Leadership in Faculty Development

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May 2nd, 2024

Malu Aku Jadi Profesor di Indonesia Halaman all - Kompas.com

Puncak karya dosen di Indonesia terjadi pada periode pengajuan jabatan guru besar, dan prestasi meluruh

www.kompas.com

Statistik Pendidikan Tinggi 2021 mencatat hanya **7.192 (2,25 persen)** dosen yang bergelar profesor dari sebanyak **320.052 dosen** di Indonesia.

https://www.kompas.com/edu/read/2022/08/06/071000671/malu-aku-jadi-profesor-di-indonesia?page=all.

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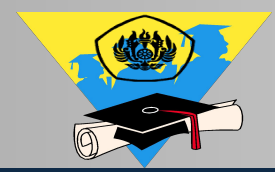
Around the world ….

Fundamental changes
- Expansion of the service sector
- Customized products and services
- Globalized economic activities
- Fastest rate of change of society
- Much more intensive human interactions
- Increasing demand of knowledge and innovation on individuals

Working Modes

Industrial

- Division of labour
- Individual tasks
- Specialist duties
- Administrative links
- Credential-based appointments
- Appraisal by seniors

Post-industrial

- Total solutions
- Team work
- Integrated expertise
- Human interactions
- On-demand, just-in-time learning
- 360^0 appraisal

Front-line workers

Industrial

- Bottom of the hierarchy
- Hiring due to credentials
- Member of a specialised department
- Implementation of design
- Using specific skills
- Routine and repetitive activities
- Working according to job descriptions

Post-industrial

- Member of a small group
- Hiring due to personality
- Working in teams
- Directly facing clients
- Handling human relations
- Directly facing problems
- Anticipating total solutions
- Designing solutions with creativity

Individual Lives

Industrial

- Lifelong career
- Long-term loyalty
- Occupational identity
- Work-study consistency
- Org membership
- Stable employment
- Escalating salaries
- Upward mobility
- Foreseeable retirement
- Constant networks
- Stable relations
- Security, certainty

Post-industrial

- Multiple careers
- Multiple jobs
- Blurred identity
- Work-study mismatch
- Possible free-lancing
- Frequent off-jobs
- Precarious incomes
- Fluctuating status
- Unpredictable future
- Varying networks
- Changing partners
- Insecurity, uncertainty

Expectations ...

Industrial

- Credentials
- Specialized skills
- Planning & implementation
- Navigating the bureaucracy
- Following the heritage

Post-industrial

- Communications
- Team-working
- Human relations
- Problem-solving
- Risk-taking
- Design & innovations
- Personal responsibility
- Continuous learning
- Self-management
- Ethics, values, principles

A different paradigm

Public funding

- No money, no plan
- Budget cut, activity reduction
- Look for small money
- Ask for money when poor
- Funding is the limit
- Doing what we did
- Steady progress
- Appropriation

Advancement

- No vision, no money
- Great vision, big money
- Look for big money
- Ask for money when strong
- Sky is the limit
- Scaling new planes
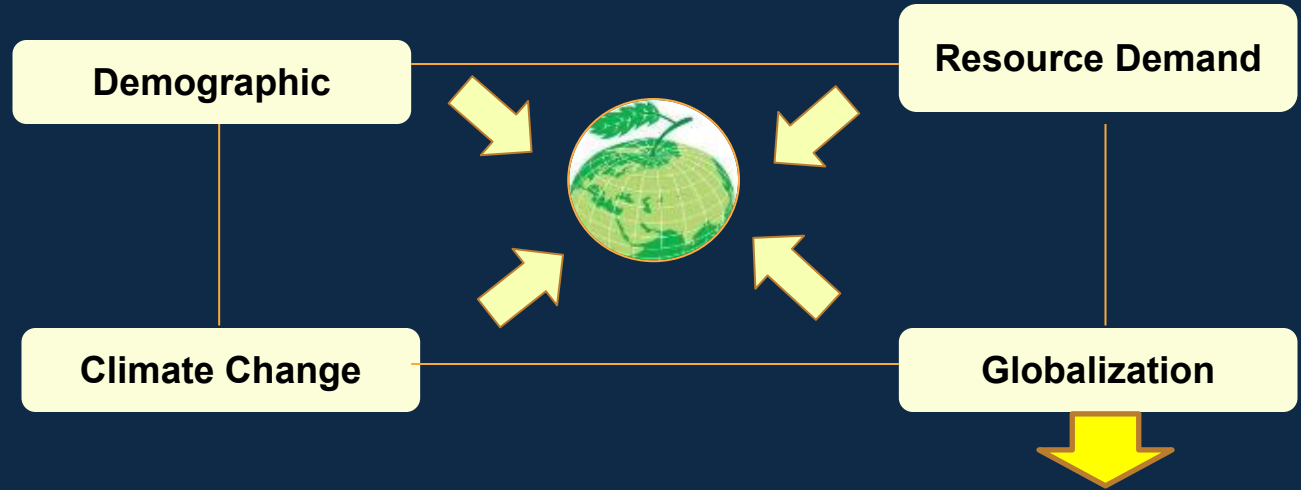- Advancement
- Partnership
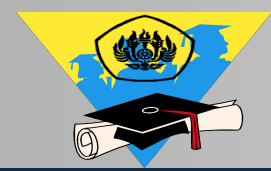
■   Society has changed
and is changing quickly …

*Ideally, education should change
as our knowledge base changes
and as the needs,
or the perceived needs of society
and society change*

Our world is changing and evoluting …the ecosystem

Laurence C. Smith (2011)

Demographic

Resource Demand

Climate Change

Globalization

..economic, social, and technological processes that are making the world more interconnected and interdependent…

Digital and AI technologies are transforming the world of work,

and that today's workforce will need to learn new skills

and learn to continually adapt as new occupations emerge.

We also know that the COVID-19 crisis

has accelerated this transformation.

The automation economy,

resulting from the technologies of 4IR,

is changing the way we live and work.

Information is everywhere and the collection of big data

means we have brand new kinds of information.

Information transfer is no longer the sole purview of HE.

The response to 4IR should be

a combination of liberal arts education and up-skilling

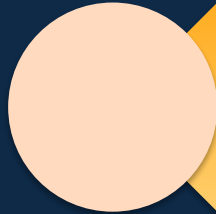depending on where you are in your educational journey.

To develop these skills

learning must go way beyond information transfer.

HE needs to emphasize the learning strategy,

that is student-centered and individualized.

Three generation of Higher Education
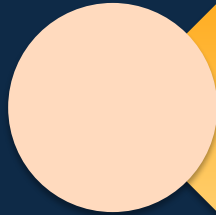
storehouse of knowledge

knowledge factory
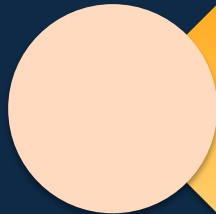
knowledge hub

Realization of this vision will require

a series of instructional and institutional reforms,

which should be guided by two proposed outcomes:

transformative learning

and interdependence in education.

Transformative learning

is the proposed outcome of instructional reforms.

Interdependence in education

should result from institutional reforms.

*Faculty development
should be driven
by clearly identified educational needs
and must be a continuous process*

There is no curriculum development, there is only staff development

Harden, 2009

Curriculum Development

Faculty development

Faculty development

- Organisational culture

- Curriculum

- T & L methods

- Feedback & evaluation

- Academic leadership & management

- Educational scholarship

Curriculum development

- Problem identification

- Targeted need assessment

- Goals & objectives

- Educational strategies

- Implementation strategies
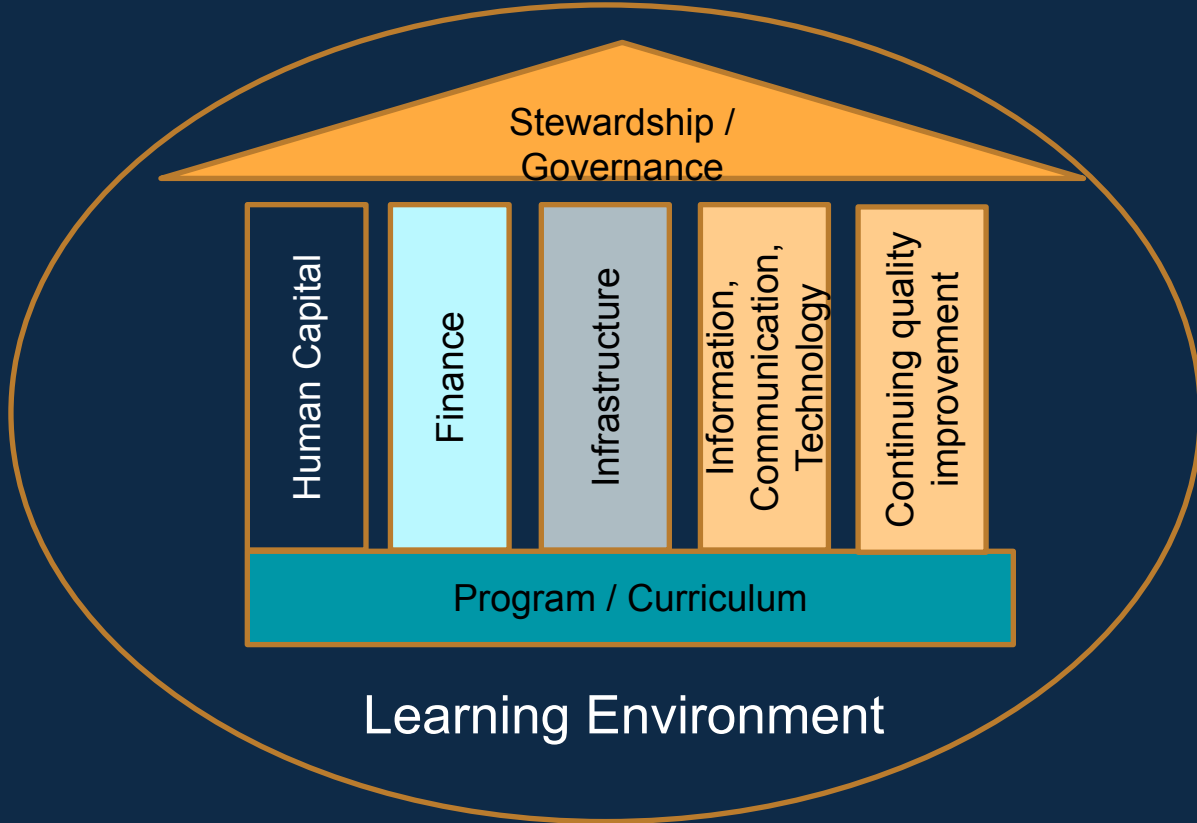
- Evaluation & assessment
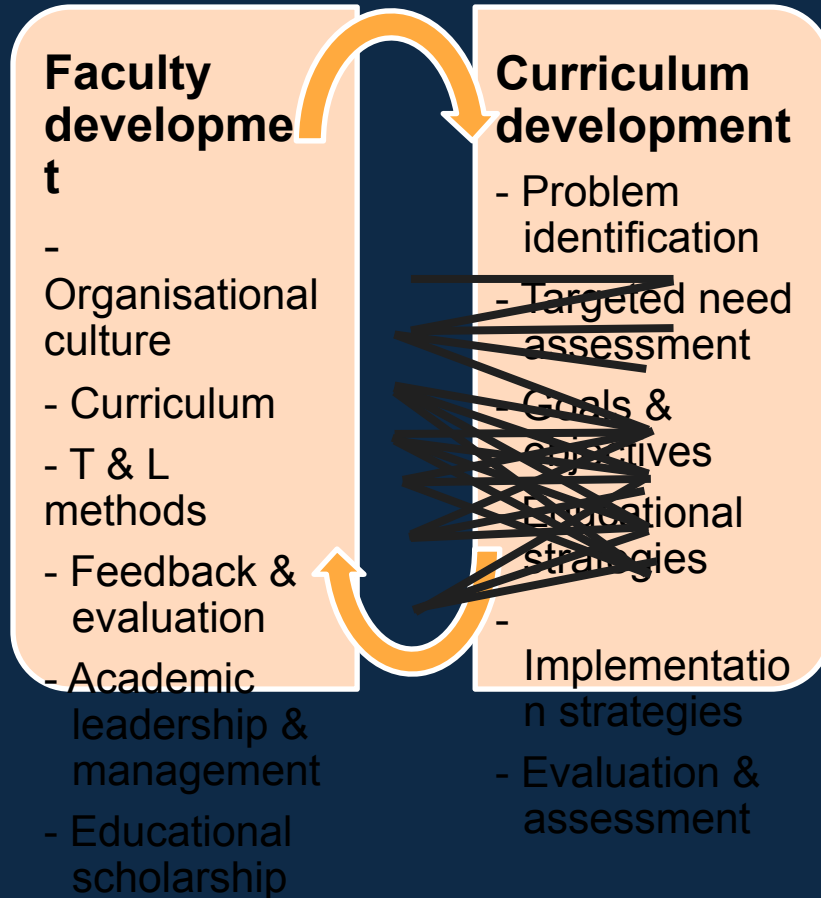
Kern's 6-Step Approach in Curriculum development	Understanding institutional culture	Curriculum	Teaching & learning methods	Feedback & evaluation	Leadership & management skills	Educational scholarship
Step 1: Problem identification	Challenges in medical education	Challenges in medical education	Challenges in medical education	Challenges in medical education	Challenges in medical education	Research in academic
Step 2: Targeted need assessment	Developing Faculty Strategic Plan	Outcome based medical education	Needs of assessment: teaching skills	Needs of assessment: assessment methods	Needs of assessment: academic career	Needs of assessment: research skills
Step 3: Goals & objectives	Developing Faculty Strategic Plan Understanding university values	Defining outcome graduates (Profil lulusan, CPL) Defining educational objectives (CPMK, SubCPMK)				
Step 4: Educational strategies		Principle of adult learning, desing thinking, 3 pilars of ME	Design thinking approach Facilitating skills Clinical teaching Use of technology in teaching & learning Teaching Communication skills Teaching in large class	Student assessment Feedback cycle Knowledge based assessment Skills based assessment Assessment of professionalism behaviour	Role of teacher in ME	Proposal development
Step 5: Implementation		Support system in medical education	Facilitating skills Clinical teaching Use of technology in teaching & learning Teaching Communication skills Teaching in large class	Item development & review Item bank management Standard setting Remediation	Educational management Academic Portfolio	Academic writing & publication

Concern on leadership .....

- A nation at peace and a nation under threat require different types of leaders – as do universities.

- The type of leadership described as vital to faculty development has often been called "enterpreneurial".

- Enterpreneurial leadership is a key feature in the process of development.

- Enterpreneurs are defined as risk-takers

- Natural leaders within any institution lead by their stature, their charisma, and their accomplishments.

- The manager leads by integrity of character. He commands more respect than the most likable man, he sets high standards.

- Leaders (must) have a clear idea of what they want to do, they (must) communicate their vision.

- People would much rather follow people they can count on, even if they disagree with they viewpoint.

- Successful leadership requires exceptional individuals, whether in business or in education; yet it can be even more complicated than that.

Important practices for academic leaders to use

to help ensure quality faculty development:

1. Be part of the planning process

2. Your presence matters

3. Practice the dispositions you hope the faculty will display

4. Focus on the program

5. Give it time

All we need as educational leaders in faculty development are:

1. Clear recruitment criteria not only based on the teaching experience

2. Clear stated roles and responsibilities

3. Determination of training needs regularly.

4. Sustainable training programs

5. Personalized training programs

6. Updating training programs

7. Encouragement

8. Monitoring and evaluation of quality and efficiency of faculty development programs

Recruitment of academics

- Enhancement of the existing faculties
  - Increase of PhD holders
  - Concentration of talents
- Invitation of expatriates
  - Internationalization of institutions
  - Critical mass of national academics
- Attraction of returnees
  - The issue of "brain drain"

Reforming Governance

- Identification of Champions
- Importance of vision building
- University autonomy vis-à-vis accountability
- Notion of Institutional Advancement

HE will have to change, quickly,

in collaboration with governments and industry

to respond to the automation of knowledge and production.

It is clear that the future of higher education needs rethinking in many ways. International and multilateral cooperation within the higher education sector and with policymakers, communities and other stakeholders will need to be increased and strengthened.

We are not just
doing more and better of
what we have been doing.

We are building
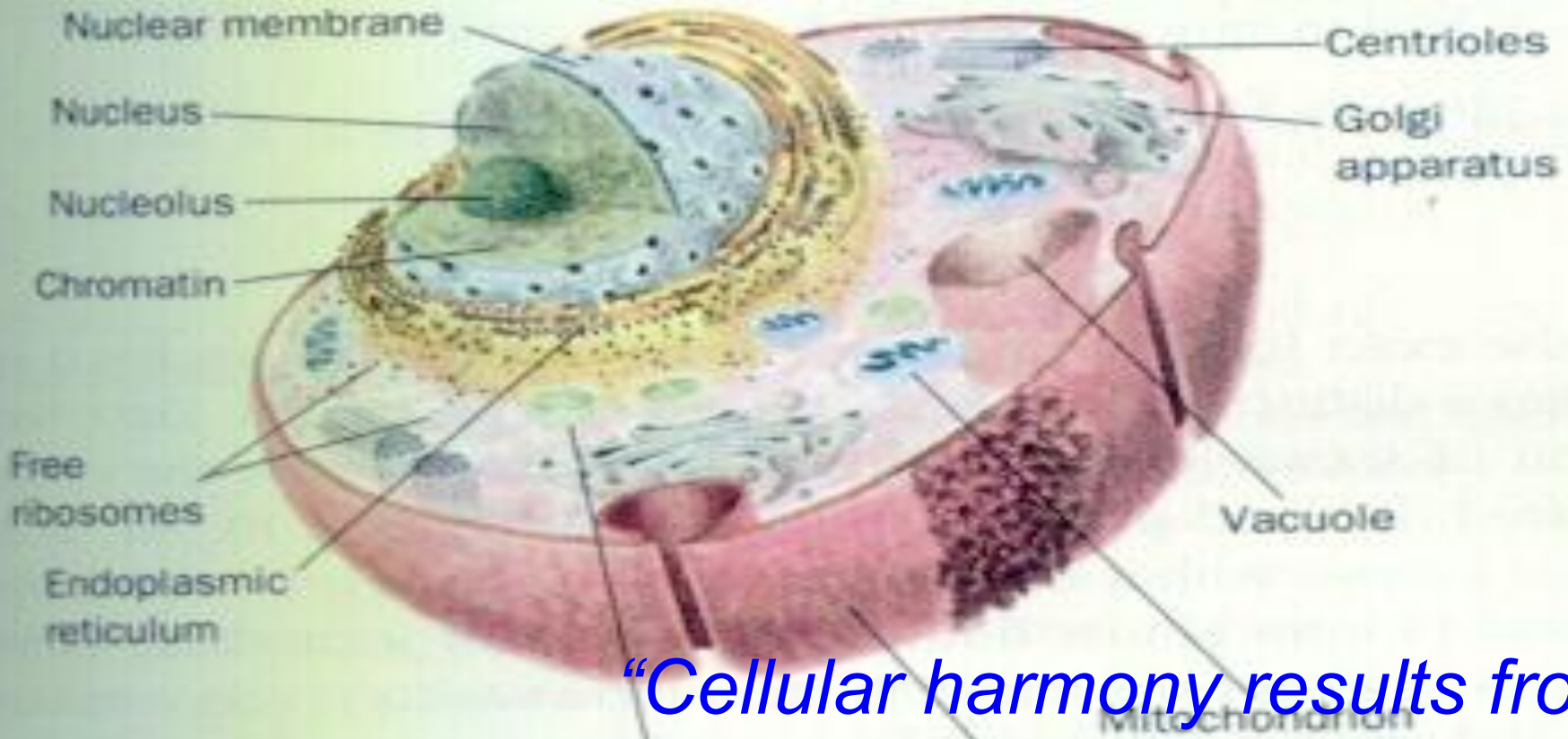a different bussiness system!
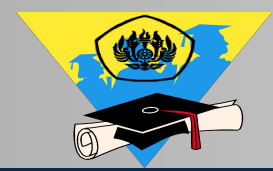
Where to Begin?

- Build committment & leadership
- Facilitate, empower & enable
- Critically self-evaluate program
  (start from what we have)
- Request outside evaluation
- Decide on a vision
- Accreditation review (CQI)

Skillful leadership can be learned;

leadership skills are not necessarily inborn traits

tied to personality

Wanted

A miracle worker who can do more with less,

pacify rival groups, endure chronic second-guessing,

tolerate low levels of support,

process large volumes of paper and work double shifts (75 nights a year out).

He or she will have carte blanche to innovate,

but cannot spend much money,

replace any personnel, or upset any constituency.

(R. Evans, Education Week, April 12, 1995)

Nuclear membrane

Nucleus

Nucleolus

Chromatin

Free ribosomes

Endoplasmic reticulum

Centrioles

Golgi apparatus

Vacuole

Mitochondrion

Lysosomes

Cell membrane

(b)

"Cellular harmony results from a whole cellular component interaction translating its DNA blue print ...."

Bearson at Friedenwald lecture

Together We Can

"The best preparation for tomorow is today's work superbly well"

Sir William Osler, M.D.

Terima Kasih

Knowledge is power
but
Character is more

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