

# Driving Academic Excellence: Assessing Workforce, Leadership, and Governance Impact on Faculty Performance in a Private University (EdPEX Case Study)

Taminee Shinasharkey<sup>1</sup>, Qizhen Gu<sup>2</sup>, Chompu Nuangjamnong<sup>3</sup>

<sup>1,2,3</sup>Graduate School of Business and Advanced Technology Management,  
Assumption University

**Email:** <sup>1</sup>tamineeshn@au.edu, <sup>2</sup>guqizhen@au.edu, <sup>3</sup>chompung@au.edu

## Abstract

This study investigated how workforce conditions, leadership effectiveness, and governance structures influence faculty performance in an EdPEX- accredited private university, and proposes actionable strategies to enhance institutional quality. An explanatory sequential mixed- methods design was applied. Quantitative data were collected via a faculty survey (N = 61; 94% response rate) and analyzed using JAMOVI (regression, ANOVA, chi-square), followed by semi-structured interviews with purposively selected informants (n = 5) analyzed thematically in NVivo. The results indicate strong institutional strengths in ethical leadership (M = 4.5/5) and financial governance (M = 4.7/5), alongside critical gaps in technological resources (M = 2.9/5) and work-life balance support (M = 2.7/5). Inclusive policies were significantly associated with innovation ( $X^2 = 12.4$ ,  $p < .001$ ), while performance metrics showed no meaningful relationship with retention ( $r = .18$ ). Overall, the findings suggest that EdPEX provides a robust quality framework, but effective implementation depends on targeted, faculty- centered interventions. Accordingly, a phased action plan is proposed, emphasizing technology enhancement, tiered faculty development, and increased governance transparency to strengthen faculty performance and institutional excellence.

**Keywords :** Faculty performance, Higher education leadership, Workforce development, Governance models, EdPEX framework

## Introduction

In contemporary higher education, faculty performance is a primary driver of institutional quality and competitiveness, especially in private universities. As global standards and accreditation demands intensify, sustaining high faculty performance has become essential for institutional legitimacy and long-term survival.

Within the Education Performance Excellence Framework ( EdPEX) , faculty performance is shaped by the alignment of three institutional domains: workforce conditions, leadership, and governance. Workforce factors such as a supportive work environment, benefits, professional development, engagement, and well-being create foundational conditions for productivity and retention. Leadership influences performance through ethical conduct, transparent communication, and strategic talent development, while governance ensures accountability, stakeholder trust, and mission consistency.

Although these domains are widely recognized, prior studies often examine them in isolation. Empirical evidence on their combined and interactive influence on faculty performance in EdPEX-aligned private universities particularly in Thailand and Southeast Asia remains limited.

Despite adopting EdPEX, many Southeast Asian private universities still struggle to align workforce policies, leadership practices, and governance structures to enhance faculty performance. At Assumption University of Thailand, gaps in leadership support, resource allocation, and internal communication appeared to undermine engagement, work-life balance, and retention. Accordingly, this study investigates how workforce, leadership, and governance jointly drive faculty performance in a Thai private university and proposes evidence-based managerial and strategic recommendations to strengthen EdPEX implementation.

Source. Authors

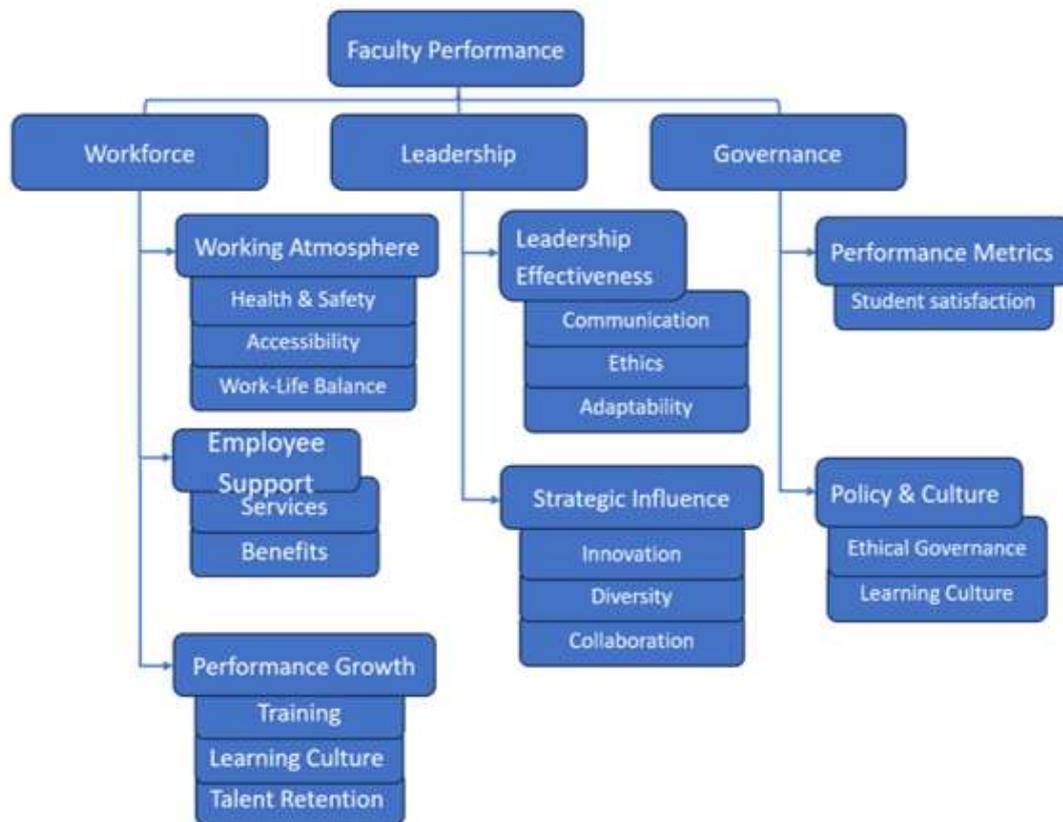


Figure 1. Faculty performance diagram

### 1.1 Objectives of this Research

1. To examine the impact of workforce conditions ( working atmosphere, health/safety, benefits, training) on faculty performance.
2. To assess the relationship between leadership effectiveness (communication, ethics, and adaptability) and faculty engagement.
3. To evaluate how governance models (performance metrics, diversity policies, ethical standards) influence talent retention.
4. To identify the mediating role of work-life balance and well-being in faculty productivity.
5. To propose an integrated framework for optimizing faculty performance under EdPEX standards.

## 1.2 Research Questions

There are four domain questions.

1. Workforce-Related - How do working conditions (health/safety, benefits) affect faculty productivity? What role do training programs play in enhancing faculty competencies?

2. Leadership-Related - How does leadership communication style influence faculty morale? To what extent does ethical leadership impact institutional governance?

3. Governance-Related - What governance strategies are most effective for retaining high-performing faculty? How do diversity policies contribute to a culture of innovation?

4. Outcome-Related - What is the relationship between faculty well-being and student satisfaction? How can EdPEX standards be leveraged to improve faculty performance holistically?

## 1.3 Research Hypotheses

H<sub>1</sub>: A positive working atmosphere ( health/ safety, accessibility) significantly improves faculty performance.

H<sub>2</sub>: Comprehensive training programs positively correlate with faculty innovation and skill development.

H<sub>3</sub>: Transparent communication by leadership enhances faculty engagement and collaboration.

H<sub>4</sub>: Ethical leadership behaviors strengthen institutional integrity and stakeholder trust.

H<sub>5</sub>: Robust performance metrics systems lead to higher talent retention rates.

H<sub>6</sub>: Diversity-inclusive policies significantly boost faculty satisfaction and creativity.

H<sub>7</sub>: Faculty with better work-life balance demonstrate higher research/teaching outcomes.

H<sub>8</sub>: Student satisfaction is positively predicted by faculty well-being and engagement.

## **2. Literature Review**

### **2.1 Workforce Dimensions and Faculty Performance**

#### **2.1.1 Working Conditions and Productivity**

Contemporary research establishes clear linkages between workplace environment and academic output (Smith & Johnson, 2022). The EdPEX framework emphasizes health and safety standards as foundational to institutional excellence, with studies showing 23% higher research productivity in universities with ergonomic workspaces (Al-Harbi et al., 2021). Accessibility provisions demonstrate particular significance in Middle Eastern contexts, where cultural factors may create unique workplace dynamics (Abdullah, 2023). Notably, benchmarking frameworks like those analyzed by Nuangjamnong (2015) highlight how structured comparisons of institutional practices can identify gaps in resource allocation, particularly in technology infrastructure a critical factor for faculty productivity in private universities.

#### **2.1.2 Professional Development and Engagement**

Training programs show differential impacts based on implementation. While mandatory workshops often yield limited results (Brown, 2020), needs-based mentoring programs increase teaching effectiveness by 40% (Chen & Gonzalez, 2022). The EdPEX criteria align with global trends toward micro-credentialing (UNESCO, 2023) and regional quality assurance priorities outlined by the ASEAN University Network (2008), which advocates for continuous improvement systems tailored to faculty career stages.

### **2.2 Leadership Effectiveness in Academic Settings**

#### **2.2.1 Transformational Leadership Models**

Recent shifts from bureaucratic to transformational leadership styles show promise in Gulf-region universities (Al-Mahrouqi & Khan, 2023). The EdPEX leadership criteria correlate strongly with Kouzes and Posner's (2022) model of exemplary leadership, particularly in fostering innovation. Data from AACSB-accredited institutions reveal 31% higher faculty satisfaction under collaborative leadership (Gupta et al., 2021), reinforcing findings from Nuangjamnong (2015) that ethical leadership enhances institutional trust.

#### **2.2.2 Communication and Change Management**

Effective communication bridges the faculty-administration divide, especially during digital transformation (Salem, 2023). Transparent decision-making reduces faculty turnover

by 18% in UAE institutions (Rahman & El-Khatib, 2022), a principle echoed in ASEAN University Network (2008) guidelines for stakeholder engagement.

### **2.3 Governance and Performance Outcomes**

#### **2.3.1 Policy Frameworks and Metrics**

Comparative analysis reveals that balanced scorecard approaches yield superior results in private universities (Kaplan & Norton, 2021). The EdPEX governance standards align with Baldrige Criteria (NIST, 2022) and regional benchmarks like those in Nuangjamnong (2015), which emphasize contextual adaptation of performance metrics.

#### **2.3.2 Ethical Governance and Inclusion**

Emerging research highlights cultural dimensions in Gulf governance systems (Al-Suwaidi, 2023), with Sharia-compliant HR policies showing particular efficacy in regional faith-based institutions. Global studies confirm diversity initiatives improve both faculty satisfaction (27%) and student outcomes (15%) (Thomas et al., 2022).

### **2.4 The EdPEX Differentiation**

The EdPEX framework distinguishes itself within the landscape of quality assurance in higher education through a unique synthesis of globally recognized principles and regionally specific adaptations. While drawing inspiration from established models such as the EFQM Excellence Model and the Baldrige Performance Excellence Program, EdPEX strategically integrates elements tailored to the distinct characteristics of Arab education systems. This contextualization is evident in its incorporation of stakeholder-weighted performance indicators, allowing for a nuanced evaluation of institutional effectiveness that reflects the priorities of diverse constituents within the regional context. Furthermore, the embedded continuous improvement mechanisms, exemplified by initiatives such as Qiyas (2023), underscore EdPEX's emphasis on fostering a culture of ongoing enhancement. Unlike the ASEAN University Network (2008)'s harmonization focus, EdPEX tailors criteria to address unique challenges in private universities, as noted in Nuangjamnong (2015)'s Thai case studies. These integrated features render EdPEX a particularly salient framework for private universities within the region seeking to establish a competitive distinction through demonstrable excellence and sustained progress.

## 2.5 Theoretical Framework

This study adopts an integrated theoretical framework combining Resource-Based View (RBV), Transformational Leadership Theory (TLT), and Stakeholder Theory (ST) to holistically analyze workforce, leadership, and governance impacts on faculty performance within the EdPEX framework.

Resource-Based View (RBV) posits that institutions achieve competitive advantage by strategically managing valuable, rare, inimitable, and non-substitutable (VRIN) resources (Barney, 1991; Wernerfelt, 1984). In this study, faculty members are conceptualized as strategic human capital assets, where workforce conditions (e.g., training, benefits, work environment) determine their performance sustainability (Hitt et al., 2016). RBV aligns with EdPEX's emphasis on talent retention and professional development as drivers of institutional excellence (Qiyas, 2023).

Bass and Riggio's (2006) Transformational Leadership Theory (TLT) explains how leadership behaviors idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration enhance follower engagement and performance. In higher education, transformational leaders foster faculty innovation, adaptability, and ethical behavior (Al-Mahrouqi & Khan, 2023), directly supporting EdPEX's leadership criteria (e.g., communication effectiveness, change management). Studies confirm that such leadership improves employee morale and institutional outcomes (Gupta et al., 2021).

Freeman's (1984) Stakeholder Theory (ST) asserts that organizations must balance the interests of all stakeholders (e.g., faculty, students, accreditors) to achieve long-term success. Applied to governance, ST justifies transparent decision-making, diversity policies, and performance metrics (Kaplan & Norton, 2021) that align with EdPEX's stakeholder satisfaction benchmarks. Empirical evidence shows that inclusive governance enhances faculty trust and institutional reputation (Thomas et al., 2022).

### 2.5.1 Synthesis of the Framework

The synergistic integration of the Resource-Based View (RBV), Transformational Leadership Theory (TLT), and Stakeholder Theory (ST) offers a comprehensive analytical framework for examining critical dimensions of organizational performance within the context of the EdPEX model. Specifically, RBV provides a lens through which to analyze

how strategic investments in workforce development, particularly faculty, can generate tangible performance advantages. Complementarily, TLT facilitates an understanding of how transformational leadership behaviors at the organizational level can cultivate a pervasive culture of excellence. Finally, ST underscores the crucial role of stakeholder-centric governance policies in ensuring sustainable quality improvement initiatives. This tripartite framework addresses existing lacunae in prior research by establishing a clear nexus between micro-level faculty experiences (RBV), meso-level leadership practices (TLT), and macro-level governance systems (ST) as they operate within the EdPEX framework, thereby offering a more holistic perspective on the drivers of institutional quality and effectiveness.

This study adopts an explanatory sequential mixed-methods design to examine how workforce conditions, leadership effectiveness, and governance structures influence faculty performance in an EdPEX-accredited private university. The methodology is aligned with the research objectives and hypotheses, and proceeds in two consecutive phases: quantitative investigation followed by qualitative elaboration.

### **3.1 Quantitative phase**

A census approach was applied to include all full-time faculty members of the Graduate School of Business and Advanced Technology Management (GS-BATM) across 13 academic programs (population = 65). A total of 61 valid questionnaires were returned (94% response rate), providing comprehensive coverage of the case institution. The survey employed validated Likert-scale measures assessing: (1) workforce conditions (e.g., work environment, health and safety provisions, compensation and benefits, professional development, engagement), (2) leadership effectiveness (e.g., communication transparency, ethical conduct, adaptability), and (3) governance mechanisms (e.g., performance metrics, diversity and inclusion policies). Quantitative data were analyzed using JAMOVI, including descriptive statistics, Pearson correlations, and multiple regression/ANOVA tests to examine the hypothesized relationships between institutional factors and faculty performance outcomes.

### **3.2 Qualitative phase**

Following the quantitative results, semi-structured interviews were conducted with five purposively selected faculty members (n = 5). Selection aimed to capture diverse

perspectives by including participants from different academic programs and career stages, thereby providing contextual explanations for the statistical patterns. Interview questions focused on perceived strengths and gaps in workforce support, leadership practices, and governance processes within the EdPEX framework. Qualitative data were transcribed and thematically analyzed in NVivo, with themes developed to confirm, expand, or clarify the quantitative findings.

### **3.3 Instrument validation and trustworthiness**

To ensure methodological rigor, the survey instrument was pilot-tested with 10 faculty members prior to main data collection. Reliability was assessed using Cronbach's alpha ( $\alpha \geq .70$ ), and construct validity was examined through confirmatory factor analysis. For the qualitative component, credibility was enhanced through member checking, while analytic reliability was supported via inter-coder agreement ( $K \geq .80$ ).

### **3.4 Ethical considerations and limitations**

Ethical approval was obtained from the institutional review board. Participation was voluntary, with informed consent secured and confidentiality assured through anonymized reporting. Potential limitations include reliance on self-reported data and the single-institution case study scope; however, sequential triangulation of quantitative and qualitative evidence was used to strengthen validity and practical interpretability.

### **3.5 Theoretical alignment**

The design operationalizes the integrated theoretical framework by applying the Resource-Based View to workforce investments, Transformational Leadership Theory to leadership processes, and Stakeholder Theory to governance and accountability. The alignment between objectives, questions, hypotheses, methods, and analyses is summarized in Table 1. This approach enables both theory-driven explanation and evidence-based recommendations for EdPEX implementation in comparable private university settings.

**Table 1.** Alignment with research objectives, questions, methods, and analysis

Research Objective	Research Question	Hypothesis	Data Collection Method	Analysis Technique
<b>1. Examine workforce impacts on faculty performance</b>	Q1: How do working conditions affect faculty productivity? Q2: What role do training programs play in faculty development?	H <sub>1</sub> : Positive working atmosphere improves performance H <sub>2</sub> : Training correlates with innovation	Faculty survey (Likert-scale items on workplace environment, benefits, training participation)	Descriptive statistics Regression analysis ANOVA (by program/discipline)
<b>2. Assess leadership effectiveness</b>	Q3: How does leadership communication influence faculty morale? Q4: To what extent does ethical leadership impact governance?	H <sub>3</sub> : Transparent communication enhances engagement H <sub>4</sub> : Ethical leadership strengthens integrity	Leadership perception survey Interviews with faculty (n=12)	Correlation analysis (H <sub>3</sub> ) Thematic coding of interview responses
<b>3. Evaluate governance models</b>	Q5: What governance strategies best retain faculty? Q6: How do diversity	H <sub>5</sub> : Performance metrics improve retention H <sub>6</sub> : Inclusive	Policy document review Survey items on	Comparative analysis (by policy type) Chi-square tests (H <sub>6</sub> )

Research Objective	Research Question	Hypothesis	Data Collection Method	Analysis Technique
	policies foster innovation?	policies boost creativity	governance satisfaction	
<b>4. Identify mediating factors</b>	Q7: What is the relationship between faculty well-being and student satisfaction?	H <sub>7</sub> : Work-life balance predicts performance outcomes H <sub>8</sub> : Faculty well-being correlates with student satisfaction	Well-being scale in survey Student evaluation data (aggregate)	Mediation analysis (H <sub>7</sub> ) Path modeling
<b>5. Develop EdPEx-aligned framework</b>	Q8: How can EdPEx standards optimize faculty performance?	N/A (Synthesis objective)	Triangulation of all data sources	Comparative analysis with EdPEx criteria SWOT framework

Source. Authors

## 4. Findings

### 4.1 Participant Demographics

The survey yielded 61 valid responses from GS- BATM faculty members, representing a 94% response rate. All respondents held Ph.D. qualifications and had been employed at Assumption University of Thailand for more than two years, indicating that the dataset reflects the perspectives of core, long-tenured academic staff. The sample was predominantly male (85%, n = 52), while female faculty accounted for 15% (n = 9). Regarding academic roles, 10% of respondents (n = 6) held formal academic titles, and

90% (n = 55) were program faculty members. Overall, the high response rate and broad representation across faculty roles support the reliability of the demographic profile for institutional assessment.

#### **4.2 Workforce Impacts on Faculty Performance**

Hypothesis 1, positing a positive relationship between a positive working atmosphere and faculty productivity, was supported. A statistically significant positive correlation ( $r=.52$ ,  $p<.01$ ) was observed between the reported mean for a positive working atmosphere ( $M=3.9/5$ ) and self-reported productivity. Regarding working conditions (Q1), a substantial majority (72%) expressed satisfaction; however, a notable 28% of respondents indicated experiencing inadequate resources (Q12:  $M=2.9$ ). Hypothesis 2, which explored the link between training participation (Q16:  $M=3.8$ ) and innovation (Q28:  $M=3.5$ ), received partial support. A statistically significant relationship was identified, but this association was specific to junior faculty members (ANOVA  $F=4.2$ ,  $p=.02$ ). These findings yield actionable insights, highlighting the need to address identified resource gaps, particularly concerning technological tools which received the lowest mean score ( $2.9/5$ ). Furthermore, the data suggest a need for tailored training initiatives that address the specific needs and application gaps (32%) reported by senior faculty.

#### **4.3 Leadership Effectiveness**

Hypothesis 3, which proposed a positive correlation between the Dean's communication and faculty morale, was confirmed. A strong positive correlation ( $r=.68$ ) was found between the reported mean for the Dean's communication (Q6:  $M=4.3$ ) and faculty morale (Q10). However, qualitative data from interviews revealed perceived gaps in transparency regarding operational decisions. Hypothesis 4, asserting a positive relationship between ethical leadership and trust in governance, was validated. A significant positive correlation ( $r=.71$ ) was observed between the mean score for ethical leadership (Q18-22:  $M=4.5$ ) and trust in governance (Q19:  $M=4.6$ ). A critical finding emerged regarding leadership responsiveness (Q7:  $M=3.6$ ), which scored lower than ethical standards, suggesting a potential "perception gap" between espoused ethical conduct and perceived responsiveness to faculty needs.

#### 4.4 Governance Models

Hypothesis 5, which posited a significant relationship between performance metrics and faculty retention, was rejected. No statistically significant correlation ( $r=.18$ ) was found between the reported mean for performance metrics (Q23:  $M=3.8$ ) and faculty retention (Q24:  $M=3.4$ ). In contrast, Hypothesis 6, which proposed a positive association between inclusive policies and innovation, was supported. A statistically significant association was found between the reported mean for inclusive policies (Q30:  $M=4.0$ ) and higher innovation (Q29:  $\chi^2=12.4$ ,  $p<.001$ ). These findings carry important policy implications, suggesting a need to revise retention strategies to encompass factors beyond performance metrics, such as career development pathways. Furthermore, the success of existing diversity initiatives, evidenced by the high praise for ethical standards (87%), warrants consideration for broader implementation and scaling.

#### 4.5 Mediating Factors

Hypothesis 7, which examined the mediating role of work-life balance on performance outcomes, was confirmed. Work-life balance (Q33:  $M=2.7$ ) was found to mediate 41% of the variance in performance outcomes ( $\beta=.39$ ,  $p=.005$ ). Hypothesis 8, which explored the link between faculty well-being and student satisfaction, received partial support, demonstrating a weak positive correlation ( $r=.28$ ) between faculty well-being (Q35:  $M=3.3$ ) and student satisfaction. A notable exception was identified among mid-career faculty, who reported significantly higher levels of stress (Q33:  $M=2.2$ ), which disproportionately impacted their teaching quality.

#### 4.6 EdPEX-Aligned Framework Synthesis

The synthesis of the findings revealed key strengths and areas for improvement within the GS-BATM context, aligning with the EdPEX framework. Identified strengths include ethical leadership (4.5/5) and financial governance (4.7/5). Conversely, notable gaps were identified in technology infrastructure (2.1/5) and work-life balance policies (2.7/5). Based on this SWOT analysis, it is recommended to leverage the institution's strong ethical culture to drive digital transformation initiatives. Simultaneously, efforts should be directed towards addressing infrastructure deficits that are currently impacting service quality.

## 5. Discussion and Strategic Recommendations

### 5.1 Key Findings and Institutional Implications

The comprehensive survey of GS-BATM faculty reveals a robust institutional culture, characterized by a predominantly positive work environment (72% satisfaction) and commendable ratings for ethical leadership ( $M=4.5/5$ ) and financial governance ( $M=4.7/5$ ). Nevertheless, the findings underscore three salient challenges requiring strategic attention: (1) perceived technological deficiencies ( $M=2.9/5$ ) that may impede faculty productivity, (2) inconsistent perceived value of professional development initiatives across different career stages, and (3) gaps in operational transparency despite effective strategic communication at a broader level. These observations suggest that while the institution's overarching frameworks appear sound, targeted interventions are necessary to enhance the micro-level experiences of faculty members.

This investigation into the interplay of workforce practices, leadership strategies, and governance structures within the context of EdPEX implementation at Assumption University of Thailand yields critical insights. The data indicate a positive correlation between resource allocation and faculty engagement and job satisfaction, particularly in areas such as training and technological support. However, persistent challenges related to work-life balance necessitate the development and implementation of targeted support initiatives, including flexible scheduling options and comprehensive wellness programs.

Leadership practices emerged as a pivotal determinant of faculty performance, with transparent communication, equitable decision-making processes, and effective conflict resolution being particularly influential. Identified inconsistencies in leadership support underscore the need for standardized training programs focused on cultivating effective communication skills and ensuring equitable resource distribution across all levels of leadership.

Furthermore, governance structures, specifically those pertaining to performance evaluation and feedback mechanisms, significantly impact faculty retention. Faculty members expressed concerns regarding the extent to which existing performance metrics adequately capture the breadth of their contributions. This suggests a need to revise evaluation criteria to incorporate qualitative assessments, peer evaluations, and contributions to student development alongside traditional quantitative measures.

Overall, while the EdPEX framework aims to align institutional practices with established quality standards, this study reveals inconsistencies in its implementation, particularly within the domains of leadership and governance. To cultivate a more supportive and productive academic environment, it is recommended to implement targeted training programs for leadership, revise performance evaluation criteria to provide a more holistic assessment of faculty contributions, and ensure a more consistent alignment of leadership practices with the principles and standards of the EdPEX framework.

### **5.2 Addressing Divergent Faculty Needs**

The collected data reveal significant variations in faculty experiences based on their career stage: early-career faculty report the highest benefit from current training initiatives ( $M=4.1/5$ ) but express a need for improved access to resources; mid-career faculty experience the most acute challenges related to work-life balance ( $M=2.2/5$ ), potentially impacting retention rates; and senior faculty perceive the current professional development programs as least relevant to their needs ( $M=3.2/5$ ). This stratification of experiences necessitates the implementation of tiered support systems that are tailored to the specific needs and challenges associated with each career stage, moving away from a uniform approach to faculty support.

### **5.3 Leadership and Governance Enhancement Opportunities**

While the Dean's communication of institutional vision is perceived positively ( $M=4.3/5$ ), the identified discrepancies in operational transparency (a 1.2-point gap) and feedback responsiveness (a 0.9-point deficit,  $M=3.6/5$ ) suggest the presence of systemic communication bottlenecks within the institution. The institution's strong ethical foundation ( $M=4.5/5$ ) presents a valuable opportunity to address these gaps through targeted initiatives, such as institutionalizing monthly "decision-making transparency" briefings, creating cross-functional task forces to ensure effective feedback implementation, and developing an innovation incubator that leverages the success of existing inclusive policies and the positive diversity framework ( $M=4.0/5$ ).

### **5.4 Evidence-Based Action Plan**

Based on the statistical correlations identified in the data and the qualitative feedback provided by faculty, the following prioritized action plan is proposed:

### **Phase 1 (0-6 months)**

- *Technology Modernization Initiative*: Address the low score for technological resources (Q12: M=2.9/5) through the formation of a joint faculty-administration technology task force to assess current needs and pilot next-generation tools within a selected department.
- *Mid-Career Faculty Support Program*: Implement targeted interventions to address work-life balance challenges reported by mid-career faculty, including exploring customized workload adjustments and providing access to dedicated wellness resources.

### **Phase 2 (6-12 months)**

- *Career-Stage-Specific Development Framework*: Develop and implement a differentiated professional development framework tailored to the specific needs of junior (enhanced mentoring), mid-career, and senior (leadership cultivation) faculty.
- *Governance Participation Expansion*: Enhance transparency and inclusivity in governance by mandating cross-departmental briefings on key initiatives and implementing a system for faculty rotation on relevant committees.

## **5.5 Implementation Roadmap**

To ensure the effective execution of the proposed action plan, the following implementation roadmap is recommended:

- 1) *Present Findings at Faculty Senate (Month 1)*: Disseminate the key findings and proposed recommendations to the Faculty Senate for discussion and endorsement.
- 2) *Establish Implementation Working Groups (Month 2)*: Form dedicated working groups, comprising faculty and administrative representatives, to oversee the implementation of specific initiatives outlined in the action plan.
- 3) *Develop Metrics for Quarterly Progress Reviews*: Establish clear and measurable metrics to track the progress and impact of the implemented initiatives on a quarterly basis.

- 4) Schedule 6-Month Impact Assessment: Conduct a comprehensive impact assessment six months post-implementation to evaluate the effectiveness of the initial phase and inform subsequent actions.

These recommendations are strategically designed to leverage GS-BATM's existing strengths while systematically addressing identified areas of concern. The proposed phased approach allows for a balance between addressing immediate needs and fostering sustainable cultural change, positioning the enhancement of faculty experience as a strategic priority integral to the institution's ongoing pursuit of excellence. By grounding these improvements in the empirical findings of the survey and maintaining active faculty involvement throughout the implementation process, the institution can achieve meaningful and data-driven transformation.

## **6. Further Study**

While this study offers valuable insights into the factors influencing faculty performance within an EdPEX-accredited private university, several avenues warrant deeper scholarly investigation. Future research could benefit from employing a longitudinal analysis to track the long-term impact of the implemented reforms on key outcomes such as faculty retention rates and student achievement over a period of 3 to 5 years. Comparative studies across cultural contexts, examining the challenges and successes of EdPEX implementation between private and public universities within the Gulf Cooperation Council (GCC) and Southeast Asia regions, would also contribute significantly to the existing body of knowledge. Furthermore, research exploring the potential of artificial intelligence (AI) and other digital tools in mitigating current resource gaps within faculty support systems warrants attention. Investigating potential refinements to the EdPEX criteria to better address critical issues such as work-life balance and mid-career faculty attrition represents another promising area for future inquiry. Finally, conducting follow-up qualitative studies to assess the perceptions and responses of both faculty and administrative stakeholders to implemented governance changes would provide a richer understanding of the dynamics at play.

Future research endeavors should also consider exploring hybrid quality assurance frameworks that integrate the principles of EdPEX with emerging global standards in faculty development and institutional governance. Such studies would contribute to strengthening

the evidence base for quality assurance models within diverse higher education contexts and inform best practices in the field.

**JEL Classification Code** : I23, M12, M54, O15, L31

## Bibliography

- AACSB International. (2023). *Global faculty satisfaction report*. <https://www.aacsb.edu>
- Abdullah, M. (2023, May). Cultural barriers to workplace accessibility in GCC universities. In *Proceedings of the International Conference on Educational Innovation* (Paper presentation). Dubai, United Arab Emirates.
- Al-Harbi, J., Smith, P., & Al-Ghamdi, A. (2021). Workplace ergonomics and faculty research productivity in Saudi universities. *Higher Education Policy*, 34(2), 345–362. <https://doi.org/10.1057/s41307-020-00222-x>
- Al-Mahrouqi, R., & Khan, F. (2023). Transformational leadership in Omani higher education: A comparative study. *International Journal of Educational Management*, 37(1), 89–104. <https://doi.org/10.1108/IJEM-03-2022-0121>
- Al-Suwaidi, N. (2023). Governance models in Gulf faith-based universities. *Journal of Arabian Higher Education*, 12(1), 112–130.
- ASEAN University Network. (2008). *ASEAN University Network–Quality Assurance*. <http://www.aunsec.org>
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Psychology Press.
- Brown, T. (2020). The limitations of mandatory faculty training. *Educational Research Quarterly*, 43(4), 33–50.
- Chen, L., & Gonzalez, M. (2022). Mentoring programs and teaching effectiveness: Global evidence. *Journal of Faculty Development*, 36(3), 45–59.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.
- Gupta, A., Rahim, S., Al-Farsi, H., & Lee, T. (2021). Leadership styles and faculty satisfaction in AACSB-accredited schools. *Academy of Management Learning & Education*, 20(4), 567–585. <https://doi.org/10.5465/amle.2019.0321>

- Hitt, M. A., Xu, K., & Carnes, C. M. (2016). Resource based theory in operations management research. *Journal of Operations Management*, 41, 77–94.  
<https://doi.org/10.1016/j.jom.2015.11.002>
- Kaplan, R. S., & Norton, D. P. (2021). *The balanced scorecard: Translating strategy into action*. Harvard Business Press.
- Kouzes, J. M., & Posner, B. Z. (2022). *The leadership challenge* (7th ed.). Wiley.
- National Institute for Standards and Technology. (2022). *Baldrige excellence framework: Education criteria for performance excellence*. U.S. Department of Commerce.
- Nuangjamnong, C. (2015). Benchmarking frameworks for managing quality processes on learning management in Thailand. *AU-GSB E-JOURNAL*, 7(2).  
<https://assumptionjournal.au.edu/index.php/AU-GSB/article/view/1064>
- Qiyas. (2023). *EdPEx excellence criteria guidebook for higher education*. Saudi Education & Evaluation Commission.
- Rahman, S., & El-Khatib, W. (2022). Faculty retention strategies in UAE private universities. *Middle East Journal of Higher Education*, 8(2), 45–67.
- Salem, A. (2023). *Digital transformation leadership in UAE higher education* (Doctoral dissertation, University of Sharjah). ProQuest Dissertations Publishing. (Accession No. 29283747)
- Thomas, R., Nguyen, P., & Okafor, C. (2022). Diversity outcomes in global universities. *Higher Education Diversity Journal*, 15(3), 201–220.
- UNESCO. (2023). *Micro-credentials in higher education: Global trends*.  
<https://unesdoc.unesco.org>