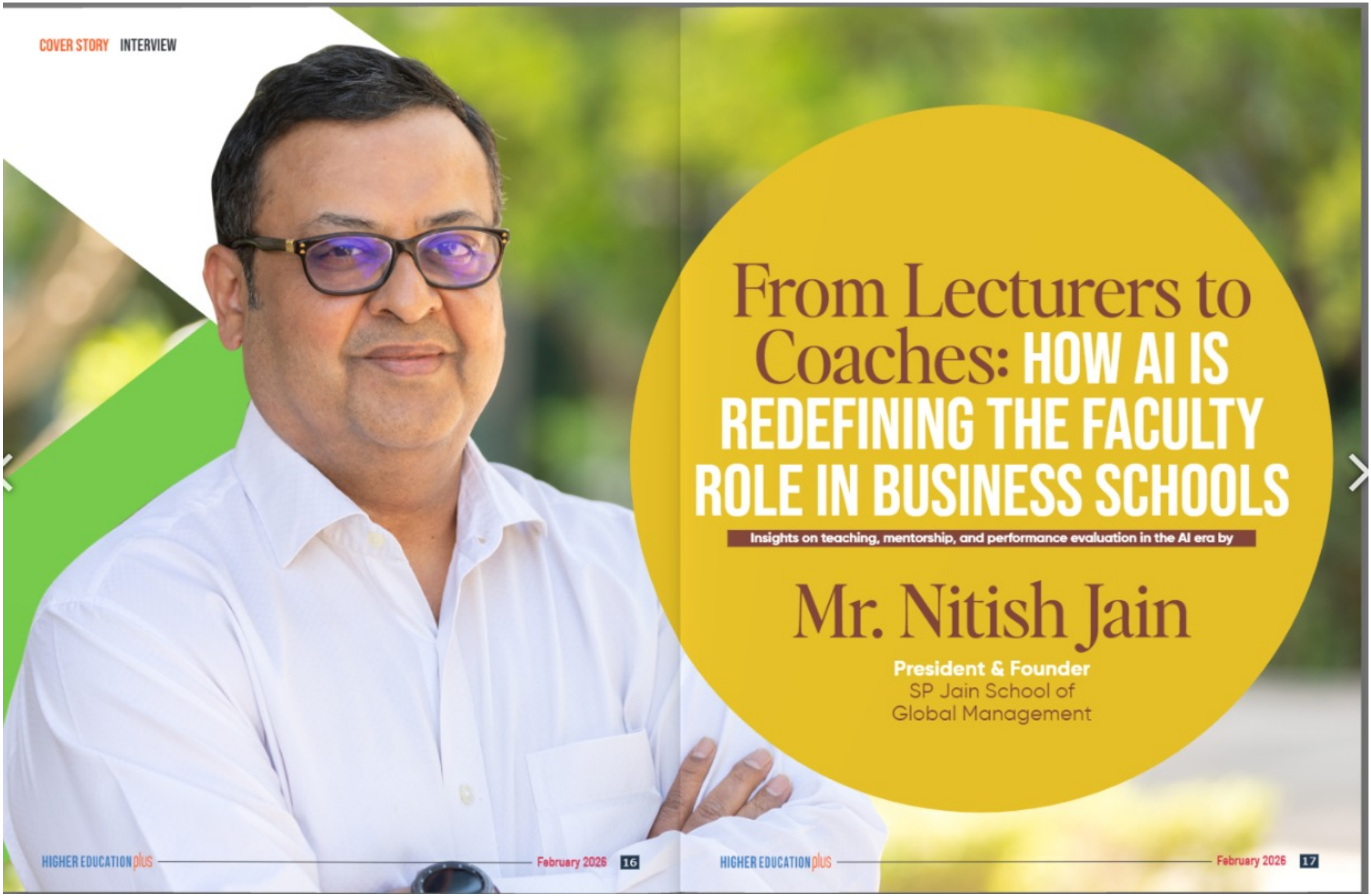

From Lecturers to Coaches: HOW AI IS REDEFINING THE FACULTY ROLE IN BUSINESS SCHOOLS

Insights on teaching, mentorship, and performance evaluation in the AI era by

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Q. How is the role of faculty in B-schools changing as AI becomes part of everyday teaching and learning?

It's evolving into something closer to "athletic coaching" than traditional teaching. You don't hire a tennis coach because they know more about tennis than YouTube does. You hire them because they've watched you play, spotted the flaw in your serve that you can't see yourself, and pushed you through the frustration of fixing it.

That's what's happening in business schools now. Students no longer need faculty for explanations. AI handles that better. What students need is someone to watch them work, spot where their thinking breaks down, and push them through the discomfort of getting better.

A student uses AI to craft a market entry strategy. The faculty's job isn't teaching them how to build it anymore. It's putting them in front of a hostile board, watching them defend it under fire, then dissecting why their confidence collapsed. Teaching them to think on their feet when the plan falls apart.

But most faculty were hired to deliver lectures, not build resilience through failure. That's a different job entirely. And most don't want it.

Q. How can AI support faculty in the classroom without replacing the human elements of teaching and mentorship?

AI isn't threatening to replace the human elements of teaching; it's exposing how much of teaching was just administrative work we dressed up as pedagogy.

Grading 50 identical case analyses? Explaining the same concept ten times? Answering "Will this be on the exam?" at midnight? That was never mentorship.

What AI enables is faculty finally focusing on work only humans can do. A professor uses AI to pre-grade assignments and flag patterns—five students made the same error, three missed a critical assumption, two produced something brilliant. She walks into class knowing exactly where to push. That's not AI replacing her judgment; it's sharpening it.

Office and classroom hours shift too. Instead of re-explaining last week's lecture, faculty now assume students already got that from an AI tutor. The conversation shifts to: "You understand the framework, but you're applying it wrong. Here's why." That's mentorship AI can't replace.

Q. What kind of faculty development or training should institutions prioritise over the next few years?

Three things matter more than teaching faculty how to use AI tools.

First, training faculty to design and facilitate failure-based learning. AI makes everything look easy—students generate perfect analyses, then collapse when reality intervenes. Faculty need to learn how to build productive failure into courses and coach students through recovery.

Second, developing faculty's ability to rapidly assess AI-generated work. Not detecting whether students used AI—that's pointless. But spotting where the student's thinking ends and the AI's begins. Asking questions that expose whether they can defend their solutions or just regurgitate them.

Third, teaching faculty to facilitate rather than lecture. To manage discussions where students might know more about certain tools. To create value through curation and challenge rather than explanation.

The problem is that most institutions are running AI workshops instead. Teaching prompt engineering and tool integration. That's the easy training to deliver, not the important training to provide.

Q. How should teaching performance be evaluated in an era where student outcomes and employability matter more than ever?

Stop measuring what's easy to measure and start measuring what actually matters.

Right now, institutions evaluate teaching through student satisfaction scores. A professor gets high marks if students enjoyed the class. That tells you nothing about whether students can actually do anything with what they learned.

Can students apply what they learned six months after graduation? Are employers fighting to hire them or having to retrain them? That's what actually matters.

Evaluate faculty based on post-graduation performance. Track how students perform in job interviews. Survey employers on whether graduates are solving problems or creating them? Can they handle ambiguity or do they freeze without clear instructions?

If a professor's students consistently excel in their first roles, that's teaching excellence. If students loved the class but employers are disappointed, that's entertainment, not education.