

Federal Institute of Science and Technology (FISAT)[®]



Policy on Faculty Empowerment



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Focus on Excellence

Policy on Faculty Empowerment

At the Federal Institute of Science and Technology (FISAT), faculty take on primary responsibility in the conception and execution of several planned outcomes that will transform students.

An institution that facilitates the learning of its members continuously transforms itself. Becoming a learning organization requires all faculty members' participation in a collective and continuous stream of systems thinking, mastering personal transferable skills, having a shared vision, and team learning.

In the environment of radical and transformational change, the business of education needs to adapt to the student community's disruptive and evolving needs that go beyond classroom teaching.

1. Systems thinking is adopted by empowering the faculty team to take up and respond to portfolio needs with individual decision-making within the bounds of departmental and institutional objectives. For example, functions like admission coordination and Management, placement planning, training need assessment and adoption, and student-centric co-curricular and extracurricular activities are faculty-driven portfolios.
2. Personal expertise improvement is encouraged by continuous faculty training and handholding. Building in-built skill repositories of subject-specific strengths is a focus area of expertise.
3. This expertise is transferred to student groups through add-on programmes, training sessions, workshops, and skill-building sessions over the academic year in a planned process that is synchronized with the institution's other activities.
4. Shared vision is emphasized by the system of departmental level and institutional level faculty committee meetings regularly and on a requirement basis for discussion of academic activities, process management, and standardization of outcomes.
5. A democratic and liberal environment of opinion sharing, discussion, group decision making, and execution is part of the culture of FISAT
6. Team Learning is perhaps the greatest precursor to continued and planned growth. Training and teaching of new software, learning requirements of programmes execution, developing expertise in subject knowledge, and enabling group learning through expert talks and discussion is part of raising the benchmarks.
7. Improving the academic output and performance of faculty as demonstrated in publications, research, sponsored projects, or funded research is a focus area that calls for continuous attention and is encouraged without reservations.
8. Constant feedback from the faculty is taken to ensure that work delivery is conscientiously done.
9. By providing a peaceful working environment, comfortable settings, adequate ICT linkages, and access to the latest data repositories and database software, faculty are ensured of a self-driven work culture and not supervision-led.



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