To Educate | To Discover

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

TABLE OF
CONTENTS

DIRECTOR'S
MESSAGE

At the Dow Institute of Health Professionals Education, we're on a mission to revolution-ize the landscape of health professions education. With innovation as our cornerstone, we're reshaping teaching and learning experiences to ignite brilliance among our esteemed faculty, staff, and students. We ensure that our undergraduate, postgraduate, and faculty development programs meet the evolving needs of the community and the challenges for the twenty-first-century healthcare systems.

Professor Dr. Farhan Saeed Vakani
Director, Dow Institute of Health Professionals Education
Ph.D., Hubert H. Humphrey Fellow., MCPS-HPE., MSc., BDS

EXECUTIVE
SUMMARY

At the Dow Institute of Health Professionals Education, we're guided by a set of values that drive our pursuit of excellence in health professions education. Our strategic plan is a roadmap to realizing our core values: innovation, faculty development, collaboration, and scholarly contribution.

1.   Innovative Medical Education Practices:

We believe in pushing the boundaries of traditional education methods. By introducing innovative teaching and learning practices, we aim to inspire curiosity, critical thinking, and lifelong learning among our students. From cutting-edge technology integration to experiential learning, we're redefining the future of medical education.

2.   Faculty Development:

Our faculty are the heart of our institution. Through robust faculty development and certificate programs, we empower our educators with the latest pedagogical tools, resources, and skills necessary to excel in their roles. By investing in our faculty, we ensure that they are equipped to deliver high-quality education and mentorship to our students.

3.   Interprofessional Teaching and Learning:

Collaboration is key to success in healthcare. We prioritize interprofessional education, bringing together students and faculty from various health and other disciplines to learn, collaborate, and innovate together. By fostering interdisciplinary teaching and collaboration, we prepare our graduates to excel in holistic care and team-based work environments and address complex healthcare challenges.

4.   Research and Scholarly Contribution:

We are committed to advancing knowledge and driving innovation through research and scholarly activities. Through mentorship, impact awards, and funding support, we empower and coach our faculty and students to engage in impactful research that addresses real-world educational and healthcare issues. By promoting a culture of inquiry and discovery, we contribute to the advancement of healthcare knowledge and practice.

With these values at the core of our strategic plan, we are poised to lead the way in transforming health professions education.

ABOUT DOW INSTITUTE OF HEALTH PROFESSIONAL
EDUCATION

As the first-ever public sector health professional education institute in Pakistan, DIHPE stands at the forefront of transforming health professions education in the region. Born from a visionary idea, our institute is dedicated to revolutionizing health professions education.

At DIHPE, we offer a comprehensive range of educational programs aimed at empowering our students and faculty alike. Our flagship master's program focuses on teaching, scholarship, development, and evaluation of educational programs. Through a blend of theoretical knowledge and practical application, we equip our graduates with the skills and expertise needed to excel in their roles as educators and leaders in the healthcare field.

Central to our mission is a commitment to service provision, research, and innovation. Through hands-on experience and interdisciplinary collaboration, our students engage in cutting-edge educational research projects aimed at addressing real-world healthcare challenges. By fostering a culture of innovation and inquiry, we empower our students to become agents of change in health professions education.

DIHPE has launched a full-time PhD in Medical Education, equipping scholars with extensive pedagogical expertise to become independent researchers. This program prepares them for various careers in medical education within the University and the region.

In addition to our academic programs, DIHPE offers a wide range of faculty development activities aimed at enhancing the skills and competencies of our educators. From workshops and seminars to mentorship programs and research grants, we provide our faculty with the support and resources they need to thrive in their roles as educators and mentors.
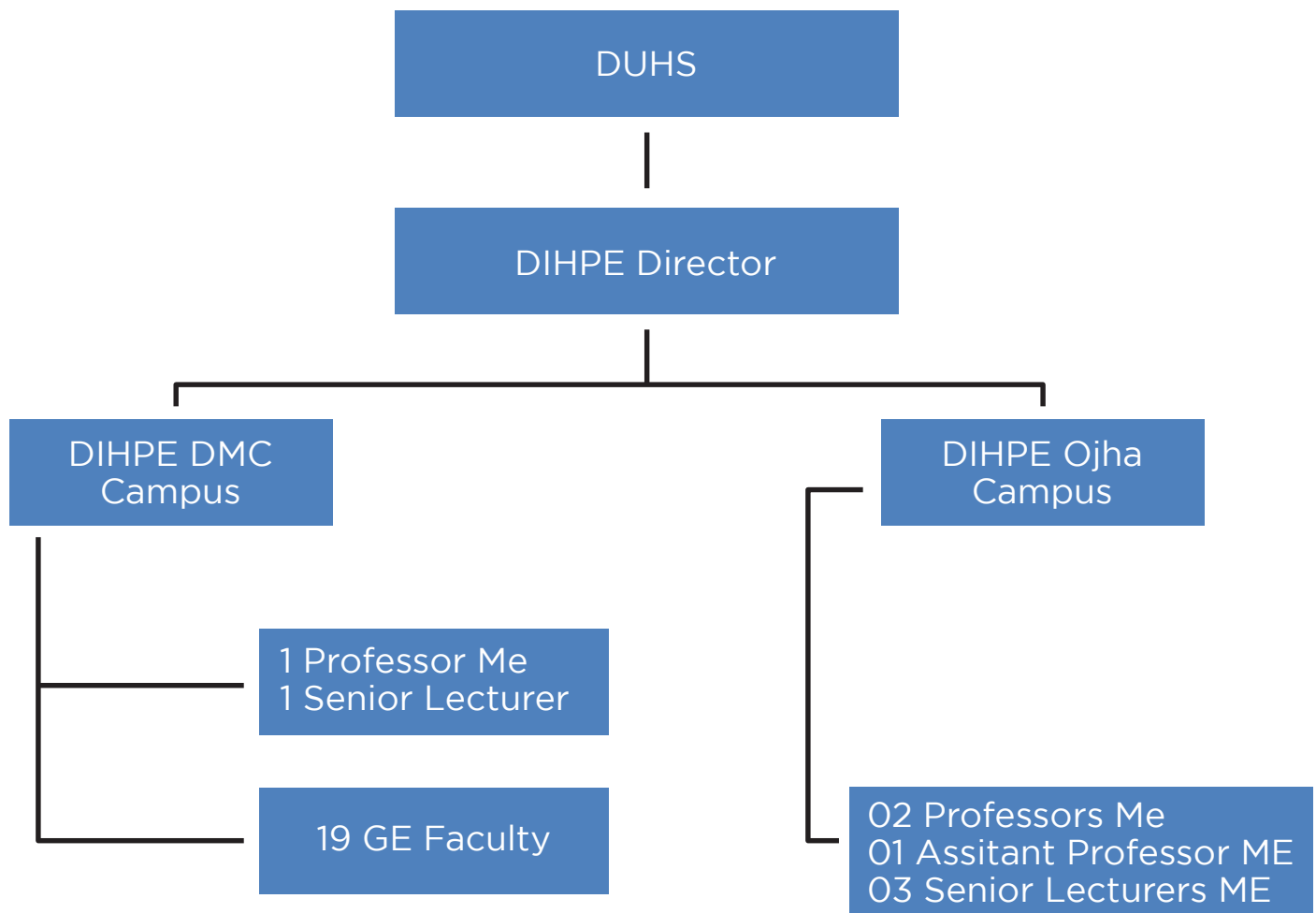
With a focus on excellence, innovation, and service, DIHPE is shaping the future of health professions education in Pakistan and beyond. Join us as we continue to lead the way in advancing the health profession's knowledge and practice.

INTRODUCTION &
OVERVIEW

The Dow Institute of Health Professional Education (DIHPE) is Pakistan's first public-sector institution dedicated to transforming health professions education. The institute's mission is to enhance the quality of education, research, and faculty development, with a strong focus on interdisciplinary collaboration, innovative teaching practices, and scholarly contributions. DIHPE offers a range of academic programs, including a master's program in health professions education and a PhD in Medical Education.

Additionally, it prioritizes faculty development through various workshops, mentorship programs, and research grants, empowering medical educators to provide high-quality instruction. DIHPE is committed to driving innovation and excellence, aiming to significantly influence healthcare education and contribute to global knowledge in this field.

ORGANIZATIONAL
STRUCTURE

```
                          ┌─────────────────┐
                          │      DUHS       │
                          └────────┬────────┘
                                   │
                          ┌────────┴────────┐
                          │  DIHPE Director │
                          └────────┬────────┘
                ┌──────────────────┴──────────────────┐
      ┌──────────────────┐                    ┌──────────────────┐
      │   DIHPE DMC      │                    │   DIHPE Ojha     │
      │    Campus        │                    │    Campus        │
      └──────────────────┘                    └──────────────────┘
```

DIHPE DMC Campus	
1 Professor Me 1 Senior Lecturer	
19 GE Faculty	

DIHPE Ojha Campus
02 Professors Me 01 Assitant Professor ME 03 Senior Lecturers ME

*ME (Medical Education), *GE (General Education), *DIHPE (Dow Institute of Health Professionals Education),

SECTION I: OVERVIEW OF THE
STRATEGIC PLANNING PROCESS

The strategic planning process at the Dow Institute of Health Professions Education (DIHPE) is a comprehensive approach designed to support the institute toward achieving its mission of transforming health professions education.

The process begins by identifying core values and strategic priorities, including innovation, faculty development, interprofessional collaboration, and research. These values are then translated into specific, measurable goals and objectives aimed at enhancing education quality, fostering a research-driven culture, improving faculty skills, and integrating cutting-edge technologies into the learning environment.

Each goal is supported by clear key results, timelines, and individuals responsible for implementation, ensuring accountability and progress tracking. Regular reviews and assessments are integral to the process, enabling continuous improvement and alignment with the evolving needs of health professions education.

SECTION II: VISION, MISSION, AND VALUES

VISION

To be a pre-eminent academic institution committed to changing and saving lives.

MISSION

Providing outstanding patient-centered education, training, and clinical care informed by cutting-edge research and innovation generating and disseminating new knowledge.

VALUES

CUSTOMER SERVICE
o   Put patients & students first

EMPATHY & COMPASSION
o   Understand before you judge
o   Be concerned for sufferings & misfortunes of others

EXCELLENCE
o   Be the best and commit to exceptional quality and service

INNOVATION
o   Encourage curiosity, imagine, create and share

TEAMWORK
o   Engage & collaborate

INTEGRITY & LEADERSHIP
o   Be a role model and influence others to achieve their best
o   Have the courage to do the right thing
o   Hold yourself and others accountable

RESPECT & COLLEGIALITY
o   Be kind
o   Listen to understand
o   Value different opinions

STATEMENT OF PURPOSE
Driven by a passion for improving healthcare outcomes and a commitment to lifelong learning, we at DIHPE draw emphasis on innovation, interdisciplinary collaboration, faculty development, and excellence in research. Through strategic goals and enabling strategies, we are confident that we will emerge as a well-rounded and competent health professional educational institute.
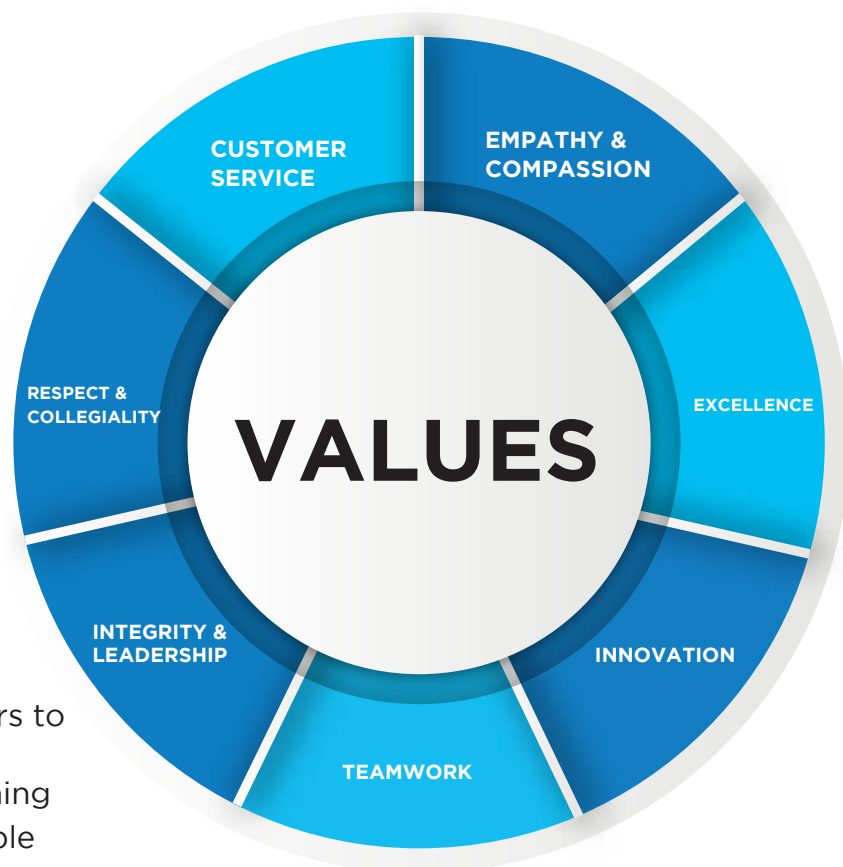
SECTION III: ASPIRATIONAL
INSTITUTIONS

1. Institute for Educational Excellence - Johns Hopkins School of Medicine

- The Institute for Educational Excellence inspires us, having become a local, national, and international leader in medical and biomedical education. It aims to improve and recognize teaching, develop and critically access emerging educational modalities and techniques, encourage and support educational research and scholarship, and foster the professional growth of future local/national/international leaders in medical and biomedical education.

- However, Johns Hopkins has always led the way. Toward the end of the 19th century, American medical education was in chaos. Medical education was forever transformed with the opening of The Johns Hopkins Hospital in 1889, followed four years later by The Johns Hopkins University School of Medicine. Johns Hopkins ushered in the new era with rigid entrance requirements, a vastly upgraded curriculum with emphasis on the scientific method, the incorporation of bedside teaching and laboratory research as part of the instruction, and integration of the School and Hospital through joint appointments. The Carnegie Foundation's Flexner Report (1910) described Johns Hopkins as the model for medical education.

SECTION IV: STRATEGIC
GOALS

DIHPE has identified major goals with enabling strategies for a 5-year plan (2024-30) based on the values, mission statement, and response to evolving societal and healthcare needs.

Five strategic Goals have been identified:

Goal 1:   **Promotion and sustainability of academic programs**

Objective 1:   Launch and ensure the sustainability of academic programs

Objective 2:   Enhance faculty skills through best practices and employee retention.

Goal 2:   **Advancement of research culture in Health Professions Education**

Objective 1:   Promote and support research projects in HPE and faculty development

Objective 2:   Enhance the research output of the institute

Objective 3:   Promote collaborative research in HPE

Goal 3:   **Fostering a culture of teaching and learning**

Objective 1:   Enhance the quality of education by supporting faculty with AI training and offering continuous certificate courses

Objective 2:   Support external faculty and physicians with training and resources

Objective 3:   Facilitate support for improvements in the undergraduate dental curriculum

Goal 4:   **Strengthen financial sustainability through Faculty Development Programs**

Objective 1:   Increase revenue generation through Faculty Development Programs.

Objective 2:   Plan a global online faculty program using a massive open online course (MOOC) platform

Goal 5:   **Establish a Quality Assurance cell and Faculty Development Secretariat**

Objective 1:   Ensure high standards in education and research by establishing a Quality Assurance and Research Unit in collaboration with QEC at DIHPE

Objective 2:   Provide administrative and logistical support for faculty development initiatives by establishing a Faculty Development Secretariat at DIHPE

Objective 3:   Integrate a Quality Improvement management system to track the performance of educational programs.

OBJECTIVES, OKRs & KPIs

Strategic Goal 1: Promotion and sustainability of academic programs							
Goal Statement: Promote and sustain high-quality academic programs by developing, retaining, and recruiting top-tier faculty and staff, while fostering an environment conducive to continuous professional growth.							
OKR (Objective and Key Results)							
Objective 1: Launch and ensure the sustainability of academic programs							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 1.1: Launch academic programs to strengthen the institute's educational offerings and attract high-caliber students and faculty.	KR 1.1.1: Implement a doctoral program in medical education	KPI 1.1.1: Program launch timeline and student enrollment numbers.	Program accreditation and student enrollment data.	06 students to be enrolled in the first three years.	Farhan Vakani	SPGS	Dec-27
	KR 1.1.2: Develop and launch a one-year fellowship in medical education within 36 months	KPI 1.1.2: Program launch timeline and student enrollment numbers.	Program accreditation and student enrollment data.	45 students in the first three years.	Nooreen Adnan /FV	SPGS	Dec-27
O 1.2: Acquire local and international accreditation of the academic programs.	KR 1.2.1: Gain local and international accreditation of academic programs (Master + PhD)	KPI 1.2.1 Local and International Recognition	Council and accreditation body's website	PhD Local Accreditation; Master & CHPE international accreditation;	Farhan Vakani/Sonia Haider	QEC / SPGS	Jun-28
O 1.3: Implement a blended learning model by integrating AI-powered adaptive learning platforms to personalize education for health professionals.	KR 1.3.1: Allows customized educational experiences that cater to individual student needs, improving engagement and outcomes.	KPI 1.3.1 Improved engagement and better educational outcomes	Evaluation results	70% increase in the use of Learning Management System platform	Farhan Vakani/Sonia Haider	Digital Learning / SPGS	Jun-26

			Objective 2: Enhance faculty skills through best practices and employee retention.					
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 2.1: Offering competitive long-term contracts to retain highly qualified Indigenous faculty and staff.	KR 2.1.1: Increase faculty and staff rate by 50% within 24 months.	KPI 2.1.1: Faculty and staff retention rate.	Annual faculty retention report and number of long contracts signed	50% increase in new faculty and staff	Farhan Vakani	HR	Jun-25
O 2.2: Enhance institute faculty skills through best practices in Health Professions Education (HPE)	KR 2.2.1: Participate in national and international symposia and conferences in HPE annually.	KPI 2.2.1. Faculty participation	Conference attendance records	40% faculty participation	Farhan Vakani	Finance / HR	Dec-27
	KR 2.2.2: Cascade's 'Train the Trainer' mentoring program in medical education.	KPI 2.2.2: Faculty participation	Attendance record	50% faculty participation	Farhan Vakani	SPGS / DIHPE	Dec-26

Strategic Goal 2: Advancement of research culture in Health Professions Education							
Goal Statement: Advance the research culture of the institute by fostering a sense of collaboration and interdisciplinary teamwork that contributes to the global body of knowledge in health professions education.							
OKR (Objective and Key Results)							
Objective 1: Promote and support research projects in HPE and faculty development							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 1.1: Promote and support research projects in HPE that enhance the institute's research portfolio.	KR 1.1.1: Increase the number of research projects by 30% within 36 months.	KPI 1.1.1: Research project count	Research project records	30% increase in research projects.	Farhan Vakani/ Sonia Haider	DIHPE/ORIC	Dec-27
O 1.2: Implement AI-driven grant-writing tools to assist faculty in applying for international research grants in HPE.	KR 1.2.1: Faculty trained to use AI tools to write research grants	KPI 1.2.1: Faculty trained	Number of Faculty trained	50 % of faculty	Farhan Vakani/ Sonia Haider	DIHPE/ORIC	Dec-27
Objective 2: Enhance the research output of the institute							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 2: Supporting and incentivizing research publications by students and faculty.	KR 2.1: Achieve a 50% increase in research publications within 36 months.	KPI 2.1. Publication count.	Institutional research database and publications count	50% increase in publications.	Farhan Vakani/ Sonia Haider	DIHPE/ORIC	Dec-27 Dec-27
Objective 3: Promote collaborative research in HPE							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 3: Build strategic partnerships with national and international institutions to promote collaborative research in HPE.	KR 3.1: Build new strategic research partnerships within 36 months.	KPI 3.1. Partnership agreements	Number of partnership records and project reports.	2 new partnerships.	Farhan Vakani/ Sonia Haider	DIHPE/ORIC	Dec-27

Strategic Goal 3: Fostering a culture of teaching and learning							
Goal Statement: Foster a culture of teaching and learning by empowering faculty with advanced AI teaching modalities							
OKR (Objective and Key Results)							
Objective 1: Enhance the quality of education by supporting faculty with AI training and offering continuous certificate courses.							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 1: Implement AI-based teaching assistants that analyze student performance and provide real-time feedback to faculty for course adjustments. Offer short training certificate courses	KR 1.1: Faculty development training in using AI-based teaching assistants	KPI 1.1: Faculty trained	Attendance records and satisfaction surveys	30% Faculty to be trained	Farhan Vakani / Yahya Noori	DIHPE/ Digital LC	Dec-27
	KR 1.2: Faculty development	KPI 1.2: Faculty trained	Attendance records and satisfaction surveys	70% of Faculty to be trained	Rubaba / Farhan Vakani	DIHPE	Dec-27
Objective 2: Support external faculty and physicians with training and resources							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 2: Support external faculty physicians (NICVD) with training and resources to improve practices in HPE and adapt to educational needs.	KR 2.1: Conduct 10 faculty development workshops annually for external faculty	KPI 2.1: The workshop counts as a CHPE-certified training	Workshop attendance and satisfaction survey records	100% participation from faculty.	Rubaba/ Shumaila	DIHPE	Dec-27
Objective 3: Facilitate support for improvements in the undergraduate dental curriculum							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 3: Facilitate improvement of dental curriculum from a 4-year program to five years.	KR 3.1: Develop and launch a new curriculum within 36 months.	KPI 3.1: New curriculum implementati-on	Program implementation, timetables, and schedules	Implementa-tion in all three DUHS dental institutes	Nooreen Adnan	Dental Institutes and faculty	Dec-27

SECTION V: RESOURCE PLANNING FOR ACHIEVING
STRATEGIC GOALS

Resource planning at the Dow Institute of Health Professions Education (DIHPE) is critical to achieving its strategic goals and ensuring the successful implementation of its initiatives. The institute will require financial resources to support the development and accreditation of new academic programs such as doctorate degrees, research activities, faculty development, and the integration of advanced technologies such as AI-driven learning platforms. These funds will be generated through internal revenue streams, including faculty development programs, collaborations with external institutions, and writing research grants.

Human resources are equally essential, as the institute needs a skilled and dedicated faculty with expertise in health professions education, research, and interdisciplinary teaching. To meet these needs, DIHPE will invest in recruitment, professional development, and retention strategies to ensure faculty expertise is continually enhanced.

Additionally, the institute will require technical and administrative staff to support the integration of new technologies and manage day-to-day operational tasks. The adoption of technological resources, such as cloud-based systems for tracking academic performance and AI-powered teaching assistants, will play a key role in personalizing education, improving student engagement, and streamlining institutional operations. Finally, DIHPE will seek varsity support through strategic collaborations and partnerships with national and international academic bodies to gain accreditation for their academic programs, foster research opportunities, and expand its network. These resources, financial, human, technological, and institutional, will enable DIHPE to realize its vision of becoming a leader in health professions education.

SECTION VI: IMPLEMENTATION AND MONITORING OF STRATEGIC GOALS

Goal 1: Promotion and Sustainability of Academic Programs

The institute will develop, accredit, and sustain high-quality academic programs, integrate AI-powered blended learning, and enhance faculty retention and development,

Monitoring & Evaluation:

- Track students' enrolment, accreditation approvals, LMS engagement, faculty retention, and training participation.
- Conduct quarterly and annual reviews to drive continuous improvement and long-term sustainability.

Goal 2: Advancement of Research Culture in Health Professions Education (HPE)

The institute will expand its HPE research portfolio by increasing research projects and collaboration, integrating AI-driven grant-writing tools, and strengthening faculty development. Research output will be evaluated through faculty and student publications, while national and international partnerships will be assessed through interdisciplinary collaboration.

Monitoring & Evaluation:

- Measure growth in research projects, AI grant-writing adoption, publication output, and new research partnerships.
- Conduct quarterly and annual reviews to ensure sustained impact and innovation.

Goal 3: Fostering a Culture of Teaching & Learning

The institute will enhance teaching quality by training faculty in AI-powered teaching assistants and offering short certificate courses. Support will be extended to external faculty and physicians through structured workshops.

Monitoring & Evaluation:

- Assess faculty training participation, AI integration, and workshop attendance.
- Conduct quarterly and annual reviews to drive sustained improvements in education.

Goal 4: Strengthening Financial Sustainability through Faculty Development Programs

The institute will improve financial sustainability by expanding Faculty Development Programs (FDPs) through strategic collaborations and global online training initiatives.

Monitoring & Evaluation:

- Collaborations & Revenue Growth: Establish two new partnerships with non-accredited institutions and conduct 10 joint FDP workshops annually, tracked via collaboration agreements, attendance, and financial reports.

- Conduct an annual conference on Health Professions Education.

- Global Online Faculty Development: Launch a Massive open online course (MOOC) for faculty with annual training measured through participation data and engagement metrics.

- Conduct quarterly and annual reviews to evaluate financial growth and program sustainability.

Goal 5: Establishing a Quality Assurance Cell & Faculty Development Secretariat

The institute will enhance accountability and continuous improvement by establishing a Quality Assurance (QA) Cell, Faculty Development (FD) Secretariat, and a Quality Improvement Management System (QMS).

Monitoring & Evaluation:

- Quality Assurance & Research Unit: Establish and operationalize within 12 months, tracked through operational records.

- Faculty Development Secretariat: Set up within 12 months to support faculty initiatives, monitored via activity reports.

- Quality Improvement System: Implement a cloud-based QMS to track academic performance and faculty development, achieving full functionality within 36 months through KPI tracking and student assessments.

- Conduct quarterly and annual reviews to ensure continuous progress and institutional excellence.

SECTION VII: LIST OF
APPENDICES

No.	DESCRIPTION
A	SWOT ANALYSIS
B	TOWS MATRIX

SWOT ANALYSIS

STRENGTHS (S)	WEAKNESSES (W)
1. Public sector organization. **2.** Internationally qualified faculty in Medical Education. **3.** Three faculty with international doctorate qualifications in medical education. **4.** Public sector institutes competing with international programs in medical education.	**1.** Decentralized system. **2.** Faculty on short-term contracts. **3.** Faculty retention primarily PhDs. **4.** Faculty comfort zone. **5.** Ineffective communication. **6.** Lack of research publication by students. **7.** Low number of faculty development activities. **8.** Lack of collaboration with non-accredited. academic institutions for FD programs. **9.** Low-skilled staff. **10.** Lack of funds to support faculty development initiatives. **11.** Lack of online training. **12.** Shortage of faculty.
OPPORTUNITIES (O)	**THREATS (T)**
1. Scope for starting a Doctorate program and one-year fellowship in Medical Education. **2.** Funding training opportunities from internal agencies and provincial and federal HECs. **3.** Conduct faculty development activities and short certificate courses with nonaccredited bodies. **4.** Enhance revenue generation through FD **5.** Generate funds by writing research grants in the faculty development area. **6.** Establish a quality assurance and research unit within the institute.	**1.** Mushroom growth of master's programs in Medical Education in Pakistan. **2.** Economic challenges. **3.** Online learning and asynchronous academic programs. **4.** Upcoming programs in medical education offer high salary packages and permanent positions to academic faculty.

Strategic Goal 4: Strengthen financial sustainability through Faculty Development Programs							
Goal Statement: Enhance the institute's financial sustainability by leveraging Faculty Development Programs							
OKR (Objective and Key Results)							
Objective 1: Increase revenue generation through Faculty Development Programs.							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 1: Increase revenue generation by collaborating with non-accredited academic institutions to offer joint Faculty Development Programs.	KR1.1: Form new collaborations with non-accredited institutions within 24 months.	KPI 1.1: Collaboration agreements	Collaboration records	2 new collaborations.	Rubaba Azeem and Shumaila Rafi	DIHPE	Dec-26
	KR 1.2: Number of joint FDPs conducted annually	KPI 1.2: 10 joint FD workshops conducted and FDP revenue.	Attendance and financial records	10 Workshops annually			Dec-25
Objective 2: Plan a global online faculty program using a massive open online course (MOOC) platform							
Objective	**Key Results**	**KPI**	**Measurement Method**	**Target**	**Person Responsible**	**Resource Requirement**	**Timeline**
O 2: Launch a global online faculty development program using a massive open online course (MOOC) platform targeting national and international educators.	KR 2.1: Online faculty development training targeting national and international educators	KPI 1.1: Faculty trained	Attendance records	01 event every six months	Farhan Vakani/ Yahya Noori	DIHPE/Digital Learning Center	Dec-28

Strategic Goal 5: Establish a Quality Assurance cell and Faculty Development Secretariat

Goal Statement: Reorganize to enhance accountability and continuous improvement through establishing a Quality Assurance cell and a Faculty Development Secretariat

OKR (Objective and Key Results)

Objective 1: Ensure high standards in education and research by establishing a Quality Assurance and Research Unit in collaboration with QEC at DIHPE

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
O 1: Establish a Quality Assurance and a Research Unit in collaboration with QEC.	KR 1.1: Quality Assurance Unit established and operational within 12 months.	KPI 1.1: Unit establishment timeline and operational readiness.	Unit operational records.	Fully operational within 12 months.	Dr. Muhammad Fahad//Suman QEC	DIHPE/ QEC	Jun-25

Objective 2: Provide administrative and logistical support for faculty development initiatives by establishing a Faculty Development Secretariat at DIHPE

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
O 2: Establishing a Faculty Development Secretariat at DIHPE.	KR 2.1: Establish the FD secretariat within 12 months.	KPI 2.1: Secretariat establishment timeline and activity support.	Secretariat operational records.	Fully operational within 12 months.	Hamna Khan	DIHPE	Jun-25

Objective 3: Integrate a Quality Improvement management system to track the performance of educational programs

Objective	Key Results	KPI	Measurement Method	Target	Person Responsible	Resource Requirement	Timeline
O 3: Implement a cloud-based quality management system (QMS) to automate the tracking of key performance indicators (KPIs) for academic programs and faculty development.	KR 3.1: Improvement of academic programs and assessment of needs for faculty development	KPI 3.1: Identification of training needs and improvement in the academic programs	Student assessments	Fully operational within 36 months	Suman	QEC/DIHPE	Dec-28

SWOT ANALYSIS

	OPPORTUNITIES (O)	THREATS (T)
	1. Scope for starting a Doctorate program and one-year fellowship in Medical Education. **2.** Funding training opportunities from internal agencies and provincial and federal HECs. **3.** Conduct faculty development. activities and short certificate courses with no accredited bodies. **4.** Enhance revenue generation through FD. **5.** Generate funds by writing research grants in the faculty development area. **6.** Establish a quality assurance and research unit within the institute.	**1.** Mushroom growth of master's programs in Medical Education in Pakistan. **2.** Economic challenges. **3.** Online learning and asynchronous academic programs. **4.** Upcoming programs in medical education offer high salary packages and permanent positions to academic faculty.
STRENGTHS (S)	**SO**	**ST**
1. Public sector organization. **2.** Internationally qualified faculty in Medical Education. **3.** Three faculty with international doctorate qualifications in medical education. **4.** Public sector institutes competing with international programs in medical education.	**1.** Leverage the Dow brand and internationally qualified faculty to launch a doctorate program and a one-year fellowship in medical education. Collaborate with international institutions for accreditation and enhanced credibility. **2.** Expand Faculty Development: Promote faculty development through webinars, conferences, and seminars, targeting both internal and external faculty.	**1.** Faculty Retention through Competitive Packages: Leverage the Dow brand to retain faculty by offering competitive salary packages, long-term contracts, professional development opportunities, and clear career advancement paths. **2.** Adapt to Economic Challenges: Utilize government support,

	Implement structured training programs that enhance teaching and research skills. **3.** Establish Comprehensive Program Evaluation: Develop and implement a comprehensive program evaluation framework with specific metrics and regular reviews. Use feedback from evaluations to continuously improve programs and align them with international standards. **4.** Strategic Grant Writing for Faculty Development: Identify targeted funding sources and offer grant-writing workshops for faculty. Secure funds to host faculty development programs, ensuring sustainability and growth of academic activities.	grants, and cost-effective operational strategies to mitigate economic challenges. Position the institute as a financially accessible option compared to private programs, attracting students even during economic downturns. **3.** Embrace and Lead Online Learning: Develop robust online learning and asynchronous academic programs utilizing the faculty's international expertise. Offer these programs to compete with emerging online education providers.
WEAKNESSES (W)	**WO**	**WT**
1. Decentralized system. **2.** Faculty on short-term contract. **3.** Faculty retention primarily PhDs. **4.** Faculty comfort zone. **5.** Ineffective communication. **6.** Lack of research publication by students. **7.** Low number of faculty development activities. **8.** Lack of collaboration with non-accredited academic institutions for FD programs.	**1.** Centralize Operations and Improve Communication: Address the decentralized system and ineffective communication by establishing a centralized quality assurance and research unit. This unit can standardize operations, improve communication, and ensure faculty and student engagement in research activities. **2.** Strengthen Faculty Development and Research: Promote collaboration among faculty and students to enhance research publications. Encourage faculty to lead fellowship and short training courses,	**1.** Proactive Faculty Retention Measures: Convert temporary contracts to permanent or long-term positions to mitigate the risk of losing faculty to other institutions. Offer competitive packages, professional growth opportunities, and a supportive work environment to retain faculty. **2.** Enhance Faculty Skills and Research Output: Conduct regular faculty development activities, focusing on improving research skills and

9. Low-skilled staff 10. Lack of funds to support faculty development initiatives. 11. Lack of online training. 12. Shortage of faculty.	providing them with incentives and structured support for research activities. 3. Attract and Retain Faculty through Development Programs: Secure funding for faculty development initiatives and offer competitive contracts to address faculty shortages. Collaborate with non-accredited bodies for FD programs and offer long-term contracts to retain top talent.	encouraging publications. Secure funding for these initiatives and provide incentives for faculty who contribute to the institute's academic and research goals. 3. Address Staff Skill Gaps and Operational Challenges: Offer training and development programs to low-skilled staff, focusing on areas like online training and research. Enhance communication and collaboration within the institute to address operational weaknesses.