

FACULTY DEVELOPMENT FOR RESPONSIBLE MANAGEMENT EDUCATION

Results from a Survey among PRME Signatories



A PRME CHAMPIONS PROJECT

BABSON COLLEGE • COPENHAGEN BUSINESS SCHOOL • IILM INSTITUTE FOR HIGHER EDUCATION

This report was prepared at the request of the PRME Secretariat on behalf of the presidents of CBS, IILM, and Babson by Kai Hockerts (CBS), Pernille Borgbo (CBS), Tiina Srkoc (CBS), Elizabeth Goldberg (Babson), and Rakesh Chaudry (IILM). We gratefully acknowledge the support from all members of the PRME Champions sub-group on faculty development, as well as from the respondents to our survey, Merrill Csurí, and the PRME Secretariat.

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TABLE OF CONTENTS

Words From Institutional Leaders	3
Introduction	4
Part I: Status on PRME-Related Faculty Development	5
Examples of PRME-Related Faculty Development Programmes.....	8
The Hidden Curriculum: A Powerful Analytical Tool	11
for PRME-Related Faculty Development	
Part II: PRME Faculty Development Process Guide	12
Step One: Commit to PRME-Related Faculty Development.....	13
Step Two: Assess Faculty Development Needs	14
Step Three: Define Faculty Development Goals.....	15
Step Four: Implement Faculty Development	16
Step Five: Measure the Impact of Faculty Development	17
Step Six: Communicate the Results	18
Conclusion	19
The 6 Principles for Responsible Management Education	20

“ 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)

WORDS FROM INSTITUTIONAL LEADERS



PER HOLTEN-ANDERSEN
President, CBS

PRME-related faculty development is key in helping to underscore the Copenhagen Business School (CBS) strategy of Business in Society. It is an essential part of our internal Assistant Professor Programme and also of our external training programme on “Launching and Implementing a Responsible Management Programme,” which has been attended by faculty and administrators from 11 countries. Through this report, we are pleased to share our experiences at CBS, while at the same time eagerly learning from the leaders in the PRME community about faculty development practices. The conclusions of this report are both inspiring and ambitious. Please join us in the challenging task of making the report’s recommendation a standard element of all business schools worldwide.



MALVIKA RAI
Chair, IILM

Mahatma Gandhi highlighted that: “Knowledge without character is a dangerous thing.” PRME provides a superb guiding framework for application of one’s knowledge and authority.

Implementation of these principles is critical to harmony, balanced and sustainable growth in the world. At IILM, we have embedded the principles of responsible management education into our curricula, research, pedagogy, and student experience.

As an institute we hope to take the case of responsible management to educational institutions and corporations across India. Faculty Development is one of the most significant steps in the implementation of responsible management education, training, and practice.

In that sense, I hope that you find the results of this timely report both stimulating and useful.



KERRY HEALEY
President, Babson College

As the global leader in Entrepreneurial Education, Babson is wholly committed to the Principles for Responsible Management Education. One of the first to adopt the Principles in North America, Babson’s mission to “educate entrepreneurial leaders who create great economic and social value everywhere” is deeply aligned with the Principles for Responsible Management Education.

Babson is proud to be a partner with Copenhagen Business School and IILM, in undertaking this research, which we hope will empower PRME signatories around the world to engage in faculty development with regard to responsible management education in the ways most suited to their missions and expertise.

INTRODUCTION

The financial crisis and extensive corporate scandals during the past decade have brought about a critical debate regarding the role of business schools. Serious questions have been raised about whether and how management education can contribute to the culture of excessive greed informing this crisis. Critics claim that the disproportionate emphasis on profit maximisation and shareholder value has led to a neglect of the broader contexts in which businesses operate, as well as of the importance of social and environmental value creation.

The six UN Global Compact-based Principles for Responsible Management Education (PRME) have been formulated in an attempt to give management educators guidance on how to address this issue. So far, the primary focus in the PRME community has been on curriculum development and student engagement. However, in order to live up to its commitment, PRME signatory schools need a corps of faculty that possess the skills and competencies required to implement the principles of PRME in the classroom. This report argues that formal faculty development activities are necessary in order to achieve that outcome.

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

As the frontline of education, faculty is a crucial key in introducing and developing responsible management education for students. This report aims to provide a clear and concise guide by which to address formal and informal PRME-related faculty development activities.

The findings in this report are the result of a two-year long research effort co-lead by the Copenhagen Business School (CBS), Babson College, and the Indian Institute for Higher Education (IILM). The project has been conducted as part of their continuing commitment to PRME under the auspices of the PRME Champions leadership group.

The purpose of the report is two-fold:

- In the first part, the report presents the current status of PRME-related faculty development in PRME schools, highlighting good practices as well as challenges
- In the second part, the report proposes the Faculty Development Process Model aimed at helping educational institutions set up formal faculty development activities around PRME

“We are dealing with a drop in ethical standards throughout the business world, and our graduate schools are partly to blame.”

Luigi Zingales,
2012, Chicago

“Faculty is the key for carrying forward changes in responsible management education.”

Josep M. Lozano, Professor and Senior Researcher in CSR, ESADE, Spain

PART I: STATUS ON PRME-RELATED FACULTY DEVELOPMENT

The starting point for this report was a global survey sent to deans and faculty at over 550 PRME signatories in the autumn of 2014. In total, 145 educational institutions responded, with some institutions contributing at both the dean and the faculty levels.

The empirical data reflects the diversity of the PRME community in institutional size and geographic spread (see Figure 1). It is, however, noteworthy that half of the respondents were based in Europe, thereby giving the report a regional bias. To control for this effect, qualitative interviews with 15 educational institutions from throughout the world were conducted to supplement findings from the survey.

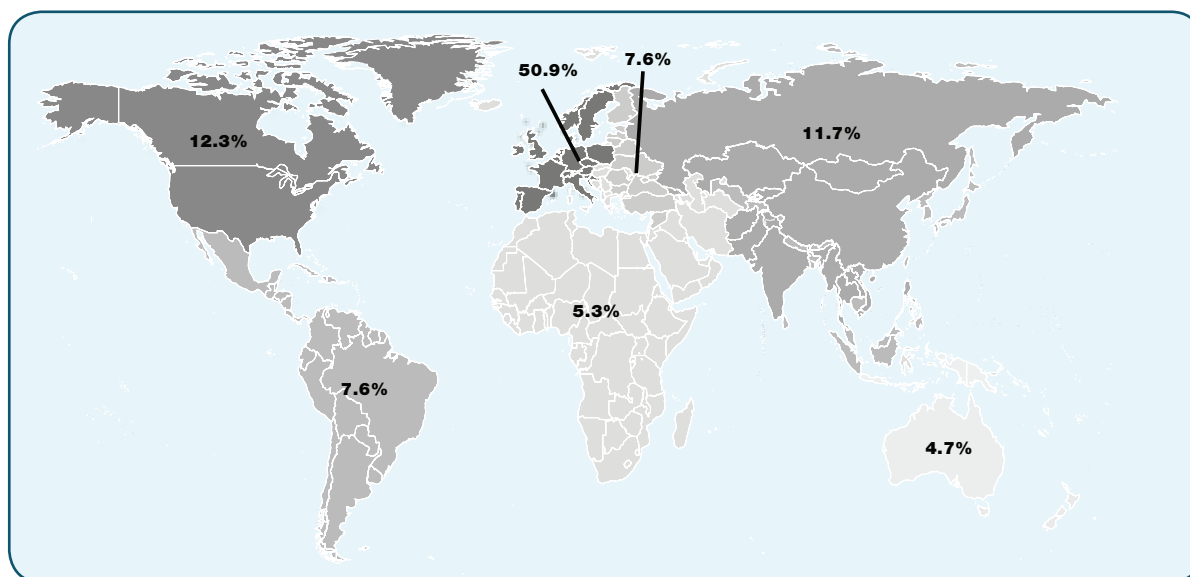


Figure 1: Geographic divergence in responses

Overall, the findings indicate that the educational institutions see PRME-related faculty development as highly relevant. Respondents stress that faculty play a central role in implementing PRME in management education due to their routine contact with students.

At first glance, the data from the survey looks quite promising. Nearly all respondents report that they have *informal* PRME-related faculty development activities in place. Moreover, two-thirds of respondents state that they have *formal* PRME-related faculty development activities.

However, a closer look at the survey results and the qualitative interviews show a different picture. Most formal and informal faculty development activities are very limited in time. Activities rarely take more than one to two hours. Another concern is that many of the activities that were described as *formal* faculty development by respondents remain

very casual. These include faculty meetings at which a school's Sharing Information on Progress (SIP) report is presented, as well as presentations by guest lecturers on responsibility or sustainability.

This illustrates that there is quite some variation when it comes to defining PRME-related formal faculty development.

“Faculty is important because they are most often the last to engage with students before they leave to pursue their careers in the world of business. We as faculty have the opportunity to open their minds to the importance of responsible management practices and the triple bottom line.”

Elizabeth Swanson Goldberg,
Professor, Babson College

PART I: CONTINUED

Many educational institutions report having informal PRME-related faculty development in the form of frequent discussions with colleagues, workshops, and guest lecturers that target issues of PRME for faculty members. However, in the consecutive qualitative interviews, it was revealed that many of these activities are not specifically targeted towards faculty development.

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.

Survey results also show that, on average, only one-third of a school's faculty is ever exposed to informal activities and only about 20% participate in formal faculty development activities. Moreover, these activities tend to reach a portion of the faculty that is often already engaged in PRME-related teaching. These "usual suspects" teach topics such as business ethics or environmental management and use the faculty development opportunities offered to maintain and improve their existent skill set.

Figure 2 shows that, across all disciplines, there is a substantial gap between the amount of PRME-related faculty development received and the amount of faculty development deemed necessary by respondents. The gap is smallest for faculty in areas such as general management, organisational behavior, and strategy. Whereas the gap is biggest for economics, finance, and accounting, indicating that these disciplines are most in need of investment in faculty development.

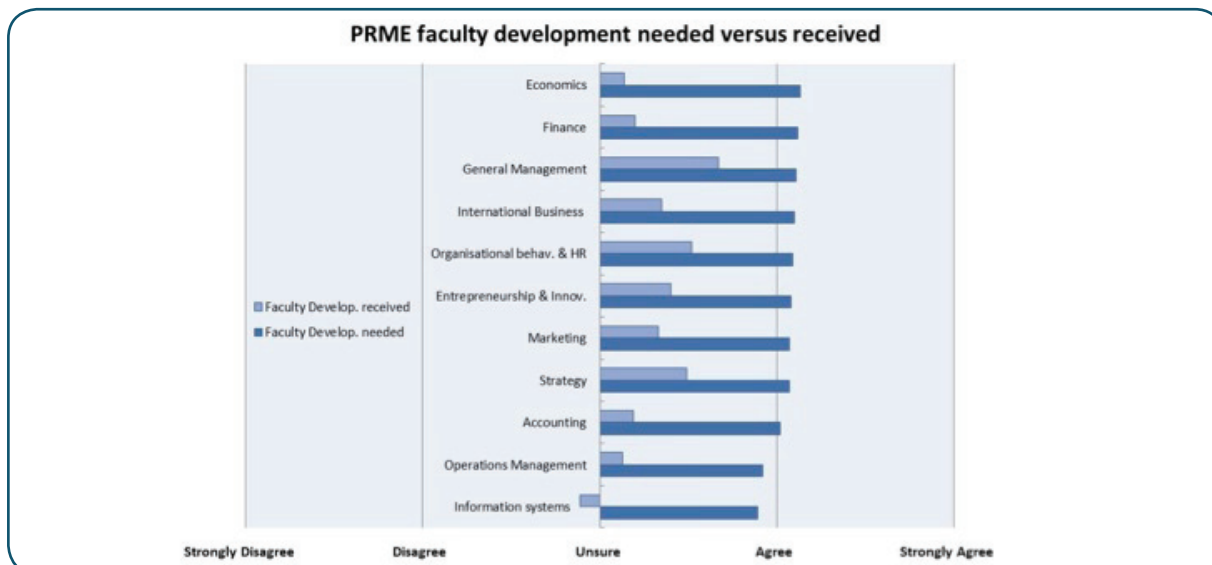


Figure 2: Perceived versus needed faculty development

PART I: CONTINUED

Finance and economics have been at the heart of much of the criticism levelled at business schools in recent years. It is thus of concern that faculty in these departments receive the least faculty development training. This is based on responses given for the following two questions:

- 1) The following disciplines have received faculty development training related to PRME and
- 2) I feel that faculty development training related to PRME is needed for the following disciplines

Apart from the gap in disciplines that receive faculty development, there is also a tendency for senior and external faculty to receive less training in responsible management education than do younger faculty. Often, the assumption is that senior faculty members are already equipped with all necessary pedagogical skills. External or adjunct faculty, on the other hand, tend to have specific teaching requirements and a general detachment from the educational institution. However, missing out on development opportunities for senior and external faculty is problematic. Since they often teach the fundamental courses at the beginning of bachelor and masters programmes, external or adjunct faculty may have a particularly large impact on shaping value systems and expectations of students.

“It is not a concrete activity. [PRME-related] faculty development is dependent on the personal understanding from the professors and from the head of the departments.”

Josep M. Lozano,
Professor and Senior Researcher in CSR, ESADE, Spain

“Younger instructors are generally more keen to engage in responsible management education activities. There may be some merit to this, but it is important to note that some of the most senior professors, who are beyond having to worry about the race of publish or perish, can be the greatest champions for the ideals of responsible management education.”

Robert Strand, Executive Director, Center for Responsible Business,
University of California Berkeley, Haas School of Business, USA

EXAMPLES OF PRME-RELATED FACULTY DEVELOPMENTAL PROGRAMMES

The previous section outlined the general trend among PRME signatories of not having well-established formal PRME-related faculty development programmes; nevertheless, there are some notable exceptions. These are presented on the following page and are hoped to serve as inspiration. Some of the faculty development programmes are internal while others are open to faculty from other educational institutions.



Photo: Lise Søstrøm

“Teaching responsible management is not like teaching a set of principles or a set of methods or techniques, which is what you do when you teach marketing, statistics, or accounting. So you have a set of things which you can teach. But when you are teaching ethics or responsible management, you are not teaching a set of techniques, you are telling people how to think, how to evaluate, how to balance various things, various forces and various factors, and how this balancing has to be done all the time in your life.”

Professor Narayanaswamy, Indian Institute of Management
Bangalore, speaking at IILM, India

EXAMPLES

Sustainability Fellow Certification

University of Vermont

Internally at the University of Vermont the faculty can obtain a sustainability fellow certification after attending a two-day workshop. The workshop focuses on multi-disciplinarity and the creation of tools for faculty to address sustainability in their teaching across disciplines. Participation is voluntary, but faculty members are strongly encouraged to participate and certification on completion further reinforces the formal nature of the activity. In total, 66 faculty members have participated in the course since its inception in 2013.

Internal Course at Fundação Dom Cabral

Internally at Fundação Dom Cabral, there is a course for the full-time faculty where basic strategies for sustainability and other issues inspired by the PRME material are taught. The programme is designed and tailored to the individual faculty members and their specific courses. Rather than offering a general introduction to sustainability, the focus is on providing tools to resolve issues within their courses. This is a very interactive course in which the faculty members are encouraged to create new cases and teaching material. To date, 150 out of the 600 faculty members have been part of this course.

“To instill a framework for responsible management in students, a teacher must lead by example and practice it himself/herself. We need to have realistic, clear goals for our own conduct and working.”

Rakesh Chaudhry, Professor of Strategic Management, IILM Institute for Higher Education, India

Bentley Business Ethics Teaching Workshop

The Bentley Business Ethics Teaching Workshop is a yearly faculty development workshop that has been held since 1990. In 2004, the workshop went global and has since been organised three times outside of the US. The aim of the workshop is to encourage faculty to address ethical issues and corporate social responsibility across courses in their curriculum. The workshop encompasses presentations by the faculty participants on integrating ethics into their courses with the opportunity for feedback from the workshop facilitators and other participants.

Thus far, the Business Ethics Workshop has 320 alumni, 200 of which are from Bentley itself, while a further 120 derive from outside. Due to the State Street Foundation's support the workshop is free of charge, although seats are limited.

CBS Assistant Professor Programme

Copenhagen Business School has, since 2013, run a one-day course, aimed at junior faculty and external lecturers, to help them incorporate a responsibility dimension in their teaching. The programme helps participants understand if responsible management education is already incorporated in their teaching, to what degree, and to explore how to make these practices even more explicit in their teaching. The programme is intended to help the participants develop their own perceptions of what responsible management education means, by thinking of examples of how it could be incorporated into their teaching.

To date, the programme has been organised three times and has been taken by 27 participants. As of 2015, the programme has been opened to include other business schools and is aimed at people with little to no previous exposure to responsible management education. The programme is free of charge for CBS faculty, and for non-faculty members there is a participant fee.

EXAMPLES

CEEMAN International Management Teachers Academy

CEEMAN International Management Teachers Academy (IMTA) was launched in 2000, and it provides faculty development for junior faculty, which enables them to develop their understanding of the best practices in management education.

The programme discusses different teaching skills and methods by helping the participants develop their curricula, course design, and teaching materials. IMTA is a two-week long programme, where different teaching skills and methods are discussed, also providing tools on how to develop curricula, course design, and teaching materials. The first week entails going through the general principles for all participants and in the second week, participants get divided into streams where they can focus on the challenges and requirements needed for providing the best learning outcomes in their field of interest. So far, over 500 alumni from 152 institutions in 43 countries have come to Bled, Slovenia, to participate in the programme. The participants are selected based on the passion they have for management education self-improvement, as well as fluency in English, and potential participants must have at least two years of teaching experience.

Babson Giving Voice to Values

Giving Voice to Values (GVV) is an innovative, cross-disciplinary business curriculum and action-oriented pedagogical approach for developing the skills, knowledge, and commitment required to implement value-based leadership. GVV focuses on improving and renewing ethics education by focusing on the ethical implementation and how to act in accordance to one's values. It helps students and professionals identify the many ways that individuals can and do voice their values in the workplace, and it provides the opportunity to script and practice this voice in front of their peers.

GVV has had more than 740 pilots in educational and business settings in over 7 continents and has more than 3500 contacts from educational and executive settings backgrounds. It is used in various fields such as in businesses, business schools, and the public sector. There is an extensive GVV curriculum, including a GVV book series and a new series of six interactive, online, social cohort-based GVV modules introducing concepts and modules on how to implement ethics.

“Faculty development should be an ongoing process. It is not a let’s do it all at once activity. It should be considered an investment and not an expense.”

Milenko Gudic, Founder and Managing Director,
CEEMAN IMTA, Slovenia

THE HIDDEN CURRICULUM: A POWERFUL ANALYTICAL TOOL FOR PRME-RELATED FACULTY DEVELOPMENT

The simple but compelling idea behind the hidden curriculum² is that what is taught in educational institutions is not necessarily what is actually learned, and that the knowledge and meanings communicated are inseparable from the world outside the classroom where they reflect the interests of the dominant groups: in other words, they are never value-neutral. The hidden curriculum may be defined as ‘what is implicit and embedded in educational experiences in contrast with the formal statements about curricula and the surface features of educational interaction’ (Sambell & McDowell, 1998, pp. 391-392). From a hidden curriculum perspective, a major part of what schools do is to socialise students, and not merely to deliver functional knowledge and skills. Through this socialisation, students learn what it means to be a business student and future business professional.

Faculty development is a major area where awareness about the hidden curriculum can be raised. A major goal here should be to encourage teachers to reflect on their practices by asking themselves questions such as: “What implicit messages are students likely to receive if I... (deliver, integrate, assess, joke, etc.) in this way?” and “Does my teaching confirm students’ existing points of view, establish new ones, transform them, or encourage them to critically reflect on the habits of mind and assumptions that transform them?”

The following elements of the hidden curriculum are especially important to notice for faculty members:

- **Addressing the hidden curriculum isn’t just a matter of delivering the “right” content.** Teachers must also think about, and address: i) the *organisation* of the formal curriculum, as this conveys meaning and messages about school priorities to students; ii) *interaction* with students and among faculty, as this conveys messages about what constitutes acceptable behaviour, which students readily pick up on iii) *school governance*, as this is a major area where hidden curriculum messages are transmitted and may conflict with the school’s explicit values. Specifically, new faculty must be made aware that:
 - **No subject is inherently value-neutral—not even “pure” finance or statistics courses.**
A statistics course may be taught as “just numbers,” for instance, but this represents a *choice* on the part of the teacher to downplay the stories and histories behind these numbers, as well as any human error and biases built into them, their possible consequences for individuals and communities, and any omissions that they may conceal.
 - **No *didactic approach* is inherently value neutral.**
Case studies, group work, lectures, assessment formats and other didactic devices all shape the incentive structures that train students, who will be rewarded, or sanctioned for thinking, interacting, and learning in particular ways. So too do the examples used to illustrate a theory, the images used on slides, the deadlines, and workloads students are exposed to, etc.
- **Teachers and schools must lead by example by their aligning responsibility goals with their practices.**
For instance, in relation to sustainability (e.g., implementing initiatives to cut CO₂ emissions, save on printing, etc.), combating misconduct (e.g., plagiarism or fraud). They may also act as role models by supporting diversity, for example, by working to support equal gender, generational and ethnic representation among students, and in teaching and marketing materials (brochures, websites, etc.). Leading by example also applies to the example set by people or companies that faculty bring in for guest lectures/professorships, and who schools hire and endorse: do they really embody the responsible values that the school claims to support?

² For a more in-depth discussion of how to conceptualise and diagnose the hidden curriculum in business education, see Blasco, M. (2012). Aligning the Hidden Curriculum of Management Education with PRME: An Inquiry-Based Framework. *Journal of Management Education*, 36(3), 364-388.

PART II: PRME FACULTY DEVELOPMENT PROCESS GUIDE



Figure 3

The PRME Faculty Development Process Guide has been developed as a response to the findings of Part One of this report, which indicates a lack of specified initiatives on how an educational institution can address responsible management in faculty development. The Guide serves as a tool for formally designing and implementing PRME-related faculty development initiatives.¹

It is vital to reach faculty who are not yet engaged in PRME; therefore, this Guide is targeted towards senior administrators of educational institutions, as well as all departments and faculty across the board.

Incorporating PRME into the mind sets of top administrators, academic departments, and faculty, requires commitment, the right initiatives, and perseverance over a period of time. To this end, there is a degree of flexibility in that the steps in the Guide do not need to be carried out collectively at the same time and need not be linear in the implementation process. The Guide is circular in form to give a sense of the ongoing nature of the process. There is neither a right entry point nor end point, and valuable insights leading to transformation are to be gained at each step.

“We don’t want the students to connect these topics just to us—the staff and director for our centre for social corporate responsibility. This message has to come across from everybody.”

Guðrún Mjöll Sigurðardóttir,
Administrative Director, Reykjavik University, Iceland

¹ This PRME Faculty Development Process Guide is based on the [Global Compact Management Model](#)

STEP ONE: COMMIT TO PRME-RELATED FACULTY DEVELOPMENT

Goal: to generate commitment from top management, heads of departments, and faculty members to PRME-related faculty development.

All PRME schools should, in general, have an already established formal commitment to PRME, but a further commitment to PRME-related faculty development is needed.

The first and most essential step for successful PRME-related faculty development is to generate commitment. There are three groups that need to be considered:

- Top management
- Department heads
- Leaders of academic development initiatives

These three groups are necessary to provide the authority to make PRME-related faculty development a strategic priority. To fully anchor the strategic priority of PRME-related faculty development, it is a good idea to incorporate it into the mission, values, and official strategy of the educational institution.

In addition, it is important to foster engagement by faculty members in order to produce a combined top-down and bottom-up approach. Particular efforts towards engaging the most respected faculty members

are useful in increasing general support for the initiative. Such a combined top-down and bottom-up approach maximises traction for PRME-related faculty development.

Commitment extends beyond merely voicing dedication; in order to put commitment in motion, educational institutions must allocate both financial and non-financial resources.

Action Steps:

1. Joint meeting of top-management, department heads, and leaders of academic development to create commitment
2. Wide announcement of commitment to PRME-related faculty development (e.g. through strategy and/or values)
3. Commitment to allocate resources both financial and non-financial

“I feel very much empowered by Berkeley-Haas’s defining principles to question the status quo, exhibit confidence without attitude, consider students always, and think beyond yourself. Demonstrating our commitment to these principles is a major component for how we embed responsible management education at Berkeley-Haas. This includes faculty recruitment, student recruitment, and the operations of our school. I believe it is a good idea for any educational institution to have a conversation about what defines them and how this supports the PRME Principles.”

Robert Strand, Executive Director Center for Responsible Business,
University of California Berkeley, Haas School of Business, USA

STEP TWO: ASSESS FACULTY DEVELOPMENT NEEDS

Goal: to conduct an analysis that sets the baseline for PRME-related faculty development.

The second step is to measure faculty's attitudes, interests, abilities and efforts in relation to PRME-related faculty development

Assessment should be conducted of two groups:

- The faculty members
- The students

The purpose of the assessment is twofold: Firstly, to identify the faculty's skills related to responsible management education and whether these skills are successfully geared to teaching students responsible management. An example of an already established assessment tool is the Sustainable Literacy Test developed by KEDGE Business School and supported by the UN. It is designed to fill in gaps between initiatives and what the students actually learn in the areas of social responsibility, sustainability, and social innovation.

Furthermore, the analysis will shed light on the level of faculty concern for PRME, its perceived legitimacy, and the level of academic interest.

Overall, the analysis should provide a baseline and create an idea of where to focus PRME-related faculty development. The analysis should help pinpoint what specific actions are needed in relation to faculty development activities.

Furthermore, the analysis can reveal a champion within the area of PRME among the faculty. This champion can contribute to the development of faculty development activities and potentially assist in implementation of these activities. Optimally, this analysis may identify numerous champions within the area of PRME from different academic fields, so the PRME-related faculty development can be carried forward by someone who knows the specific academic field's language, while also providing departmental authority.

Action Steps:

1. Carry out the analysis
2. Provide a baseline from the analysis results (e.g. through strategy and/or values)
3. Based on analysis results, identify champions among faculty within the area of PRME

“For PRME-related faculty development to become a success, it is essential to know where to start and where to focus your energy; you need to take stock of where you are so you know what needs doing.”

Rakesh Chaudhry, Professor of Strategic Management,
IILM Institute for Higher Education, India

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.

The third step is to define and formulate which outcomes your educational institution would like to achieve. Use SMART goals:

S(pecific), M(easurable), A(ttainable), R(ealistic), and T(imely).

Moreover, it is important to define the timeline for implementing and achieving the goal(s). Essential questions to be asked are: when should the first PRME-related faculty development activities start taking place? How often should the activities take place? And to whom are the activities targeted (junior, senior, or external professors)?

Action Steps:

1. Formulate goal(s) that your educational institution would like to achieve
2. Define the timeline of when to start the implementation of PRME-related faculty development
3. Define the timeline for the achievements of the goal(s)



Photo: Oliver Folkmann

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.

The fourth step is to implement formal PRME-related faculty development activities. These activities can take many forms and, thus, it is essential to reflect upon what best suits your educational institution.

It is necessary that planning of faculty development activities is well thought through. This includes deciding upon what will take place, who will be involved, what materials will be used, and how the activities will be organised.

Activities should ideally include reflections from faculty of their definitions of responsible management education in order to stimulate an open discussion. These reflections help to foster ownership, which in turn increases motivation to transfer the learning from the faculty development activities into the classroom. Ownership also encourages faculty to champion responsible management education.

An additional crucial component is the selection of the facilitator. This person needs to be passionate and to possess a good understanding of responsible management education and PRME-related faculty development. Moreover, he/she should understand the characteristics of the participants and be able to use appropriate and respectful instructional methods. Use in-house talent and expertise when possible.

Successfully planned and implemented faculty development activities breed positivity among faculty. If the faculty finds that activities meet their needs, are closely tied to their annual evaluation, are relevant, add value to their work, and are relatively easy to implement in their teaching, they are more likely receptive towards PRME-related faculty development as a whole. Ultimately, it is this receptivity that is needed to carry forward any desired change.

Action Steps:

1. Reflect upon what kind of formal faculty development activities should take place
2. Plan the activity in detail
3. Create ownership/buy-in of the activity from faculty
4. Select a good facilitator

“Academic development is important to CBS, and our Academic Development Programme aimed at junior faculty, as well as senior staff, is a key element in this. Within this programme, CBS has launched a course designed to help faculty educate students in what it means to be responsible in business.”

Jens Tofteskov, Chief Advisor, Dean's Office for Education, Copenhagen Business School, Denmark

STEP FIVE: MEASURE THE IMPACT OF FACULTY DEVELOPMENT

Goal: to measure and monitor the impacts of the PRME-related faculty development.

The fifth step is to measure the impacts of the PRME-related faculty development activities. An evaluation needs to be established to measure and monitor the faculty development activities.

Progress is measured against the goal(s) set forth in Step 3: Define, with adjustments made where needed.

The overall goal is to find out if the faculty development activities have changed the attitude and skills of the faculty. Therefore, the same analysis that was conducted in Step 2: Assess, needs to be repeated. This allows for the impact of faculty development on the faculty members and the students to be measured.

If no significant impact of the faculty development activities is ascertained, it is necessary to reflect upon new activities.

On the other hand, if the impact is positive, the findings can be used as a tool to motivate the faculty to engage even further.

Repeated monitoring and measuring (e.g., after each semester or after each year) is highly recommended, to see if the impact of PRME-related faculty development diminishes or grows over time.

Moreover it can be fruitful to conduct focus group interviews with those who attended the faculty development activities in order to get more in-depth feedback and knowledge of the impact of these activities.

Action Steps:

1. Communicate internally
2. Communicate externally
3. Communicate progress and forward-looking goals

“We have some dedicated programmes, where we ask students to give us feedback on how far sustainability is integrated by the faculty. That goes into the professor’s evaluation.”

Heiko Hosomi Spitzack, Professor and Director of the Centre of Sustainability, Fundação Dom Cabral, Brazil

“We need faculty development activities because we (faculty) feel less comfortable when we start drifting into areas where we are less assured of what we are doing.”

Anthony Buono,
founding coordinator of Bentley’s Alliance for Ethics
& Social Responsibility, Bentley University, USA

STEP SIX: COMMUNICATE THE RESULTS

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

The sixth step is to communicate the results of PRME-related faculty development internally and externally to foster continued commitment and increase awareness.

Communication is a constant activity that should be carried out in parallel to all the steps in the process model.

Communication is important for three reasons: First, it creates internal support and awareness of faculty development activities. Second, publicly communicating goals and making forward-looking statements about PRME-related faculty development acts both as a motivation tool and an incentive for all stakeholders to be seen to be living up to their PRME commitments. Third, communicating with external stakeholders, such as businesses and accreditation bodies, can elicit future directions and priorities of PRME-related faculty

development. Such communication may, in turn, put pressure on the accreditation bodies to include responsible management education as a criterion in their ranking, a complementary, recursive engagement that should help to drive responsible management education more deeply.

Action Steps:

1. Reflect upon what kind of formal faculty development activities should take place
2. Plan the activity in detail
3. Create ownership/buy-in of the activity from faculty
4. Select a good facilitator

“I think we have a fundamental flaw in that responsible management is not of central consideration in many of the most influential management journals. Given that professors teach what they research (and these professors are heavily incentivised to research what they can publish in the major journals), to the degree that PRME is serious about changing management education, we must focus on addressing the content in the leading management journals.”

Robert Strand, Executive Director, Center for Responsible Business, University of California Berkeley, Haas School of Business, USA

“Educational institutions may be positive, but by the end of the day they will spend more effort on the things that will get them more accreditation.”

Denise Baden, Associate Professor, Southampton Business School, UK

CONCLUSION

This report aims to provide the current status of faculty development initiatives and programmes in relation to the UN-backed Principles for Responsible Management Education. Reflecting the general state of management education, faculty development initiatives are in flux as curricula and research endeavour to fully embrace principles of responsibility, sustainability, justice, and inclusion. While it is clear from the survey findings reported here that faculty development initiatives in this area remain unevenly developed according to institution and discipline, there is significant work already being done that can serve as building blocks for the PRME community moving forward.

Recognising the full scope of classroom interaction, including the issue of the hidden curriculum, provides pathways toward more substantial and authentic engagement between faculty and students. It is our hope that this report will provide a foundation for dialogue among PRME signatory schools about how best to develop faculty talent, interest, and commitment to teaching responsible management education. Indeed, such education makes a world of difference for the students who receive it and for all those whom they will touch as they move into the world, becoming the leaders of tomorrow.

THE 6 PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

PURPOSE



We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

VALUES



We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

METHOD



We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

RESEARCH



We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

PARTNERSHIPS



We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

DIALOGUE



We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

ORGANISATIONAL PRACTICES



We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.