

The Role of University Faculty in Degree Program Sustainability: An Experienced-based Framework

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Abstract

Faculty members play a crucial role in defining “quality education.” Sustainability has received increasing attention in the management of education over the past years. This study focused on the specific role of faculty in the sustainability of degree programs in a State University or College (SUC) and developed an experience-based framework. Hermeneutic phenomenological research design was used in this study. Findings show that the SUC faculty do not have a single role, but instead fulfill many roles that ensure the success of their students. The implementation of flexible teaching within a class dictates an adjustment of the faculty’s role. Such adjustment requires them to possess knowledge not just as educators but as versatile persons. Good teaching implies the preparation of many activities and performance of tasks to ensure that all learners receive quality instruction. Furthermore, it was found that the faculty could be a resource provider, instructional and curriculum specialist, project coordinator, and many other roles. It is concluded that the contribution of the faculty is the most critical success factor in an academic program’s sustainability and development.

Keywords: Experienced-based framework, faculty role, program sustainability, university faculty, success factor

Introduction

Faculty members play a crucial role in defining “quality education” especially that sustainability has received increasing attention in the management of education over the past years. In addition, stricter definitions of quality can jeopardize innovation as they could limit academic

excellence. However, quality judgment processes exist in faculty decisions affecting university curriculums and student assessments, as well as recruitment and promotion.

University faculty have made decisions in higher education for decades, from

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enrolment to instruction to quality assessment. The roles of faculty are crucial since this kind of profession requires them to be experts in the subjects they are teaching. They are also members of professional organizations and researchers. With these myriad of functions, faculty-based quality management systems can be improved.

The best strategies to equip the faculty to meet the demands of the students who are more and more diverse are fiercely disputed as we move into the new normal (Freidus, 2002). Much good work has been done by some of the faculty on improving teaching techniques, but they were not documented and analysed. Processes, proof, and standards differ significantly across programs. Evidence that is respected, strategies used, and the degree of productivity goals are defined by each degree course. Academic departments may be undermining their own goals if they fail to articulate and communicate performance standards to faculty members. Fostering conversations and attempting to understand what employees are doing, how it is working, and what improvements could improve things is beneficial for all. Hence, this study determined where the faculty are in terms of defining these success standards and identifying what they plan to achieve as a university.

Talent management includes more than just performance reviews and tests. To build a motivated and knowledgeable workforce, institutions must do more than inspect employee achievements. Organizations may strive for a management cycle in which judgment is not the only consideration—ongoing support and improvement may be just as important, if not more so. Many studies have been conducted on the importance and intent of setting

performance standards or the relationship between the performance criteria and the achievement of objectives by the employees (Abu Nasser, Salama, Al Shobaki, Al Ferjany, & Abu Amuna, 2017). Still, none focused on the innovations of the research locale's faculty on their programs.

In this university, performance standards describe the accepted level of performance by an employee on the job. They are based on the position and designations, not the individual. They describe the specific indicators of success for each skill within a competency map. They illustrate “what a good job looks like” without delving into individual contributions.

Performance criteria are combined with a performance rating scale to develop performance standards. The existing faculty and university system of quality evaluation relies on questioning and discussion (Lederman, 2010). The result from experimentation, ingenuity, and the awareness showed that there is no single notion of quality from the dialogues (OECD, 2016).

One fear is that if everyone agreed on a single definition, it would suffocate academic creativity, development, and excellence. One of higher education's fundamental paradoxes is that the more one tries to quantify excellence, the more one learns one cannot (Lederman, 2010). Previous research has shown that performance expectations influence efficiency in a variety of work settings. This current research looked at the features of academic departments' performance expectations, assessment procedures, and performance-responsive interventions in research universities. In this study, the performance assessment criteria of the academic units were tested for trends. To classify both the

prevalence of characteristics and emergent patterns, the researchers used an iterative, multi-phase analysis technique.

When an academic institution has a set of performance standards employers are provided with the means to measure performance and productivity for each skill, specific expectations of employees for each skill can be presented, and all employees performing the same task can be ensured with a fair assessment. Thus, communication between the supervisor and the employee can be promoted through collaboration between the management and the employees.

The authors analyzed the context in which the subject of faculty roles is receiving attention, rely on information from a qualitative study of how faculty construct their roles, and make the case that faculty developers and other institutional leaders should also think about enlarging the scope of faculty development activities in order to support the faculty across the full breadth of their roles (Austin, Brocato, & Rohrer, 1997). This study focused on the specific role of faculty in the sustainability of degree programs in this university and identified and recognized their participation in its development. Through their answers in the survey, it becomes clear that SUC faculty do not have a single role, but instead fulfill many roles that ensure the success of their students. It emphasized the value of collaborative processes involving faculty and administration, as well as standard-setting activities that promote the dissemination of information, best practices, and monitoring tools through voluntary agreements. This research provided an image of the evaluation of performance management systems, with findings and suggestions that are useful to other educational institutions.

Framework of the Study

The teaching-learning process in an educational institution is a key process, and the faculty members of the institution are its key elements. This research asserted that the contribution of faculty members is the most critical success factor for an educational institute. Moreover, their involvement significantly influences other success factors such as student intake, student success, research, production, linkages, and extension activities. Essentially, the teaching faculty is the most critical resource of an educational institution. Administrators must strive for an all-around development which contributes to the sustainability of the various programs. Early efforts of faculty development were aimed at improving specific subject-matter expertise and instructional skills. However, this does not fulfill the needs of today's institutions. Camblin and Steger (2000) observed that the faculty development must address issues such as vitality and renewal of faculty members (Hubbard & Atkins, 1995), strengthening relationships among colleagues (Gaff & Simpson, 1994), supporting stated institutional missions (Shuster, 1990), and dealing with both the faculty members and institution's sustainability (Blackburn & Lawrence, 1995).

This study is based on role theory, which according to Owens and Valesky (2007), has extensive background and various applications to organizations, and role issues are mentioned throughout the literature on teacher leadership (Beachum & Dentith, 2004; Harris, 2004; Katzenmeyer & Moller, 2001). The idea of role has been recognized for centuries. Still, the emergence of a specialized study of role did not emerge

until the 1930s, even though precursors to role theory include studies of labor division, complying with rules, status, social forces, interaction, and various theories of self (Biddle & Thomas, 1966).

Role issues seemed to be at the heart of the changes needed to go from vertically hierarchical to distributed leadership organizations. Owens and Valesky (2007) further described the role as a psychological topic with observers and the individual playing the role's expectations of behavior. However, a scenario in which two people cannot form an appropriate complementary or reciprocal relationship is called role conflict (p.131). Role conflict can also occur within the same person, such as teachers put into leadership roles (Loder & Spillane, 2005). Role ambiguity comes from contradictory elements or vagueness in job roles. These theories about role conflict and role ambiguity can explain why there are different perceptions of teacher leadership, as well as identify problems where these differences create in the workplace. Thus, the analysis of roles used in this study is relevant to the importance of program sustainability.

Objectives of the Study

This study aimed to answer the following objectives:

1. To explore the role of faculty in the sustainability of the programs.
2. To develop a framework for program sustainability.

Methodology

Research Design

This study used the qualitative approach. Specifically, it used the hermeneutic

phenomenological research design to gather the best information needed in this study. It is a research methodology aimed at producing rich textual descriptions of the experience of selected phenomena in the lifeworld of individuals that can connect with the experience of all of us collectively. From identification of the experience of phenomena, a deeper understanding of the meaning of that experience is sought (Smith, 1997). This occurs through increasingly deeper and layered reflection using rich descriptive language.

Research Locale

The study was conducted at a state university. It is composed of 7 colleges: College of Administration (COA), College of Business (COB), College of Nursing (CON), College of Law (COL), College of Arts and Sciences (CAS), College of Education (COE), College of Technologies (COT), and a government mandated service unit called National Service Training Program (NSTP).

Participants

The participants were the unit heads and faculty of the different colleges. They were purposefully chosen since they are knowledgeable in the different roles of faculty in their respective colleges. The criteria include a minimum of five years of teaching experience in higher education. For each unit, two faculty members were chosen, one with no designation and the other has a designation with at least nine units equivalent teaching load (ETL).

Instrument

A validated set of researcher-made interview questions were utilized by the

researchers for the interview. During the interview, questions prepared were directed to help in analyzing the roles of the faculty in the sustainability of the programs. Those who responded in the interview were given consent forms and necessary documents in compliance with ethical procedures.

Data Gathering Procedure

As part of the research procedure, the researchers asked permission from the President's Office to conduct the research and secure a REC Clearance. Informed consent was distributed before letting the participants answer the needed information.

Before the agreed schedule, the researchers prepared all things needed for the interview. Each participant was advised during the short briefing on the purpose of the said study. Participants were properly informed of the source of data collection, participation risks and benefits, voluntary participation and withdrawal, and its confidentiality. These procedures and standards safeguard the participants' rights to informed consent, privacy, anonymity and confidentiality.

During the interview and with the consent of the participants, the meeting was recorded and data from here were used during the transcription stage. Once consent forms and demographic surveys were collected and reviewed for completeness, the interview began. The researchers used the prepared script to welcome participants, remind them of the purpose of the study, and ground rules. The researchers had the responsibility to adequately cover all prepared questions within the time allotted as well as the responsibility of getting the faculty to talk and fully explain their answers. When the interview was completed, the researchers

thanked the participants and distributed the certificate of participation. Immediately after the participants left, the researchers saved and labeled all recordings with the date, time, and name of the unit.

Data Analysis

There were six stages in the analysis of data. The following steps were (1) immersion; (2) understanding; (3) abstraction; (4) synthesis and theme development; (5) illumination and illustration of phenomena; and (6) integration and critique. The researchers had constantly cross-checked the interpretations based on the original transcripts and anchored them with the facts. Lincoln and Guba (2000) proposed this method to ensure authenticity. The researchers of this study conversed about new results, which allowed them to double-check data consistency and validity.

Ethical Consideration

Ethical clearance on these procedural matters was obtained from the university's Research Ethics Committee, and the procedures were followed throughout the study.

Results and Discussion

The Roles of the Faculty in Degree Program Sustainability

The discussion of results was organized based on the purpose of the study, which was to explore the roles of the faculty in the sustainability of the programs. Based on the responses from the participants, there were seven (7) roles of the faculty, and these identified roles were interrelated to the progress of the different programs'

sustainability. These results indicated a strong similarity with factors identified in the literature but also highlighted the possible roles of the faculty in assisting program development.

This study was descriptive, focusing on specific, unique experiences in the institution which might have highlighted the practice of sustainability in the management of education. The researchers synthesized the substantive contributions through a coherent framework of sustainability research and problem-solving competence. To effectively analyze sustainability, alternative forms of knowledge (i.e., procedural, effectiveness, and social knowledge) were conducted, as they were the consideration of various barriers and motivators for action.

Instructors

One of the main roles of the faculty in the sustainability of the programs is being instructors in higher education. They have a variety of responsibilities like the promotion of university and student achievement. Harrison and Killion (2007) were able to identify the varied ways teachers can lead and support the university and student successes. The faculty could be a resource provider, instructional and curriculum specialist, to name a few.

Since the faculty adopted changes in the teaching strategies such as flexible learning modality to address the needs of the students and the program in this new normal, construction, and recalibration of the different syllabi of the program were conducted to integrate the industry needed skills in the curriculum. The implementation of flexible teaching within a class also dictated an adjustment of the instructors' role.

One respondent emphasized the

adjustment they made in teaching law subjects, where *“traditionally, law subjects are taught in a Socratic method but innovations and experiential learning as well as the application of synchronous and asynchronous methods have slowly been deemed more effective. The law faculty used innovative ways to ensure that the law students are learning the most and acquire the best lessons in an online class”*. Such adjustment requires the instructors to possess knowledge, to be an educator, advisor, friend, organizer, coordinator, associate, assessor; in a word, to be a versatile person. Zeiger (2014) pointed out that the role of the teacher implies much more than standing before the learners and only teaching. Good teachers design many activities for the students to perform to ensure that all of them receive quality instruction.

Another respondent mentioned that *“academic-related matters like construction of syllabus, development of curriculum map, and production of instructional materials”* are a few of the responsibilities of a faculty in the university. The *“conduct of activities relating to flexible learning and the implementation of outcomes-based teaching and learning is a major function of instructors.”*

Researchers

In this university, the faculty as researchers conduct studies specific to their disciplines or collaborate with other faculty members of the university following the university's research agenda. *“For a faculty with a designation, research is one of the activities that we are encouraged to do”*. *“Researches for NEDA and ISA”* are examples of the researches conducted not only for program sustainability but for the university's quality assurance activities.

“*Survey of skills needed by industry*” is another example of a study used to enrich a degree program curriculum.

Many of the respondents mentioned their “*participation and conduct of research activities*”. In the market of higher education, scientific, qualitative, and empirical research writing and publication in refereed journals have continuously been considered as imperative and the most mutual way to get affiliated. Numerous individual characteristics of academics have considerable effects on academics’ research engagement and productivity (Kwiek, 2016). Such factors are related to demographic, professional, psychological, and attitudinal characteristics.

Moreover, key institutional factors include the availability of resources and funds, institutional orientation, institutional research policies, institutional culture, reward and incentive systems, leadership styles, and the availability of leading researchers (Tien, 2016).

Extensionist/ Community Engagement and/ or Organizer

According to Goddard (2007) and Duke (2006), aside from conventional higher education roles concentrating on research and innovation as well as on teaching and training, the third area of importance that emphasizes the role of higher education institutions (HEIs) is community development. As part of the four thrusts of the university, the faculty has a big role in community engagement and acts as a community organizer and extensionist, aside from teaching.

One respondent participated in their extension program entitled “*English in the Workplace*” of the Language and Letters Department, where the extension program

is geared towards helping and guiding the barangay secretaries in the proper use of English language in terms of grammar and writing in different types of letters which is constantly used by their barangay”.

With the university’s response to the COVID-19 pandemic, “*Pag-ambitay daw ag Kaulian*” (Share-to-heal) program was crafted. The program aims to give exact information (through different dimensions such as health, economics, cultural, etc.) to the listeners affected by the pandemic. In line with this, the faculty is also tasked to become the radio talk show host.

Another respondent of the study is tasked to be the “*project leader in the department’s extension project*”, while others mentioned their “*participation as extensionists in various programs and projects*”.

Developers and Creators

As mentioned by Jacob, Sutin, Weidman, and Yeager (2015), assessments of faculty members now often include a review of academic contributions, classroom performance, and community involvement. These parameters are also used in the evaluation of national and international standards for program sustainability. Aside from teaching, the faculty are creators and developers of instructional materials of subjects and courses they are assigned.

Apart from activities related to teaching, one respondent emphasized the “*creation of instructional materials as part of the activities of being instructor*”. Another respondent mentioned “*the conduct of all required activities concerning the role as a faculty member of the university*”. Through these instructional materials, students will develop the necessary skills and competencies for graduation and

employment. The use of these instructional materials encourages independent study. One of the benefits of using modules for instruction is acquiring better self-study or learning skills among students.

According to Heinich et al. (as cited in Majid, 2014), the learning process that involves the learners is reading 10%, hearing 20%, seeing 30%, seeing and hearing 50%, discussing 70%, experiencing 80%, and teaching others 95%. The instructional material involves the different senses of the learners. Also, these IMs involve the affective, cognitive, and psychomotor aspects of learners.

Quality Assurance

Quality assurance is used at higher education institutions to ensure quality education (Tobi & Duque, 2015). In this university, the faculty contribute to the “conformity of national and international standards such as in the ISO 9001:2015, AACUP, CHED monitoring and evaluation, and sustaining Center of Development status”. To raise the quality of academic programs some of the faculty were tasked as team leaders and members in internal audits and accreditation preparation and activities.

Aside from being a faculty, a respondent “functions as an Internal Quality Audit Team Leader for ISO Quality Audit of the university. Sometimes they are delegated to do tasks that are no longer part of the job descriptions as Instructor 1”.

A respondent mentioned the length of activities as “a faculty with designation which include raising the quality of academic programs by preparing for and undergoing various accreditations mentioned above.” The respondent also emphasized the activities of the department in the quest

for sustaining the Center of Development (COD) status of their program.

According to Tobi and Duque (2015), accredited HEIs attract more students (and parents) since accreditation is regarded as a confirmation of educational excellence and that degrees conferred by authorized HEIs are recognized domestically and globally. The rise in the mobility of students, professors, and higher education institutions across worldwide networks has caused an increase in the demand for quality education and quality assurance (QA) in the universities (Varonism, 2014). Quality assurance can be a driver for institutions to achieve excellence in higher education. However, ensuring that the quality of educational programs meets local and international standards simultaneously has become a great challenge in many countries (OECD & World Bank, 2007). Henceforth, a need emerges for the cooperation of quality assurance agencies and the whole university community.

Internationalization

Internationalization is becoming increasingly essential in higher education. The degree to which higher education has embraced internationalization is so widespread that finding a college or institution today that is not making some attempt to internationalize is challenging (Green & Shoenberg, 2006). Faculty and program coordinators of this university spearheaded internationalization activities. A respondent mentioned “participation in activities related to conformance to national and international standards, forging partnerships and linkages in instruction, extension and supporting advocacies such as the integration of gender and culture in the curriculum”.

These activities and partnerships were long conducted before the university's International Affairs (IA) office was established. With its establishment, each college's international affairs coordinators were designated to assist the college and the different academic programs in their internationalization activities and partnerships. Boyer (1990) mentioned that faculty members' roles had evolved significantly over time, shifting from teaching to service and then research, reflecting shifting priorities both within and outside the academy and often caught between competing priorities, and one of them is internationalization.

Administrative Function

Apart from all the identified roles mentioned above, one major role of the faculty is conducting administrative functions and activities. The importance of building a leadership pool is a well-established and accepted requirement for effective schools (Storey & Johnson, 2017). Various researchers for several decades have linked quality school leadership with positive school results (Cotton, 2003; Drake & Roe, 2002; Marzano, Waters, & McNulty, 2005). With these, the faculty do "*administrative duties such as writing pertinent reports, documents and records as needed by higher authorities of the university*". Other responsibilities of faculty include the "*managing of workload in other programs and projects*", as mentioned by most of the participants. Many of the faculty members in the university are designated to different offices such as the "*member of the DRRM, unit director, computer science officer, coordinator of a service unit, and program head where requirements of the different quality assurance activities are prepared by*

the same faculty members who also teach students". However, the obligations and expectations of one individual fulfilling many roles may result in a position that is difficult to successfully fill (Alvoid & Black, 2014; Canales, Tejada, Delgado, & Slate, 2010).

The faculty have a key role in making a dynamic academic environment. Aside from being knowledgeable and updated in their subject matter, the faculty must have the capability to adapt to these fast-changing times and accept different roles under constant change. At the same time, it is expected that universities need to comply with global standards by taking a more active and effective role in other areas, especially research and design (Sismek, 2017). As a result, contribution to economic and social development is added as a third mission, besides teaching and research, to higher education (Sahin & Alkan, 2016). This mission makes them a global information center where multi-disciplinarity, entrepreneurship, innovation, research, and problem-solving are leading characteristics. However, there is a need to make boundaries in learning, research, and practice at the same time 'permeable' (Jeschke, 2014).

Another study indicates that there are areas of potential influence on degree program sustainability derived from theory and the literature, institutional framework, key persons, and external interaction. The case studies support the assumption that the role of key persons as faculty with designations who will act as initiators, promoters, or networkers is of outstanding importance (Fichter & Tiemann, 2018).

Framework for Program Sustainability

The roles and responsibilities of the

university faculty members are closely tied to the central functions of higher education to ensure that there is sustainability of the different degree programs. The faculty members are expected to enhance the learning environment through various scholarly activities supporting institutional goals. It is a common and basic principle that every member of the faculty, of whatever rank and position, is always held responsible for the competent and effective performance of their duties and workload expectations.

One core indicator under Key Result Area (KRA) 2 of the Institutional Sustainability Assessment (ISA) under Quality of Teaching and Learning is that the institution sets and achieves its program standards due largely to its faculty roster with their relevant expertise, experience, and competence. The faculty members contribute greatly to the development, implementation and evaluation of the university's policies, practices, and procedures in such a way as to support its mission, vision, goals, and objectives.

In this university, these faculty members share numerous tasks in activities by participating in committee work, meetings, and providing input on matters relating to curriculum development and the learning environment. These workloads ought not to interfere with duties related to scheduled classes and other work assignments to be effective. Faculty work on curriculum development, track the employability of graduates, monitor the appropriate attributes and competencies acquired by the latter, and many more

Moreover, these faculty members are expected to meet their professional and institutional commitments at the university regularly throughout the academic year. On top of teaching, these commitments also

include time spent on research, production of instructional materials, external community projects, student advising and mentoring, clinical learning activities, and various kinds of university-wide or outside professional service in committees and administrative or advisory roles. Aside from those, they have to be up-to-date with the thrusts of the university in international linkages.

The sustainability of the degree program, according to the narrative of the participants, means a holistic view and consistency in maintaining quality instruction of an academic institution without compromising the wellness, mental or physical, of the faculty members, learners, and staff. Ideally, the programs produce graduates with specialized competencies and innovative skills. It is hoped that graduates can meet the present needs of the society considering the social, economic, and environmental challenges through a strong support system.

Sustainability can mean different things in different contexts. To some, it is simply a continuity of services – the ability to carry on program services through funding and resource shifts or losses (Johnson, Hays, Center, & Daley, 2004). Sustainability can also mean institutionalizing services, adapting to constant changes in technology, policies, and funding streams, creating a legacy, and sharing positive outcomes and provide high-quality services (Chapple & Rackliff, 2013).

In the context of this research, sustainability for education is defined as the ability of a degree program to continue its operations and effectiveness in providing quality teaching and learning. Certainly, the idea of continuing is a critical part of the meaning of sustainability. It is to put in process the components or concepts needed

to support and allow the continuation of a degree, generating the best outcomes for the benefit of the stakeholders. Since sustainability is the ability of a degree program to continue, it implies prudent use of various resources and utilization of products, development of services, and institution of teaching methodologies that enrich the learners. A degree program is sustainable when the faculty teach learners the core theories and practical skills needed to attain competencies for entry-level positions or pursue graduate programs.

In addition to notions about longevity, the concept of sustainability might incorporate the idea of achieving goals. Some faculty members responded in the survey that they should not be routinely required to undertake clerical or administrative tasks that do not call for them to exercise a teacher's professional skills and judgment. From their experience, when administrative systems provide appropriate support for teachers so that their time can be devoted to high-quality professional teaching tasks, the stakeholders are ensured of comprehensive teaching and classroom engagement.

On the other hand, administrative support can be described as helpful supervision, collaboration with management, and the creation of sense of community. The role of administrators is critical to the successful implementation of the different programs of a higher educational institution. They are responsible for not only serving the students but also supervising the entire academic community. Administrators may provide instrumental support by helping faculty members with work-related tasks such as providing the necessary supplies, space, and provisions, ensuring adequate time for teaching and non-teaching duties, and assisting with administrative concerns.

Establishing positive working relationships with each teacher or faculty in the university can help administrators make responsive and effective administrative decisions that will enhance the capacity and quality of teaching and learning in the classroom. Open communication, knowledge of best practices in classroom management, and respect for diverse teaching styles or methods are key to an administrator's ability to effectively support teachers in the development of strong classroom management practices. When teachers align their best classroom management practices with the school-wide approach to positive behavior supports, the effectiveness of both the in-class and school-wide supports and interventions for students with problem behaviors is enhanced.

As the educational system evolved, so did the role of faculty members. Based on the experience of the faculty members who gained support from the administration they reported that there is a higher satisfaction rate with their work, commitment to teaching, self-efficacy in their responsibilities, and the feeling of being trusted by their administrators. Also, offering rich, collaborative scholarly opportunities will not only increase the skills of the faculty members but also help create and sustain positive relationships among the entire academic community. The relationship between administrative support and faculty member burnout indicators include signs of lacking accomplishment, mental and physical fatigue, and depersonalization. It is recommended that we include maintaining strong administrative support focusing on implementing professional development aligned to the strategic development plans.

Teaching can be a stressful profession. It is important for faculty members to

have the intrapersonal awareness to take care of themselves so that factors such as exhaustion do not lead to permanent burnout and exiting of the profession. This lack of sense of accomplishment could be due to insufficient resources for professional development, centralized plans that standardize professional development, and high stakes assessments that result to professional development focused on what content teachers should teach as opposed to improving relevant forms of instruction that meet the needs of teachers teaching different subjects or serving students with unique needs. By looking at the individual survey responses, a list of recommended best administrative practices can be found.

School-level administrators may be visible and open. The administration can help teachers by giving other forms of support. Some experienced teachers may not need the same level of administrative support as less experienced teachers. It may mean that support can almost seem like no support. When an administrator has a master teacher, their support can be found by letting them be autonomous. They can watch them from a distance and support them from behind the scenes by eliminating seemingly irrelevant items that interfere with their instructional day.

Academic heads might be tempted to cover a wide range of goals and objectives for their professional development activities. Their wide range of topics could be data-based and well-intentioned. The survey results show that even though the professional development is data-based and aligned with the strategic development plan, sufficient time may not be provided. Too many professional development events with insufficient time for delivery and continuation of what has started may increase teachers' burnout. Alternative

types of knowledge (i.e., procedural, effectiveness, and social knowledge), as well as awareness of diverse barriers and motivators for action, are required to educate for sustainability successfully.

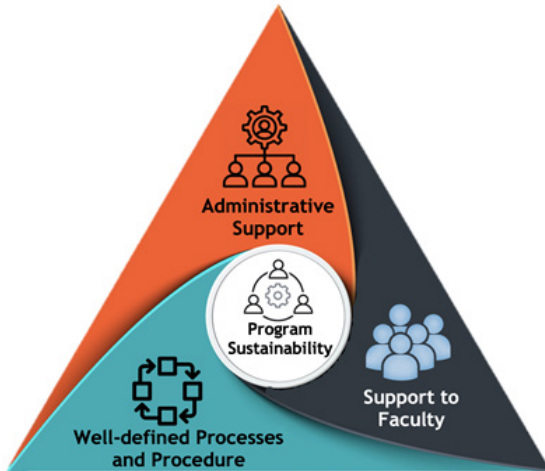
Sustainability does not imply a static utopia but rather the ability of humans to adapt to changing environmental and socioeconomic situations (Scott, 2002). In other words, good sustainability plans are adaptable, robust, and quick to respond (Crow, 2007). Similarly, ideas and methods established for sustainability education should be flexible and adaptable so that they may be used in several situations. Rather than continuing with outmoded educational approaches, schools must constantly learn and change to build healthy, responsive educational systems. The issue is to establish ways and activities through which students may successfully acquire critical competencies in support of sustainable actions, rather than just achieving predefined requirements and "checking off" that sustainability has been taught (Sterling, 2001).

In this study, the researchers developed the program sustainability framework to understand how the academic community defines their work and their level of commitment to it. It may also align their services with the necessities of the university and may create a strategy for adopting to the changing demands. It emphasizes the value of collaboration between the faculty and the administration, as well as the well-defined processes and procedures that may achieve sustainability of the different degree programs of BukSU. This sustainability framework may serve as a tool to improve the planning, administration, and evaluation of activities at the faculty level to improve and maintain the quality of teaching and learning outcomes. This framework is to be

implemented by the administration, faculty, students, and stakeholders.

Figure 1

RSVP's Program Sustainability Framework



Implementation of well-defined processes and procedures in the university guarantees the order of teaching and learning. Timely cascading of information by the administration to the faculty members allows the faculty to focus on their deliverables in instruction instead of being distracted by the administrative duties. When faculty members believe that there is robust administrative support around their needs, they tend to identify more with shared goals and become more involved in the process (Scott, Lemus, Knotts, & Oh, 2016). In addition, the institution may provide the faculty with positive learner-centered experiences that help them connect to the larger organizational culture. Hence, they learn to navigate their classrooms and organizations with success (Scott et al., 2016). Higher education organizations need to align the goals of administration, faculty, and the institution to promote the success of its programs. Velez (2015) found institutions that create supportive environments

between faculty and administration help to drive effectiveness within the organization. In addition, additional research should be done to understand the needs of more experienced online faculty to assist their continued professional development as the learning-teaching landscape continues to evolve (Crawford-Ferre & Wiest, 2012).

Recognition of the distinct and overlapping contributions of each faculty member can support educational reform that promotes competencies in collaborative teaching (Limoges et al., 2018). University methods have been identified as critical for integrating sustainability in HEIs by linking diverse activities such as teaching, research, campus operations, and strategies targeted at community and stakeholder involvement and participation (Lozano, Ceulemans, Alonso-Almeida, Huisingh, Waas, Lambrechts, Lukman, & Hüge, 2015; Sterling, Maxey, & Luna, 2013). Efforts solely focused on one function (for example, curricular reorientation) are insufficient to enable a cultural change away from present dominating structures and practices. As a result, according to this approach, the implementation of educational strategies and activities targeted at learning transformation should be coordinated with all university operations (Leal Filho et al., 2018).

Generalization and Recommendations

Based on findings, it was generalized that faculty play multiple roles in the university in achieving degree program sustainability. The main role of faculty in the sustainability of the degree program is being instructors in higher education. The faculty are also researchers, creators, and developers of instructional materials, community organizers, and extensionists.

The faculty also play important roles as a task force or accreditors in the quality assurance activities. They are also participating and spearheading internationalization activities in the university. The faculty are also handling administrative functions and activities while performing the role as academics.

In this study, the program sustainability framework has been developed to understand more how the academic community defines its work and level of commitment to it. This sustainability framework is an experienced-based framework that emphasizes the value of collaboration between the faculty and the administration, as well as the well-defined processes and procedures that may achieve sustainability of the different degree programs of the university. It serves as a tool for the administration in reviewing the workload of the faculty and what kind of support to be provided to the faculty in achieving the sustainability of the degree programs. This framework may be implemented by the administration, faculty, students, and stakeholders.

Based on the findings, the following recommendations may help the concerned individuals and groups: 1) The administration may consider reviewing the workload of the faculty members together with the plotted schedule of activities during the target setting to consider the work-life-balance of the faculty, especially those designated faculty; 2) The administration through the Human Resource Development Unit may conduct a survey or one-on-one dialogue or conversation with the faculty members with designation to come up with a support to help the faculty be effective in this institution; 3) The administration through the Planning Office may consider plotting a one at a time accreditation to help the faculty members focus in the

development of instructional materials and conduct of classes so that the quality of instruction is not sacrificed; 4) The administration through the Performance Management Team may give mandate to different colleges/departments to consider the attendance of the faculty in crafting the DPCR or OPCR to guide the faculty in their targets in the IPCR; 5) and, future researchers may conduct quantitative research with a larger sample on the faculty with and without designations to validate the results of the present study.

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