

LINKING FACULTY DEVELOPMENT TO COLLEGE GOALS AND STUDENT LEARNING OUTCOMES

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ABSTRACT

Recently adopted standards by AACSB International (AACSB) require accredited institutions to define a set of specific goals and student learning outcomes from their mission statement. In addition, AACSB Participant Standard 11 requires a school to design faculty development programs to fulfill the school's mission. What is missing in the marketing literature is a description of how a school of business and department of marketing can link its faculty development efforts to the achievement of its stated goals and student learning outcomes. The purpose of this paper is to relate the experience of one school of business in its attempt to foster the linkage between mission statement, goals, student learning outcomes and faculty development programs.

WHAT IS FACULTY DEVELOPMENT?

The term 'faculty development' has been used in many ways in the literature. Faculty development has been used synonymously with the enhancement of teaching. However a broader view of faculty development suggests programs may be grouped into four categories: (a) morale, (b) teaching, (c) research and (d) time and developmental growth.

LINKING MISSION, GOALS AND LEARNING OUTCOMES TO FACULTY DEVELOPMENT

The paper details the process used by the faculty in the College of Business Administration at California State University, Sacramento to link its mission statement, college goals and student learning outcomes to its faculty development programs. The basic assumption made by the college's faculty was that faculty development would be limited to programs that further the interests of the college.

The structure of the college's faculty development programs were guided by two basic principles. First, the programs must enhance the educational mission of the college. Second, the programs must bring academic and/or professional recognition to the college and its academic programs. Faculty development programs were then linked to specific student learning outcomes by assessing how the programs facilitated the achievement of student learning outcomes.

The college faculty determined the faculty development programs should be implemented at the department level. The department chairs consult with their respective faculty and make resource allocation recommendations to the dean of the college. The resource allocation recommendations must be consistent with the college's mission. The dean informs the faculty of the college's priorities and resources will be allocated based on the agreed upon priorities.

(References available on request.)