



Evaluating Faculty Performance in Achieving Institutional Goals and Objectives: A Case Study from the Perspective of Graduate Students

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Abstract: Doctor of Education (EdD) faculty members play a critical role in contributing to the goals and objectives of their institutions. This case study explored EdD faculty member's contributions to the institution's goals and objectives. A comprehensive analysis of the students' assessments has identified several emerging themes. These themes highlighted how EdD faculty members demonstrate expertise and knowledge, contribute to research, provide mentorship and guidance, foster collaboration and community engagement, engage in service and leadership, promote diversity, equity, and inclusion, prioritize professional development and innovation, advocate for evidence-based practice, create a sense of community and belonging, instill a culture of lifelong learning, and serve as institutional ambassadors. Understanding and recognizing these themes is crucial for institutions to support and empower their EdD faculty members effectively. By implementing recommendations such as providing professional development opportunities, fostering collaboration, recognizing excellence, supporting mentorship and advising, promoting diversity and inclusion, encouraging research dissemination and engagement, nurturing a sense of community and belonging, and establishing feedback mechanisms, institutions can enhance the contributions of EdD faculty members to the overall success of their institutions and the field of education as a whole. Future research in this area could further explore the long-term impact of faculty contributions, conduct comparative analyses, examine student outcomes, explore faculty perspectives, investigate institutional support and resources, and explore the impact of collaborative partnerships.

Keywords: Institutional philosophy, objectives, graduate faculty, performance, student, evaluation, case study, Columban College, Inc.

INTRODUCTION

Institutions of higher education play a crucial role in preparing students for their future careers and contributing to advancing knowledge in various fields (Brown, 2015; Kezar, 2018). Within these institutions, graduate schools hold a unique position in providing advanced education and research opportunities to students pursuing master's and doctoral degrees (Golde & Dore, 2001). The success of graduate programs relies heavily on the faculty members who guide and mentor students throughout their academic journey (Austin, 2002). Therefore, evaluating the performance of graduate school faculty in achieving institutional goals and objectives is of utmost importance.

This study explores graduate students' perspectives regarding faculty members' performance with institutional goals and objectives. By understanding the experiences and perceptions of graduate students, institutions can gain valuable insights into areas of strength and areas that require improvement in faculty performance. This inquiry will contribute to the existing knowledge on faculty evaluation and provide practical recommendations for enhancing graduate education.

This study's theoretical framework draws upon several key theories and concepts related to faculty performance evaluation in higher education. These theories provide a foundation for understanding the factors that influence faculty effectiveness and the impact of their performance on achieving institutional goals.

Social Exchange Theory suggests that relationships are based on a reciprocal exchange of resources and benefits (Blau, 1964). In the context of faculty evaluation, this theory suggests that the evaluation process should consider the mutual expectations and contributions between faculty members and students (Trowler, 2001). It emphasizes the importance of a positive and supportive faculty-student relationship in achieving institutional goals.

Transformational Leadership Theory highlights the role of leaders in inspiring and motivating their followers to achieve higher levels of performance (Bass, 1985). In graduate education, faculty members serve as leaders who guide and mentor students (Gardner, 2005). Evaluating faculty performance through the lens of transformational leadership can provide insights into their ability to foster intellectual growth, critical thinking, and professional development among graduate students. Expectancy Theory postulates that individuals are motivated to perform when they believe their efforts will achieve desired outcomes (Vroom, 1964). Applying this theory to faculty evaluation suggests that faculty members should be evaluated based on their ability to create an environment that supports student success and facilitates the attainment of institutional goals (Tinto, 1997). This includes effective teaching, mentoring, research guidance, and professional development opportunities.

The literature on faculty performance evaluation in higher education provides insights into various approaches, methodologies, and factors contributing to effective evaluation processes. Several studies have explored faculty evaluation from the perspective of students, shedding light on their experiences and perceptions of faculty performance. These studies have identified key dimensions that students consider important in evaluating faculty effectiveness.

One dimension that emerges from the literature is teaching effectiveness. Students value faculty members who demonstrate subject expertise, engage students in active learning, provide timely and constructive feedback, and create a supportive and inclusive classroom environment (Centra, 2003; Chickering & Gamson, 1987). Effective teaching contributes to student learning outcomes and the overall quality of graduate programs. Another dimension is mentoring and guidance. Graduate students greatly benefit from faculty members who serve as mentors, guiding and supporting their academic and professional development (Jacobi, 1991). Effective mentoring includes helping students navigate their research projects, providing career advice, fostering networking opportunities, and promoting a sense of belonging within the academic community. Research productivity is also an important dimension in evaluating faculty performance. Graduate students appreciate faculty members who are actively engaged in research and scholarship, as it enhances the intellectual environment of the institution and provides opportunities for students to participate in cutting-edge research projects (Austin, 2002; Golde & Dore, 2001).

The conceptual framework for this study integrates the theories mentioned above and the dimensions of faculty evaluation identified in the literature. It illustrates the interrelationships between faculty performance, institutional goals, and the perspectives of graduate students. The framework's core is faculty performance, which encompasses teaching effectiveness, mentoring and guidance, and research productivity. These dimensions directly influence the achievement of institutional goals and objectives, including the quality of graduate education, student learning outcomes, and the institution's reputation (Golde & Dore, 2001; Kezar, 2018). The perspectives of graduate students serve as a crucial element in evaluating faculty performance. By soliciting their feedback and perceptions, institutions can gain understanding of the strengths and weaknesses of faculty members and identify areas for improvement (Jacobi, 1991). This feedback loop facilitates continuous improvement in faculty performance, leading to

enhanced graduate education and the achievement of institutional goals (Tinto, 1997).

Thus, evaluating the performance of graduate school faculty in achieving institutional goals and objectives is vital for ensuring the quality of graduate education and students' success. This study aims to explore the perspectives of graduate students regarding faculty performance, drawing upon theories such as social exchange theory, transformational leadership theory, and expectancy theory. The literature review highlights dimensions such as teaching effectiveness, mentoring and guidance, and research productivity as key factors in evaluating faculty performance. The conceptual framework integrates these theories and dimensions, emphasizing the importance of student perspectives in evaluating faculty performance and achieving institutional goals.

By investigating faculty performance from the perspective of graduate students, this study will provide valuable insights and recommendations for institutions to enhance their evaluation processes, support faculty development, and improve the overall quality of graduate education. Through this research, institutions can foster a culture of excellence and continuous improvement in graduate programs, ultimately advancing knowledge and preparing future professionals in various fields.

METHODOLOGY

Research Design: The qualitative case study design was employed for this study (Smith, 2015; Johnson, 2018; Brown et al., 2019; Davis & Jones, 2020; Thompson, 2021). It involved an in-depth exploration of the graduate school faculty performance, as perceived by graduate students, in achieving institutional goals and objectives.

Setting and Participants: The study was conducted at the Graduate School for Professional Advancement and Continuing Education (G-SPACE) at Columban College, Inc., a Catholic school in Olongapo City, Zambales, Philippines. The setting was chosen due to its relevance and significance in understanding the performance of graduate school faculty. The participants in this research were chosen using purposive sampling techniques, which aimed to include graduate students from different programs and levels of study. A total of 15 EdD students were invited to participate in the study, representing a diverse range of backgrounds and experiences.

Instrumentation: The interview questions guide was developed to gather participant data. The guide consisted of open-ended questions that focused on evaluating the performance of graduate school faculty based on the identified objectives. The questions were

designed to elicit detailed responses from the participants, providing insights into their perspectives and experiences. The interview guide was validated through a pilot study involving a subset of participants. Feedback and suggestions from the pilot study were incorporated into the definitive version of the interview guide. Here is an interview question for the objective, "Endeavor to achieve institutional goals and objectives: How do you believe the EdD faculty members contribute to the inclusive goals and purposes of the institution through their teaching and research activities?"

Ethical Considerations: The research adhered to ethical principles and soundness throughout the study. The Data Protection Act and Privacy Notice were followed to ensure the confidentiality and security of participants' information, particularly if the data collection was conducted via Google Forms. Informed consent was acquired from all participants, clearly illuminating the purpose of the study and their rights as participants. Anonymity was maintained by assigning unique identifiers to each participant, ensuring their identities were protected throughout the research.

Data-Gathering Procedures: The study obtained administrative approval from the Graduate School for Professional Advancement and Continuing Education (G-SPACE) at Columban College, Inc. Permission and approval was also obtained from the head of the institution to conduct the study and collect data from the graduate students. The data collection process involved scheduling individual interviews with the participants, either in person or through online platforms, based on their preferences. Each participant received a consent form before the interview, and data were collected privately and confidentially.

Data Analysis Technique: The qualitative data collected from the interviews were analyzed using a coding procedure. The analysis involved identifying themes, patterns, and categories within the data (Smith, 2015). The interviews were copied verbatim, and the transcripts were coded using a thematic analysis approach. The codes were then organized into categories and subcategories to identify common themes and patterns. This process allowed for a comprehensive understanding of the data and enabled the identification of key findings related to the study's objectives.

RESULTS AND DISCUSSIONS

Endeavor to achieve institutional goals and objectives: Students were interviewed regarding their beliefs and perceptions of how the EdD faculty members contribute to the overall goals and objectives of the institution through their teaching and research activities. The following responses were collected:

S1: EdD faculty members play a vital role in contributing to the total goals and objectives of the institution through their teaching and research activities. They bring their proficiency and knowledge to the classroom, providing high-quality instruction and guidance to EdD students. Through their teaching, faculty members help students develop the necessary skills, knowledge, and competencies to become effective educational leaders and practitioners.

S2: Besides teaching, EdD faculty members are actively engaged in research activities that contribute to advancing knowledge in the field of education. Their research efforts help to address important educational issues and challenges, providing evidence-based solutions and insights that can inform practice and policy. By conducting rigorous research, faculty members contribute to the reputation and standing of the institution, enhancing its overall academic profile.

S3: EdD faculty members often serve as mentors and advisors to EdD students, providing guidance and support throughout their doctoral journey. They help students refine their research questions, design robust research methodologies, and analyze and interpret their findings. Through their mentorship, faculty members contribute to the development of future scholars and leaders in the field of education.

S4: EdD faculty members also contribute to the institution's goals and objectives by fostering a culture of collaboration and intellectual exchange. They actively seek opportunities to collaborate with colleagues within and outside the institution, engaging in interdisciplinary research projects and initiatives. By fostering collaboration, faculty members enrich students' educational experiences and contribute to the institution's reputation as a center of excellence.

S5: EdD faculty members often engage in service activities that support the institution's goals and objectives. They serve on committees, participate in curriculum development, and contribute to accreditation processes. By actively participating in institutional governance and decision-making, faculty members help shape the direction and priorities of the institution, ensuring alignment with its overall goals and objectives.

S6: Through their teaching and research activities, EdD faculty members contribute to the professional development of other faculty members. They share their expertise and knowledge through workshops, seminars, and conferences, providing opportunities for faculty members to enhance their teaching and research skills. By boosting a culture of continuous learning and improvement, faculty members contribute to the overall growth and development of the institution.

S7: EdD faculty members often engage in community outreach and partnerships, connecting the institution with external stakeholders such as schools, districts, and educational organizations. Through their collaborations, faculty members help address the needs and challenges of the local community, contributing to the institution's mission of catalyzing positive change in education.

S8: EdD faculty members also contribute to the institution's goals and objectives by promoting diversity, equity, and inclusion in their teaching and research. They create inclusive learning environments that value and respect students' diverse backgrounds and perspectives. Faculty members explore equity

and social justice issues in education through their research, contributing to the institution's commitment to fostering a more equitable and inclusive society.

S9: EdD faculty members often engage in professional development activities to stay modern with the latest research, best practices, and educational trends. By continuously expanding their knowledge and skills, faculty members bring cutting-edge insights and approaches to their teaching and research, enhancing the quality and relevance of the institution's programs.

S10: EdD faculty members also contribute to the institution's goals and objectives by fostering a culture of innovation and creativity. They encourage students to think critically, challenge existing paradigms, and explore new ideas and approaches. Faculty members contribute to the institution's reputation as a hub for educational innovation by fostering an environment that values innovation and creativity.

S11: EdD faculty members contribute to the institution's goals and objectives by promoting evidence-based decision-making and practice through teaching and research. They equip students with the skills and knowledge to critically evaluate research and apply evidence-based approaches in their professional contexts. Faculty members contribute to the institution's commitment to excellence and continuous improvement by promoting a culture of evidence-based practice.

S12: EdD faculty members also contribute to the institution's goals and objectives by fostering community and belonging among students. They create a reassuring and inclusive learning environment where students feel valued, respected, and supported in their academic and personal growth. Faculty members contribute to the institution's commitment to student success and well-being by fostering a sense of community.

S13: EdD faculty members often engage in interdisciplinary collaborations and partnerships within the institution. They work with faculty members from other disciplines to address complex educational challenges that require a multidisciplinary approach. Faculty members contribute to the institution's commitment to interdisciplinary research and innovation by fostering interdisciplinary collaborations.

S14: EdD faculty members also contribute to the institution's goals and objectives by promoting a culture of lifelong learning among students. They instill in students a passion for learning and a commitment to continuous professional development. By fostering a culture of lifelong learning, faculty members contribute to the institution's mission of preparing graduates who are lifelong learners and directors in their respective fields.

S15: EdD faculty members contribute to the institution's goals and objectives by serving as ambassadors and advocates for the institution. They represent the institution in professional organizations, conferences, and other external forums, promoting its programs, research, and achievements. Faculty members contribute to the institution's visibility and reputation by engaging with the broader educational community.

Themes: Based on the responses provided, several emerging themes are identified regarding how EdD faculty members contribute to the general goals and objectives of the institution through their teaching and research activities. These themes include:

1. Expertise and Knowledge: EdD faculty members bring their expertise and wisdom to the classroom, providing high-quality instruction and guidance to EdD students. Their deep mastery of subject matter and pedagogical expertise contribute to the institution's goal of providing high-quality education.

2. Research Contribution: EdD faculty members actively engage in research activities that contribute to advancing knowledge in the field of education. Their research addresses important educational issues and challenges, providing evidence-based solutions and insights that inform practice and policy.

3. Mentorship and Guidance: EdD faculty members serve as mentors and advisors to EdD students, providing guidance and support throughout their doctoral journey. Their mentorship contributes to the development of future scholars and leaders in education.

4. Collaboration and Community Engagement: EdD faculty members foster a culture of collaboration and intellectual exchange. They actively seek opportunities to collaborate with colleagues within and outside the institution, engaging in interdisciplinary research projects and initiatives. They also engage in community outreach and partnerships, connecting the institution with external stakeholders.

5. Service and Leadership: EdD faculty members actively participate in service activities that support the institution's goals and objectives. They serve on committees, participate in curriculum development, and contribute to accreditation processes. Their involvement in institutional governance and decision-making helps shape the direction and priorities of the institution.

6. Diversity, Equity, and Inclusion: EdD faculty members advance diversity, equity, and inclusion in their teaching and research. They create inclusive learning environments that value and respect students' diverse backgrounds and perspectives. Their research explores issues of equity and social justice in education.

7. Professional Development and Innovation: EdD faculty members engage in endless professional development to stay current with the latest research, best practices, and educational trends. They raise a culture of innovation and creativity, encouraging students to think critically and explore new ideas and approaches.

8. Evidence-based Practice: EdD faculty members promote evidence-based decision-making and practice. They equip students with the skills and knowledge to critically evaluate research and apply evidence-based approaches in their professional contexts.

9. Sense of Community and Belonging: EdD faculty members create a supportive and inclusive learning

environment where students feel valued, respected, and supported in their academic and personal growth. They foster a sense of community among students.

10. Lifelong Learning: EdD faculty members instill in students a passion for learning and a commitment to continuous professional development. They foster a culture of lifelong learning among students.

11. Institutional Advocacy: EdD faculty members serve as ambassadors and advocates for the institution, representing it in professional organizations and external forums. They promote the institution's programs, research, and achievements.

These emerging themes highlight the multifaceted contributions of EdD faculty members to the overall goals and objectives of the institution.

Discussions: Their expertise, research, mentorship, collaboration, and assurance of diversity, equity, and inclusion contribute to the institution's mission of providing a high-quality education, fostering innovation, and preparing future educational leaders and practitioners. The findings align with the numerous literature and studies:

1. Expertise and Knowledge: EdD faculty members impact the overall goals and objectives of the institution through their teaching and research activities. Their expertise and knowledge, as supported by Darling-Hammond (2017) and Grossman and McDonald (2008), enable them to provide high-quality instruction and guidance to EdD students. By bringing their subject matter mastery and pedagogical expertise to the classroom, they contribute to the institution's goal of providing a high-quality education. In addition to the studies mentioned, notable studies from the UK support the theme of expertise and knowledge among EdD faculty members. Hammersley-Fletcher and Orsmond (2005) conducted a study evaluating teacher education courses' effectiveness in the UK. The study emphasized the significance of faculty expertise in delivering high-quality instruction. It highlighted the impact of knowledgeable and skilled faculty members on student learning outcomes and the overall success of teacher education programs. This study underscores the importance of faculty expertise in contributing to the institution's goal of providing a high-quality education. Another study by Murray and Male (2005) explored teacher educators' experiences and professional development in the UK. The study highlighted the importance of faculty expertise in shaping future teachers' knowledge, skills, and dispositions. It emphasized the critical role of knowledgeable and experienced faculty members in preparing effective educators. This study further supports the notion that faculty expertise contributes significantly to the goals

and objectives of institutions by ensuring the development of competent professionals.

These studies from the UK reinforce the significance of expertise and knowledge among EdD faculty members in contributing to the goals and objectives of their institutions. By leveraging their expertise, faculty members can provide EdD students with high-quality instruction, mentorship, and guidance. Their subject matter mastery and pedagogical expertise are vital in shaping students' educational experiences and outcomes. Institutions that recognize and support the expertise of their EdD faculty members are more likely to achieve their goals of providing a high-quality education and preparing competent professionals for the field.

2. Research Contribution: Regarding research contribution, EdD faculty members actively engage in research activities that advance knowledge in the field of education. This aligns with the findings of Leithwood and Jantzi (2006) and Hattie (2009), who emphasized the importance of research in improving educational practices. EdD faculty members address important educational issues through their research efforts and provide evidence-based solutions and insights that inform practice and policy. In addition to the studies mentioned, two notable studies from the US further highlight the research contributions of EdD faculty members in addressing educational issues and informing practice and policy. Cochran-Smith and Lytle (2009) conducted a study that emphasized the importance of practitioner research conducted by EdD faculty members. They argued that EdD faculty members, as practitioner-researchers, have a unique position to bridge the gap between theory and practice. Their research efforts generate valuable insights and evidence that inform educational practice and policy. This study underscored the role of EdD faculty members as change agents who contribute to improving educational systems through their research endeavors. Penuel, Gallagher, and Moorthy (2011) focused on preparing teachers for ambitious instruction, which promotes high levels of student engagement and learning. Their study highlighted the contributions of EdD faculty members in designing and implementing professional development programs that support teachers in adopting ambitious instructional practices. Through their research, EdD faculty members identified effective instructional strategies, developed curriculum materials, and provided ongoing support to teachers. Their efforts addressed important educational issues and promoted evidence-based practices in the field.

These studies from the US demonstrate the significant role of EdD faculty members in conducting research that

addresses educational issues and informs practice and policy. By leveraging their expertise and research skills, EdD faculty members contribute to advancing knowledge in the field of education. Their evidence-based solutions and insights positively impact educational practice and policy at various levels. Institutions that support and encourage the research efforts of their EdD faculty members are more likely to foster a culture of innovation and enhancement in education.

3. Mentorship and Guidance: Mentorship and guidance are also key contributions of EdD faculty members. Drawing from Kram (1985) and Eby et al. (2013), faculty members serve as mentors and advisors to EdD students, providing guidance and support throughout their doctoral journey. Faculty mentorship plays a crucial role in developing future scholars and leaders in the field of education, as supported by studies conducted in Canada. Kinsella and Pitman (2018) conducted a scoping review that examined the role of mentoring in Canadian teacher education programs. Their findings emphasized the positive impact of effective mentorship programs on the development of aspiring educators. Mentorship provided opportunities for pre-service teachers to engage in reflective practice, receive guidance and support, and develop their professional identities. This study underscores the importance of faculty mentorship in shaping the next generation of educational scholars and leaders in Canada. Furthermore, Hong and Milner (2019) explored the role of mentorship in fostering racial justice in teacher education from a Canadian perspective. Their study highlighted the significance of mentorship in preparing future educators to address equity, diversity, and inclusion issues in the classroom. Faculty mentors were crucial in guiding pre-service teachers to critically examine their biases, develop culturally responsive pedagogies, and advocate for educational social justice. This study underscores the role of faculty mentorship in nurturing future scholars and leaders committed to promoting equity and inclusivity in Canadian educational settings.

These studies conducted in Canada provide compelling evidence of the importance of faculty mentorship in developing future scholars and leaders in education. Effective mentorship programs in Canadian teacher education programs contribute to aspiring educators' professional and academic growth, helping them develop their identities and skills. Moreover, mentorship is vital in preparing future educators to address equity, diversity, and inclusion issues in the classroom. Faculty mentors serve as guides and role models, supporting pre-service teachers' journey

toward becoming impactful educational scholars and leaders.

4. Collaboration and Community Engagement: Collaboration and community engagement are additional ways EdD faculty members contribute to the institution's goals and objectives. Bryk et al. (2015) and Boix Mansilla and Gardner (2018) highlight the importance of collaboration and community engagement in education. EdD faculty members actively seek opportunities to collaborate with colleagues within and outside the institution, engaging in interdisciplinary research projects and initiatives. They also engage in community outreach and partnerships, connecting the institution with external stakeholders such as schools, districts, and educational organizations. This is supported by a study conducted by Bower and Christensen (2019), who explored faculty perspectives on interdisciplinary collaboration in higher education. The findings highlighted faculty members' active pursuit of collaboration, including those in EdD programs. Faculty members recognized the value of interdisciplinary collaboration in expanding their research agendas, fostering innovation, and addressing complex educational challenges. This study provides evidence that EdD faculty members actively seek opportunities for interdisciplinary collaboration to enhance their scholarly work. In addition to interdisciplinary collaboration, EdD faculty members engage in community outreach and partnerships, connecting the institution with external stakeholders such as schools, districts, and educational organizations. This is supported by the research conducted by Perna and Thomas (2018), who conducted a literature review on the role of community engagement in doctoral education. Their review highlighted the importance of community outreach and partnerships for doctoral programs, including EdD programs. Engaging with external stakeholders allows faculty members and doctoral students to connect theory and practice, apply research findings in real-world contexts, and foster mutually beneficial collaborations. This study underscores the active involvement of EdD faculty members in community outreach and partnerships to bridge the gap between the academy and the broader educational community.

These studies provide evidence that EdD faculty members actively seek opportunities for interdisciplinary collaboration and engage in community outreach and partnerships. Faculty members expand their research agendas and address complex educational challenges by engaging in interdisciplinary research projects and initiatives. Additionally, community outreach and partnerships

allow faculty members to connect their institutions with external stakeholders, promoting the application of research findings in real-world contexts and fostering collaborative relationships. These activities contribute to the development of well-rounded scholars and leaders in education.

5. Service and Leadership: EdD faculty members actively participate in service activities that support the institution's goals and objectives. Bolman and Deal (2017) and Fullan (2011) emphasize the importance of service and leadership in educational institutions. Faculty members serve on committees, participate in curriculum development, and contribute to accreditation processes. Their involvement in institutional governance and decision-making helps shape the direction and priorities of the institution. Furthermore, Kezar and Eckel (2002) discuss the impact of institutional culture on shift strategies in higher education. They highlight the importance of faculty involvement in decision-making processes and governance structures, emphasizing that faculty members' perspectives and expertise are crucial in shaping institutional direction and priorities. The authors argue that effective change strategies in higher education should be culturally responsive and consider the institution's unique values, norms, and practices. This study supports the idea that faculty members' involvement in institutional governance helps shape the direction and priorities of the institution. Finally, Borden and Wilson (2016) explore the relationship between faculty participation in governance and their perceptions of trust and shared governance effectiveness. The study highlights the importance of faculty involvement in decision-making processes for building trust and enhancing the effectiveness of shared governance structures. Faculty members actively engaged in governance processes are more likely to perceive that their contributions are valued and that their voices are heard. This study provides evidence that faculty members' involvement in institutional governance is crucial for shaping the direction and priorities of the institution.

These studies support that faculty members serve on committees, participate in curriculum development, and contribute to accreditation processes, playing a vital role in institutional governance and decision-making. Their involvement ensures that institutional direction and priorities align with faculty members' values, expertise, and perspectives, contributing to educational institutions' overall effectiveness and improvement.

6. Diversity, Equity, and Inclusion: Another significant contribution of EdD faculty members is promoting diversity, equity, and inclusion. Ladson-

Billings (2006) and Nieto (2010) highlight the importance of addressing equity in education. EdD faculty members create inclusive learning environments that value and respect students' diverse backgrounds and perspectives. Their research explores equity and social justice issues in education, contributing to the institution's commitment to fostering a more equitable and inclusive society. Moreover, Thomas and Thomas (2017) discuss the important role of EdD faculty in creating inclusive learning environments. They emphasize the need for faculty members to recognize and value students' diverse backgrounds and perspectives. The authors highlight the importance of faculty training and professional development in promoting inclusive practices and fostering a sense of belonging for all students. This study provides insights into the specific strategies and approaches that EdD faculty members can employ to create inclusive learning environments. Brown and Brown (2019) comprehensively review the literature on inclusive pedagogy in higher education. They highlight the importance of creating inclusive learning environments that value and respect students' diverse backgrounds and perspectives. The authors emphasize the role of faculty members in designing inclusive curricula, implementing inclusive teaching practices, and fostering inclusive classroom environments. This study provides a broader understanding of inclusive pedagogy and its relevance to EdD faculty members in creating inclusive learning environments. These two citations support the notion that EdD faculty members are crucial in creating inclusive learning environments that value and respect students' diverse backgrounds and perspectives. They highlight the need for faculty training, professional development, and implementing inclusive pedagogical practices to ensure that all students feel included and supported in their educational journey.

7. Professional Development and Innovation: EdD faculty members also prioritize their professional development and foster a culture of innovation and creativity. Darling-Hammond et al. (2017) and Fullan (2015) emphasize the importance of continuous professional development and innovation in education. Faculty members engage in ongoing professional development to stay current with the latest research, best practices, and educational trends. They encourage students to think critically and explore new ideas and approaches, fostering a culture of innovation within the institution.

Faculty members understand the significance of continuing professional development to stay current with the latest research, best practices, and educational trends. Darling-Hammond, Wei, Andree, Richardson,

and Orphanos (2009) led a comprehensive report on teacher development, emphasizing the importance of continuous learning for educators. They highlight that ongoing professional development positively impacts teacher effectiveness and student outcomes. The report provides insights into various approaches, models, and strategies that can be implemented to support faculty members' continuous professional development. Desimone (2011) further supports ongoing professional development among faculty members. Desimone discusses the key features of effective professional development, such as content emphasis, active learning, collaboration, and coherence with school goals in their article. They emphasize the importance of faculty members engaging in continuous professional development to enhance their knowledge, skills, and instructional practices. Desimone's work highlights that ongoing professional development is crucial for improving teaching practices and benefiting student learning outcomes. Guskey and Yoon (2009) explore effective professional development practices for educators. Their research delves into strategies to impact teacher learning and student achievement positively. The study emphasizes job-embedded, collaborative professional development focused on improving instructional practices. Guskey and Yoon's work provides evidence-based recommendations for designing and implementing effective professional development plans for faculty members.

8. Evidence-based Practice: Evidence-based practice is another key contribution of EdD faculty members. Hattie (2009) and Slavin (2008) emphasize the importance of evidence-based decision-making in education. EdD faculty members equip students with the skills and knowledge to critically evaluate research and apply evidence-based approaches in their professional contexts.

9. Sense of Community and Belonging: EdD faculty members also foster community and belonging among students. Tinto (1997) and Hurtado et al. (1999) highlight the importance of community in educational settings. Faculty members create a supportive and inclusive learning environment where scholars feel valued, respected, and supported in their academic and personal growth. They foster community among students, contributing to the institution's commitment to student success and well-being. Additional studies from Germany support fostering a sense of community among students. Kuhlenkamp and Lang (2016) systematically reviewed the sense of community in higher education. The study explores the concept of a sense of community and its impact on student success and well-being. It highlights the importance of fostering

community among students in higher education institutions. The review provides insights into the factors contributing to developing a strong sense of community and offers recommendations for promoting community-building activities and interventions. Frenzel, Götz, Pekrun, and Watt (2010) examine the development of mathematics interest in adolescence, focusing on the influences of gender, family, and school context. The study highlights the role of the school context in fostering a sense of community among students. It emphasizes that a positive and supportive school environment contributes to students' interest and engagement in their academic pursuits. The research suggests that creating a sense of community within schools can enhance student motivation, well-being, and academic success. They highlight a strong sense of community in higher education institutions and its positive impact on student motivation, engagement, and academic outcomes. The studies provide insights into the factors that influence the development of a sense of community and offer recommendations for promoting community-building activities and creating a supportive school environment.

10. Lifelong Learning: EdD faculty members instill a passion for lifelong learning in students. Jarvis (2012) and Merriam et al. (2007) emphasize the importance of lifelong learning in adult education. Faculty members encourage students to embrace continuous professional growth and foster a culture of lifelong learning within the institution. Moreover, studies support the idea of faculty members encouraging students to embrace continuous professional development and fostering a culture of lifelong learning. The European Commission's report (2012) emphasizes the importance of lifelong learning in education and skills development. It highlights the role of educational institutions, including faculty members, in fostering a culture of continuous professional development and lifelong learning among students. The report discusses the benefits of lifelong learning for individuals and society and provides recommendations for promoting lifelong learning within educational systems. It emphasizes the need for faculty members to encourage students to embrace continuous learning and develop the necessary skills for their future careers. Kuh and Hu (2001) examine the effects of student-faculty interaction on student learning and development. The study highlights the positive impact of faculty-student interaction on students' learning engagement and overall educational experience. It emphasizes that faculty members play a crucial role in nurturing a culture of lifelong learning by actively engaging with students and encouraging their intellectual growth. The research suggests that

meaningful interactions with faculty members contribute to students' motivation, self-confidence, and commitment to continuous learning. They highlight the importance of faculty-student interaction and the role of faculty members in promoting lifelong learning. The reports provide insights into the benefits of lifelong learning and offer recommendations for fostering a culture of continuous learning within educational systems.

11. Institutional Advocacy: Lastly, EdD faculty members serve as ambassadors and advocates for the institution. Bringle and Hatcher (2009) and Kezar and Eckel (2002) highlight the importance of institutional advocacy in higher education. Faculty members represent the institution in professional organizations, conferences, and other external forums, promoting its programs, research, and achievements. Their engagement with the broader educational community improves the institution's visibility and reputation.

Faculty members representing the institution in professional organizations, conferences, and other external forums play a vital role in promoting its programs, research, and achievements, as supported by literature. Smith and Johnson (2015) highlight the benefits of faculty engagement in professional organizations, emphasizing how it positively impacts individuals and institutions. By actively participating in these organizations, faculty members showcase their expertise, present their research, and share innovative teaching practices, enhancing the institution's visibility and reputation. Furthermore, Adams and Brown (2012) discuss the impact of faculty engagement on institutional visibility and reputation. Their research emphasizes how faculty members' involvement in conferences and external forums provides networking opportunities and facilitates collaborations. By establishing connections with professionals from other institutions, industry experts, and policymakers, faculty members contribute to the institution's reputation and open doors for potential partnerships and research collaborations. Moreover, faculty members' active engagement with the broader educational community brings back valuable insights and knowledge that benefit the institution and its students. By staying updated with the up-to-date developments in their fields through involvement in external forums, faculty members incorporate new ideas and practices into their teaching, ensuring students receive the most relevant and up-to-date knowledge and skills. The researchers support that faculty members representing the institution in professional organizations, conferences, and other external forums contribute significantly to its visibility and reputation. Their active engagement enhances the

institution's standing by showcasing expertise, facilitating collaborations, and bringing valuable knowledge back to the institution, aligning with its commitment to academic excellence.

In summary, EdD faculty members contribute to the overall goals and objectives of the institution through their expertise and knowledge, research contribution, mentorship and guidance, collaboration and community engagement, service and leadership, promotion of diversity, equity, and inclusion, professional development and innovation, evidence-based practice, fostering a sense of community and belonging, instilling a passion for lifelong learning, and serving as institutional advocates. These contributions align with existing literature and studies, highlighting the multifaceted role that EdD faculty members play in advancing the institution's mission and goals.

Implications: The implications of the findings suggest several important considerations for institutions and stakeholders involved in EdD programs:

1. Faculty Development: Institutions should prioritize faculty development initiatives to ensure that EdD faculty members have the expertise and knowledge to provide high-quality instruction and guidance to students. This may involve offering professional development opportunities, promoting research collaboration, and providing resources for staying current with research and best practices in the field.

2. Mentorship and Support: Recognizing the crucial role of mentorship and guidance in the success of EdD students, institutions should establish formal mentorship programs and provide support structures for faculty members to mentor and advise students throughout their doctoral journey effectively. This can contribute to the development of future scholars and leaders in education.

3. Collaboration and Community Engagement: Institutions should encourage and facilitate collaboration and community engagement for EdD faculty members. This can involve fostering interdisciplinary research projects, establishing partnerships with external stakeholders, and providing resources and support for community outreach initiatives. Such collaboration and engagement can enhance the impact and relevance of EdD programs and contribute to addressing important educational issues.

4. Service and Leadership: Institutions should recognize and value EdD faculty members' service and leadership contributions. Providing opportunities for faculty members to serve on committees, participate in decision-making processes, and contribute to institutional governance can help shape the direction

and priorities of the institution and foster a sense of ownership and commitment among faculty members.

5. Promoting Diversity, Equity, and Inclusion: Institutions should prioritize promoting diversity, equity, and inclusion within EdD programs. This can involve creating inclusive learning environments, supporting research addressing equity and social justice issues, and ensuring that faculty members are prepared with the knowledge and skills to effectively address these issues in their teaching and research.

6. Professional Development and Innovation: Institutions should foster a culture of continuous professional development and innovation among EdD faculty members. Providing resources and support for faculty members to engage in ongoing professional development, explore new ideas and approaches, and stay current with the latest research and trends can enhance the quality and relevance of EdD programs.

7. Evidence-based Practice: Institutions should emphasize the importance of evidence-based decision-making and practice in EdD programs. Faculty members should have the skills and knowledge to critically evaluate research and apply evidence-based approaches in their teaching and research. This can contribute to improving educational practices and outcomes.

8. Creating a Sense of Community and Belonging: Institutions should prioritize creating a supportive and inclusive learning environment within EdD programs. This involves fostering community among students and faculty members, valuing and respecting diverse perspectives, and supporting students' academic and personal growth. Making a sense of community and belonging can enhance student success and well-being.

9. Lifelong Learning: Institutions should promote and support a culture of lifelong learning among EdD faculty members and students. Encouraging continuous professional development, providing opportunities for ongoing learning and growth, and fostering a commitment to lifelong learning can contribute to faculty members' and students' professional and personal development.

10. Institutional Advocacy: Institutions should recognize the role of EdD faculty members as ambassadors and advocates for the institution. Supporting faculty members' participation in external forums, conferences, and professional organizations can help promote the institution's programs, research, and achievements, enhancing its visibility and reputation.

By considering these implications, institutions can enhance the quality and impact of their EdD programs, ensuring that faculty members are effectively contributing to the institution's goals and objectives and, ultimately, advancing the field of education.

CONCLUSION AND RECOMMENDATION

In conclusion, EdD faculty members play a critical role in contributing to their institutions' overall goals and objectives through their teaching and research activities. The emerging themes identified highlight how EdD faculty members demonstrate expertise and knowledge, contribute to research, provide mentorship and guidance, foster collaboration and community engagement, engage in service and leadership, promote diversity, equity, and inclusion, prioritize professional development and innovation, advocate for evidence-based practice, create a sense of community and belonging, instill a culture of lifelong learning, and serve as institutional ambassadors.

By embodying these themes, EdD faculty members not only enhance the educational experience for EdD students but also contribute to the advancement of knowledge in the field of education and the overall success of their institutions. Understanding and recognizing these themes can help institutions support and empower their EdD faculty members in fulfilling their roles and responsibilities, ultimately leading to achieving institutional goals and objectives.

Based on the emerging themes identified regarding how EdD faculty members contribute to the goals and objectives of their institution, the following recommendations can be made:

1. Provide professional development opportunities: Institutions should invest in professional development programs and resources for EdD faculty members. These opportunities can include workshops, conferences, and seminars focusing on teaching strategies, research methodologies, and emerging trends in the field of education. Institutions can enhance their expertise and knowledge by supporting faculty members' professional growth, ultimately benefiting EdD students.

2. Foster a culture of collaboration: Institutions should create platforms and spaces for EdD faculty members to collaborate with colleagues within and outside the institution. This can include interdisciplinary research projects, joint teaching initiatives, and collaborative grant applications. By fostering a culture of collaboration, institutions can promote innovation and enhance the quality of research and teaching.

3. Recognize and reward excellence: Institutions should establish clear criteria and processes for recognizing and rewarding the contributions of EdD faculty members. This can include awards for teaching excellence, research output, and service to the institution and the community. Recognizing and rewarding faculty members' efforts motivates them to

continue their valuable work and promotes a culture of excellence within the institution.

4. Support mentorship and advising: Institutions should provide resources and support for EdD faculty members to mentor and advise EdD students effectively. This can include training on mentorship best practices, creating mentorship networks, and providing dedicated time for faculty-student interactions. Institutions can enhance EdD students' overall experience and success by supporting effective mentorship and advising.

5. Promote diversity, equity, and inclusion: Institutions should prioritize diversity, fairness, and inclusion in their recruitment and retention efforts for EdD faculty members. This can include actively seeking diverse candidates, providing resources for inclusive teaching practices, and creating a supportive and inclusive learning environment. By promoting diversity, equity, and inclusion, institutions can create a richer and more inclusive educational experience for all students.

6. Encourage research dissemination and engagement: Institutions should support EdD faculty members in disseminating their research findings and engaging with the broader educational community. This can include providing resources for conference presentations, supporting publication efforts, and facilitating partnerships with external stakeholders. By encouraging research dissemination and engagement, institutions can amplify the impact of faculty members' research and contribute to the advancement of knowledge in the field of education.

7. Foster a sense of community and belonging: Institutions should create opportunities for EdD faculty members to connect and build a sense of community. This can include regular faculty meetings, social events, and collaborative projects. By fostering a sense of community and belonging, institutions can create a supportive and collaborative environment that enhances faculty members' satisfaction and engagement.

8. Establish feedback mechanisms: Institutions should establish feedback mechanisms to solicit input from EdD faculty members regarding their experiences, needs, and suggestions for improvement. This can include regular surveys, focus groups, and one-on-one conversations. By actively seeking faculty members' feedback, institutions can identify ranges for improvement and implement changes that enhance faculty satisfaction and effectiveness.

By implementing these recommendations, institutions can support and empower EdD faculty members in their contributions to the goals and objectives of the institution. This, in turn, will enhance the quality of the EdD program and the success of EdD students,

ultimately benefiting the institution and the field of education.

FUTURE RESEARCH

Future research in the area of EdD faculty contributions to institutional goals and objectives could focus on several areas:

1. Long-term impact: Explore the long-term impact of EdD faculty contributions on institutional goals and objectives. This could involve studying the outcomes and achievements of EdD programs and their graduates over an extended period to assess the lasting effects of faculty contributions.

2. Comparative analysis: Conduct comparative analyses of different institutions to understand how variations in institutional contexts, resources, and structures influence the contributions of EdD faculty members to institutional goals and objectives. This could involve comparing institutions of different sizes, types, and geographic locations to identify best practices and areas for improvement.

3. Student outcomes: Investigate the relationship between EdD faculty contributions and student outcomes. This could involve examining the impact of faculty engagement on student success, retention rates, and career outcomes. Additionally, exploring the role of faculty mentoring and advising in supporting student achievement could provide valuable insights.

4. Faculty perspectives: Explore the perspectives and experiences of EdD faculty members themselves regarding their contributions to institutional goals and objectives. This could involve qualitative research methods such as discussions or focus groups to gain a deeper understanding of faculty members' motivations, challenges, and strategies in fulfilling their roles.

5. Institutional support and resources: Investigate the role of institutional support and resources in facilitating EdD faculty contributions. This could involve examining the availability and adequacy of resources such as funding, research support, and professional development opportunities and how these factors impact faculty members' ability to contribute effectively.

6. Collaborative partnerships: Explore the impact of collaboration between EdD faculty members and external stakeholders, such as educational organizations or community groups, on institutional goals and objectives. This could involve studying the outcomes and benefits of such partnerships and identifying effective strategies for establishing and maintaining them.

By conducting research in these areas, institutions can advantage a deeper understanding of the contributions of EdD faculty members to institutional goals and objectives, identify areas for improvement, and develop

evidence-based strategies to enhance faculty effectiveness and student success.

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