

Design and Development, of a Faculty Personal Professional Development Plan (PPDP): A Strategic Framework for Faculty Development, Institutional Effectiveness, and Curriculum Continuous Quality Improvement

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Abstract: Background- Faculty development is a critical determinant of educational quality, curriculum effectiveness, and institutional success in medical education. Despite substantial investments in faculty development activities, many institutions continue to employ fragmented approaches that are not systematically aligned with faculty needs, institutional priorities, or curriculum quality improvement initiatives. To address this challenge, the American University of Barbados School of Medicine (AUB-SOM) designed and development of Faculty Personal Professional Development Plan (PPDP) integrated with a needs assessment process to support individual faculty growth while simultaneously informing institutional planning and curriculum continuous quality improvement (CQI).

Objective- To describe the design, development, and anticipated institutional impact of a Faculty Personal Professional Development Plan framework linked to faculty needs assessment, faculty development programming, institutional effectiveness, and curriculum CQI.

Methods- A developmental and quality improvement project was conducted using a structured systems-based approach. The PPDP framework was designed through review of faculty development literature, accreditation standards, institutional strategic priorities, and stakeholder consultation. To identify faculty development needs related to the PPDP framework, a structured needs assessment survey was administered to all faculty members. The survey evaluated faculty knowledge, perceptions, and self-reported competencies regarding various aspects of professional development planning, including goal setting, reflective practice, documentation of evidence, appraisal processes, career advancement, and the role of PPDP in institutional effectiveness and curriculum CQI. The items on quantitative and qualitative responses were reviewed to determine areas of knowledge deficiency and professional development priorities. The identified gaps served as the basis for developing targeted faculty development interventions and establishing an annual faculty development agenda aligned with institutional quality improvement goals. The survey was provided with file uploading option of submitting the completed PPDP form sent via individual faculty email address.

Results- The PPDP framework facilitated systematic identification of faculty development needs across educational, scholarly, leadership, technological, and clinical domains. The process established a mechanism for aligning individual faculty goals with institutional objectives and provided actionable information for faculty development planning, curriculum review, and quality assurance activities. The model created an institutional feedback loop linking faculty growth with educational quality, curriculum enhancement and achievement of institutional mission while meeting the accreditation standards.

Conclusion- The PPDP framework represents a practical and scalable strategy for integrating faculty development, institutional effectiveness, and curriculum CQI. The approach offers medical schools a sustainable mechanism for evidence-informed faculty development and continuous organizational improvement.

Keywords: Faculty Development, Professional Development Planning, Needs Assessment, Institutional Effectiveness, Curriculum Evaluation, Continuous Quality Improvement, Medical Education, Faculty Appraisal, Competency-Based Medical Education.

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Introduction

Faculty competence, recruitment and development is one of the most emphasised standard of any local, regional and global accreditation bodies. Faculty members represent the most valuable resource within any medical school and are central to the achievement of institutional missions related to education, research, service, and clinical care. Faculty members are the medical school's most valuable resource and are central to achieving its missions in education, research, service, and clinical care. (Musser, 2003. Pololi et. al., 2009, Lydia et al., 2003, Fleming). The effectiveness of educational programs depends largely upon faculty competence in curriculum delivery, learner assessment, educational leadership, scholarship, and professional role modelling (Bilal et al., 2019, Sharma, 2024).

Faculty development has become an essential component of quality assurance and continuous quality improvement in health professions education (Shrivastava et al., 2021, Patricia, 2011). Faculty development has therefore become imperative quality assurance and continuous quality improvement in institutional curriculum practice. Traditionally, faculty development programs have focused on workshops, seminars, and training activities offered periodically in response to perceived institutional needs. While these initiatives contribute to faculty growth, they often lack a systematic mechanism for identifying individual development needs and aligning faculty aspirations with institutional priorities.

The increasing emphasis on competency-based medical education (CBME), programmatic assessment, educational scholarship, accreditation requirements, and digital transformation in higher education has further highlighted the need for structured approaches to faculty development (Holmboe, 2011, Dath 2010). Accreditation bodies increasingly expect institutions to demonstrate evidence of faculty development planning, implementation, monitoring, and evaluation (Beach et al., 2016, Dilts, 1995).

Recognizing these challenges, the American University of Barbados School of Medicine developed a Faculty Personal Professional Development Plan (PPDP) framework designed to serve multiple purposes. First, it encourages self-directed professional growth among faculty members. Second, it identifies individual and collective development needs. Third, it informs institutional faculty development programming. Finally, it contributes to curriculum continuous quality improvement through systematic feedback and capacity building. This paper describes the design, development, implementation, and anticipated impact of the PPDP framework as a strategic institutional initiative.

Methods

Study Design

This project employed a developmental and quality improvement methodology involving the design, development, and review of the institutional faculty development framework.

Institutional Context

The initiative was undertaken at the American University of Barbados School of Medicine, an international medical school committed to excellence in medical education and technology at its cutting edge (mission), accreditation compliance, faculty development, and continuous quality improvement.

Development of the PPDP Framework:

The PPDP was developed through four stages:

Stage 1: Environmental Scan

An environmental scan was conducted to identify:

- Accreditation expectations
- Faculty development best practices
- Institutional strategic priorities
- Existing faculty appraisal mechanisms
- Curriculum development requirements

Stage 2: Stakeholder Consultation

Consultations were undertaken with:

- Senior management
- Associate Dean Academic Affairs
- Curriculum Committee
- Faculty Development Committee
- Faculty representatives

Feedback informed the structure and content of the PPDP.

Stage 3: Framework Development

The PPDP template was designed around major faculty responsibilities:

1. Teaching and Learning
2. Student Assessment
3. Curriculum Development
4. Educational Scholarship
5. Research Activities
6. Leadership and Administration
7. Community Engagement
8. Clinical Practice
9. Professional Development
10. Technology-Enhanced Learning

Faculty were required to establish SMART goals, identify resources required, define timelines, and specify measurable indicators of success.

Stage 4: Development of Needs Assessment Survey

A needs assessment survey accompanied the PPDP and included:

- Demographic information

- Self-perceived competency levels
- Areas requiring development
- Preferred faculty development formats
- Barriers to participation
- Open-ended recommendations

Survey responses were collected electronically through Google Forms.

Implementation Process

The implementation strategy included:

Administration of PPDP form and Completion by faculty

Every faculty member will complete the PPDP form and upload online during the survey

Submission Process

Faculty completed:

- Individual PPDP templates
- Online needs assessment survey
- Upload of completed PPDP document

Faculty Orientation

Faculty members will undergo a debriefing session on PPDP framework through faculty participation in workshops, and written guidance documents.

Data Aggregation

Responses will be compiled and categorized into thematic domains.

Gap Analysis

Faculty development gaps were identified at:

- Individual level
- Departmental level
- Institutional level

The findings informed annual faculty development programme will be planned.

Results

Faculty Development Needs Identification

Analysis of PPDP submissions form will identify recurring development needs across several domains.

Educational Competencies

Common needs may include:

- Competency-based medical education
- Entrustable Professional Activities (EPAs)
- Workplace-based assessment
- OSCE development
- Standard setting methodologies

- Assessment analytics
- Evaluation of curriculum

Educational Technology

Faculty expressed interest in:

- Learning management systems
- Artificial intelligence applications
- Digital assessment tools
- Hybrid teaching methodologies

Scholarship and Research

Needs may include include:

- Educational research design
- Statistical analysis
- Scientific writing
- Grant development
- Publication strategies

Leadership and Management

Faculty identified needs may relate to:

- Academic leadership
- Strategic planning
- Committee management
- Change management

Institutional Outcomes

The PPDP process should generate institution-wide data that informs:

- Faculty development priorities
- Resource allocation decisions
- Faculty development calendars
- Curriculum committee deliberations
- Strategic planning activities
- Accreditation standards deliberation.

Curriculum CQI Outcomes

Faculty development needs identified through PPDP submissions may highlight areas requiring curriculum enhancement including:

- Assessment redesign
- CBME implementation
- Program evaluation
- EPA development
- Integration of technology-enhanced learning

Discussion

The PPDP framework transformed faculty development from an activity-based model into a strategic institutional process (Körkkö

et al., 2022). Unlike traditional approaches that rely on periodic workshops determined by administrative perceptions, the PPDP creates a systematic mechanism in institutional identified focussed areas of good curriculum practice (see table 1) for capturing faculty needs directly from the end users developed PPDP framework. (see table 2). The same framework can be incorporated in faculty KPI appraisal system with numeric rating analysis (see table 3). The framework aligns with principles of adult learning theory and self-directed learning by encouraging faculty members to identify personal development goals and engage in reflective professional planning (Zepeda, 2014). This promotes ownership of professional growth and increases the relevance of faculty development initiatives. An important innovation of the framework is its integration with institutional effectiveness processes. Aggregated PPDP data provide valuable organizational intelligence regarding faculty competencies, development priorities, and emerging educational challenges (Bailey et al., 2021). Such information enables evidence-informed decision making by academic leaders and faculty development committees. The framework also contributes significantly to curriculum Continuing Quality Improvement (CQI). Faculty members directly involved in curriculum delivery and assessment often identify challenges before they become apparent through traditional evaluation mechanisms. By analysing PPDP submissions collectively, institutions can identify patterns that may indicate curriculum weaknesses, assessment concerns, or faculty support needs (DeMonte, 2024, Daphne Pan, 2012).

A complementary needs assessment survey was developed and administered alongside the PPDP template to identify faculty knowledge gaps related to professional development planning, determine professional aspirations, and explore institutional priorities for faculty growth. Data obtained from faculty survey responses and PPDP submissions were aggregated and analysed to identify individual and collective development needs, inform evidence-based faculty development planning, and support

curriculum enhancement and continuous quality improvement (CQI) initiatives. Analysis of the PPDP needs assessment survey revealed several gaps in faculty knowledge and understanding regarding the purpose, process, and benefits of the Personal Professional Development Plan (PPDP). While most faculty recognized the importance of professional development, many were uncertain about how to formulate SMART development goals, align personal objectives with institutional priorities, document evidence of achievement, and use the PPDP as a tool for career progression (see table 4). Limited awareness was also observed regarding the relationship between PPDP, faculty appraisal, promotion, recognition, and continuous quality improvement (CQI). These findings highlight the need for faculty orientation and ongoing support to enhance engagement with the PPDP process and maximize its effectiveness as a strategic faculty development and institutional improvement tool.

The PPDP needs-assessment survey is essential for systematically identifying faculty gaps in knowledge, skills, and professional aspirations. It ensures that the PPDP framework is evidence-driven and aligned with both individual development needs and institutional priorities

(Elci et al., 2020, Zubair et al., 2009, Barzegar, 2024). Furthermore, the PPDP framework establishes the foundation for future integration with faculty appraisal, promotion, recognition, and reward systems (Gregory et al., 2025, Badri 2004). Such alignment strengthens transparency, accountability, and motivation while reinforcing the value of professional development within institutional culture. A potential limitation is the reliance on self-reported needs, which may be influenced by faculty awareness and self-assessment accuracy. Future iterations should incorporate triangulation with student feedback, peer review, curriculum evaluation findings, and institutional performance indicators. Authors proposed PPDP-CQI and the PPDP-logic (see figure 1 and 2) model reported here as infographics are recommended for institutional PPDP implementation.

Table 1: Personal and Professional Development plan (PPDP) minimal seven domains that faculty can execute

Domain	Development Focus
Teaching and Learning	Pedagogy, CBME, assessment, educational technology
Research and Scholarship	Proposal, Publications, grants, presentations, innovation
Faculty Development	Workshops, Webinars, courses, advanced training
Leadership and Administration	Committee work, leadership skills, project management
Curriculum and Accreditation	Curriculum review, CQI, accreditation activities
Community and Professional Service	Outreach, professional organizations, mentoring
Personal Growth and Well-being	Work-life balance, resilience, wellness, career planning

Table 2: Annual PPD Plan Template that all faculty member should must complete provided here with example

Development Domain	Goal/Objective	Planned Activities	Timeline	Evidence of Achievement	Status

Teaching and Learning	Improve assessment skills	Attend Assessment Workshop and develop MCQs/OSCE stations	Jan–Jun	Certificate and assessment items developed	Ongoing Partially Completed Fully Completed
Research and Scholarship	Publish one paper	Conduct research and submit manuscript	Jan–Dec	Published/submitted manuscript	Ongoing Partially Completed Fully Completed
Faculty Development	CBME Certification	Complete CBME workshop series	Mar–Sep	Certificate of completion	Ongoing Partially Completed Fully Completed
Leadership	Improve committee leadership	Chair one committee project	Through-out year	Committee report	Ongoing Partially Completed Fully Completed
Curriculum and Accreditation	Participate in self-study activities	Contribute to accreditation documentation	Through-out year	Meeting records and reports	Ongoing Partially Completed Fully Completed
Community/ Professional Service	Contribute to community service	Local national or International level	Through-out year	Testimonials and Certificates	Ongoing Partially Completed Fully Completed
Personal Growth and Well-being	Keep work-life balance	Sport, Gym and Yoga and Social activities	Through-out year	Year resolution Career plan achievement	Ongoing Partially Completed Fully Completed

Table 4: The rating scale rubric to monitor faculty performance recorded in PPDP form

Achievement Level	Rating
≥90% goals achieved	Outstanding
80–89% goals achieved	Exceeds Expectations
70–79% goals achieved	Meets Expectations
60–69% goals achieved	Needs Improvement
<60% goals achieved	Unsatisfactory

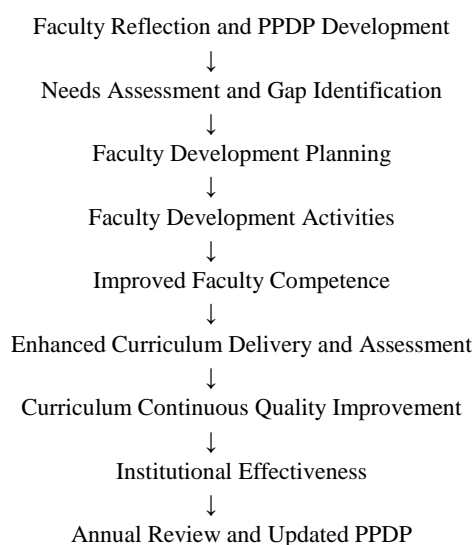
Table 4. Survey-based identified knowledge gaps related to the faculty Personal Professional Development Plan (PPDP)

Domain	Knowledge Gap Identified	Potential Impact
Purpose of PPDP	Limited understanding of the role of PPDP in professional growth and career planning	Reduced faculty engagement and ownership

Goal Setting	Difficulty formulating SMART goals and measurable outcomes	Poorly defined development plans
Institutional Alignment	Lack of awareness of how individual goals align with institutional strategic priorities	Weak contribution to institutional effectiveness
Documentation of Evidence	Uncertainty regarding evidence required to demonstrate achievement of goals	Incomplete tracking of professional growth
Faculty Appraisal	Limited understanding of the relationship between PPDP and faculty appraisal	Missed opportunities for performance improvement
Promotion and Recognition	Inadequate awareness of how PPDP achievements may support promotion and recognition processes	Reduced motivation for participation
Continuous Quality Improvement (CQI)	Limited understanding of PPDP's contribution to curriculum and institutional CQI	Underutilization of faculty insights for improvement
Reflective Practice	Insufficient skills in self-reflection and self-assessment	Reduced effectiveness of professional development planning
Educational Scholarship	Limited knowledge of linking PPDP goals to research and scholarship activities	Lower scholarly productivity
Monitoring and Review	Lack of familiarity with annual review and progress monitoring processes	Inconsistent follow-up and goal attainment

Proposed PPDP-CQI Model

The model conceptualizes a continuous improvement cycle (see figure 1) as under:



Proposed PPDP Logic Model

The proposed logic model serves as a structured, results-oriented framework designed to operationalize faculty development and continuous quality improvement (CQI) within the School of Medicine (see table 5 and figure 2). By establishing a clear, linear progression from foundational institutional investments to long-term systemic impact, this model ensures that faculty growth directly supports both student success and institutional accreditation readiness. A logic model is different from a process cycle. It demonstrates how resources and activities lead to outputs and outcomes. The model is organized into six progressive stages:

- **Inputs (Resources):** The framework initiates with core foundational resources, including the standardized PPDP template, robust faculty support mechanisms, centralized evaluation survey platforms, and a sustained leadership commitment to institutional growth.
- **Activities (Self-Assessment):** Utilizing these inputs, faculty actively engage in reflective self-assessment. This operational stage involves complete PPDP execution, formal needs assessments, targeted gap analyses, and structured faculty development planning.
- **Outputs:** The direct, tangible products of these activities yield completed faculty PPDPs, individualized gap reports, a coordinated institutional Faculty Development Calendar, and finalized annual development plans.
- **Short-Term Outcomes:** In the immediate wake of these outputs, the institution achieves heightened faculty awareness regarding development pathways, clearly defined individual growth goals, and the successful deployment of targeted training programs.
- **Intermediate Outcomes:** Over time, these milestones mature into measurable advancements in core academic operations, specifically demonstrating improved teaching effectiveness, upgraded assessment design quality, enhanced research capacity among faculty, and the cultivated growth of internal educational leadership.
- **Long-Term Impact:** Ultimately, the cumulative alignment of these stages drives high-level institutional transformation. This results in sustained faculty excellence, overall institutional effectiveness, systemic curriculum CQI, seamless accreditation readiness, and most importantly maximized student success.

Table 5: The logic model developed to demonstrate how resources and activities lead to outputs and outcomes

Components	Inputs/Resources	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-Term Impact
Faculty PPDP Framework	PPDP template, faculty time, institutional support, Google Forms, faculty development committee	Faculty complete PPDP, self-reflection, goal setting, needs assessment survey	Completed PPDPs, survey responses, development plans	Increased awareness of development needs, individualized learning goals	Improved faculty competencies, targeted faculty development participation	Culture of continuous professional development
Needs Assessment and Gap Analysis	Survey data, PPDP submissions, analysis team	Analyse faculty needs and competency gaps	Gap analysis reports, priority development areas identified	Better understand institutional faculty development needs	Evidence-based faculty development planning	Strategic workforce development
Faculty Development Program	Faculty development budget, facilitators, educational resources	Workshops, seminars, coaching, mentoring, CBME training	Number of activities conducted, participation rates	Increased faculty engagement and satisfaction	Enhanced teaching, assessment, research, and leadership skills	High-performing faculty workforce
Curriculum CQI Integration	Curriculum committee, program evaluation reports	Use PPDP findings to inform curriculum review and improvement	Curriculum recommendations and action plans	Improved alignment between faculty capacity and curriculum needs	Improved curriculum delivery and assessment quality	Enhanced educational quality and accreditation readiness
Institutional Effectiveness	Leadership support, policies, quality assurance systems	Monitoring, appraisal, feedback, recognition	Annual institutional effectiveness reports	Improved accountability and transparency	Better faculty performance and organizational effectiveness	Sustainable institutional excellence and continuous quality improvement

Conclusion

The Faculty Personal Professional Development Plan framework provides a systematic and sustainable mechanism for linking individual faculty development with institutional effectiveness and curriculum continuous quality improvement. By integrating personal development planning with organizational needs assessment, the model creates a dynamic feedback system that supports faculty growth, strengthens educational quality, and informs strategic decision making. The framework has the potential to evolve into a comprehensive institutional system supporting faculty appraisal, promotion, recognition, and workforce planning. Medical schools seeking to enhance educational quality and accreditation readiness may benefit from adopting a similar integrated approach to faculty development and continuous quality improvement.

Future Directions

Future work should evaluate:

- Faculty satisfaction with the PPDP process

- Changes in faculty competencies over time
- Impact on curriculum quality indicators
- Relationship between PPDP achievement and appraisal outcomes
- Integration with promotion and recognition systems
- Longitudinal contribution to institutional effectiveness

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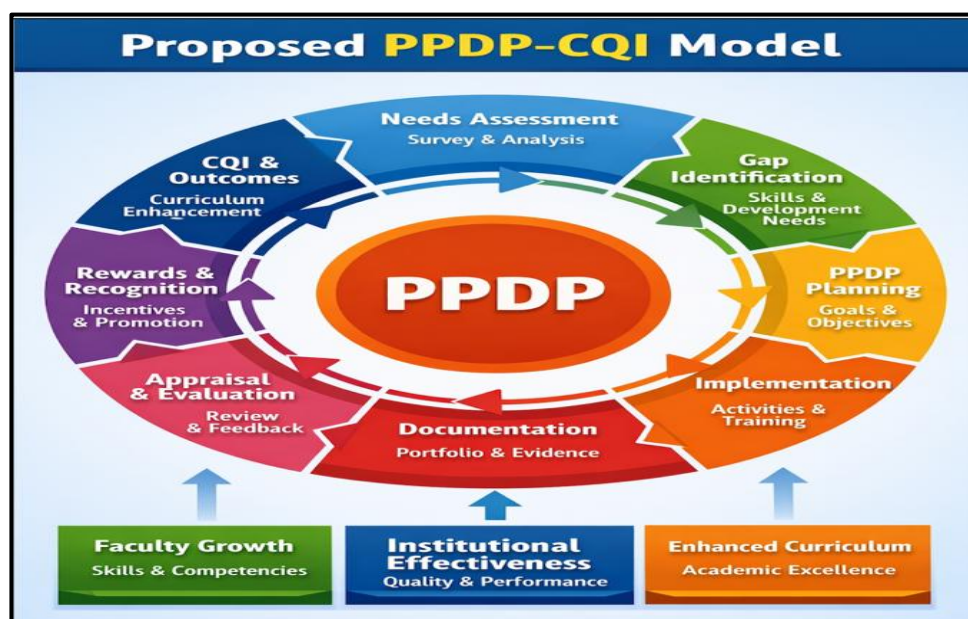


Figure 1: Proposed PPDP-CQI framework and the outcome implementation of institutional faculty PPDP model

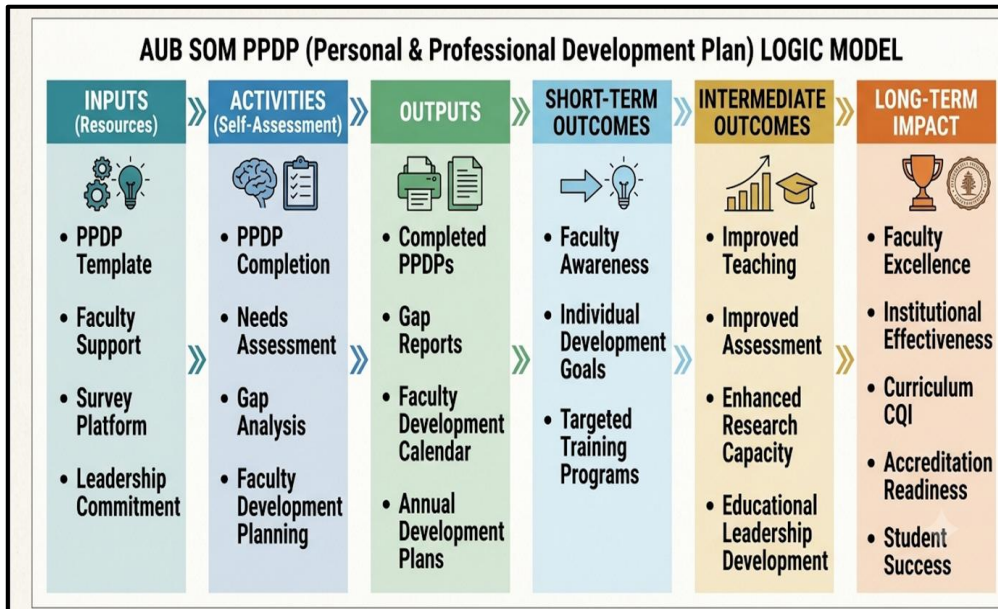


Figure 2: Proposed PPDP institutional logic model for institutional implementation with its outcome impact to design faculty development programme.