Module 3 Section 2:
Managing Resources – Faculty/Staff and Physical Resources
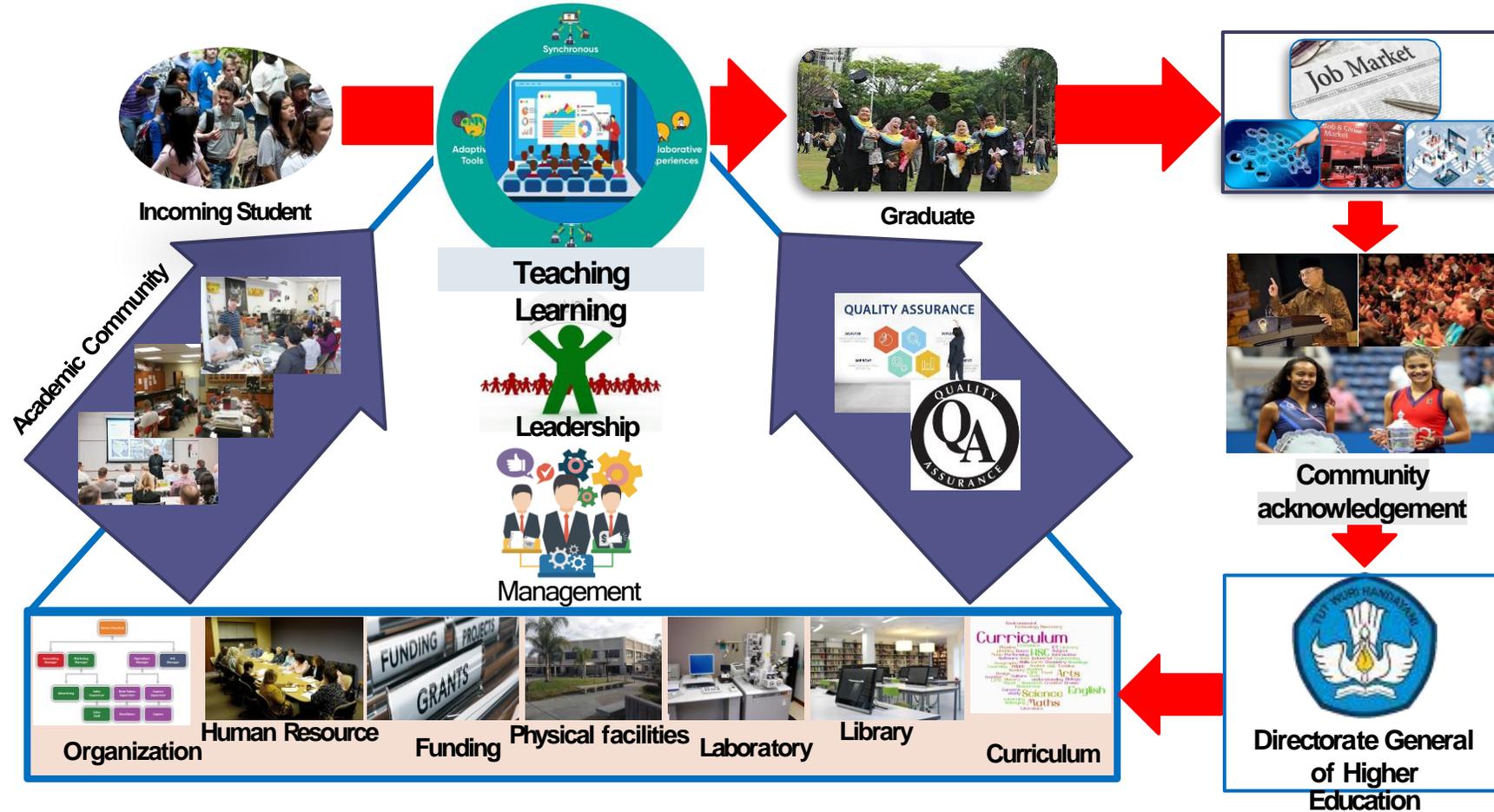
Objectives

1. To identify the issue of **human resources planning**, relating staff qualification and student-to-staff ratio and environmental setting change
2. To structure the **employment status** and **workload policies**
3. To identify **the need of the physical resourcing** in the higher education

3 Setting the Context

It is good to know where you are, your direction and next step you need to reach.

HE System (Education)

iHi Lead — Indonesian Higher Education Leadership

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Incoming Student

Academic Community

Teaching Learning

Leadership

Management

Graduate

QUALITY ASSURANCE

QA Quality Assurance

Job Market

Community acknowledgement

Directorate General of Higher Education

Organization — **Human Resource** — **Funding** — **Physical facilities** — **Laboratory** — **Library** — **Curriculum**
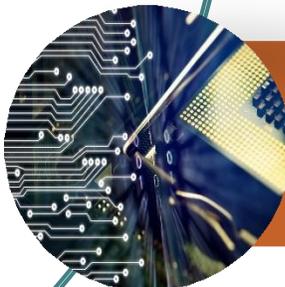
HE Role (Pasal 4 UU 12 - 2012)

develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation;
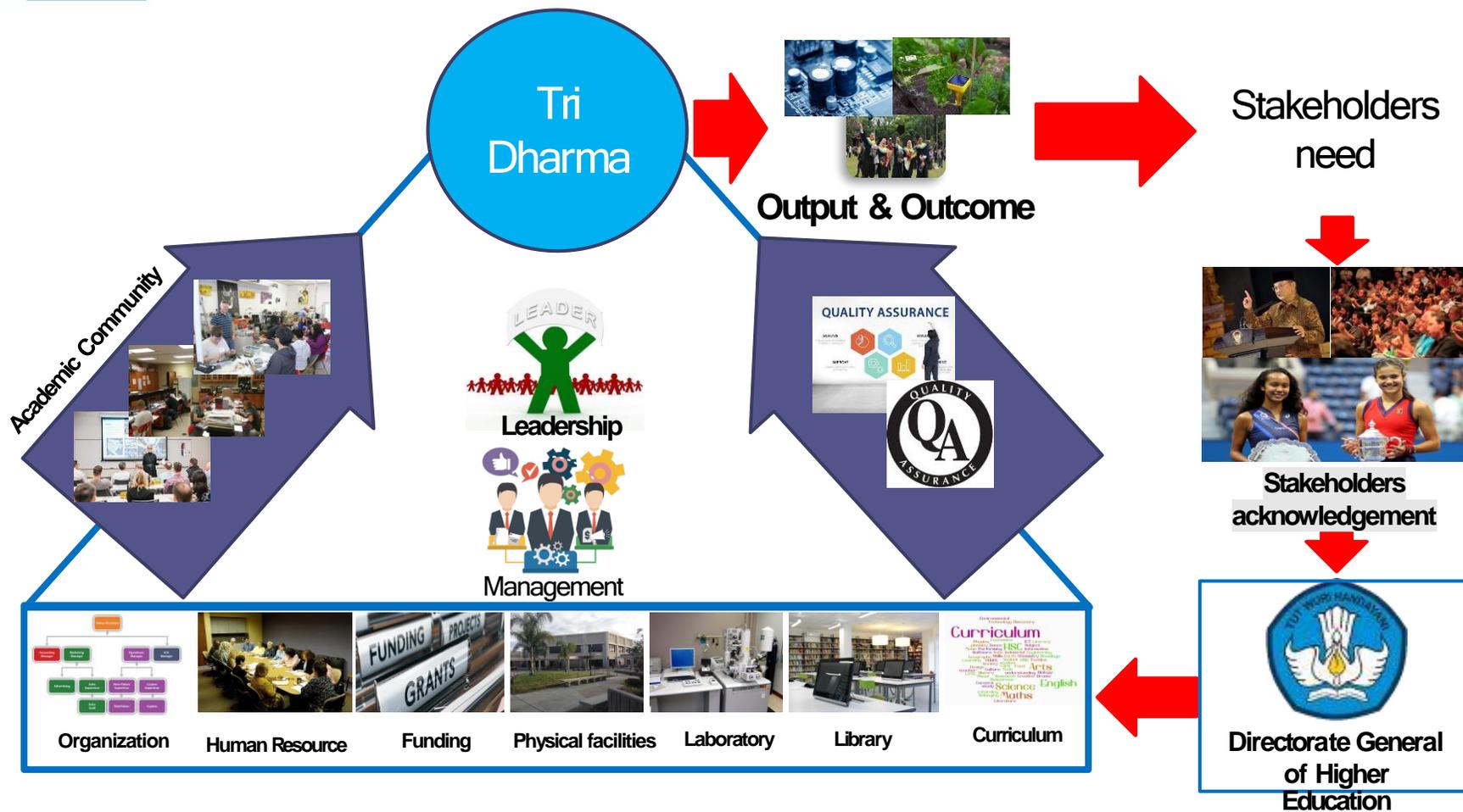
develop an innovative, responsive, creative, skilled, competitive, and cooperative academic community through the implementation of the Tridharma;

develop Science and Technology by paying attention to and applying the values of Humanities.

HE System

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Tri Dharma

Output & Outcome

Stakeholders need

Academic Community

Leadership

Management

Stakeholders acknowledgement

Organization   Human Resource   Funding   Physical facilities   Laboratory   Library   Curriculum

Directorate General of Higher Education

Education Challenge

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Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

Type of skill
- Problem-solving
- Self-management
- Working with people
- Technology use and development

Top Skills
- Problem solving
- Self-management
- Working with people
- Techn. used & development
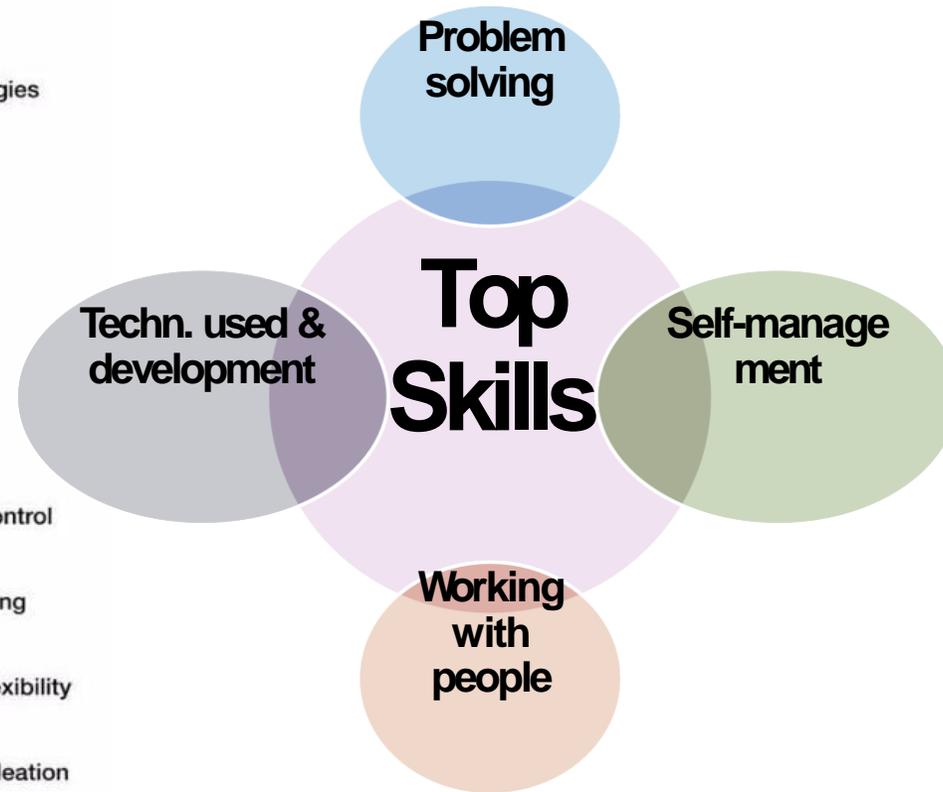
Resources availability

- Does the resource adequate ?

- Does it in a good condition ?

- What is the expected state at a specific time ?

- In most case the answer depends on the condition where the question is addressed for
  - Adequacy is mostly a flexible statement

Somehow leads to confusion about the real condition

Human Resource

Definition

- UU 14 Tahun 2005 tentang Guru dan Dosen

- PP 37 Tahun 2009 tentang Dosen

  - Dosen adalah pendidik profesional dan ilmuwan dengan tugas utama mentransformasikan, mengembangkan, dan menyebarluaskan ilmu pengetahuan, teknologi, dan seni melalui pendidikan, penelitian, dan pengabdian kepada masyarakat. (Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service).
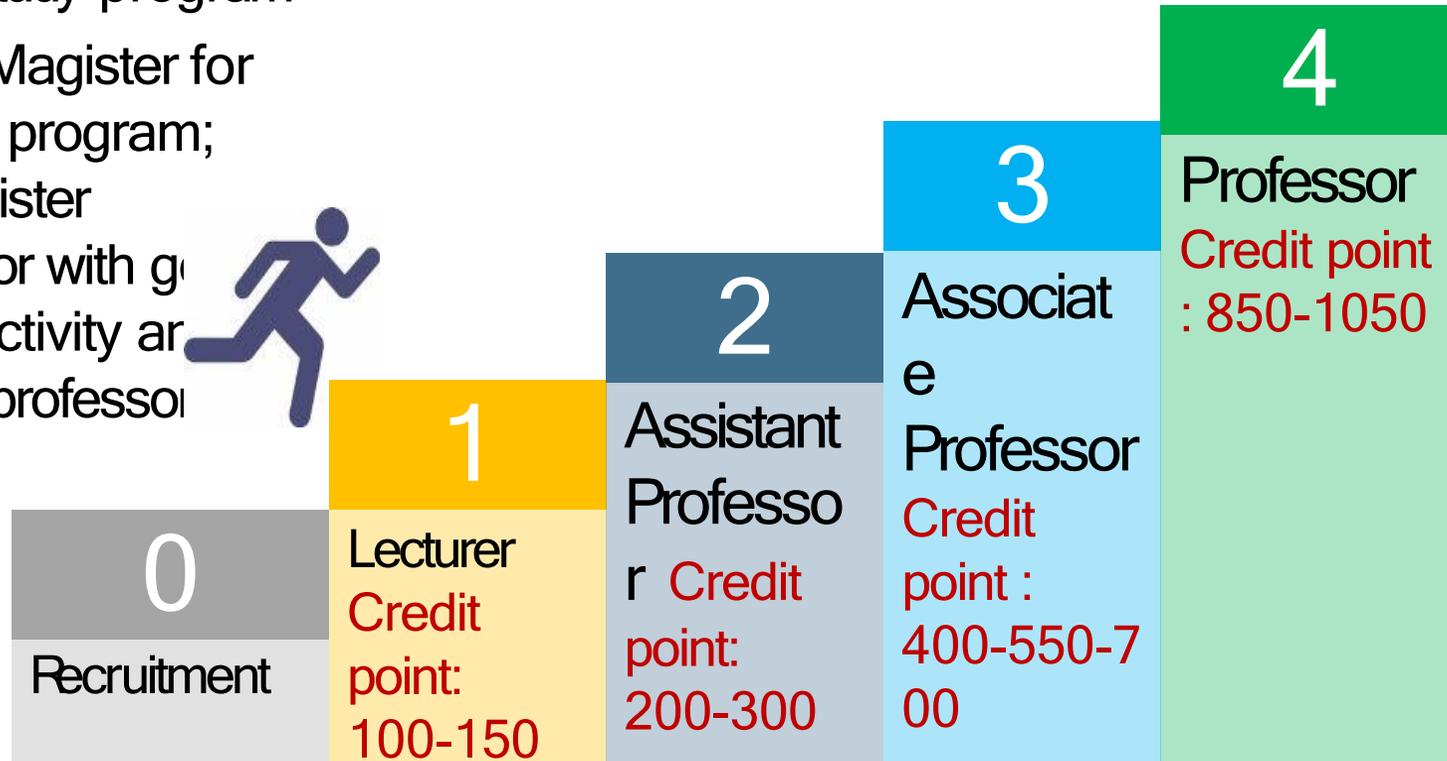
Professional Educator

Scientist

□ There is wide range of issue related to the human resource. How the leader strengthen the issue is varied by their institution condition.
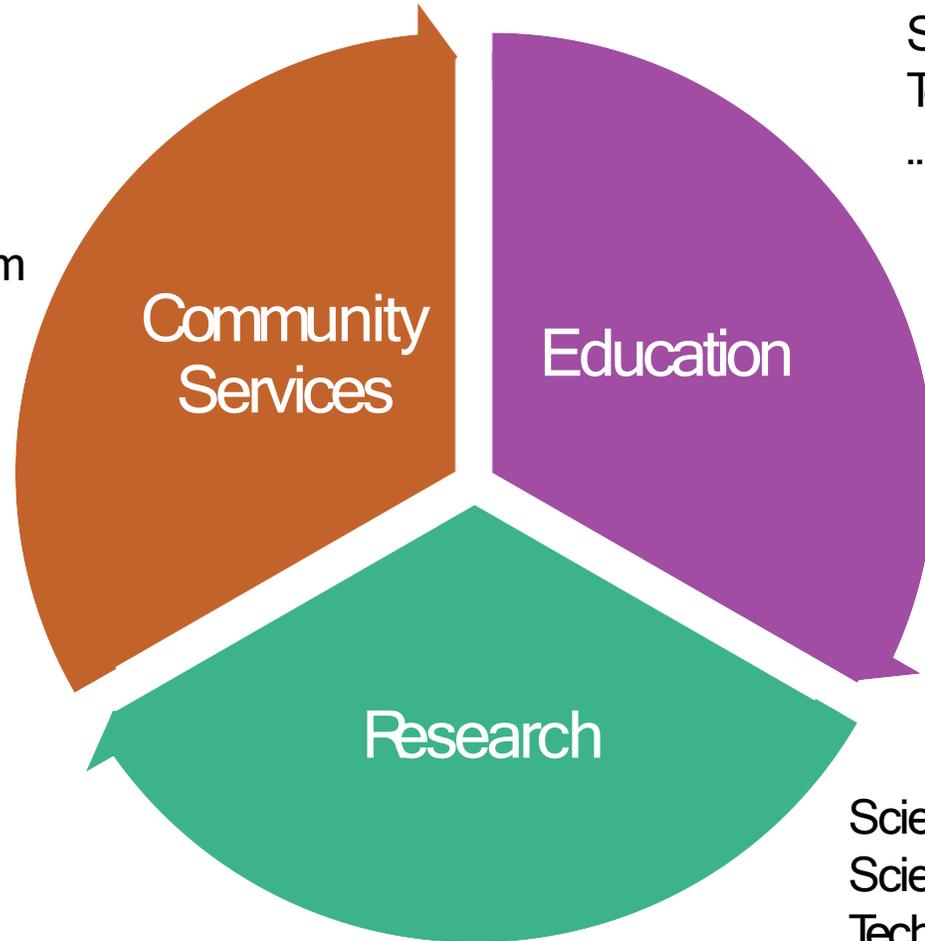
□ Minimum requirement

  □ Minimum of 5 permanent lecturer for a study program

  □ Qualification : Magister for undergraduate program; Doctor for magister program; Doctor with good scientific productivity and least of 2 full professor

0 Recruitment

1 Lecturer Credit point: 100-150

2 Assistant Professor Credit point: 200-300

3 Associate Professor Credit point : 400-550-700

4 Professor Credit point : 850-1050

Tri Dharma PT

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Teaching learning
Supervision
Teaching material development
... .

Innovation adoption
Community empowering
Solution for the community problem
... . .

Community Services

Education

Research

Scientific works
Scientific publication
Technological development
Problem solving
...

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Focus change in Workload and Responsibility

Research & Community Services

Teaching Activity

1 Lecturer
Credit point: 100-150

2 Assistant Professor
Credit point: 200-300

3 Associate Professor
Credit point : 400-550-700

4 Professor
Credit point : 850-1050

□ Student-to-staff ratios may be used as a **proxy for the quality of teaching and student-instructor interaction** in rankings, accreditation, full-filling the requirement and media reports

□ These ratios may **influence consumer choice** among institutions.

□ Balancing between the *institution income* vs academic performance could be a trade off

□ The **digitalization of learning and teaching** has the potential to alter the relationship/ratio between student and academic staff numbers. Current pandemic teach the university how they must deal with the digital technology and new way of knowledge development.

## 22:1
STUDENT : STAFF RATIO*
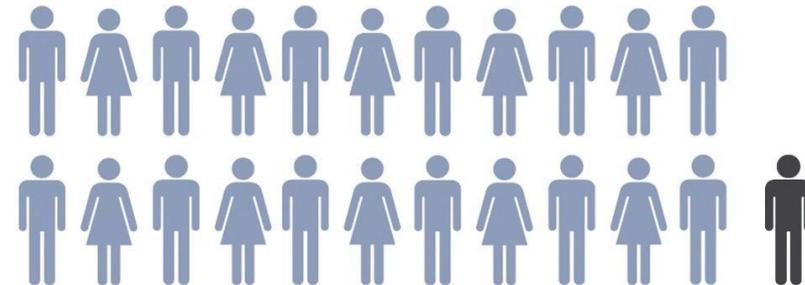
High vs Low ratio

- Higher education institution should establish minimum standards concerning the academic and professional qualifications required (also possible for upskilling and reskilling)

- As the student body has become more diverse, institutions may respond by recruiting professional support staff (outside the academic staffs) provide a wider range of services and support for students;

- develop student-centred approaches to learning and new forms of digital or digitally-supported delivery;

- give effect to internationalisation efforts; support the transition of graduates to the labour market;

- Upskilling to adapt the challenge in teaching-learning as well as research and community services in broader term.

□ Balance stability against flexibility (i.e. combination of civil servant status and more flexible arrangements)

□ Trade-off between full-time or part-time (casual) of staffs or sourcing from professional

□ Enrollment increases without commensurate new faculty FTEs (full-time equivalents) often are cited as problematic

□ How do the academics manage their activity: teaching, research, community services & administrative works ?

□ How academics allocate their time ?
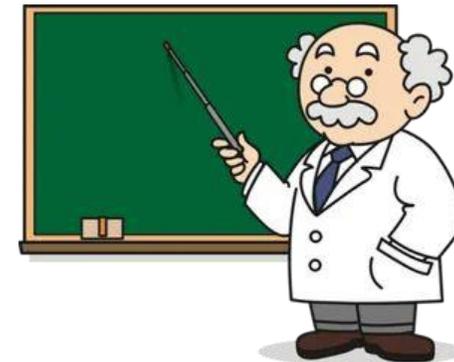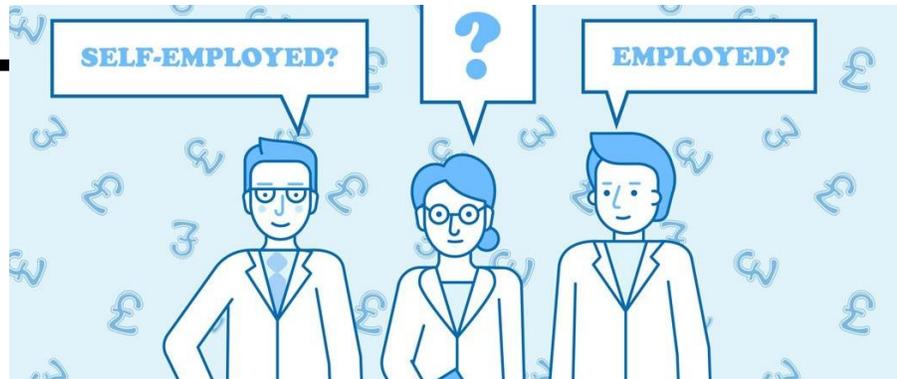
Discussions

a. Faculty efforts in support of higher education including teaching, research, and service (*Tridharma Perguruan Tinggi*) activities. What composition is the best to fulfil what's actually expected of its faculty and more accurately align expectations of the institutions?

b. How should one adjust a professor's teaching percentage when s/he serves as principal investigator on a large sponsored project that requires significant work during the academic year? Whilst the department is lack on lecturer number. In other hand, should the percentages be revised when a professor teaches a very large or complex course, for example? How should the percentages be changed when professors teach an "overload" of small courses

Cases and Exercise (1)

□ Suppose the budget staff of a university or one of its schools is considering the impact of admitting more students. Other things being equal, they know this action will increase class sizes. Some elements of teaching (e.g., feedback and grading of essays) would require more time or else get short changed. Mitigating this would mean other course activities would receive less effort, a boosting of the use of adjunct faculty, or increases in the regular faculty's workload–which would reduce their discretionary time. What will be the quantitative consequences for teaching and research operations if we make a certain choice, and then what will be the resulting qualitative consequences? Would this impact be acceptable, or does the university need to increase faculty numbers or radically change the teaching paradigm?

Cases and Exercise (2)

- Suppose we need to decide whether the teaching material is delivered face-to-face, online, or in some kind of blended format. These may be driven by shifts in the external environment: for example, in government policy, in student demand from a particular country or in a particular student major, or due to an especially disruptive technological change. How decisions about mode are driven by staff and physical resources?

  As in all analyses of the cost of online versus in-person teaching, the matter of learning quality should be considered carefully. It may be desirable, for example, to get data on group or class sizes, teacher types, and other detailed course attributes

Physical Resourcing
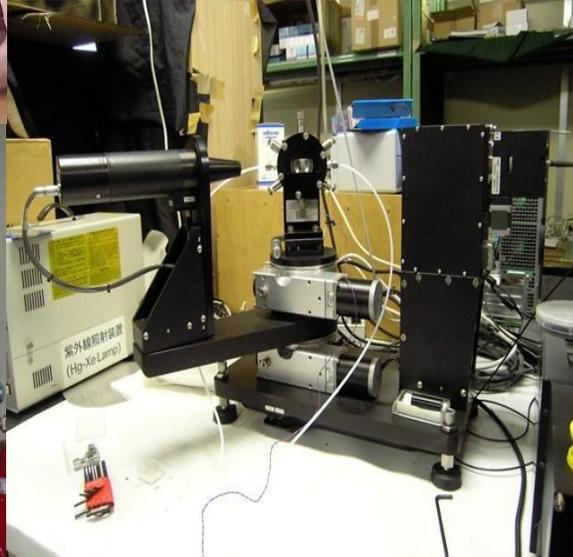
Physical Resources

Building and Facility

Laboratory (Machinary, Tools)

Information sources (Library, ICT [hardware & software])
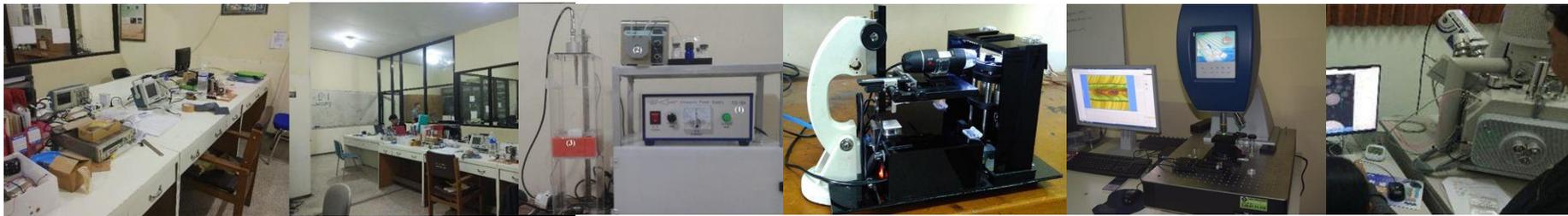
IP, experience, skills

Teaching and Research Facility

Teaching Labs	Research Labs
□ Multiple items	□ Specific requirement, high investment cost
□ Basic/General function	□ Limited item
□ Intended for many users	□ Limited and well-trained user

Physical Resourcing

- Course teaching draws on yet another **important kind of resource: classrooms, laboratory space, ICT infrastructure, and other kinds of facilities.**
- This needs calculation of the percentage of seating capacity used by each course.
- The data come from the university's timetabling and student registration systems.
- It highlights the trade-offs between quantities such as class size, duration, frequency, and replication, on the one hand, and faculty teaching loads, on the other.

- Nowadays, classrooms and teaching facility are still a scarce resource in many universities, especially those that include special resources such as **computer terminals and laboratory equipment.**
- Class sizes may be constrained by seating capacity, or small classes may meet in rooms that do not lend themselves to effective teaching. If this weren't enough, **new teaching modalities** are changing the relationships between course delivery and facilities.

Question for Physical Facility

- The availability of facilities and infrastructure for the provision of basic teaching and learning or improving the quality and number of equipment for learning and research is often a major problem that must be resolved. What sources of funding can be used to improve the quality of infrastructure and how to obtain them?

- Do the university have adequate funding and strategy to provide or improve the quality of the physical facility ?

Case and exercise

- By taking into account various MKBM issues, university rankings, and various DHGE policies, for example, a university has a limited internal budget for infrastructure investment. Which following physical resource investment will be chosen as the priority? Is it expanding lecture halls and teaching laboratories, increasing ICT capacity, or strengthening research laboratories?

- Effectivity and efficiency of the physical resource utilization in some cases are still problematic. Should the university, faculty, department have all the physical resources by themselves?

Reorienting the Staff and Student Roles

If we pay attention to how changes are made in the way of disseminating information, learning methods and the availability of learning resources, how do we respond to the position and role of lecturers and students at the university?