Faculty Development

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FACULTY DEVELOPMENT FOR RESPONSIBLE MANAGEMENT EDUCATION

Results from a Survey among PRME Signatories
"We cannot expect teachers to teach what they do not know, nor to use yesterday’s training to prepare today’s students for tomorrow’s future."

Sparks, D. & Hirsh, S. (2000)
What are we talking about?

PRME-related faculty development refers to all activities that are aimed at:
- Enhancing faculty’s knowledge of responsible management education
- Increasing awareness among faculty of the hidden and implicit dimension of teaching business
- Building capacity in faculty to implement responsibility and sustainability in their teaching

PRME-related *formal faculty development* in this report is defined as all organisational efforts explicitly aimed at creating competencies related to responsible management education. Such activities tend to have formal assessment elements and attendance requirement.

PRME-related *informal faculty development*, on the other hand, is defined as any ad hoc event not explicitly identified as a development activity. These activities tend to focus on general awareness raising and common information sharing. They also tend to be voluntary or may be owned/initiated by the participants rather than the organisation.
Step 1: Survey

- 550 Signatories were invited
- 145 schools replied (Deans & faculty)
- Nearly all schools have informal activities
- On average only one third of faculty receive informal and only 20% receive formal FD
- Mainly the „usual“ suspects
Faculty Development Required

PRME faculty development needed versus received

- Economics
- Finance
- General Management
- International Business
- Organisational behav. & HR
- Entrepreneurship & Innov.
- Marketing
- Strategy

Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree
Faculty Development Received

PRME faculty development needed versus received

- Economics
- Finance
- General Management
- International Business
- Organisational behav. & HR
- Entrepreneurship & Innov.
- Marketing
- Strategy
- Accounting
- Operations Management
- Information systems

Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree
Part II

Process Guide
PART II: PRME FACULTY DEVELOPMENT PROCESS GUIDE

Figure 3
CBS Faculty Development function was initially cool to the idea
Only after we provided funding were we allowed in as an „elective“

Goal: to generate commitment from top management, heads of departments, and faculty members to PRME-related faculty development.
CBS is currently running a survey on responsible management education
• among students (repeat every semester to measure change)
• and plans to do so among faculty
Survey of all 1st semester Bachelor students
N = 552

Plan to repeat at the end of each semester
- Analyse by study program
- Analyse by course type

Next step would be to repeat that with faculty
Preliminary results

![Diagram showing relationships between Norms, Attitude, Self-Efficacy, Perceived Support, and Intent.]

- **Norms**: 
  - **Attitude**: $R^2 = 0.32$, $\beta = 0.178^*$
  - **Self-Efficacy**: $R^2 = 0.178$, $\beta = 0.422^{***}$
  - **Perceived Support**: $R^2 = 0.273$, $\beta = 0.523^{***}$

- **Attitude**: 
  - **Intent**: $R^2 = 0.160$, $\beta = 0.106^*$

- **Self-Efficacy**: 
  - **Perceived Support**: $R^2 = 0.160$, $\beta = 0.106^*$

- **Intent**: 
  - **Perceived Support**: $R^2 = 0.273$, $\beta = 0.106^*$
CBS goal is to cover all assistant professors

STEP THREE: DEFINE FACULTY DEVELOPMENT GOALS

Goal: to formulate (a) specific measurable goal(s) which your educational institution wants to achieve through your PRME-related faculty development.
STEP FOUR: IMPLEMENT FACULTY DEVELOPMENT

Goal: to implement PRME related faculty development targeted towards all professors, associate professors, assistant professors, external lectures, and PhD candidates.
STEP FIVE: MEASURE THE IMPACT OF FACULTY DEVELOPMENT

Goal: to measure and monitor the impacts of the PRME-related faculty development.
STEP SIX: COMMUNICATE THE RESULTS

Goal: to communicate the results internally and externally and increase awareness and support for PRME-related faculty development
Faculty Development at CBS

- Informal debates
  - Intra-departmental
  - Cross-departmental

- Formal academic development programme
  - Optional for everybody
  - Assistant Professor Program (required)
Our Three Steps so far

- Informal Focus Group Debate
- Pilot Test of APP
- Current Version of the APP
Three Clear Dividing Lines

- **Tenured**
  - more relaxed
  - (think) they know org culture / feeling of entitlement

- **“Soft” Disciplines**
  - aggressive
  - we are the “good” guys

- **Longterm staff**
  - (Implicitly) shared culture
  - Tend to be Danish

- **Non-tenured**
  - defensive / does this affect my promotion?
  - Who are their peers (at other schools)?

- **“Hard” Disciplines**
  - Feel attacked
  - Identified (explicitly?) as the “bad” guys

- **Recent Hires**
  - Very different cultures
  - 57% non-Danish
APP Program

Early attempts
- Camp against camp debates
- Often talking past each other
- Many „inspiring“ guest speakers on “how to” topics
- But audience did not want to be inspired (“talking heads”)

Our current version
- twice per year / about 6 participants each
- We use the „APP Case“ from Monday
- Let participants discuss about the debate
- Focus on hidden curriculum
- Plan to address GVV