

**THE EDUCATION  
COLLABORATIVE**

**2023 June Convening**

**STRATEGIC FACULTY  
DEVELOPMENT FOR IMPROVING  
GRADUATE OUTCOMES**

## About Me

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# Session Outline

- **Introduction:** Philosophy underpinning Faculty Development
- **Concepts:** Defining Faculty Development and Graduate Outcomes
- **New Jobs:** Characterising 21<sup>st</sup> Century Jobs
- **Graduate Outcomes:** Desired now and in the future
- **Strategies:** for Effective Faculty Development
- **Contribution:** of Faculty Development in improving Graduate Outcomes
- **Requirements:** for successful Faculty Development
- **Reflection:** Reflective Questions

# Philosophy underpinning Faculty Development

Faculty Development is underpinned a firm conviction and philosophy that:

- Just like a house cannot be better than the materials it is made of, organisations (universities) cannot be better than the quality of their staff (faculty)
- Human beings are the most important resource in an organisation
- Unlike other resources, employees feel, act, interact and react
- People are not actually managed. They are led and developed
- Intelligent people prefer to agree rather than obey
- Universities must create a meaningful partnership with faculty: managing by agreement rather than by command
- This requires a shared vision, a sense of self-drive and motivation. SFD is quintessential to achieving this.

# Concept Definition: What is Faculty Development?

- A **broad range of activities** that institutions use to renew or assist faculty in their roles (Centra, 1978),
- includes **initiatives designed to improve** the performance of faculty members in teaching, research and administration (Sheets & Schwenk, 1990).
- A **planned programme** to prepare institutions and faculty for their academic roles, including teaching, research, administration, writing and career management (Bland et al., 1990).
- Faculty development is also meant **to improve practice and manage change** (Bligh, 2005), by enhancing individual strengths and abilities as well as organizational capacities and culture.

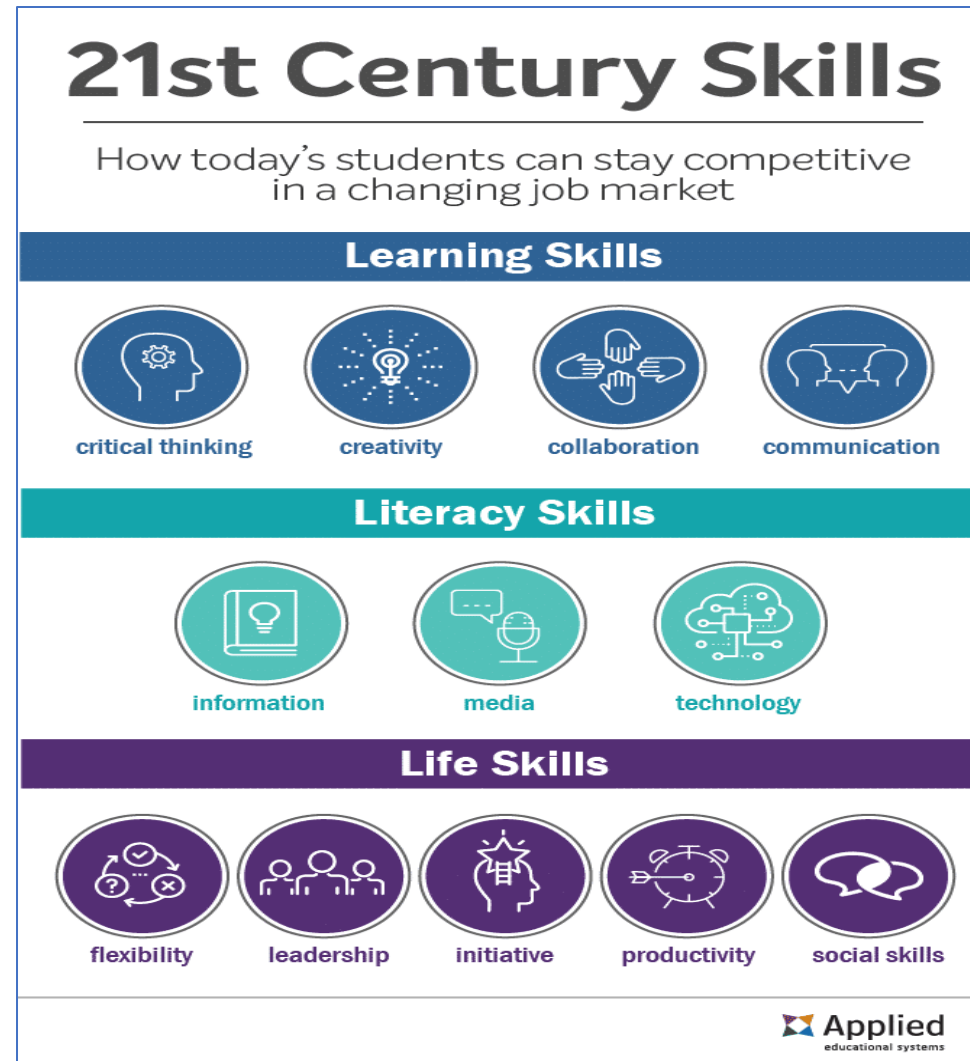
# Characterising the 21<sup>st</sup> Century Jobs

- 21<sup>st</sup> C jobs are fast changing, highly digitized, data-driven and self-directed
- They are increasingly becoming virtual and blended
- They require a balanced combination of technical and soft skills
- They are fast-growing in the sectors of Leisure and Hospitality; Information and Knowledge brokerage, health care, technology, business and professional fields
- They require job holders with capacity to think fast, ability to innovate, skills to network, a high level of integrity, flexibility and confidence
- Apart from the formal jobs, there is growing need of capacities for entrepreneurship, marketing, value addition and design thinking

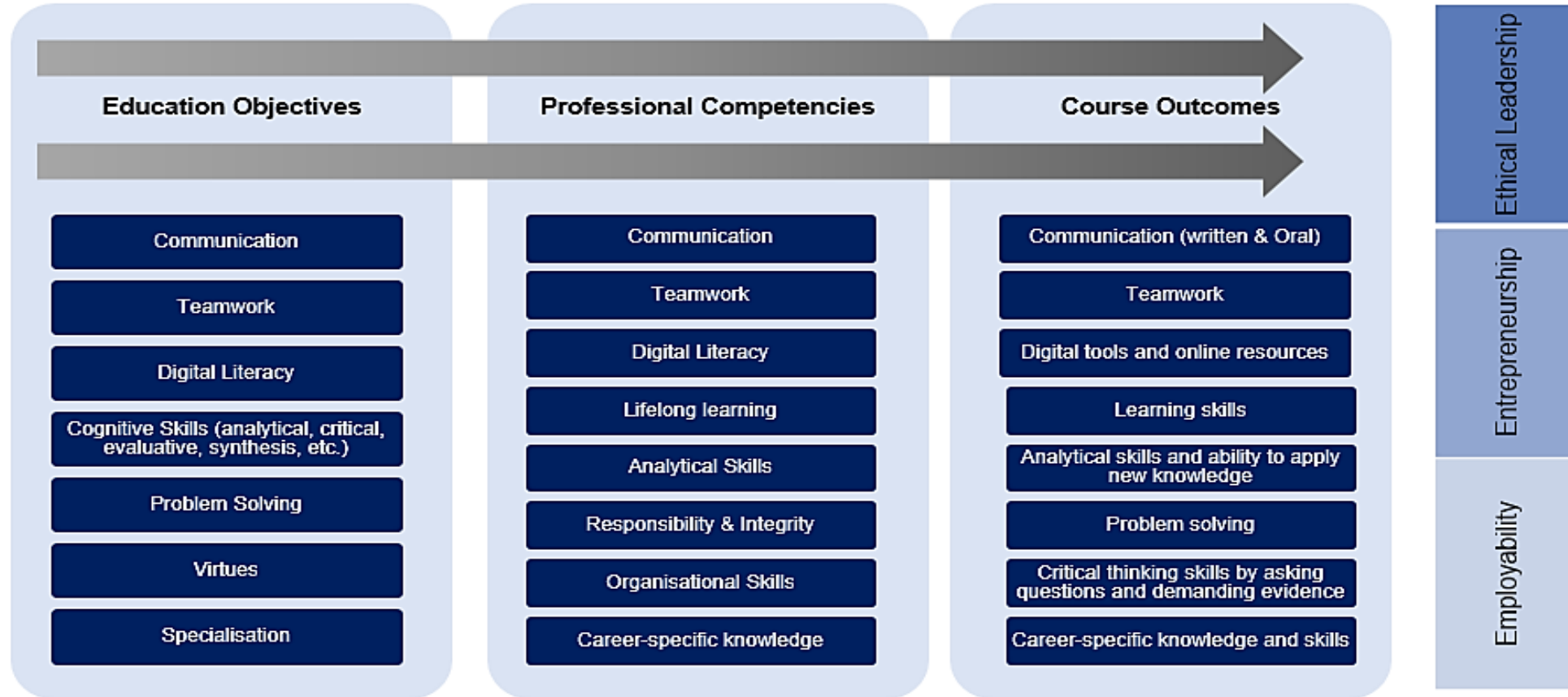
# Desired Graduate Outcomes for Universities

- The 21<sup>st</sup> Century Skills for students fall into three broad categories:

- Learning Skills:** not the known traditional rote learning
  - ✓ Critical Thinking
  - ✓ Creativity
  - ✓ Collaboration etc.
- Literacy Skills:** Basically mastering modern Technology, (information, media devices)
- Life Skills:** what you need to manage current and future life of work or business



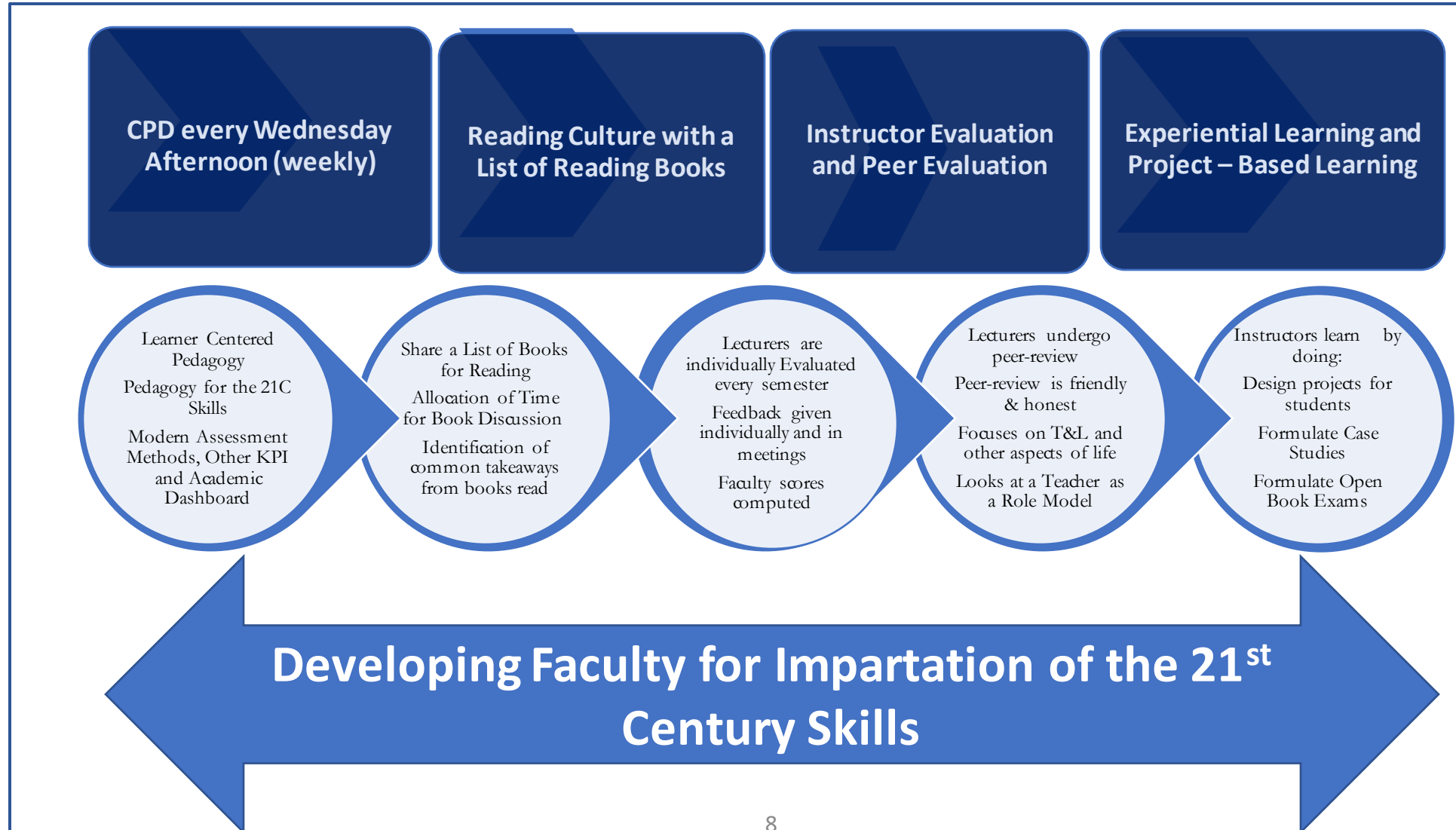
# Desired Graduate Outcomes for Universities (CUU)



CUU's Student Exit Profile emphasizes a set of competences that promote employability, entrepreneurship & ethical leadership, in line with the CUU university mission, and beyond course specific knowledge and skills



# Faculty Dev't Strategies that Improve Graduate Outcomes



# Contribution of Strategic Faculty Development

- FD is a critical **determinant of educational vivacity** of an institution
- Informs educational **improvements & strategies that are dignitary** & executed in a professional manner
- Holistic FD focuses on 5 critical aspects:
  - **Teaching**
  - **Assessment**
  - **Curriculum support**
  - **Organisational leadership**
  - **Mentoring**
- Key features of effective FD;
- Usage of experiential learning;
  - **timely and effective feedback;**
  - **peer and colleague relationships;**
  - **Focused principles & methods of T&L;**
  - **diverse educational strategies**
- SFD focuses on the skills for the future (21<sup>st</sup> C skills)

# Contribution of Strategic Faculty Development

- SFD boosts **faculty capability and confidence** to support holistic learning
- Faculty members are enabled to become **better role models**
- Supports a shift **from educational objectives to learning outcomes**
- Directs faculty concentration on **learning instead of teaching**
- Faculty enabled to **design and carry out problem-based learning**
- Faculty & students are able to **incorporate suitable technologies** in T&L
- Improved focus on the **21<sup>st</sup> century skills** such as critical thinking, communication, problem solving skills, digital and media skills etc.
- Application of **T&L plus assessment methods that promote teamwork** skills, deep thinking and reflection
- **New skills in pedagogy** improve **learner participation and feedback**
- **Graduate employability** is improved because of **improved learning**

# Requirements for Strategic Faculty Development

The CUU experience underpins significant positive impact of SFD and its role in shaping desired graduate outcomes, some requirements need to be in place:

- Proper planning of CPD to ensure **alignment with university Vision and Mission**
- Thoughtful formulation of the **graduate exit profile** of the university in terms of knowledge, skills, competences and mindset
- Proper **activity programming** to reserve time for CPD activities without affecting normal business operations
- Reservation and **commitment of funds** for FD
- A **culture of learning**, knowledge sharing and team development
- A proper understanding by all faculty that **their business is to transform learners** holistically into employable, entrepreneurial and ethical leaders
- Strong, practical and well-coordinated **collaboration with industry** to inform curriculum, practical skills, field/industry experience and current techniques and knowledge in a particular field

# Reflective Questions

1

- What new thing did you learn today?

2

- What did you already know but was reintroduced in a clearer way?

3

- What do you need to inquire more about?

4

- What are you going to do differently as a person and/or as an Academic Leader?

# Thank You