

The Missing Link

Annual Faculty Seminar 2009



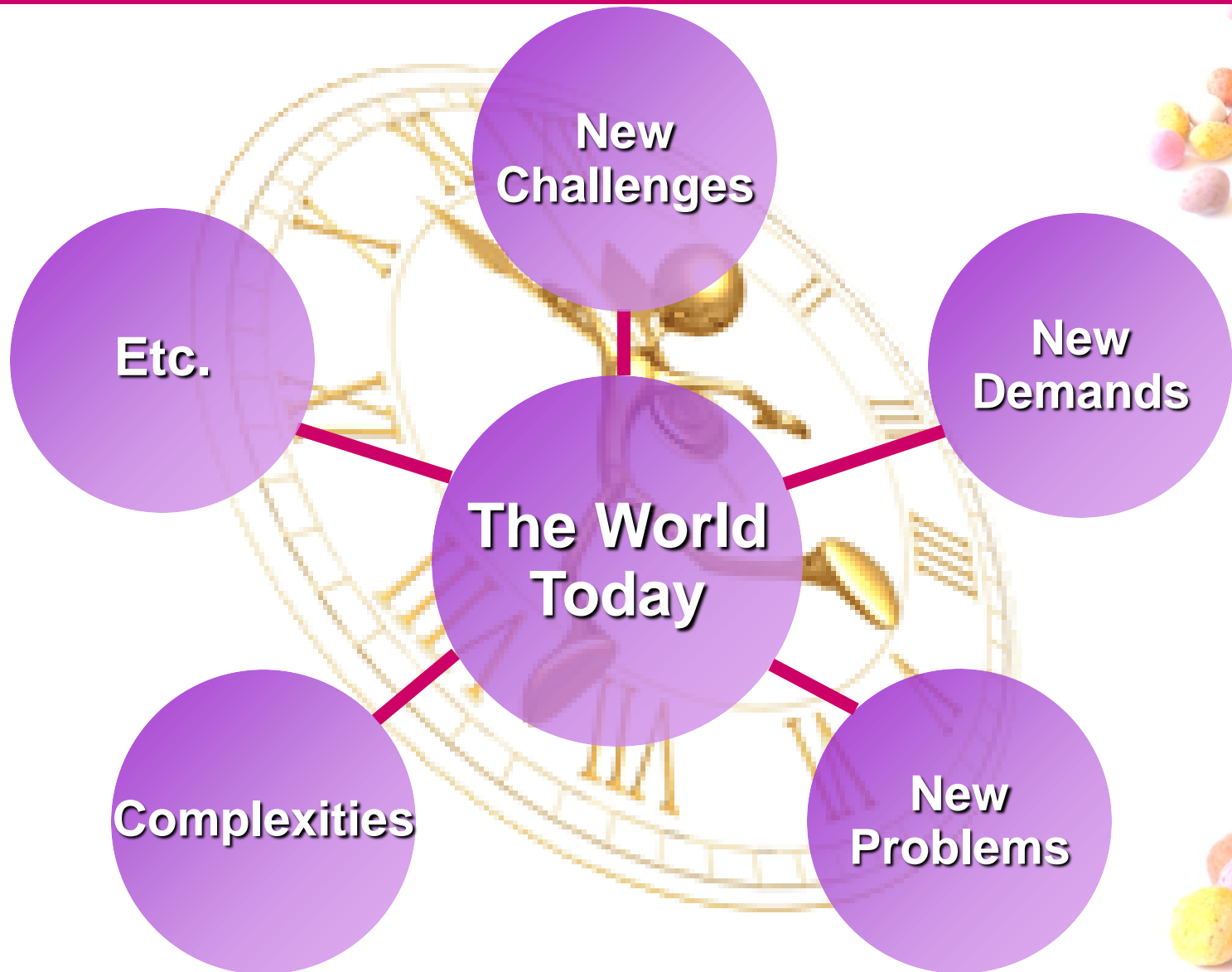
by

Bro. Bancha Saenghiran



**John XXIII, Suvarnabhumi Campus
Assumption University
Tuesday, May 19, 2009**

Scan the Environment



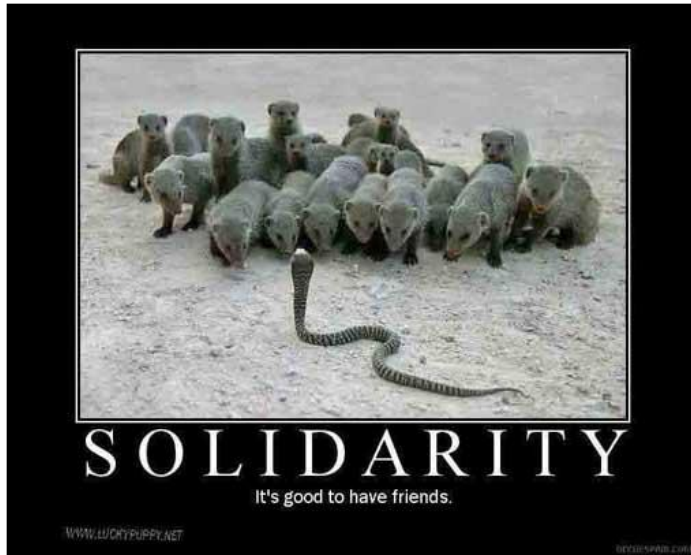
Opposing Forces

Cooperation **Vs** Competition



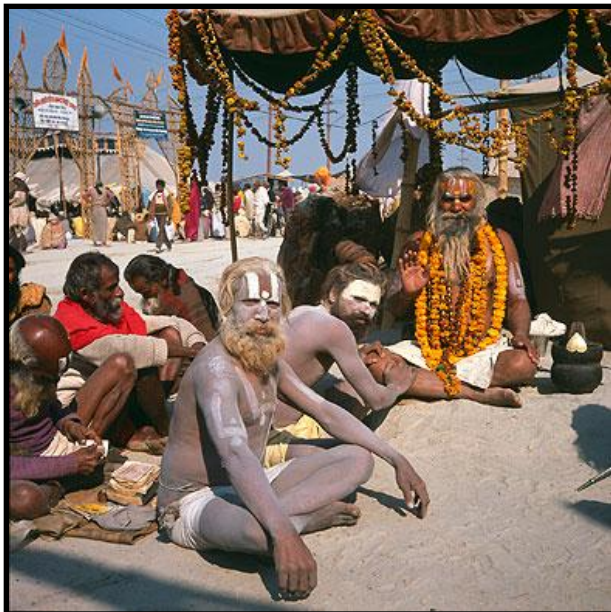
Opposing Forces (Cont'd)

New Forms of Solidarity
Vs
Unjust Economic System



Opposing Forces (Cont'd)

Hunger for the Sacred Vs Materialism



Opposing Forces (Cont'd)

A Thirst for Genuine Love
Vs

Love with Stark Distortion



Specific Mission of AU for Students



- First and before all is to **form students**, and
- To provide **a milieu** conducive to the formation



Formation of Students

1. For themselves

2. For society



For Personal Selves

AU has to mediate **the competences** necessary for students in order to succeed in life within society



Competences

Academic

- Basic subjects
- Core courses
- Major requirements
- Major electives
- Free electives

Life skills

- Goal Setting
- Planning
- Listening
- Communication
- Time Mgt.
- Conflict Mgt.

Development Continuum



Dependent

Independent

- Time mgt.
- Planning skills
- Goal-setting
- Other basic organizing

Interdependent

- Teamwork
- Communication
- Conflict mgt.
- Problem solving
- Decision making



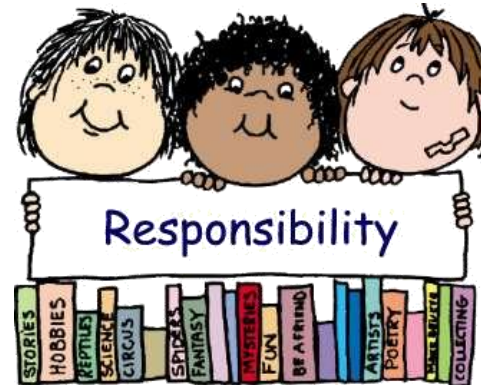
For Society

AU has to assist
students to develop their
character in a positive
way



Character

- Honesty
- Integrity
- Initiative
- Humor
- Discipline
- Kindness
- Teamwork
- Responsibility



Traditional Approach



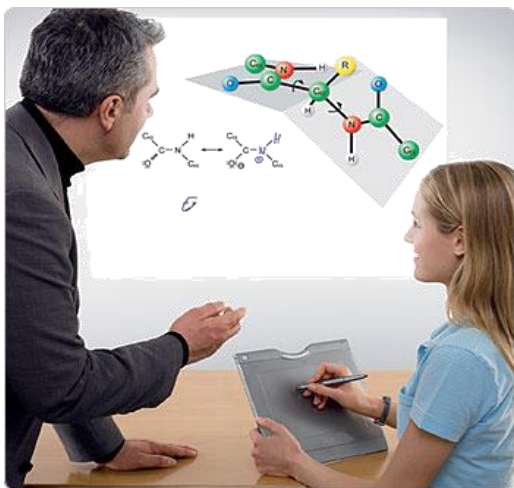
What is missing ...

The link between
fundamental values
and
academic principles



How to Bridge the Gap

I wish to introduce
“Engagement”
to be one of the core values
of AU.



What do we mean by “Engagement”?

1. It is the joint enterprise of academics with other citizens that we call “**Engagement**”
2. The variety and vitality of **Au interactions** with society.

The Spheres of “Engagement”

- a) Engagement with students
- b) Engagement with colleagues
- c) National engagement
- d) Global engagement

To Engage with the World

The world at large is now demanding from how we approach and tackle its concerns



To Engage with the World (Cont'd)

To be aware of the
world challenges and
reach out to others to
give our helping hand in
the way we can



National Engagement

Four areas in which we should seek engagement:

1. With all our stakeholders;
2. With the working world;
3. With a widening range of partners in our research activities; and
4. With our communities



National Engagement (Cont'd)

AU must be a “**part of the conscience**” of a democratic society. We must have to play a major role in shaping a democratic, civilized society.



National Engagement (Cont'd)

It is in terms of thinking and policy analysis in...

- high level policy work
- technical problem-oriented research
- analysis or external evaluation of policies and programmes
- etc.



National Engagement (Cont'd)

- As a university, we are central to **social and economic life**
- We are required to become engines of development for people, institutions, and for democracy in general.



In Terms of Research

To contribute to practical innovation for economic growth, industrial development and competitiveness and the quality of ordinary people's lives.



In Terms of Research (Cont'd)

Conversation between our faculty members as researchers and practitioners and the wider society about the possible lines of advance in theory and practice must be undertaken.



Engagement with Colleagues

- The structure of an academic discipline is not appropriate for practical challenges due to complexities in the world today.
- Technical advances often reflect combining new insights drawn from a variety of disciplines.

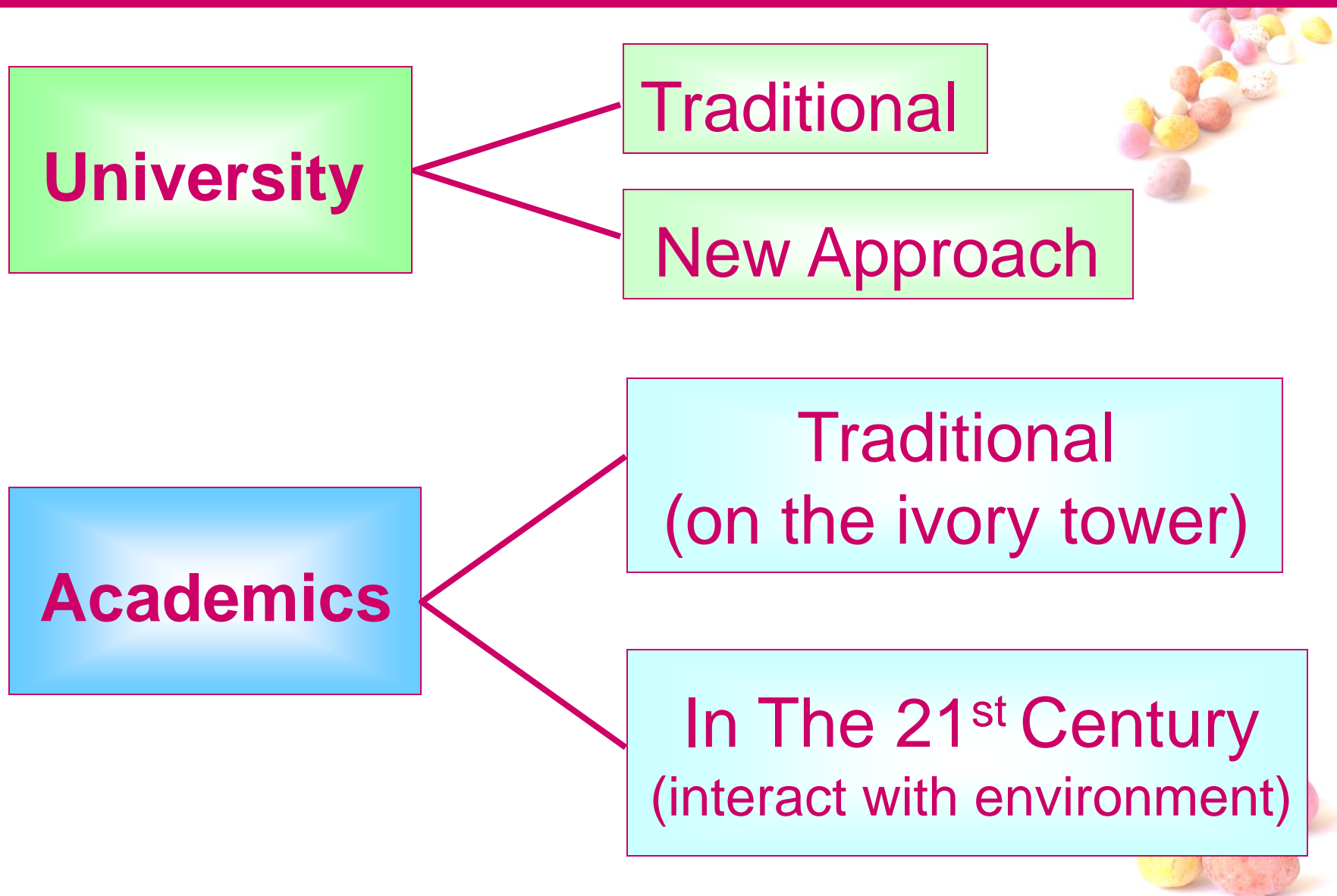


Engagement with Colleagues (Cont'd)

Therefore, engagement will lead us to be away from the isolationist tendencies of individual disciplines.



Engagement with Students



Environment of Higher Education

The universities have been swept up in...

1. competitive and entrepreneurial
2. commodification of knowledge
3. the persistence pressure for vocationalism on universities



Environment of Higher Education (Cont'd)

4. the formation of new research and teaching alliances between business and universities
5. changing attitudes of industry towards the value of university research



Environment of Higher Education (Cont'd)

6. the trends towards greater specialisation in university education

7. The loss of distinctiveness of the university as a learning community



The Demands of Working World

The challenge is that employers will expect more than a purely academic training from us.



1. Those graduates fare best who have wit and sensibility to grasp the particular style and habits of their new organization **to fit in and get on** with the job.



The Demands of Working World (Cont'd)

2. The quality in its own graduates that is most prized by their employers is to get on with the job without supervision when the boss is ways.

3. A capacity of innovation.



The Demands of Working World (Cont'd)

4. Transformation agents who can help organization to evolve.

5. They must emerge from university as men and women of action.

Mission of HEIs

“The university’s primary role is the cultural one of **teaching and research** and that if we are not to betray our **core values**, then all the matters being discussed and taught in the universities have to be approached and tackled in ways that do not undermine or weaken our **pursuit of excellence** in teaching and research.”

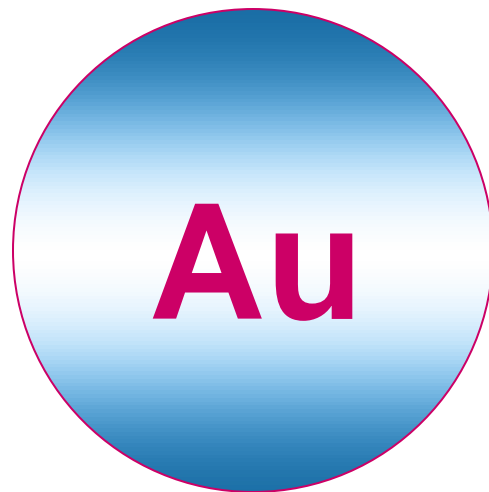
G. Fitz Gerald

Former Prime Minister of Ireland





Role of AU



a University

**a Catholic
University**

Engagement

1. Within AU

inside

classes
outside

classes

2. Outside AU



Engagement (Cont'd)

1. Courses offered should widen students' choices.
2. Curriculum must be designed to prepare students for future life. It must also periodically be updated.

Engagement (Cont'd)

3. The university must **engage actively** with employers...

- Teaching excellence must be brought into play
- Appropriate interaction with students during teaching hours as well as office hours



Engagement (Cont'd)

4. Dialogue between faculty members as researchers and practitioners

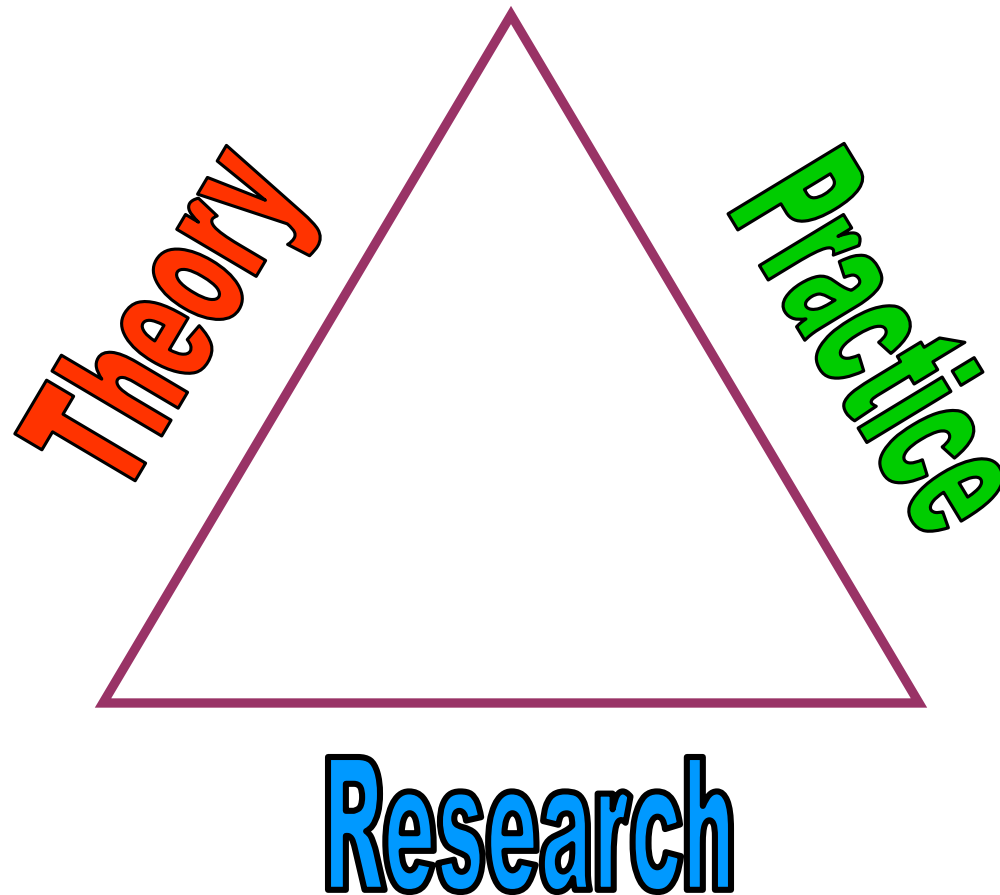


Engagement (cont'd)

5. Engagement with peers: faculty members in other disciplines

- To share the knowledge and skills we have and help our societies tackle the problems they face.

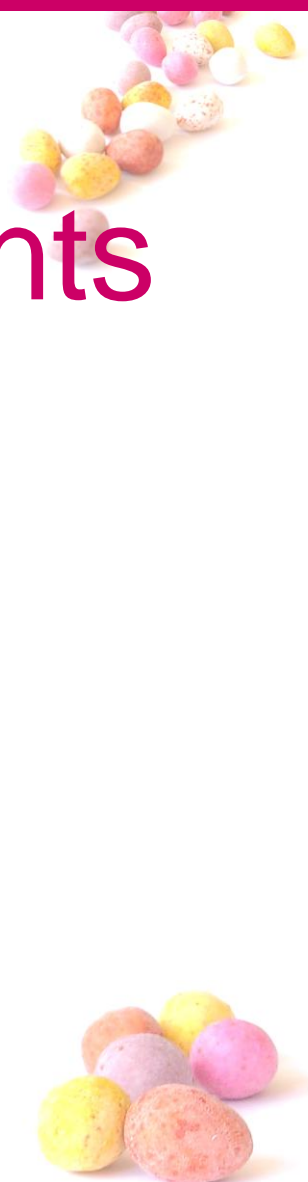
Triangular Interdependence



Conclusion

Engagement with Students

- During class hours
- During office hours



Conclusion (Cont'd)



SimplePlants.com- Plants, Animals and Ideas for Home-Kitchen

During class Hours



Conclusion (Cont'd)

During Office Hours

- Discuss the plans/projects
- Help solve problems
- Clarification of the lessons or behavior
- Better Understanding
- etc.



Conclusion (Cont'd)

- Personal formation of students can come out of strong relationship between faculty and students.
- Faculty members can influence students in many ways.



Conclusion (Cont'd)

The key to our success lies in our values, our culture and the relationships we have with our students and stakeholders

- The **pursuit of knowledge** itself demands **engagement**.

Conclusion (Cont'd)

Immediate Application

- To increase your engagement with students...





THE END