Faculty development in Asia: Faculty and administrator perspectives

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Agenda

• History
  – What have I learned for faculty development?

• Why many of us are here?

• Our needs

• Faculty development from an administrative perspective
History — 33 years in NA, 25 years of teaching, students in …

• To be a good faculty: Fire in the belly
  – missionary research and teach (not for tenure, or publication)
  – try to make a difference, an impact

• Research breeds good teaching
  – intrinsic curiosity – raise an interesting question
  – create intellectual tensions
    • Empirical curiosity
    • Theoretical dilemma

• Not just saying the interesting thing, but, you get it right
  – Apply the art of refusing to believe
    • Statistics, math, logic
    • Robustness in interpretation
    • Go out and get bettered

• Need a strong mentoring environment
Making of a good faculty

• Really have a fire in the belly – want to make a different through our work in teaching and research
  – Relevant, and practical
• Rigorous
  – Really justify the difference between a journalist and a scientist
• Accept criticism
• Take care of the writing
Why here?

- The Asian Renaissance
  - Especially after the watershed event – 2008 financial crisis
    - Need to be here to be practical and relevant
      - because our work is context dependent
  - Our customers are getting poorer, but, we have our own wealth and have head rooms for further wealth creation
    - For world growth, need a pan-Asia/Australia/NZ internal consumption market
    - More importantly, not just consumption, but a source of innovation and “endogenous growth”
Challenges ahead – the road is long and tough

- This region, Asia in particular, is crowded, with limited resources, and fragmented markets, each with its own structural market and economic challenges
  - Need business as value creators
    - From being the manufacturer for N.A. and Europe consumers to
      - being the managers
      - being the innovator, the value creator for world growth
Need to develop indigenous ideas and synergies

- Operations here are smaller in scale
  - US, Europe = hundreds of thousands of employees per establishment
  - Here = pieces of hundreds and thousands

- Heterogeneous developmental stages and institutions
  - Compare to NA and Europe
  - Within Asia

- This region’s needs are different from the Western world
Implications

• What not to do
  - Direct transplantation of US or European management and practices
    - “Such and such” is done in the US, let us mimic here
What to do?

• Key – Teach and research with a mission
  – Apply world class standards and utilize local context to advance research and teaching that
    • Solve regional needs
    • Make fundamental contributions to theoretical and empirical development
    • Inspire talent development

• Challenges
  – Keep abreast of latest skill developments and issues
  – Develop intellectual intensity
  – Utilize location advantages
    • Identify intellectual curiosity and tensions
      – Contextual variations
  – Seek feedbacks
Schools

• Create intellectual intensity
  – Set an example
  – Invest in data, RA, reduce bureaucracy
  – Develop a mentoring program
  – Develop a reading committee for each junior
    • Actually read and evaluate based on scholarship and impact, not bean counting
      – Develop internal evaluation capabilities
  – Create incentives for localization
  – Create leverage
    • Import models
      – Visitors, conferences, seminars
    • support outreach
      – Provide connectivity
Develop intellectual intensity in this region.
Train the trainers for the talent this world needs.