FACULTY DEVELOPMENT AS A 21ST CENTURY PARADIGM OF CORPORATE SOCIAL RESPONSIBILITY

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ABSTRACT

The COVID pandemic highlighted an underlying issue in higher education: Lack of employee development in business faculties throughout the country. There is concern that instructors are out of touch with students and technology. This was demonstrated by the rush to embrace technology for those who were not familiar with online teaching platforms as the pandemic increased in ferocity. The need for business faculty to expand their knowledge of technology as well as teaching methods to remain effective at teaching was immediate and experienced by many as a painful event. Business faculty members are not as knowledgeable about theory of teaching, having focused, instead, on their disciplines. Technology literacy is a challenge especially for faculty members teaching graduate programs, because the students may be more well-versed in technology than the faculty member. With the increasing numbers of students in online education and the adult students in graduate programs, business faculties must consider more effective teaching preparation to continue having a positive impact on students. By looking through the theoretical approaches of stakeholder theory, andragogy, and corporate social responsibility, faculty development can be addressed through an effective framework and integration of developmental areas, elements, and supporting activities to better address effective graduate online teaching and learning in the 21st century.

Keywords: online graduate education, faculty development, ethic of care, andragogy

INTRODUCTION

One reason why many people believe that college education is less important than in earlier times is that college instructors are teaching as they were taught, and that tradition has become institutionalized into higher education. Consequently, there is a prevalent feeling that instructors are out of touch with today's students….and they are. As Rouse and Thomas (2021) indicate, even the youngest of our students is expected to be technologically adept just to pass a beginning information systems class.

As a result of the COVID pandemic, there has been a crush to get traditional classrooms pushed into online environments as a means of keeping students safe and moving forward with their educations. At the same time, there is an exploding need for students to become technologically adept across platforms and devices, toward fully understanding and applying high technology as a means of meeting daily operations requirements (Rouse & Thomas, 2021, np).

However, many higher education business instructors are not as sophisticated as many students with respect to teaching or with respect to technology. While many instructors remain current in their disciplines, fields where they are subject matter experts, the same cannot be said for their teaching methods and, often, for their use of technology. Many business instructors are simply not knowledgeable about teaching theory or methods. They were often allowed to simply walk into a classroom without any practice or study in the science of teaching. In addition, they have been asked to design and teach online courses with little, if any, employee development to help them prepare for the challenge.

The importance of online teaching has never been more salient than during the time since March, 2020, when schools began to close to limit the impact of the COVID pandemic. Globally, 1.3 billion children have not been able to attend school, because of the pandemic, while 90% of students faced school closures (BookBaby Blog, 2021). However, as many universities discovered, their faculties and systems were unprepared for the challenges of teaching online fulltime.

Post-secondary online education continues to grow. This growth includes online courses as well as hybrid or blended approaches. Fully online, blended or hybrid courses constitute 25 to 50% of courses, pre-pandemic, where common components such as instructions, assignments and discussions are online. For the purposes of this paper, hybrid courses, blended courses, or any activity in a course that uses technology for communication and education purposes is defined in as "online" education. This also includes face-to-face, Web-enabled, virtual meetings through chat and teleconferencing. Effective online education presents numerous challenges for higher education institutions as well as faculty members who teach in these programs, because online enrollment has increased every year since 2012 (Schmidt, Hodge, &Tschida, 2013).

Hilliard (2015) points to an online survey that shows the expansive, global growth of blended learning at a rate of 46% +. This number is corroborated by National Center for Education Statistics (2021) which reports that 6,932,074 enrolled in online courses at postsecondary institutions in Fall, 2018. The University of Texas at El Paso (www.utep.edu, 2018) noted 68% of online students are experienced professionals with average age of 32 years, and graduate students are twice as likely to earn a degree online. Similarly, Troy University, a first mover in online education, found that 80% of online students are employed for 40 or more hours per week, average age is 32 years, 63% are women, and 30% are African American (2020). Inside HigherEd (2021) reports that 63% of online students are attending online courses because of the work/life fit rather than because it is their preferred mode of learning. Most students (80%) report improving their soft skills, e.g., critical thinking, time management, and attention to detail, and almost half of the students report intentions to take additional classes from their school after graduation. Most students (84%) considered online education "worth the cost." Taken together these statistics indicate an expanding student interest in online education that requires well developed online faculty members to meet market demands. As markets continue to grow, a primary differentiator within the industry and provider of value will be knowledgeable and well-trained faculty members.

This paper addresses the employee development issues in preparing a university Business faculty for the realities of working online. This paper addresses the need for stronger teaching preparation of all university Business faculties, particularly in their work with graduate students online. This

paper also emphasizes the issues of online faculty development with respect to its impact on students, providing recommendations to improve teaching and learning.

LITERATURE REVIEW

Thomas, Thomas, and Wilson (2013) identified challenges for management education and derived key issues from their investigation to include the role of the faculty as well as information technology (IT), and new/emerging areas, e.g. globalization, the influence of competition, and performance measures. The importance of having well trained online faculty members constantly pursue professional development to maintain a strong working knowledge of current teaching environments and organizational issues is further emphasized as a primary need in today's online teaching environment (Nooruddin & Bhamani, 2019; Hott & Tietjen-Smith, 2017).

Faculty Development

Camblin & Steger (2000) defined faculty development as any endeavor which is intended to improve the performance of faculty in all areas of their profession including as advisors, scholars, administrative leaders, and as contributors in decision-making for their institutions. With constantly changing technology, updated literature, and burgeoning student needs, institutions must support faculty development to meet market demands in an increasingly competitive environment. However, institutionalized barriers to faculty development exist, and include lack of pedagogical/andragogical training, lack of time, lack of incentives, tensions with professional identity, and the expectation to do more with less resulting from reduced budgets (Schmidt et al., 2013). The lack of andragogical approaches in the literature is also evident, and needs to be addressed immediately, again to meet market demands for meeting the needs of adult learners.(Knowles, 1978; Knowles et al., 2005; Yarbrough, 2018).

Camblin & Steger (2000) provide five areas of faculty development. These include instructional development, professional development, organizational development, career development, and personal development. Instructional development, for example, emphasizes developing faculty capabilities in instructional technology, media, and curricula. Professional development focuses on individual faculty and their professional roles while organizational development includes institutional needs and priorities as well as the organization. Career development includes preparation for career advancement, such as tenure, and personal development includes the growth of faculty members through life planning and interpersonal skills. Camblin & Steger (2000) also note that each faculty member will be at different stages in his or her career with different needs and different priorities. College of business mission and goals must be tied to faculty requirements, and meeting the multiple needs involved with faculty members and the institution requires diverse goals. One item specifically recognized is that while the University is a community of learning, it's also a learning community and thus owns the responsibility to provide opportunities for learning to occur throughout the staff and faculty.

The most important elements in faculty development are training, motivation, and support, but incentives are needed (Fang, 2007) along with positive reinforcement and formal evaluation. Fang's (2007) model for a performance-based faculty develop plan includes five specific elements: 1) formal training, 2) communities of practice, 3) performance support, 4) formative evaluation,

and 5) knowledge sharing. Later in this paper, the five elements are integrated into a development model to provide different means or approaches to accomplishing the 5 areas of professional development from Camblin & Steger (2000). The responsibility to determine what is most relevant and in alignment with the university's mission, vision and goals lies with the university itself to be an active participant in its employee development.

Hott and Tietjen-Smith (2017) posit that faculty professional development is critical to support effective teaching, research and service. Their survey of faculty members found that approximately 77% of respondents reported receiving free professional development while only 61% received funding for professional development activities. They assert that universities must be willing to offer resources and guidance to support faculty in the research, teaching and service endeavors. Regrettably, these statistics indicate a shortfall in resources to support improving the faculty, the core workforce for any educational organization.

Andragogy

Another area of focus that is germane to employee development for business faculty members includes the limited literature and discussions on andragogy (Knowles, 1978; Knowles et al., 2005; Yarbrough, 2018), especially with respect to graduate education as described earlier. Many of the adult students in graduate programs return to higher education after acquiring significant experience in the workplace or military service. These students are looking for promotions and advancement opportunities to further their careers or to support career moves. However, many graduate school educators continue to rely on the principles of pedagogy, the science of teaching children, rather than andragogy, the science of teaching adults (Redman & Perry, 2020).

Yarbrough (2018) integrated numerous learning theories such as social development theory and critical reflection to recommend structure in online courses that effectively supports learning. Some of these include, but are not limited to, scaffolding to build critical thinking (Browne, Hough, & Schwab, 2017), applying knowledge from personal experiences, exchanges between students, exchange of resources among students and instructor, and building a sense of community. This is significant, because effective application of these tactics supports engagement and participation in the online classroom. These tactics also support transformative learning and introspective questioning related to each student's existing beliefs and assumptions.

Bandow and Matuszek (2020) demonstrated the importance of andragogical methods in their work with graduate students. Because the average online student has reached full adulthood, focused emphasis shifted from traditional pedagogical methods to real time projects, opportunities for reflection, teamwork, and other approaches associated with using andragogy as a philosophy for teaching. Their work demonstrates students' abilities to achieve high learning outcomes by leveraging their work/life experience into course work. Students generate working planning documents for organizations, including the military, that are currently in operations. Their work reinforces the need for faculty members to be competent in appropriate teaching approaches for online students.

ETHICAL CONCERNS

The basis for faculty development can be found in several theoretical areas. For the purposes of this paper, the focus will be on stakeholder theory, ethical theory as found in the ethic of care (EoC), and corporate social responsibility (CSR).

Stakeholder Theory

Freeman built on earlier ideas about the role of stakeholders in organizational life (1984, as cited in Okunoye, Frolick & Crable, 2008; Freeman, 2009). The primary assumption of Stakeholder Theory is that the organizational environment consists of numerous stakeholders, all of which have an impact on the effectiveness and behavior of the organization (Okunoye, et al., 2008). In the case of higher education, stakeholders in employee development include, but are not limited to, administration, faculty, students, alumni, program advisory boards, parents, and employers of the alumni. Okunoye et al. (2017) examine how stakeholder theory provides the opportunity to see through different perspectives, and the influence of the end-users is acknowledged while management recognizes the influence of other stakeholders.

Stakeholder theory allows organizations to take a comprehensive view not only at strategies and policies but also implementation. This allows organizations to determine the effects on stakeholders as well as how much stakeholders are involved. Weick (1976) as cited in Okunoye et al. (2008) proposes that educational organizations do not necessarily work as a set of dense and tight procedures, but are, instead, the interaction of loosely coupled components. For this paper, those components are stakeholders that function independently as well as interdependently to impact the educational organization.

People in organizations, including educational organizations, find themselves hard pressed either to find actual instances of those rational practices or to find rationalized practices whose outcomes have been as beneficent as predicted, or to feel that those rational occasions explain much of what goes on within the organization. Parts of some organizations are heavily rationalized[sic] but many parts also prove intractable to analysis through rational assumptions (Weick, 1976, p.1).

Weick (1976) goes on to posit that loose couplings are sensitizing devices that allow stakeholders to respond to both the organization and each other. Managing faculty development becomes complex when consideration is given to context. Within the context of 1) meeting institutional, college, and departmental goals, 2) meeting student needs in an online environment, 3) delivering service to both the university and community, 4) striving to fulfill tenure-track requirements, and 5) participating actively in scholarship, one can quickly understand the reluctance to develop and participate in substantive employee development programs that often require substantial resources. Nonetheless, rising to meet the needs of multiple stakeholders is the work of the faculty as well as the larger university, and much of the work can be leveraged through the effective use of information systems that are widely used in today's universities to create competitive advantage.

Ethic of Care

A major focus of higher education leadership is the commitment to fostering and developing employees, which is considered a moral obligation of leadership (Covey, 2004). A central tenet of

leadership includes the moral aspect of transforming others, enabling them to become their best toward benefiting the organization, the individual, and society. In this paper, the ethic of care (EoC) (Atwijuka & Caldwell, 2017) is represented by the institutional care of faculty who, in turn, care for the development of students, both actions exemplifying the moral aspect of transformation. Currently, little is known about the ethic of care for postsecondary online instructors or students. (Rose & Adams, 2014).

As defined by Atwijuka & Caldwell (2017), EoC is a moral and ethical theory that focuses on the human aspect of ethical decision making as it relates to key relationships and is not merely another aspect of Kantian theory/deontology, virtue ethics, or utilitarianism/teleology. Ethic of care was originally developed from a feminist perspective toward understanding moral choices, because earlier theories relied on universal standards that did not allow for human interaction (Reamer, 2016). Later, ethic of care came into use as a model for moral behavior.

Ontologically, the ethic of care is at the core of action and moral reasoning. Because of this, the ethic of care does not have a set of absolute principles; instead, decisions are based, not on a duty, but on a desire or tendency or inclination.

> Carists "claim that special responsibilities can arise within particular relationships…that do not hold universally; they also see certain relation-building emotions as being no less important than reason. Finally, they suggest that even our personal autonomy is partly produced by our relationships." (Reamer, 2016, para. 6)

Natural caring is best exemplified when we care for another, because we wish to do so. Key dimensions of the ethic of care include primacy of relationship, complexity and context, mutual well-being focus, and engaging the whole person, a central issue for employee development. Emphasis is on mutual development along with well-being and the relationship itself (Reamer, 2016).

EoC for students. Post, Mastel-Smith, and Lake, (2017) identified nursing student perceptions of instructor caring in an online environment. The goal was to provide a theoretical understanding through which creation, delivery and evaluation of online courses could be conducted. Watson's (2007) Theory of Human Caring (as cited in Post et al, 2017; Watson, 2012), focuses on caring relationships between patients and nurses. Watson's (2007) work also serves as the framework of the study and as the foundation of the nurse-patient relationship. A definition of online caring presence was proposed as, "Faculty and students, mutually present and engage, create a connection promoted by faculty's affirmations and sensitive feedback in a safe environment for the purpose of student success" (Post et al., 2017, 54). This investigation is very limited with a small sample but demonstrates the need for faculty to provide a supportive and caring environment to encourage and support student success.

While there is well accepted support for care as a part of teaching, very little is known about the nature of the care relationship between faculty member and online student. As a consequence, there are limited answers to the questions, "How does an instructor demonstrate care in the online environment? What is the role of care for graduate students in the online environment?" (Sitzman &Lener, 2006) Post et al. (2017) provide multiple examples of how to convey EoC to students in

an online environment such as, but not limited to, immediacy of feedback, multiple contact options, responding to discussion board posts, and providing some flexibility when students have personal issues that may conflict with due dates. Students want to know that someone is out there who cares about their success and need access to the instructor teaching the course. Ways to create a high-touch feeling in the online environment includes videoconferencing, course materials to read, participating in online discussions instead of face-to-face discussions, Skype sessions, and one-on-one feedback that may not be available in face-to-face courses (Schmidt et al., 2013).

Post et al. (2017) report that the most important aspect of online teaching to students is whether online instructors find different ways to connect with students. Nooruddin and Bhamani (2019) point to the established, directly proportional relationship between teacher's learning and students' achievement.

EoC for faculty. EoC for faculty is often enacted between the institution and the faculty through a laissez-faire approach to interventions. Such an approach is presented as a hands-off policy to protect the instructors' academic freedom. However, academic freedom does not resolve instructors of the responsibility to develop job-necessary skills nor does it resolve the responsibility of the university to provide appropriate development opportunities.

Transitional ethics have been identified by Drake, Meckler, and Stephens (2002), when examining career stage transitions of younger employees. Early studies acknowledged the developmental perspective as a key issue that has been ignored in organizational literature in general. Many new employees are not mature adults, and this is often overlooked in discussions regarding leadership and ethics. The core assumption that all employees are "mature adults" cannot be supported, because new employees of all organizations often join with the expectation that they will receive support and development that fosters a move into adult roles. A psychological contract develops in the face of socialization and training expectations, whether explicit or implicit, through the nature of joining a new organization either as a student or as an employee. Further, the onus falls to the university to provide acculturation support as well as a full-bodied response to employee development as a means of maintaining high quality faculty members.

The authors of this paper posit that maturing within the profession is similar to maturing with age. Those in new professions, regardless of age, also lack maturity in the profession as well as the experience required to perform effectively. Super (1983) discusses this as career maturity and links career maturity to mastering processes, e.g. exploration, plan fullness, decision-making, information gathering, and reality orientation. In career transitions, roles of supervisors are often limited, but broader support is possible through mentoring and participating in the roles of mentors (Banerjee-Batist, 2014). The literature is very clear that most supervisors are ill-prepared for this helping role (Drake et al., 2002).

Corporate Social Responsibility

Although a consensus definition of corporate social responsibility (CSR) has been elusive in the literature, Christiansen, Mackey, and Whetten (2014) note that individual actions define CSR within the organization. Linkage to stakeholder theory is in the earliest study about CSR (Christiansen et al., 2014), suggesting that transformational leadership provides the foundation for

more recent work on CSR and leadership, especially when considering moral and altruistic approaches because transformational leadership in directly impacts the behavior of others. The authors identify a gap in the literature relating to the emergent leadership scholarship focused on servant leadership. Instrumental CSR involves minimal legal compliance and represents one extreme while altruistic CSR represents the other extreme. Both involve corporate attention to stakeholders beyond simple attention to shareholders as well as contributions to society.

The new forms of leadership embrace ethical and responsible approaches and are illustrated in servant leadership (Greenleaf Center for Servant Leadership, n.d.). Although sharing some elements with transformational leadership, servant leadership is unique, because it contains a moral component. Research findings suggest the need to integrate the multidimensional aspects of CSR in scholarship. The authors suggest that the study of servant leadership be encouraged in graduate management programs. Such an approach emphasizes how leadership can develop trust with others in the organization. At the same time, leadership also creates empowerment through participation in decision-making, encourages growth and success as well as ethical behavior, and creates value for those outside of the organization (Christiansen et al, 2014).

Ethic of Care, Stakeholders and CSR

Andre (2012) proposed that the ethic of care is a determinant for stakeholder inclusion and corporate social responsibility (CSR) perception in business education, thus integrating all three approaches. Andre's (2012) study results indicate that among students, EoC has a relationship to stakeholder inclusion, indicating there is an established relationship between care theory and CSR.

Andre (2012) posits that only through developing personal care ethics in students can they perceive CSR as a valuable element in the future. Ethics was noted as being prerequisite to CSR to include showing how people must be considered when implementing CSR as well as the moral grounding in care ethics, perhaps even more so than virtue ethics. Andre (2012) notes the essential similarity between stakeholder theories and care ethics, because ethics of care are typically focused on relationships. When CSR is relevant, businesses have a duty towards society which addresses the moral aspect, because this is the ethical approach. The normative approach is the instrumental requirement, as obligations can be enforced by law or regulations.

The basis for the ethic of care as it is derived from the moral development of psychology and can be both disposition and practice (Nicholson and Kurucz, (2017). Ethic of care applies to faculty from the institution to students from the faculty, and from graduates to their organizations and their stakeholders. If CSR is relevant, the moral duty towards society is a link which begins in educating about CSR.

FACULTY SKILL DEVELOPMENT

Professional development for online instructors tends to fall into two categories, either the workshop model or the collaborative teams model which includes workshops, training sessions, and one-on-one support. One concern with workshops is they typically focus on technology tools instead of pedagogy or andragogy, thus leaving the faculty member to discern where to use technology and how to integrate it effectively into the practice of teaching. The issue of a

philosophy of teaching or appropriate teaching methods is much less likely to be addressed through development opportunities. Consequently, learning integration often occurs informally through the mentoring relationships and is inconsistent in terms of application and practice. Schmidt et al. (2013) identified the most common training approaches used with instructors to be informal mentoring (59%) and internal training courses (65%).

The maturation of online instructors can be identified through increasing course complexity and on individually increasing levels of student interaction and feedback. For example, courses may have the same content, but in the next semester it may be presented differently resulting from formative evaluations by instructors and students. Schmidt et al. (2013) recommend the importance of developing best practices and a body of knowledge, such as shared by communities of practice (Wenger, 1998) which can be referenced and used by online instructors. Developing the body of knowledge aids in continuing professional development for faculty members, because many instructors new to online teaching begin with little, if any, training.

THE ROLE OF PERCEPTION IN ONLINE EDUCATION

Virtual environments lack context, and responsibility for creating context through which they teach and create learning opportunities belongs with well trained, well informed faculty members. Perceptions along with online behaviors play a key role in determining student perceptions of value.

Student perception. Students value perceived connections and interactions with the faculty and noted these to be strong and possibly stronger that in a face-to-face classroom. The perception that faculty members put students first is enhanced through communications such as frequent announcements or email messages, faculty participation in the course, and opportunities for real-time online meetings (Post et al., 2017). In online courses, students like accessibility and flexibility as well as diverse learning opportunities and methods, e.g., individual and group projects, readings, videos, and recorded lectures.

However, faculty engagement and clear expectations are required. In the face of high faculty engagement, online presence of the instructor was perceived as involved, responding and summarizing, giving feedback and making themselves available. Students describe this online presence as "the feeling of another person being there" (Post et al., 2017, p. 56). Course delivery by the instructor was more than simply facilitating content. Students liked the ability to hear recordings, see the instructors face, and to participate. Students liked organized courses and consistent course presentation or standardization. Indications of faculty caring included, but were not limited to, eliciting feedback from students about the courses, arranging for additional or optional learning opportunities, making timely responses, and exhibiting understanding and flexibility with late assignments due to such areas as technical issues. Individualized feedback which included exceptional, detail oriented, meaningful, and motivational feedback allow students to see how to improve. This contributed to the perception instructors want students to be successful. Most importantly, students perceived greater connections and more interactions with instructors online when compared to traditional face-to-face interaction.

Faculty perception. Santilli and Beck (2005) surveyed faculty members to elicit perceptions of online teaching, with a focus on technical and andragogical skills. The faculty reached unanimous agreement that it takes far more time to teach an online course than a face-to-face course. In this survey, faculty found that student to student interaction was the most valuable feature (51%) and faculty in three credit hour courses saw themselves primarily as facilitators, as the instructors also considered it important to build and sustain learning communities (Palloff and Pratt, 1999). However, this facilitator role is not intended to allow technology to replace the relationships or interaction graduate students expect with the instructor.

DISCUSSION

As a result of expansive growth created by increased demand for online education, faculty members who teach online must be competent and comfortable in bringing technologies and appropriate teaching approaches into their instructional designs. Additionally, the need to continuously improve teaching skills and abilities will become ever more important. Staying current in teaching methods and technology while pursuing tenure and participation in their disciplines through publishing and other activities can be a difficult task for many instructors who teach in higher education. Some instructors may also hold the belief that there is nothing "new" to learn, as illustrated by an informal survey which was conducted with faculty at a highly ranked, southern, state-supported university. When asked their preferences for training and development, two thirds of those responding said they do not need to learn anything new.

The larger challenge, then, may be convincing faculty members that they must engage in ongoing professional development, beyond their discipline areas, to focus more on teaching in online environments. However, this must be a requirement of the institution as a condition of employment, and the employee's college and department must convey, support, and reinforce this requirement. The challenge, then, becomes one of providing continuing education to employees who are demonstrated high achievers and notable experts in their fields. In terms of speaking "truth to power", this is a notable hurdle for any business college administrator. Nonetheless, meeting the need for well-developed educators is the most profound need in education today.

To acquire and retain competitive advantage, institutions and individual faculty members must engage in constant employee development activities to maintain relevance in a turbulent environment, such as the current conditions caused by a volatile political scene crossing paths with a pandemic. Virtually every higher education institution has suffered notable challenges in the current environment, so those that continue building value into the faculty increase the likelihood that the institution will survive and thrive despite environmental challenges.

An overarching structure necessary for effective teaching development for business faculty members was proposed by Nooruddin and Bhamani (2019), whereby the mission, vision and goals of teaching development align with the mission, vision, and goals of the postsecondary institution, and, especially, the college of business. This approach provides an umbrella of information and expectations and serves to centralize the requirements for faculty development. This approach is also an initial step in a coherent and cohesive career plan that benefits both the college of business and the business faculty by providing consistent policy and program information.

The authors of this paper emphasize the need for a basic faculty development structure for several reasons, including: 1) to enhance alignment required to support specialized accreditation, e.g., Association to Advance Collegiate Schools of Business (AACSB) (Thomas et al., 2013), 2) to address ethics of care considerations, and 3) to meet stakeholder needs. All of this is done in the name of Corporate Social Responsibility and demonstrates any university's desire to provide high quality education not only to its students but also to its faculty and staff. Additionally, the faculty development structure supports individual decisions regarding discipline interests, research interests, and personal development. Institutions with a teaching mission, for example, will specifically offer opportunities for andragogical/ pedagogical development, because most students in online courses at the graduate level are adults.

Nooruddin and Bhamani (2019) indicate the need for a continuous professional development (CPD) model that becomes available upon entering teaching. The authors of this paper insist that a comprehensive and transparent approach to faculty development provides consistency for faculty members as a way to assess progress in each area against a common standard. An area of ongoing concern is that individual faculty members, especially junior faculty members and recent hires, are often left on their own to determine priorities when specific areas of focus are needed to demonstrate progress toward career goals. Such an oversight sets employees up to fail, because they cannot be knowledgeable without guidance and training in how to succeed within the framework of the university's mission, vision, goals, culture, and values.

INTEGRATED FACULTY DEVELOPMENT MODEL

Table 1 presents a continuous professional development (CPD) proposal as an overarching framework to be centralized into a college of business operations to address professional development needs of the faculty. The following table provides an example of how the different activities and concepts can be applied as an integrated method that provides consideration of the mission, vision, goals, culture, and values. of the college of business.

As seen in Table 1, each faculty member is provided a foundation to begin planning for improving scholarship, teaching, and service while still meeting organizational needs and individual interests. The table also indicates several activities which are used to provide faculty development in each of Camblin and Steger's five areas of essential development. At the same time, each of the elements of Fang's (2007) model for a performance-based faculty develop plan are used across activities to assure that each faculty member has a well-rounded and well-developed plan to support continuous improvement and career maturation. Finally, when taken together, there are a variety of activities to help each faculty member define and achieve important milestones.

Table 1 - Integration of developmental areas, developmental elements, and supporting activities

Faculty Development Framework		
Camblin & Steger (2000) 5 areas of development	Fang (2007) development elements	Areas of development; activities, training, and assignments to support faculty development
Instructional Development	Formal training, communities of practice (CoP), formative evaluation, knowledge sharing	Andragogy skills, mentoring, peer review, reviewing best practices, QM, collaboration with other faculty, curriculum development, formal training, evaluation, technology
Professional Development	Formal training, CoP, knowledge sharing, performance support, formative evaluation	Best practices, mentoring, meetings, conferences, research, collaboration, tenure, evaluation, technology
Organizational Development	CoP, knowledge sharing, performance support, formative evaluation	Committees, department assignments, mentors, best practices, evaluation, technology
Career Development	CoP, knowledge sharing, performance support	Tenure, participation in professional organizations, public speaking, evaluation, technology
Personal Development	Knowledge sharing	Developing personal interests for enrichment purposes, achieving personal goals, technology

RECOMMENDATIONS

Copious opportunities for improving teaching and learning in online education environments exist. Some of the areas emphasized in this body of work are provided here but should not be considered as a complete list, because the list depends on the mission and goals of the institution as well as the graduate programs.

- Give special consideration to improving faculty skills on teaching platforms with technology, in general, and making them aware of the tools and online platform features that are available to enhance teaching and learning.

- Provide a career map with key categories that must be addressed by the faculty member as determined by the institution and the college of business. This will be provided when the faculty member joins the institution and reviewed periodically for progress.

- Identify the needs of faculty not only through experience or maturation in online teaching, but also by experience in teaching, in general, as well as by individual needs. Experience in online instruction is a valuable commodity. Maturation of an online instructor must address and include multiple ways to connect with students as well as the need to provide more instructor and student interaction in addition to student-to-student interaction.

- Mandate a focus on technology, platform, tools, and training faculty and how these can provide more effective teaching and learning opportunities for students.

- Understand that students may value the interaction with faculty more so than they value the interaction with other students and design their courses accordingly as discussed in the research presented. Both faculty and student interaction are necessary, but faculty interaction, from a student perspective, may be more necessary for successful completion of the program.

- Institutions must revisit policies, guidelines, and program decisions to assure they support both online learning and faculty development, which must go hand in hand for successful programs.

- Define faculty competence in all relevant areas that will be considered in career maps, assuring these are aligned with the values, goals and mission of the institution as well as the school of business and the graduate programs.

- Remember that online courses are not simply about facilitation, from the faculty perspective; instead, teaching and learning are involved and that requires more commitment than facilitation.

- Focus graduate programs on educating faculty about andragogy and implementing approaches that reflect the needs of adult students. Help faculty members implement andragogical practices.

- Develop a body of knowledge by online instructors for online instructors. Collaboration among faculty members can create and maintain such topic areas as new technology, best practices, important aspects of the mentoring and enhancing teaching and learning, which are all beyond and in addition to faculty chosen discipline knowledge. Developing the body of knowledge aids in continuing professional development for faculty members because many instructors new to online teaching begin with little, if any, training.

- Develop and deliver professional development modules for junior faculty, provided by senior faculty members for junior faculty members. Use the principles of teamwork to build a cohesive culture around online education.

- Revisit the rewards program to clearly indicate that online teaching is valued. In addition, any rewards must be in alignment with the mission and the goals of the institution.

- Build a culture of care for both students and faculty. Perhaps one way to start is to have a brainstorming session on how to put students first, but keep in mind that this is where students learn how to apply EoC in their careers. Consider new ways to model EoC, so students will have noteworthy examples to use when they leave the university.

- Create a collaborative environment for faculty to assist each other in professional and online teaching effectiveness at the graduate level by providing a clear and structured approach to faculty development as well as clear policies to better support faculty in the areas and elements identified by Camblin & Steger (2000) and Fang (2007).

IMPLICATIONS

The message is clear that many online university instructors are considered out of touch with today's student. They have become automatons that grade papers which provide little, if any, feedback, that take inordinately long times to answer student questions, that seldom take phone calls or online discussions, and who have less knowledge about technology than most students while providing content using methods that are no longer age appropriate for students. But, for those business colleges who require faculty development in teaching in an online environment to adults, competitive advantage for both the student and the university comes quickly. Learning outcomes increase, because students naturally respond to the instructor who teaches even the most difficult content in an engaging manner using technology to build a high-touch interaction.

FUTURE RESEARCH

There is a dearth of research about online graduate business education, so more research is needed in all areas. Online learning has numerous research articles available, but they are often not focused on graduate education and seldom encompass business education. Research is especially needed about the adult students who make up the vast majority of graduate students to determine how to support them more effectively when they return to further their educations toward satisfying personal goals and/or for advancement purposes. Faculty members also need to conduct research on integrating technology more effectively into online courses, because faculty are often resistant to change, both in learning in teaching methods and in learning new teaching technologies.

CONCLUSION

Multiple theoretical perspectives for requiring employee development as part of the work of the faculty have been addressed, including stakeholder theory, beneficence as expressed by the ethic of care, and corporate social responsibility (CSR). They provide a foundation for administrators and other faculty leaders to require faculty members to update their skill sets toward providing more engaging courses that are age appropriate for students. Additionally, using the Faculty Development Framework tool and recommendations to provide organization and substance to any development plan enhances the likelihood of success when both the faculty member and the institution have contributed to the development plan. Finally, employee development plans have been shown to contribute to higher organizational outcomes when used in a meaningful manner, because they build trust within the society of the university. When applied as a regular requirement

for Human Resources, they become a best practice and professional expectation that adds value for the employee and institution.

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