

Comparative Study of Male and Female Faculty Achievements at Mirpur University of Science and Technology (AJ&K)

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Abstract



This research was conducted on comparative study of male and female faculty achievements at higher education level at Mirpur University of Science and Technology, AJK. The objectives of the study were to assess the faculty achievement at university level, to compare the male and female faculty achievement at university level. The quantitative research approach and survey research design was used to collect the answers from the targeted respondents. The population of the research study comprised of faculties of Mirpur University of Science and Technology (MUST) Mirpur AJK. Sample was comprised of two faculties Natural Sciences and Social Sciences. Stratified sampling technique was used to select the sample size. However total sample size was hundred. There were two part of questionnaire first part was demographic and second part was based on discovery, teaching and learning and application. For data collection, the researcher personally visited from two faculties (i) social sciences and (ii) natural sciences. It was concluded that the highest value of MPhil teacher was found. It was concluded the achievement of male teacher in discovery were highest than female and in teaching and learning achievement of female teachers were highest than male and the achievement of male teachers in application were highest than female teachers. It is recommended that male and female faculty member may increase their teaching learning strategies through the implementation of specialized professional development programs. Encourage teachers to integrate practical applications of knowledge into their teaching methods.

Keywords: Faculty Achievement, Discovery, Application, Teaching & Learning

Introduction

Background of the study

Faculty achievements encompasses various aspects of an individual faculty member's professional performance, including research productivity, teaching effectiveness, grant funding, publication records, recognition, and promotion rates. Research productivity is a key component of faculty achievement, reflecting their contributions to advancing knowledge. Studies have found that research productivity positively correlates with faculty advancement and recognition (Smith et al., 2018; Johnson et al., 2020). Teaching effectiveness is another important dimension of faculty achievement, as it directly impacts students' learning outcomes and satisfaction. Research suggests that faculty members who are effective teachers receive positive feedback from students and peers, enhancing their overall achievement (Brown & Wilson, 2019; Garcia & Lee, 2021).

Securing grant funding is a significant accomplishment for faculty members, enabling them to conduct research projects and contribute to their fields. Research has shown that successful grant acquisition is associated with faculty achievement and career advancement (Jones et al., 2017; Anderson & Smith, 2022). Publication records, including high-quality and impactful research articles, book chapters, and monographs, are important indicators of faculty achievement. Numerous studies have demonstrated the positive relationship between publication records and faculty advancement (White et al., 2019; Davis & Johnson, 2020). Recognition and awards play a vital role in faculty achievement, as they acknowledge exceptional contributions to the field. Faculty members who receive prestigious awards, fellowships, or invitations to serve in leadership positions are recognized

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for their significant achievements and impact (Anderson, 2018; Garcia et al., 2021). Promotion rates are also indicative of faculty achievement, as they reflect the recognition and advancement opportunities available within academic institutions. Research has highlighted the importance of promotion rates in determining faculty achievement and career progression (Brown & Davis, 2019; Johnson & Wilson, 2021).

Overall, faculty achievement encompasses various dimensions that reflect a faculty member's impact and success within academia. The aforementioned aspects of faculty achievement, including research productivity, teaching effectiveness, grant funding, publication records, recognition, and promotion rates, contribute to a comprehensive understanding of their professional accomplishments. Faculty achievement is of paramount importance in higher education as it reflects the impact, success, and contributions of faculty members to their respective disciplines and academic institutions. Several studies emphasize the significance of faculty achievement in various dimensions. Research productivity is a vital aspect of faculty achievement, as it indicates the generation of new knowledge and advancements in a particular field. Research productivity has been linked to faculty advancement and recognition (Smith et al., 2018; Johnson et al., 2020). Teaching effectiveness is also highly important, as faculty members play a pivotal role in shaping students' learning experiences and outcomes. A strong publication record, including high-quality publications in reputable journals, demonstrates a faculty member's impact and recognition within their discipline (White et al., 2019; Davis & Johnson, 2020). Recognition and awards are crucial in acknowledging and honoring faculty members' exceptional achievements and contributions. They highlight the esteem and impact associated with a faculty member's work, enhancing their visibility and reputation (Anderson, 2018; Garcia et al., 2021).

In conclusion, faculty achievement encompasses various dimensions that reflect a faculty member's impact, success, and contributions within academia. Research productivity, teaching effectiveness, grant funding, publication records, recognition, promotion rates, collaborations, and service activities collectively shape a faculty member's professional growth, reputation, and their ability to make significant contributions to their discipline and academic community. The importance of male and female faculty achievement in higher education can be understood through the lens of the Boyer model, which emphasizes four essential dimensions of scholarship: discovery, integration, application, and teaching. Achievements in these dimensions are crucial for both male and female faculty members, as they contribute to the advancement of knowledge, interdisciplinary collaboration, real-world impact, and effective teaching practices.

The application dimension of scholarship focuses on translating research findings into practical solutions and addressing real-world problems. Both male and female faculty members can have significant impact through their applied research, contributing to advancements in areas such as healthcare, technology, social justice, and policy-making (Brown & Davis, 2019; Johnson & Wilson, 2021). Teaching, the final dimension of the Boyer model, highlights the importance of effective pedagogy and student engagement.

Statement of the Problem

Male and female faculty members are equally responsible for creating inclusive and stimulating learning environments, inspiring students, and equipping them with the knowledge and skills needed to succeed in their chosen fields (Garcia & Lee, 2021; Brown et al., 2020). According to the Boyer Model there are four components, discovery, integration, application and teaching. It assesses success of faculty member. For determining the intended study results, this research was conducted on comparative study of male and female faculty achievements level according to Boyer's Model at Mirpur University of science and technology, AJK.

Objectives

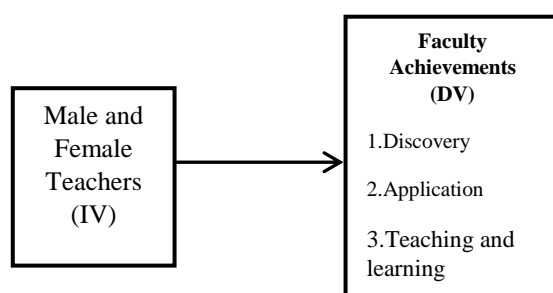
The objectives of the study were the following

1. To assess the faculty achievements at university level
2. To compare the faculty male and female faculty achievements at university level

Research Questions

1. What are the level of faculty achievements regarding discovery, application and teaching and learning at university level.
2. What are the differences in the male and female achievements at university level.

Conceptual Frame work



A conceptual framework describes the concepts derived from both the independent and dependent variables faculty achievement as a dependent variable and faculty male and female teachers are independent variable. According to Boyer's (1997) approach, there are four components discovery, application, integration and teaching and learning. But in the study three components were described which are discovery, application and teaching and learning.

Discovery

Discovery is the first component that means to construct innovative Knowledge through traditional research, which is closely related to traditional research and source of knowledge. It depicts the scholarly atmosphere in higher education institutions. He emphasized research-based knowledge that has a significant effect on academic development (Boyers, 1997).

Application

Application is considered the third scholarship of faculty achievement according to Boyer's model (1997), means to assist society and professions in addressing problems, and depicts light of research results and outcomes used for solving social problems. Professional services and beneficiaries are also included in this form. Service activities that are specifically linked to an individual's field of expertise and professional activities are considered to be a part of this category.

Teaching and Learning

The large area of teaching and learning fosters the professional growth of employees based on contributions and accomplishments. Employees advance their professional growth and advancement in the relevant area based on teaching and learning accomplishments. For university teachers, there are four progression degrees of teaching proficiency.

- (1) Effective teacher
- (2) Skilled teacher
- (3) The institutional leader
- (4) Scholarly teacher (Boyer, 2007).

Significance of the study

This study will be useful for university faculty members for career advancement, it provides equal opportunity for professional development, this research is also helpful for researchers to make a significance contribution in research focus, data collection and beneficial for perspective teachers to understanding the gender disparities and dynamics within the academic environment while preparing themselves for successful and impactful careers in academia and it is favorable for layman personal growth and it is beneficial for overall information to know about the achievement of the facilities of Mirpur university of science and technology, AJK.

Review of Literature

Faculty achievement refers to the accomplishments and contributions of teachers and researchers in universities. It is about recognizing and measuring their success in various areas and how well professors do in teaching, research, and service (Condon et al. 2016; Seidman 2012). In their exhaustive examination of institutional action and retention, Seidman and others squarely identify faculty development with student learning. The authors state, "Faculty development plays a direct role in influencing pedagogy and curriculum and an indirect but very important role in student involvement, and therefore, student learning and success. Further, by extending recent research in the Scholarship of Teaching and Learning (SoTL) to assessment of faculty development and its effectiveness, Condon and colleagues (2016) showed that faculty participation in professional

development activities positively affects classroom pedagogy, student learning, and the overall culture of teaching and learning in a college or university. Faculty achievement means doing well in different parts of a professor's job. Such as a great teacher who helps students learn and succeed and doing important studies, writing research papers, and sharing knowledge with the world, it helps the school and the community by doing things like being on committees and giving back. We use different tools to measure faculty success, like student evaluations for teaching, counting research publications, and asking peers for feedback. Faculty achievement means teachers and professors are really good at their jobs. They know how to teach well, explain things clearly, and help students learn. When teachers achieve, students have a better learning experience, and they can do better in their studies. "Social identity theory suggests that faculty achievement is influenced by how individuals identify with certain groups. When faculty members feel a strong connection to their academic community, it can positively impact their motivation and achievement" (Tajfel & Turner, 2010).

Need of Faculty Achievements at Higher Education Level

Faculty achievement is really important in colleges and universities because it makes education quality better. When teachers and professors achieve in their jobs, it means they are really good at teaching and helping students learn. Imagine having a teacher who knows a lot, explains things well. So, when teachers achieve, students get a better education, and they can learn more to succeed in their lives. Faculty members who actively engage in such communities tend to achieve more through collective learning" (Wenger, 2010).

Faculty achievements, such as advanced degrees, teaching awards, and innovative pedagogical methods, directly impact the quality of education provided to students (Hattie & Marsh, 1996).

Faculty achievement at the higher educational level is of paramount importance for several reasons. Firstly, it plays a crucial role in enhancing the overall quality of education provided to students. Highly accomplished faculty members bring with them a wealth of knowledge and experience, which enriches the learning environment and empowers students with a deeper understanding of their chosen fields of study (Brown & Medway, 2007).

Faculty achievement is closely linked to research productivity and innovation. Accomplished faculty members are more likely to engage in cutting-edge research, publish in reputable journals, and secure research grants. This not only advances the frontiers of knowledge but also exposes students to the latest developments in their disciplines, fostering a culture of research and innovation on campus (Bland & Schmitz, 2018).

Faculty achievement contributes to the personal and professional development of students. Accomplished faculty members serve as role models and mentors, guiding students in their academic and career pursuits. Their mentorship can be instrumental in shaping the future leaders and thinkers of society (Haring-Smith, 2011).

Importance of Faculty Achievements

Faculty members who excel in research and scholarship contribute to the advancement of knowledge in their respective fields. Their publications, innovations, and discoveries not only enhance the reputation of the institution but also provide students with access to cutting-edge information and opportunities for involvement in research projects. Such achievements can lead to increased funding for the institution and attract top-notch students and faculty, creating a vibrant academic environment. Teaching excellence is a critical facet of faculty achievement. Professors who are passionate about their subjects, employ innovative teaching methods, and cultivate engaging learning environments have a profound impact on their students. High-quality teaching fosters critical thinking, problem-solving skills, and a deeper understanding of the subject matter. It also inspires students to pursue their academic goals with enthusiasm and dedication. Bok, D. (2006).

Faculty members who engage with their communities, both locally and globally, bring real-world relevance to the classroom. They can establish partnerships with industry, government agencies, and non-profit organizations, providing students with internships, research opportunities, and connections that facilitate their transition into the workforce (Beinecke, 2020).

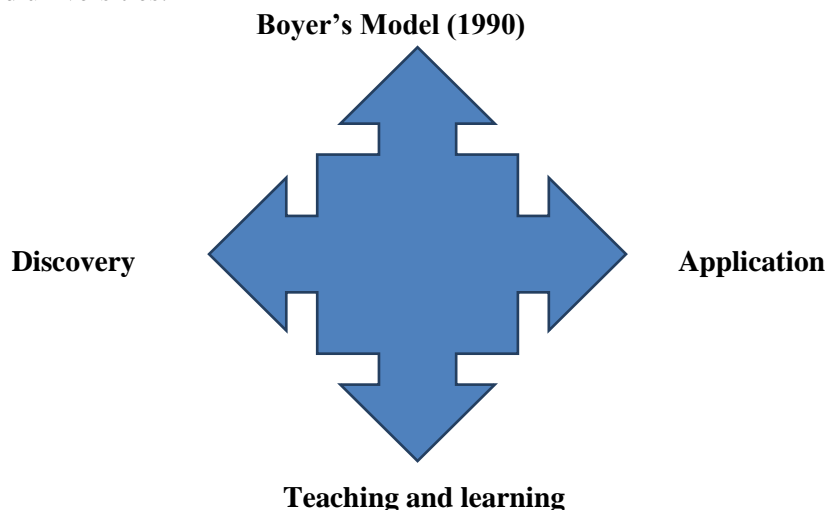
Faculty achievement is not just about school's it is about making the world a better place. Professors' research achievements often lead to discoveries that benefit society. These discoveries can include new medicines, innovative technologies, and solutions to pressing problems, improving the lives of people everywhere. "Self-Determination theory developed by Deci and Ryan, focuses on the

importance of motivation that comes from within. When faculty members are driven by their own interests and feel a sense of autonomy in their work, they are more likely to achieve success” (Deci & Ryan, 2017).

Faculty Achievements according to Boyer's Model of Scholarship

Ernest L. Boyer's by 1990 way of thinking about how teachers and professors can do really well in their jobs is super helpful. He had this idea that there are four important ways faculty can achieve success: teaching, research, putting what they know into action, and mixing different types of knowledge together. It means that when we look at how teachers and professors are doing, we shouldn't just look at their research papers. We should also see how good they are at teaching, how they use what they know to help the world, and how they connect different ideas.

Boyer's way of thinking helps us understand that faculty can shine in different ways, not just by doing research. It's a modern way of looking at what makes teachers and professors great in today's colleges and universities.



By focusing on the teaching and learning as well as discovery components of Boyer's model, we aim to provide a comprehensive understanding of faculty achievement that extends beyond traditional research metrics. So, we are looking at how well teachers teach, how much students learn, and how professors find new things, to give a full view of faculty achievement beyond just research numbers.

According to Boyer's model, teaching and learning are like a dynamic duo in education. Teaching is not just about what teachers say, it is about how they help students understand and grow. It is like a guide leading an exciting adventure. Learning, on the other hand, is when students soak up knowledge like sponges and become smarter and discovering hidden treasures.

This model highlights that learning should be exciting and rewarding, like an exciting journey of self-discovery where students become more knowledgeable and capable. It reminds us that teaching and learning go hand in hand, and when they work together, it is like a magical journey of discovery for both teachers and students, teaching is not just about talking and sharing facts. It is about inspiring students, answering their questions, and making sure they truly grasp the material and act as being a mentor who guides and supports students in their learning adventure. Good teaching creates a positive and engaging environment where students can explore and thrive.

In Boyer's model, discovery is like going on a thrilling adventure to find new things. Imagine being an explorer, but instead of exploring distant lands, you're exploring the world of knowledge. Researchers, like scientists and scholars, use their curiosity and tools to uncover hidden truths which create new ideas and finding a hidden treasure chest full of knowledge that can change the world. Discovery is not just about finding facts or answer, it is about asking big questions and seeking innovative solutions and trying to solve a giant puzzle where every piece you find brings you closer to a breakthrough. Researchers do not stop at what is already known they push the boundaries of what we understand.

Discovery is an intellectual pursuit it is a way to make the world better. Think of it as inventors creating new gadgets or doctors finding cures for diseases. Researchers use their discoveries to solve real problems and improve our lives and society to positively impact the world around us.

Faculty achievements serve as a valuable foundation for students' thesis and research work. When professors excel in their fields, they bring a wealth of knowledge and experience to the classroom. This expertise can guide students in choosing relevant research topics, developing strong methodologies, and understanding the latest advancements in their field of study. Additionally, faculty achievements often include published research papers and valuable connections in the academic community, providing students with access to essential resources and opportunities for collaboration. In essence, the accomplishments of faculty members not only inspire students but also provide them with the tools and support they need to excel in their own research work and activities.

Discovery

This dimension represents traditional research activities. It includes the creation of new knowledge through original research, experimentation, data collection, and analysis. Scholars engaged in the Scholarship of Discovery contribute to their fields by generating new theories, insights, and discoveries through rigorous investigation (Boyer, E. L.1990). The Scholarship of Discovery in the Boyer Model highlights the importance of research and the creation of new knowledge within academia and various professional domains. It promotes a culture of intellectual curiosity, rigorous investigation, and the continual pursuit of answers to unresolved questions. This component plays a vital role in advancing human understanding and driving progress in a wide range of disciplines. Gary Rhoades, a scholar in the field of higher education, has written about the Boyer Model and its impact on faculty roles. He has highlighted how Boyer's concept of scholarship challenged traditional notions of research-focused scholarship and encouraged a more inclusive view of faculty work (Rhoades, 1997).

Teaching and Learning

Teach research strategies and search techniques, such as Boolean operators and advanced search strategies. You can refer to educational materials on search strategies and information retrieval, like Hockly's (Hockly, 2015) This component is central to the teaching and learning process. It involves the continuous improvement of teaching methods and strategies to enhance student learning. It Guide students on how to organize and synthesize information effectively (Booth et al., 2008). Educators in this category focus on effective pedagogy, curriculum development, and assessment techniques. They seek to create engaging and effective learning experiences for their students. Teach students how to recognize the need for information and formulate research questions. You can refer to studies on information needs and user behavior, such as Case's research on information seeking behavior (Case, 2012)

Application

Application often involves direct engagement with communities or organizations. Researchers work closely with stakeholders to understand their needs, provide expert guidance, and help implement solutions that have a positive impact (Lavis, J. N., Lomas, J., Hamid, M., & Sewankambo, N. K. 2006). It includes scholarly activities, which attempt to apply one's content expertise and knowledge to the betterment and service of the academy and society. The scholarship of application emphasizes the practical application of knowledge and theories to address real-world problems and challenges. It Provide guidance on research strategies, including Boolean operators and database search techniques (Hockly, 2015).

Application of knowledge assign literature reviews where students synthesize and analyze existing research (Booth et al., 2008).

Theories related to Faculty Achievements at Higher Educational Level

Human Capital Theory

Gary Becker theory emphasizes that individuals' skills, education, and knowledge (human capital) contribute to their career success in academia. Faculty members invest in their human capital through education and experience, leading to higher achievement. (Becker, G. S. 1993)

Social Capital Theory

James S. Coleman Social capital theory focuses on the importance of social networks and relationships. In academia, it suggests that faculty members' connections with colleagues, students, and external collaborators can impact their achievement. (Coleman, J. S. 1988).

Expectancy Theory

Victor Vroom Expectancy theory posits that individuals are motivated by their expectations of achieving desirable outcomes. In higher education, it can be applied to understand how faculty

members' expectations of career advancement and recognition influence their achievement. (Vroom, V. H. (1964). *Work and motivation*. Wiley).

Social Exchange Theory

George Homans and Peter Blau Social exchange theory explores the reciprocity and benefits individuals receive from their interactions. In academia, it can be used to understand the exchange of effort, commitment, and contributions between faculty members and their institutions. (Homans, G. C. 1958).

Research methodology

The researcher used quantitative research approach and survey research design was used to collect the answers of the questionnaire from the targeted respondents. The population of the research study comprised of faculties of Mirpur University of Science and Technology (MUST) Mirpur AJ&K. Total population of male and female faculty members were three hundred and thirty five of the Mirpur University of Science and Technology. Sample of the study were comprised of two faculties Natural Sciences and Social Science of university, Mirpur University of Science and Technology (MUST) Mirpur AJK Male and female faculty members both were selected. Through stratified sampling technique. However total sample size was hundred including male is equal to 46. And female is equal to 54. For the current research study, the questionnaire was used to obtain the answer to the research questions. There were two part of questionnaire first part was demographic and second part was based on discovery, teaching and learning and application Total number of item 28 included sub items. For the validity of the tool, the researcher distributed questionnaires among university teachers for getting their expertise. According to expert suggestions, some item of the questionnaire was improved and some items were removed.

Validity and Reliability of instruments

For the validity of the tool, the researcher distributed questionnaires among university teachers for getting their expertise. According to expert suggestions, some item of the questionnaire was improved and some items were removed.

Table 1

Reliability Analysis of Data

Variable/Dimension	No of items	Reliability
Faculty Achievement - Discovery	8	.732
Faculty Achievement – Application	11	.866
Faculty Achievement – Teaching & Learning	9	.835

Data Collection

It is the process of collecting information from the selected respondents. For data collection, the researcher personally collected data from two faculties

1. Social Sciences
2. Natural Sciences.

Demographic Analysis

Table no. 2

Group Distribution of Teachers

Distribution of Teachers	Percentage	
Male Teachers	46	46%
Female Teachers	54	54%

A "46% male and 54% female" table is a data representation that provides information about the gender distribution of a group. In this table, "Gender" is the category, and "Percentage" indicates the proportion of each gender within the group being described. This type of table is commonly used in demographic studies, surveys, and reports to present gender-related statistics.

Qualification of Teachers (male and female)

Table no. 3

Distribution of Teachers	Percentage	
M.Phil	65	65%
Ph.D	32	32%
Post-Doc	3	3%

65% of teachers hold MPhil degree. 32% of teachers have earned a PhD degree and only 3% teachers have Post-Doctorate degree. This distribution indicates that the majority of teachers hold an

MPhil degree, followed by a considerable percentage with PhDs, and a smaller percentage engaged in postdoctoral research.

Table 4

Faculty Achievement Male and Female

Faculty Achievement	Mean value of male	Mean value of female
1. Discovery	4.41	4.25
2. Application	3.39	3.35
3. Teaching and Learning	3.71	3.75

Table no.4.5 shows the difference between male and female teachers achievement in Discovery, teaching and learning and application. Mean value of male teachers regarding to discovery was 4.41 and female teachers was 4.25. It shows that highest mean value of male teachers regarding to discovery. Mean value of male teachers regarding to teaching and learning was 3.71 and female teachers was 3.75. It shows that highest mean value of female teachers regarding to teaching and learning. Mean value of male teachers regarding to application was 3.39 and female teachers was 3.35 it describes that highest mean value of male teachers regarding to application.

Finding of this Research Study

65% of teachers hold MPhil degree, 32% of teachers have earned a PhD degree and only 3% teachers have Post-Doctorate degree. This distribution indicates that the majority of teachers hold MPhil degree, followed by a substantial percentage with PhDs, and a very small percentage in postdoctoral research. Study shows the difference between male and female teacher’s achievement in Discovery, teaching and learning and application. Mean value of male teachers regarding to discovery was 4.41 and female teachers was 4.25. It shows that on average male teachers are more engaged in discovery. Mean value of male teachers regarding to teaching and learning was 3.71 and female teachers was 3.75. It shows that the female teachers are more effective in teaching and learning. Mean value of male teachers regarding to application was 3.39 and female teachers was 3.35, it shows that male teachers are slightly better regarding to application of knowledge and skills in different field.

Discussions

The observation that male teachers are more engaged in the discovery aspect of their work aligns with research that highlights gender differences in teaching styles and professional interests. For instance, research by D.J. Clandinin and F.M. Connelly (2000) indicates that male educators may exhibit a greater focus on innovative and exploratory aspects of teaching. This can be related to the broader tendency for men to engage in and value exploratory learning and discovery (Eagly & Wood, 1999). However, it’s crucial to interpret these findings with caution, as individual teaching styles can vary significantly within each gender group.

The slight edge that female teachers have in effectiveness concerning teaching and learning is supported by various studies. Research study conducted by Noden (2011) Sadker (2009) highlights that female teachers often excel in creating supportive and empathetic learning environments, which can enhance student engagement and academic achievements. Female teachers are also noted for their emphasis on student-centered approaches, which can lead to better learning outcomes (Tannen, 1994). However, it’s important to recognize that effectiveness is influenced by numerous factors, including teaching experience, training, and the specific context of the educational environment.

The results regarding male teachers have a marginally higher mean value in the application of knowledge and skills could be reflective of different approaches to pedagogy and classroom management. Male teachers might employ more diverse strategies or integrate new technologies and methods more readily (Hargreaves, 2003).

Conclusion

It was concluded from the findings of the study that majority of male and female teachers were M.Phil and Post-Doc teachers were very less. it can be concluded that male teachers tend to be more engaged in the discovery aspect of their work compared to female teachers. Conversely, female teachers show a slight edge in effectiveness concerning teaching and learning. Regarding the application of knowledge and skills, male teachers have a marginally higher mean value than female teachers. Overall, while there are differences in engagement and effectiveness across various aspects of teaching between male and female teachers, the variations are relatively small.

Recommendations

It is recommended that for higher ranking of the University, faculty achievements may increase in the discovery of knowledge through research. Male and female faculty member may increase their

teaching learning strategies through the implementation of specialized professional development programs focused on advanced teaching techniques and learning strategies, targeting areas where improvements are needed. Encourage teachers to integrate practical applications of knowledge into their teaching methods. This can include workshops or seminars on effective application strategies.

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