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Developing and Implementing Effective Faculty Review Processes for Enhanced Performance in Higher Education

Plourde Vallon
Walden University

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Walden University

College of Management and Human Potential

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Plourde Vallon

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Review Committee

Dr. Bridget Dewees, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Rocky Dwyer, Committee Member, Doctor of Business Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2024

Abstract

Developing and Implementing Effective Faculty Review Processes for Enhanced

Performance in Higher Education

by

Plourde Vallon

MA, American Military University, 2017

MA, American Military University, 2015

BS, University of South Florida, 1998

Consulting Capstone Research Project Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

September 2024

Abstract

Regular and effective faculty performance reviews are essential for maintaining high educational standards. When higher education institutions lack effective strategies to develop and implement effective faculty evaluation processes, teaching quality and institutional success are negatively impacted. Grounded in Freeman's stakeholder theory and the Baldrige Excellence Performance Framework, the purpose of this qualitative single case study was to explore strategies that some leaders of higher education institutions used to develop and implement faculty evaluation processes. The participants in the study were two organizational leaders and two faculty members from a higher education institution in the Atlantic region of Canada, all of whom had relevant knowledge and experience. Data were collected through semistructured interviews, institutional documents, and public sources. Through thematic analysis, eight key themes emerged: (a) inclusive development of evaluation criteria, (b) structured evaluation processes, (c) comprehensive evaluation components, (d) feedback and professional development, (e) leadership and support, (f) transparency and fairness, (g) utilization of evaluation data, and (h) continuous improvement. A key recommendation is for senior leadership to support the institution's faculty evaluation program and include faculty members throughout the evaluation process. The implications for positive social change include the potential to improve teaching quality, faculty performance, student academic achievements, and financial growth.

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Dedication

I dedicate this doctoral study to my beloved mother, Rose Elide Vallon. One of my goals was to earn my doctorate during her lifetime. Unfortunately, she passed away on January 3, 2024. Her absence has been a source of inspiration that motivated me to complete this highest academic degree in her honor. I also want to thank my father, Jean Michel Vallon, for his prayers, encouragement, and belief in my ability to succeed in all my pursuits.

Furthermore, I dedicate this study to my wife, Marilene Vallon, and my children, Plourde Andrew Vallon, Chloe Lynn Vallon, and Keoni Jordan Vallon, for being my pillars throughout my doctoral journey. Their collective belief in my potential to achieve greatness has provided me comfort and motivation to complete my Doctor of Business Administration, focusing on leadership. To God, be the glory!

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Section 1: Foundation of the Project

Background of the Problem

Quality and accountability of faculty are some of the factors that influence the performance of higher education institutions across the globe. Faculty excellence is essential to maintaining quality educational service delivery and responding to the existing and emerging challenges within academic settings (Mastrokourou et al., 2022). Thus, it is important to evaluate the performance of faculty members to ensure it aligns with rigorous standards (Mastrokourou et al., 2022). Similarly, the teaching-learning process can enhance teaching effectiveness (Munna & Kalam, 2021). However, developing fair and comprehensive evaluation systems for faculty presents challenges due to the diverse aspects of the roles of faculty members. The complexities of faculty tasks, including teaching, research, and service, make it difficult to develop universally applicable evaluation criteria (Pollard & Kumar, 2022). The shift toward online learning, accelerated by the COVID-19 pandemic, has further emphasized the need for adaptable and supportive evaluation frameworks to accommodate the broad spectrum of faculty contributions to the academic community (Pollard & Kumar, 2022).

In higher education institutions, ineffective faculty evaluation processes are detrimental to teaching effectiveness and educational standards. The lack of adequate evaluation undermines an institution's ability to maintain high academic quality and affects its capacity to support faculty and student development (Mastrokourou et al., 2022; Munna & Kalam, 2021). Therefore, there is a need for strategies to evaluate and improve faculty performance and create sustainable development systems to elevate

teaching quality. The approaches to evaluation should include aspects of support, professional development, technologies, and instructional design (Pollard & Kumar, 2022). Also, using multi-criteria decision analysis enables the enhancement of the evaluation process by adding more criteria whereby faculty performance can undergo a detailed evaluation (Broumi et al., 2023). This is an essential technique geared toward making evaluations fair and constructive for institutions aiming to create supportive environments that recognize the varied roles of faculty members.

Business Problem Consulting Focus and Project Purpose

The recent changes in global education trends have affected the quality and standards of faculty members and have impacted the performance of higher education institutions. This emphasizes the need for higher education institutions to evaluate faculty performance to maintain educational excellence and meet changing academic demands (Mastrokourou et al., 2022; Munna & Kalam, 2021). However, the diverse and multifaceted nature of faculty members' responsibilities presents challenges in creating fair and comprehensive evaluation systems (Pollard & Kumar, 2022). The problem is that some higher education institution leaders lack strategies for effective faculty evaluation processes, which may hinder teaching quality.

This qualitative single case study aimed to explore the faculty evaluation process at a higher education institution in the Atlantic region of Canada. The focus of this study was to identify and understand the critical elements that contributed to the effectiveness and fairness of the institution's faculty review process. In this study, I used purposeful sampling to ensure a comprehensive exploration of the faculty review processes within

the institution. By focusing on four participants—two organizational leaders and two faculty members—I thoroughly examined the complexities of assessment standards, traditions, and methods in conjunction with the obstacles and constraints encountered by the organization. This choice was based on the necessity to gather contextually relevant information to develop suggestions for refining the faculty evaluation process. I anticipated that such improvements would enhance the quality of teaching and the institution's overall performance, aligning them with education requirements (Doyle et al., 2020; Saunders et al., 2019; Yin, 2018). By interacting with the participants, I leveraged their viewpoints and backgrounds to ensure that the research results significantly improved the faculty evaluation procedures and enhanced the institution's educational quality.

When exploring the research question, I followed the guidelines of Braun and Clarke (2006) by using thematic analysis. This method involved organizing and interpreting data from interviews and documents to identify themes and patterns. By using this method, I was able to identify faculty evaluation methods from the participants' perspectives and the reviews of existing faculty review process documents. This analysis resulted in the development of an effective faculty review system that enhances teaching quality and the performance of higher education institutions.

The study was based on the Baldrige excellence framework and stakeholder theory. The Baldrige excellence framework is a set of principles and criteria designed to improve organizational performance and competitiveness. It was established in 1987 with the creation of the Malcolm Baldrige National Quality Award in response to the quality

revolution and the growing global competition faced by US businesses (National Institute of Standards and Technology, 2023). Organizational leaders use the framework to manage performance across leadership, strategy, customers, measurement, analysis, and knowledge management, workforce, operations, and results (Baldrige Performance Excellence Program, 2023).

The framework offers a comprehensive approach to organizational excellence, which aligns with the study's purpose of enhancing faculty review processes. Higher education institution leaders use the Baldrige education criteria because it emphasizes process management and results and provides a logical structure for evaluating and improving faculty performance (Ford, 2022; Ghafoor et al., 2021). To address the research problem, I used the Baldrige excellence framework, focusing on leadership, strategic planning, and customer focus (Ruben & Gigliotti, 2019). These elements are essential in creating an effective and fair faculty evaluation process. Also, the framework's emphasis on measurement, analysis, and knowledge management resonated with the purpose of the study.

Freeman's (2010) stakeholder theory also formed the theoretical framework for this study. The stakeholder theory, introduced by Freeman (2010), involves a drastic change from the earlier norms of strategic management by highlighting the stakeholders' role in determining the organization's fate. Due to the previous approaches, which established the shareholder as the central reference point in organizational management decisions, stakeholder theory appeared as a broader concept that includes employees, customers, suppliers, and the community (Freeman, 2010). It shifted the focus from mere

profitability and claimed that the sustainable success of an organization depends on equal regard for all the stakeholders. Freeman criticized the existing model of the shareholders' theory and started the discussion that all the stakeholders have value in the organization, and their value, in the long run, is essential. The development of this theory has affected business ethics, corporate governance, and organizational management since the expectations of corporations' responsibility and ethical business conduct have changed (Bowie, 2012). According to this theory, organizational leaders should consider the best interests of all stakeholders, including the shareholders, in every decision-making process. When considering higher education, it becomes possible to single out the following groups of stakeholders who stand to benefit from the faculty review process: faculty members, members of review boards, leaders of the institution, and students. This theory supported developing a faculty review system that considers the stakeholders' diverse perspectives and needs, ensuring a more holistic and inclusive approach to organizational effectiveness.

Research Question

What effective strategies are used by leaders in higher education to evaluate faculty and improve teaching quality?

Assumptions and Limitations

In research, it is essential to pay close attention to assumptions and limitations because of their importance in shaping the quality and credibility of a study. Assumptions and limitations are crucial for ensuring research integrity (Babchuk, 2019). Thus, there is a need to identify the factors associated with assumptions and limitations that may

influence a study's validity (FitzPatrick, 2019).

Assumptions

Assumptions are elements within a study that are accepted as accurate without direct evidence (FitzPatrick, 2019). In this study, I operated under two primary assumptions. First, I presumed that the leaders would provide honest and pertinent information. Second, I assumed the sample population was adequate for examining strategies to enhance teaching quality through a faculty review process.

Limitations

Limitations are potential weaknesses or constraints that might impact the findings and generalizability of a study (Ross & Zaidi, 2019). The limitations of this study included challenges related to participant access, ethical considerations, and possible biases affecting the results. To address these limitations, I ensured I was prepared and conducted myself ethically throughout my engagements with the participants. Additionally, using a single case study approach is helpful for a detailed analysis; however, it can limit the broader applicability of the findings due to concerns about generalizability (Yin, 2018).

Transition

In this qualitative single case study, I emphasized the foundational importance of faculty quality and accountability in the performance of higher education institutions, highlighting the critical role that faculty play in maintaining educational excellence and meeting evolving academic expectations. Evaluating faculty performance is necessary to align with education standards (Mastrokourou et al., 2022; Munna & Kalam, 2021), but

there are challenges in creating comprehensive evaluation systems amidst the diverse responsibilities of faculty members (Pollard & Kumar, 2022). This section also addressed the added complexities of the shift toward online learning, necessitating adaptable and supportive evaluation frameworks. The following sections examine existing literature on strategies to implement a faculty review process that enhances teaching quality, the research project methodology, and the research project findings and professional recommendations.

Section 2: Literature Review of Business Consulting Topic

A Review of the Professional and Academic Literature

In this literature review, I explored the scholarly research on faculty evaluation within higher education institutions. The quality of teaching is an essential factor influencing student learning, engagement, and overall academic success. Therefore, paying particular attention to the faculty review processes that enhance teaching quality was essential. The efficacy of these processes varies across institutions, posing a significant business problem, such as a lack of effective faculty evaluation strategies that may adversely impact teaching quality (Sivena & Nikolaidis, 2022). I bridged this gap by identifying and analyzing effective evaluation strategies that leaders in higher education use to enhance teaching quality. I used the Baldrige excellence framework and stakeholder theory as the conceptual framework to guide the investigation.

A literature review is where scholars methodically gather, analyze, and synthesize relevant data to understand a topic (Seuring et al., 2021). This critical exploration is essential to ensure that the most up-to-date and pertinent evidence supports the conclusions. In this review, I provide an exhaustive overview of the existing research on faculty review processes, evaluation methods, and their implications for teaching quality. I selected the sources for this review from several academic databases and journals, including ABI/INFORM Complete, Business Source Complete, Academic Search Complete, ProQuest, Emerald Management Journal, SAGE Premier, Ebsco, Walden University Library, and Google Scholar, using keywords such as *faculty review*, *faculty evaluation*, *faculty performance evaluation*, *higher education faculty review process*,

stakeholder theory, and Baldrige excellence framework.

Throughout the literature review, I explored scholarly articles that have enhanced faculty member assessment and teaching standards. I was able to uncover a variety of assessment techniques ranging from peer evaluations to modern methods like multi-criteria decision analysis as detailed by Broumi et al. (2023), who advocated for interval-valued Fermatean Neutrosophic Sets to evaluate faculty performance comprehensively. Additionally, Patimo (2020) provided insights into the effectiveness of evaluation systems in specific regional contexts, offering a comparative perspective that enriched the understanding of global practices in faculty evaluation.

In synthesizing the existing research findings, I identified areas that require further investigation. I outlined how faculty evaluation can enhance teaching quality in education institutions. By integrating strategies and drawing insights from the articles, I relied on this literature review to develop a faculty evaluation process that could suit the evolving needs of higher education institutions worldwide.

Literature Review Organization

In this literature review, I explored two frameworks guiding this study: The Baldrige excellence framework and the stakeholder theory. The Baldrige excellence framework provides a comprehensive and systemic roadmap for organizational development that points out main areas of improvement like leadership, strategy, customer focus, measurement, analysis, knowledge management, workforce, and operations (Baldrige Performance Excellence Program, 2023). This framework is instrumental in structuring faculty performance evaluation. The stakeholder theory,

initially published by Freeman (2010) and expanded on by Bowie (2012), highlighted the significance of addressing the needs and interests of all parties involved in the educational ecosystem, including faculty, students, administrators, and the community. In the literature review, I synthesized how the two frameworks support effective faculty review processes and contribute to enhancing teaching quality within higher education institutions.

I also addressed the literature concerning the specific business problem. I integrated literature that focused on the challenges and deficiencies in the faculty review processes within higher education institutions. I critically analyzed how ineffective faculty evaluation strategies detrimentally impacted teaching quality. I used the scholarly works and methodologies of Feng et al. (2017) and Kraus et al. (2023) to assist in conducting a systematic literature review. I also highlighted the gaps in faculty evaluation processes and present evidence supporting the need for improvement. In the final section of the literature review, I explored how studies regarding faculty review processes and evaluations could be used to develop strategies for leaders in higher education institutions. Developing a literature review that informs practice and policy is essential to enhance teaching quality and institutional effectiveness. By integrating both theoretical and empirical findings, I was able to provide higher education leaders with practical strategies they could use to improve their faculty evaluation systems.

Walden University (2023) recommended that 85% of the literature sources be peer-reviewed scholarly sources and that 85% of reference sources should be within 5 years. Table 1 depicts the summary of the literature source data that are less than 5 years

and within 5 years of this research study publication.

Table 1

Summary of Literature Review Source Data

Literature Review Sources	Total no.	< 5 Years	Within 5 Years	% within 5 Years	% Peer-Reviewed
Peer-Reviewed Sources	75	11	64	85.3	87.2
Non-Peer-Reviewed Sources	11	4	7		

Introduction to Conceptual Framework

In today's dynamic business environment, quality management and stakeholder engagement have become increasingly important, especially within higher education institutions. These institutions are under constant scrutiny to demonstrate their value to their stakeholders, such as students, faculty, and staff. Many institutions use frameworks like the Baldrige excellence and stakeholder theory to guide strategic and operational improvements. The Baldrige excellence framework is a comprehensive guide for organizations seeking operational excellence (Baldrige Performance Excellence Program, 2023). This framework is ideal for understanding organizational context, managing work systems, and aligning strategies with operational objectives, which are essential for educational institutions aiming to enhance their faculty review processes (National Institute of Standards and Technology, 2023).

In addition to the Baldrige framework, stakeholder theory offers a lens through which organizations can view and manage their relationships with those groups and individuals who can affect or are affected by their actions (Bowie, 2012). The theory enables organizational leaders to succeed when their systems can meet or exceed the

expectations of their stakeholders. In higher education, it is essential to consider the needs and expectations of not just students and faculty but also administrative staff, alums, and the community (Langrafe et al., 2020).

In this literature review, I explored and synthesized existing literature on the Baldrige excellence framework and stakeholder theory within the context of higher education. Specifically, I uncovered strategies to implement a faculty review process that enhances teaching quality. I explored the principles of the Baldrige framework, the concept of stakeholders, and how integrating these theories can promote organizational excellence within higher education institutions. By integrating these two conceptual frameworks, I was able to offer insights into developing and implementing an effective faculty review process for performance excellence in higher education institutions.

Baldrige Excellence Framework

According to the National Institute of Standards and Technology (2023), the Baldrige excellence framework has evolved significantly to address the growing complexities of organizational management and performance excellence. Initially designed to enhance the competitiveness of U.S. businesses, the framework has expanded its reach to include healthcare, education, and nonprofit sectors, reflecting its adaptability and broad applicability (National Institute of Standards and Technology, 2023). Institutional forces and the need for organizations to become more socially inclusive have shaped this evolution (Ford, 2022). The Baldrige criteria have expanded beyond technical cores to encompass broader social aspects influenced by various stakeholders and institutional pressures (Ford, 2022). This expansion is essential for developing

comprehensive evaluation systems, particularly in the context of faculty review systems in online education institutions.

Central to the Baldrige excellence framework are its core principles and criteria, which include leadership, strategy, customers, measurement, analysis and knowledge management, workforce, and operations focus. These principles were designed to help organizational leaders achieve performance excellence through improved efficiency, effectiveness, and sustainability. These principles are important in shaping management standards that address organizational needs and broader societal expectations (Ford, 2022; Ghafoor et al., 2021). Moreover, the framework's emphasis on continual improvement and stakeholder engagement is considered a strength, pointing to the organization's need to remain responsive and adaptive in a changing world.

The impact of the Baldrige excellence framework on organizational performance has been widely documented. Ruben and Gigliotti (2019) discussed adapting the Baldrige excellence framework in higher education, noting its importance in assisting members of higher education institutions in identifying strengths and areas for improvement. Ruben and Gigliotti indicated that over 100 higher education institutions have successfully used the Baldrige-based tool for organizational assessment and improvement. Similarly, Putri et al. (2019) illustrated a comprehensive approach to performance measurement and quality improvement in the context of library performance using the Baldrige excellence framework. According to Macedo Morais et al. (2020), Muhammad Din et al. (2021), and Rangsungnoen et al. (2024), higher education institutions can use the Baldrige excellence framework to develop a faculty review system that enhances teaching quality. These

illustrated examples prove the framework's versatility and effectiveness in fostering excellence across various sectors. Smoyer et al. (2021) further supported the framework's role in developing workforce capabilities and enhancing organizational performance through employee development, technological expansion, and fostering a culture of autonomy and trust essential for building nonprofit workforce capacity. Their findings are aligned with the Baldrige framework's principles and criteria, demonstrating its relevance in developing leadership strategies that enhance organizational performance. In healthcare, Strahan et al. (2022) found that Baldrige applicants generally outperformed non-applicants in operational and financial areas, indicating the potential benefits of adopting the framework for performance improvement. These insights were pivotal for understanding how structured excellence frameworks like Baldrige could be instrumental in achieving performance excellence in educational settings, particularly in developing faculty review systems.

In summary, the historical development, core principles, and impact of the Baldrige excellence framework on organizational performance stressed its significance as a comprehensive model for achieving excellence. Its adaptability and broad applicability across sectors, including education, healthcare, and nonprofit organizations, demonstrated its utility in meeting organizational and societal needs. The documented case studies and statistical analyses provided strong evidence of the framework's effectiveness in enhancing organizational performance, offering valuable insights for implementing faculty review systems to improve teaching quality in higher education institutions.

Stakeholder Theory

Stakeholder theory is a significant concept in modern management and business ethics. The theory posits that organizations should consider the interests and impacts of all stakeholders in their decision-making processes. This theory advocates for management focus beyond shareholders to include employees, customers, suppliers, and the community (Jones et al., 2018). An inclusive approach can lead to better organizational outcomes, including sustainability, ethical practices, and improved performance (Mahajan et al., 2023). Effective management involves understanding, managing, and integrating the interests of various stakeholder groups into corporate policies and actions (Freeman, 2010). This stakeholder theory has been instrumental in developing multiple frameworks and tools for stakeholder engagement, highlighting the importance of transparency, dialogue, and mutual benefits (Amis et al., 2020).

Higher education institutions have applied the stakeholder theory to explore how improved relationships with key stakeholders, such as students, faculty, staff, and the community, can enhance their value creation. Langrafe et al. (2020) found that engaging stakeholders in decision-making processes and building relationships based on mutual trust and strategic alignment create more value for the institutions and their stakeholders. Langrafe et al. reinforced the significance of stakeholder engagement in educational settings, where considering the perspectives of various stakeholders can enhance faculty performance and institutional value. The application of stakeholder theory extends to the evaluation and enhancement of experiential co-curricular programs in medical education. Otaki et al. (2022) discovered that involving all stakeholders in the planning and

evaluation process significantly improved the quality and effectiveness of co-curricular programs, leading to enhanced student experiences and skill acquisition. The stakeholder theory has been instrumental in developing educational programs that meet the needs and expectations of both students and faculty.

In corporate social responsibility (CSR), ethics, and sustainability, stakeholder theory has been instrumental in guiding organizations towards practices that contribute positively to society and the environment. Bailey and Lumpkin (2023) proposed a framework based on stakeholder theory that guides entrepreneurs in engaging stakeholders to create civic wealth and implement social change. This approach emphasized the role of stakeholder engagement in achieving broader societal goals, aligning with the principles of stakeholder theory to enhance organizational ethics and governance (Bowie, 2012). Integrating CSR strategies with stakeholder theory can significantly impact governance performance and business strategy alignment (Elmassri et al., 2023). Understanding the influence of business strategy in CSR, Getele et al. (2022) provided evidence from Chinese firms in Africa, demonstrating the importance of aligning CSR initiatives with business strategy to achieve effective outcomes. CSR initiatives can impact the effectiveness of companies' business activities (Vasiljeva et al., 2023).

Furthermore, stakeholder theory has implications for risk management and organizational performance. Stakeholder theory, when integrated with risk-taking strategies, can influence firm performance, suggesting that balancing diverse stakeholder interests and taking calculated risks are crucial for enhancing organizational outcomes

(Dao & Phan, 2023). This perspective is essential for developing effective faculty review systems in higher education, where understanding and managing stakeholder relationships can lead to improved faculty performance and institutional success.

In summary, stakeholder theory provides a comprehensive framework for understanding and managing the complex relationships between an organization and its stakeholders. Its application across diverse areas, including higher education, CSR, and organizational management, highlighted its versatility and effectiveness in promoting ethical practices, sustainability, and enhanced organizational performance. By adopting stakeholder theory principles, organizations can develop more inclusive and effective strategies for stakeholder engagement, which can lead to mutually beneficial outcomes and sustainable competitive advantage.

Intersection Between the Conceptual Frameworks

The intersection of the Baldrige excellence framework and stakeholder theory presents a compelling approach to enhancing organizational performance and sustainability, particularly in higher education institutions. Combining the systematic, performance-oriented structure of the Baldrige excellence framework with the inclusive, stakeholder-focused approach of stakeholder theory is ideal for organizations desiring superior organizational outcomes.

The Baldrige framework emphasizes leadership, strategy, and operational effectiveness. It provides a solid structure for organizational improvement. The stakeholder theory advocates for considering the interests of all stakeholders in decision-making processes. By combining the two frameworks, organizations can ensure that their

pursuit of excellence is aligned with the needs and expectations of those they serve (Ford, 2022; Mahajan et al., 2023). This alignment is particularly relevant in higher education institutions, where the quality of teaching directly impacts student satisfaction, faculty engagement, and institutional reputation.

Researchers in various studies and theoretical discussions have accentuated the benefits of aligning the Baldrige framework's focus on excellence with the inclusive approach of stakeholder theory. Stakeholder engagement in higher education can enhance value creation for institutions and their stakeholders (Langrafe et al., 2020). This suggests that a Baldrige-informed strategy incorporating stakeholder perspectives can improve teaching quality and overall organizational performance. There is a potential for integrating stakeholder theory principles with Baldrige criteria to achieve educational excellence (Otaki et al., 2022).

Examples and case studies further illustrated the potential of combining the Baldrige framework and stakeholder theory. For example, the application of the Baldrige framework in the Central Library of Andalas University showed how a structured approach to performance improvement, when combined with stakeholder engagement strategies, could significantly enhance service quality and stakeholder satisfaction (Putri et al., 2019). It is important to consider stakeholder needs and expectations in organizational improvement efforts to develop nonprofit workforce capabilities through effective leadership based on the Baldrige criteria (Smoyer et al., 2021).

Conclusion and Future Research Directions

Integrating the Baldrige excellence framework and stakeholder theory offers a

holistic approach to organizational improvement. The reviewed literature indicates that aligning the structured, performance-oriented approach of the Baldrige framework with the inclusive, stakeholder-focused principles of stakeholder theory can lead to superior organizational outcomes.

The practical implications of these findings are significant for managers and organizations. By adopting an integrated approach, higher education institutions can enhance teaching quality, improve stakeholder satisfaction, and achieve sustainability. This approach encourages institutions to pursue excellence through internal process improvements and engaging with and responding to the needs of their broader stakeholder community.

Effective Strategies for Faculty Evaluation in Higher Education

The quality of teaching in higher education institutions is essential for student learning outcomes and broader institutional success. Effective faculty evaluation systems are a cornerstone for enhancing teaching quality (Alix et al., 2022; Ibad & Sharjeel, 2021). Through this literature review, I explored various strategies higher education institution leaders used to assess faculty performance and improve teaching effectiveness. These align with the research question: What effective methods are used by leaders in higher education to evaluate faculty and enhance the quality of teaching?

Importance of Faculty Evaluation

Faculty members are essential in shaping students' educational experiences. Faculty evaluations are integral to achieving academic institutions' educational vision and mission. They help create a competitive yet supportive academic environment (Alix

et al., 2022). Students' perceptions of faculty competencies are linked to overall institutional success, indicating that the effectiveness of faculty members directly influences student satisfaction and academic performance (Ibad & Sharjeel, 2021)

Faculty evaluations in higher education are essential for enhancing teaching quality and supporting institutional goals such as student satisfaction, retention, and overall educational excellence (Alix et al., 2022; Ibad & Sharjeel, 2021). Faculty evaluations are integral to the educational environment. They offer essential feedback that can be used to develop faculty members and quality instructional programs. Faculty evaluations are vital for assessing the professional competencies of faculty as perceived by students (Ibad & Sharjeel, 2021). These perceptions are essential as they directly influence student engagement and educational objectives. The effective evaluation of faculty ensures that faculty members are competent in their subject areas and effective in delivering course content to students (Ibad & Sharjeel, 2021).

Robboy and McLendon (2017) provided an example of how structured faculty evaluations can accelerate professional development and career advancement. Through their Duke University Medical Center study, Robboy and McLendon demonstrated that regular, structured evaluations contributed significantly to faculty satisfaction and career progression. Faculty members must receive timely and constructive feedback aligned with their professional goals and the strategic objectives of the institutions they are part of. Integrating technology in faculty evaluations is essential because it allows organization leaders to collect and analyze new data that can significantly enhance the accuracy and usefulness of the evaluation system. Alix et al. (2022) discussed a faculty

evaluation system incorporating a decision support mechanism. This type of technology can streamline the evaluation process and provide more data-driven insights into the performance of faculty members. Similarly, Lin et al. (2021) discussed using a multi-view knowledge graph in evaluations integrating diverse data sources such as research outputs and teaching effectiveness. The graph offers a holistic view of faculty performance.

Student evaluations are essential to faculty assessments because they provide direct feedback about students' educational experiences. Ibad and Sharjeel (2021) argued that student feedback is vital for developing effective faculty evaluation models. Moreover, Sivena and Nikolaidis (2022) demonstrated that statistical techniques like control charts can systematically analyze student evaluation data to monitor and improve teaching quality. This approach is a significant shift in teaching performance indication that can help education institution leaders decide about faculty professional development and teaching requirements.

Continuous professional development is essential for maintaining high standards of teaching effectiveness. Matthews and Smothers (2017) emphasized the vital role of ongoing training and evaluation in e-learning, where teaching methods and technologies evolve rapidly. Their findings suggested that continuous faculty training and assessment can significantly enhance academic performance and e-learning programs for adult students.

Current Challenges in Faculty Evaluation

Despite the importance of faculty evaluations, some institutions have difficulty

implementing effective faculty evaluation processes. Gu and Levin (2021) discussed how different cultural and institutional frameworks impact evaluation methods. The authors suggested a need for adaptable evaluation systems that can function effectively within diverse learning communities. Similarly, Jenkins et al. (2021) identified gaps in the consistency and reliability of faculty evaluation processes. They emphasized the need for standardized yet flexible evaluation frameworks.

Cultural and organizational settings influence faculty evaluations. Gu and Levin (2021) analyzed the faculty evaluation systems in research universities in China and the USA. He highlighted how neoliberal ideologies shaped the evaluation systems, emphasizing market competition and efficiency. Gu and Levin found notable differences in the approaches to faculty evaluation between the two countries, particularly regarding collegiality, flexibility in evaluation, and the emphasis on service requirements in the promotion process. The differences in the two countries' approaches suggested a pressing need for adaptable evaluation systems that effectively function within diverse learning environments.

Jenkins et al. (2021) stressed the need for more consistency and reliability in faculty evaluation processes. Jenkins et al. added that the necessity for evaluation systems must be standardized and adaptable. This allows consistent application across diverse learning environments while accommodating unique faculty and institutional needs. This balance is essential for ensuring that evaluations are fair and meaningful.

The challenges in faculty evaluation are systemic and deeply rooted in stakeholders' perceptions and expectations. Yokus and Yanpar Yelken (2019) explored

the expectations of faculty members and their perceptions of obstacles to implementing effective performance evaluation systems in higher education institutions. The authors found that misalignments between the expectations of faculty members and the actual practices of evaluation systems led to resistance and inefficiencies. They highlighted the importance of involving faculty members in designing and implementing evaluation processes to ensure their points of view are accepted and respected.

It is essential to address the reliability and validity of faculty evaluation processes. Bradley and Bradley (2010) explored the faculty evaluation process at a southeastern university. The authors identified areas where improvements were needed to enhance the credibility and utility of the evaluations. They found that aligning the evaluation process with current research and best practices improves its effectiveness, assessment accuracy, and faculty development.

The impact of institutional performance standards on faculty evaluations must be considered. Hardre and Cox (2009) studied performance standards' clarity, consistency, and relevance across various academic departments in research universities. The authors highlighted how these standards influence faculty productivity and motivation. They emphasized the need for transparent and equitable standards that reflect faculty members' diverse roles and contributions within their institutions.

Barker (2021) emphasized the challenges of relying solely on student evaluations for assessing adjunct faculty, particularly in clinical settings where teaching effectiveness was difficult to measure. Barker advocated for a multi-source evaluation approach incorporating student feedback and administrative assessments to provide a more

comprehensive faculty performance evaluation. This approach helped to mitigate the implicit biases and limitations of student evaluations alone (Barker, 2021).

Effective Evaluation Strategies in Higher Education

Effective faculty evaluation is essential for enhancing the quality of teaching and overall institutional success in higher education institutions. Various strategies can be used to improve faculty performance through comprehensive and creative evaluation processes. Kumar and Jain (2018) highlighted the role of technology in faculty evaluations by proposing a digital system that integrated both student feedback and peer reviews. This system uses machine learning algorithms for sentiment analysis. It provides a refined perspective of faculty performance through feedback content analysis.

Automating the evaluation process ensures timely feedback and captures a broader range of faculty performance metrics, making the evaluations more comprehensive and less biased (Kumar & Jain, 2018).

Robboy and McLendon (2017) discussed implementing a structured annual review program at Duke University Medical Center's Pathology Department. This program was instrumental in accelerating professional development and promoting faculty within the department. The structured reviews focused on setting clear expectations, providing regular feedback, and fostering an environment of continuous improvement, which collectively enhanced the satisfaction of faculty members and the progression of their careers (Robboy & McLendon, 2017).

Pollard and Kumar (2022) highlighted the significant contributions of instructional designers in enhancing the educational experience. By involving

instructional designers in faculty training, higher education institution leaders can ensure that teaching strategies are effective and aligned with the latest educational technologies and methodologies. This involvement is essential for adapting teaching practices to meet the needs of diverse students while improving the overall quality of their education.

Mastrokoulou et al. (2022) advocated for continuous professional development as an essential element of effective teaching. The authors suggested that ongoing professional development helped faculty members stay updated with educational trends and teaching methodologies, thereby enhancing their teaching effectiveness. They stressed the need for faculty evaluations incorporating measures that assess and encourage continuous learning and adaptation of new teaching strategies.

Lin et al. (2021) proposed an innovative approach to faculty evaluations using multi-view knowledge graphs, which integrated various data types, such as research output, teaching performance, and more. With their method, Lin et al. provided a holistic view of faculty contributions, which contributed to the improved accuracy of the evaluation process. This approach ensures that faculty evaluations are comprehensive and capture diverse performance aspects (Lin et al., 2021).

Munna and Kalam (2021) discussed the impact of active learning environments and inclusive teaching practices. The authors suggested that role-play and formative feedback significantly boosted student confidence and engagement while enhancing the learning experience. The authors supported integrating diverse teaching methods and active learning strategies in faculty evaluations to ensure a more effective teaching and learning process (Munna & Kalam, 2021).

Student Evaluations and Their Impact

The role of student evaluations in faculty assessment remains a subject of significant debate due to their potential benefits and essential weaknesses. Student evaluations can provide valuable insights into teaching effectiveness but are also subject to biases. Student biases can compromise the reliability of their evaluations (Sivena & Nikolaidis, 2022). Student evaluations can enhance teaching quality when subjected to rigorous statistical analysis. Using control charts to analyze student evaluation data, this method can detect significant changes in teaching performance (Sivena & Nikolaidis, 2022). Higher education institution leaders are encouraged to use this quantitative tool to assess and improve faculty performance. Therefore, it is useful to combine student evaluations with sophisticated analytical techniques.

However, Quansah et al. (2024) questioned the validity of student evaluations and argued that these evaluations do not always accurately reflect the quality of teaching. Quansah et al. suggested that non-performance-related factors might influence student feedback, which could mess up the results and misrepresent a faculty member's teaching effectiveness. Quansah et al. advised that higher education institution leaders must use student evaluations judiciously and ensure they use other metrics.

Adding to the complexity, Greenberg-Worisek et al. (2020) explored gender biases in student evaluations. The authors found that female faculty often received higher scores on personal traits, while male faculty members were more likely to be praised for their expertise and professionalism. This discrepancy suggests that student evaluations can perpetuate gender stereotypes, potentially affecting faculty assessments and career

progressions based on biased perceptions rather than actual teaching performance (Greenberg-Worisek et al., 2020).

Mitchell et al. (2020) highlighted the differences in perceptions between students and faculty regarding the effectiveness of student evaluations. Students generally viewed these evaluations as essential for providing feedback. Faculty concerns about biases and their utility for professional development suggested a disconnect that might impact the effectiveness of these evaluations in improving teaching practices (Mitchell et al., 2020).

Moreover, Tashchian et al. (2022) discussed how faculty status - full-time versus part-time - affect student evaluations. The authors indicated that students often perceive part-time faculty members as more relatable and responsive, whereas they view full-time faculty members as more knowledgeable and rigorous. This comparison brings up another layer of complexity in how student evaluations can impact faculty members depending on the faculty's employment status (Tashchian et al., 2022).

Higher education institution leaders commonly use student evaluations. Rigorous statistical analysis can significantly enhance the effectiveness of student evaluations. Sivena and Nikolaidis (2022) demonstrated how control charts and other statistical tools can effectively analyze student evaluations. The authors provided valuable insights into teaching effectiveness beyond experimental evidence. This approach allowed for a more objective analysis of student feedback, making it a valuable component of an inclusive evaluation approach (Sivena & Nikolaidis, 2022).

The validity of student evaluations has been the subject of a continuous dialogue. Sullivan and Skanes (1974) explored this issue by correlating student evaluations with

academic performance indicators. The authors found that student evaluations could sometimes reflect teaching effectiveness. However, the faculty members' experiences and employment statuses often influence the student evaluations. Sullivan and Skanes highlighted the need for careful consideration of the role and execution of student evaluations within the larger picture of faculty evaluation processes.

Transition

In this literature review, I explored several effective strategies in recent literature. These strategies included integrating technology in evaluation processes with a system that consists of a decision support mechanism to streamline evaluations and enhance decision-making (Alix et al., 2022). Similarly, Kumar and Jain (2018) showed how machine learning can analyze student feedback for greater clarity of faculty performance. Ibad and Sharjeel (2021) discussed the significant role of student perceptions in evaluating faculty. Gu and Levin (2021) explored the importance of adapting evaluation systems to cultural and institutional contexts.

In the next sections, I addressed the methodology and detailed the research design, participant selection, and data collection and analysis methods. I established a strong foundation for the research to ensure that it was reliable and replicable. I presented the findings and provided my professional recommendations. I explored the practical implications of the study. I recommended strategies to higher education institution leaders to implement an effective faculty evaluation system that enhances teaching quality.

Section 3: Research Project Methodology

Capstone Research Project Ethics

I was the primary researcher in this qualitative single case study, functioning as the main instrument for collecting and analyzing data within a higher education institution. I used Yin's (2018) methodology to assess my competencies and readiness before collecting data for the study. Qualitative researchers collect and analyze diverse data sources regarding the phenomenon under investigation (Lanka et al., 2021). As a result, they employ data triangulation techniques to combine data from multiple sources, thereby facilitating the development of findings and drawing conclusions relevant to the study (Yin, 2018). Researchers have the responsibility to invest significant time and effort to ethically conduct a study that is high quality, noteworthy, engaging, comprehensive, ethical, and reflective of many perspectives (Yin, 2018). I conducted mock interviews with family members to prepare myself adequately for the data collection. This gave me valuable insights ahead of the actual interviews with the participants. I conducted interviews with two institutional leaders and two faculty members. I transcribed and analyzed the data guidelines of the Baldrige Performance Excellence Program (2023) and the Walden DBA Consulting Capstone Manual.

My professional background includes military leadership and logistics management. I had no direct ties to my client organization's operational mechanisms or administrative structures. I had no relationships with the participants or the academic field that could introduce bias. I leveraged my 24 years of military leadership experience to assist the client organization effectively. My extensive knowledge and expertise

prevented the formation of preconceived notions regarding strategies for implementing a faculty review process that enhances teaching quality within a higher education institution.

Further, according to the U.S. Department of Health & Human Services and the Department of Health, Education, and Welfare (1979), the U.S. government established a national commission that was responsible for the creation of the *Belmont Report*, which outlines fundamental ethical principles guiding researchers in conducting ethical studies that cultivate respect, kindness, and justice for the participants. These principles ensure that researchers conduct their studies in a manner that respects the dignity and autonomy of all participants and safeguards human subjects from potential harm. Honesty and ethical diligence are important in research practices (Kaewkungwal & Adams, 2019). This ethical framework is not only a theoretical guideline but also a practical requirement for scholars engaged in research, including those from Walden University participating in the DBA Consulting Capstone program. My engagement in this process, as evidenced by receiving IRB approval (No. 11-30-23-1020800), demonstrated my commitment to these ethical standards. I discussed their rights to withdraw from the study with them. I also assessed the risks and benefits to their well-being.

In conducting case study research, researchers must comply with a robust conceptual framework to ensure transparent reporting of findings, including those that might contradict initial assumptions or expectations (Yin, 2018). Using an interview protocol was critical in maintaining focus on the research topic. The interview protocol prepares researchers for potential challenges and aligns them with ethical standards

throughout the research process (Yin, 2018). To address the research question effectively, I employed thematic analysis. Braun and Clarke (2006) advocated thematic analysis because such analysis involves systematic coding and categorizing data collected through interviews and document reviews. This methodological approach aimed to uncover critical themes and patterns that informed the development of effective faculty review processes. This was done by drawing on participants' lived experiences, perceptions, and insights from institutional documentation. The culmination of this thematic analysis was formulating actionable recommendations to implement an effective faculty review process within higher education institutions.

Transparency and implementing strategies to mitigate bias are also essential to fostering positive research findings. It is imperative for researchers to consciously avoid biases and adhere to ethical standards throughout the research process (Yin, 2018). This necessitates an intimate understanding of the research problem, acknowledgment of personal and professional biases, ethical conduct, and the evidence of research claims through scholarly sources (Yin, 2018). I developed and used the interview protocol in Appendix A to prevent any adverse outcomes to the study's reliability and validity. Additionally, complying with stringent data protection protocols, I will secure and retain the data for 5 years to maintain the confidentiality of all participants. I used masking to protect the identities of all participants and the client organization. Further, from an ethical standpoint and as a form of added value, the client organization benefited from complimentary business consulting services and a faculty evaluation using the Baldrige excellence framework. However, I did not offer nor provide direct incentives to the

participants.

Nature of the Project

The qualitative single case study was suited for my capstone project to explore strategies to implement a faculty review process in a higher education institution to enhance teaching quality. This approach enabled me to examine complex social phenomena thoroughly and facilitated an in-depth understanding of the faculty review process's complexities (Yin, 2018). Qualitative methods are proficient in capturing the perspectives, experiences, and contextual factors that influence the effectiveness of the faculty review process. I delved into the participants' subjective experiences, providing rich and detailed insights for formulating an effective faculty evaluation strategy. The single case study approach allowed for a thorough examination of the intricacies of faculty review processes. Through data analysis, this qualitative single case study was instrumental in uncovering key themes that influenced the effectiveness of faculty review processes; by focusing on the "why" and "how" interview questions, this research design facilitated the generation of actionable knowledge that could enhance teaching quality in higher education institutions (Mizukoshi, 2023; Yin, 2018).

Population, Sampling, and Participants

In this study, the population included vital personnel within a higher education institution, two organizational leaders, and two faculty members. This selection was purposeful because I aimed to capture a wide range of data relevant to the institution's operational and strategic frameworks. I relied on Yin's (2018) methodology to conduct semistructured interviews with the participants. I designed these interviews to gather

comprehensive historical data and an in-depth understanding of a higher education institution's current faculty review process.

I used several criteria to characterize the eligibility for participation. Participants were primary staff members actively engaged in the institution's strategic planning and had been employed by the organization for at least six months. According to Saunders et al. (2019), participants must be fully aligned with the mission and vision of their organizations. This ensures that the participants' contributions are informed by a commitment to their institutions' core objectives. To facilitate the recruitment of the participants, I leveraged my connections with the organization's client leader. This connection enabled the initial engagement with the participants, during which I outlined the study's objectives and their role in enhancing the faculty review process at the institution.

I employed a purposeful sampling strategy to select the participants. According to Doyle et al. (2020), this approach is critical for ensuring that the participants are best suited to provide insights relevant to the research question. This methodology is grounded in the principle that selecting participants who meet specific criteria can significantly enrich the research findings. I did not have to conduct interviews with additional participants because I reached data saturation. Data saturation is the juncture at which no new information or themes can be observed in the data, which indicates a comprehensive coverage of the subject matter under investigation (Doyle et al., 2020).

Determining the sample size in this study was linked to the availability of the participants. I ensured that I met the research objectives without going beyond the scope

of the research question. With this approach to participant selection, I used methodological rigor to pursue meaningful, actionable results that could assist in developing an effective faculty review process that enhances teaching quality in higher education institutions.

Data Collection Activities

As the student researcher, I was the primary instrument for data collection. This process involved collecting data from multiple sources to ensure a holistic view of the faculty review process at the higher education institution. These sources included organizational documents and semistructured interviews with the organizational leaders and faculty members. This approach was designed to provide a deep understanding of the subject matter (Yin, 2018). There is value in leveraging multiple data sources (Mastrokourou et al., 2022; Munna & Kalam, 2021). I used the Baldrige excellence framework to assist with my data collection efforts. I used Zoom and Teams to conduct the semistructured interviews to collect all my data. I also collected and analyzed data from the institution's official website.

Appendix A shows that I developed an interview protocol to serve as a foundational framework guiding the semistructured interviews. This approach ensured consistency and reliability across the data collection (Turner, 2010). The interview protocol helped maintain focus on the research objectives and allowed for flexibility in probing deeper into the participants' responses, thereby enriching the qualitative data that I collected. Furthermore, the interview protocol was essential in minimizing my bias while promoting a neutral environment where the participants could freely share their

experiences and perspectives. Using an interview protocol was essential for achieving methodological rigor and enhancing the credibility and trustworthiness of qualitative research findings.

To collect the data, I asked open-ended questions to the participants, with the specifics of these questions outlined in Appendix B. The interview procedure involved asking questions, documenting observations, and recording the participants' answers. To ensure the reliability of the collected data, it is essential to use the technique of member checking. Researchers use this method to verify the accuracy of the data collected during interviews (Fusch & Ness, 2019).

Data Organization and Analysis Techniques

The organization of the study and data analysis required meticulous planning and execution. To manage this complexity, I used a variety of systems to track data, capture emerging understandings, and maintain an orderly structure throughout the research process. The use of research logs, reflective journals, and cataloging/labeling systems facilitates a systematic approach to data management and aids in identifying patterns and themes within the data (Antonio et al., 2020). Research logs serve as a comprehensive record of data collection and analysis activities, providing a chronological account that enhances transparency and reproducibility (Senagi & Tonnang, 2022). Reflective journals, on the other hand, allow researchers to document thoughts, insights, and reflections on the data, contributing to a deeper understanding of the research context and emerging findings (Williams & Moser, 2019). Cataloging and labeling systems are necessary for organizing data. This approach ensured that each piece of information was

easily accessible and identifiable throughout the research process. This level of organization is essential for managing large volumes of qualitative data (Palsdottir, 2021). This approach enables efficient retrieval and analysis of specific groups of data. Moreover, computer-assisted qualitative data analysis software (CAQDAS), such as NVivo, supports systematic coding, analysis, and theory generation. NVivo allows for handling complex data sets and facilitates the development of informed interpretations of the phenomenon under study (Dalkin et al., 2021).

By leveraging NVivo, I ensured that my study was grounded in rigorous data management practices. This approach enhances the validity and reliability of research findings (Cooksey & McDonald, 2019; Liu et al., 2021). Additionally, thorough data management and analysis techniques play a critical role in conducting case study research (Stake, 1995; Yin, 2018).

I used triangulation in my data analysis process. Triangulation involves using multiple methods to gather data on the same phenomenon. This methodology enhances the credibility and depth of the research findings. By integrating various data collection techniques, such as interviews and document analysis, researchers can compare different sources of information to build a comprehensive understanding of the case under investigation (Yin, 2018). Triangulation allows for a more nuanced exploration of the research topic, as it acknowledges that no single method can capture the entirety of a complex reality. This methodology strengthens the validity of a study. Moreover, it strengthens evidence across different methods and enriches the analysis by highlighting diverse perspectives within the data (Liu et al., 2021). Employing methodological

triangulation aligns with the best practices in qualitative research, as it facilitates a thorough analysis of the phenomenon from diverse angles, ensuring a comprehensive evaluation (Cooksey & McDonald, 2019). Implementing triangulation in a case study involves careful planning to ensure that the various methods are complementary and effectively integrated into the research design. This approach not only brings out the complexity and multidimensionality of the case but also contributes significantly to developing insightful, evidence-based conclusions (Dalkin et al., 2021).

In conducting this study, I structured the data analysis process to methodically reveal themes, patterns, and insights within the data. I incorporated a sequential methodology that began with grouping all interview transcripts and relevant documents while ensuring data anonymization to maintain participant confidentiality (Yin, 2018). I used NVivo and Excel to assist with coding and thematic analysis. This approach facilitated efficient data organization and retrieval (Dalkin et al., 2021).

Initially, I conducted a detailed review of the collected data, which allowed me to familiarize myself with the content. I set the stage for developing a coding scheme that reflected initial observations, theoretical frameworks, and the research question. This dynamic coding phase allowed codes to be adjusted, combined, or segmented (Williams & Moser, 2019). I used NVivo's mind-mapping capabilities to organize codes and analyze their interconnections. This approach assists in refining data into more concise themes and categories (Liu et al., 2021).

The iterative process of coding, coupled with mind-mapping, led to the identification of significant themes linked to the research question, the Baldrige

excellence framework, and stakeholder theory. This critical stage of interpretation and reporting involved translating the findings into relevant themes. I complied with the ethical guidelines that mandated the security of all raw data for five years. Such practices ensured the integrity and reproducibility of the research. Also, the ethical guidelines stressed the importance of participant privacy (Cooksey & McDonald, 2019; Stake, 1995). To achieve credible research findings, it is important that researchers conduct thorough data analysis and reach data saturation (Alam, 2021).

Reliability and Validity

Reliability

Transcript review and member checking ensure reliability in qualitative research. To achieve dependability, participants must be allowed to review the accuracy of their data interpretation and transcripts. Fusch and Ness (2019) advocated for member checking to verify the consistency of data interpretation. Johnson et al. (2020) further emphasized the role of member checking in maintaining the reliability of qualitative research. This process ensures that data interpretations align with the participants' intended meanings, enhancing the study's reliability. The act of revisiting the data through member checking mitigates the risk of misinterpretation. This ensures that the findings truly reflect the participants' perspectives. Dependability establishes a foundation for reliable qualitative research results through rigorous participant engagement.

Validity

Validity in qualitative research includes credibility, confirmability, and data

saturation. Triangulation plays a pivotal role in the pursuit of validity. It is important for researchers to conduct a comprehensive bias assessment to safeguard research validity (Stone et al., 2019). Credibility is attained through triangulation, where multiple data sources provide corroborative evidence (Moon, 2019; Santos et al., 2020). Confirmability is attained by maintaining an audit trail for transparency (Roberts et al., 2019). Data saturation is attained by comprehensively covering the phenomenon under study (Dobakhti, 2020; FitzPatrick, 2019).

These strategies collectively enhanced the validity of my qualitative research. I ensured that the findings were well-founded and free of biases. Triangulation corroborated the findings and enriched my insights by incorporating multiple viewpoints. Integrating credibility, confirmability, and data saturation into the data analysis has reinforced my commitment to achieving a valid qualitative research study.

Transition and Summary

As the primary researcher in this qualitative single case study, I was closely involved in the data collection and analysis processes. According to Yin (2018), researchers must assess their competencies and readiness meticulously. The author also highlighted the importance of preparation and practice before conducting case study research. By conducting mock interviews and leveraging my military leadership experience, I mitigated biases and maintained a high ethical standard throughout the research process. I complied with the ethical guidelines of the *Belmont Report*. My lack of direct ties to the higher education institution's operational mechanisms or administrative structures minimized the risk of my biases. This approach ensured an

objective and comprehensive exploration of the faculty review process that enhances teaching quality.

I used software tools like NVivo and Excel for coding, thematic analysis, and mind mapping to organize and analyze the data. This approach ensured efficient data management and the identification of relevant themes. Triangulation was an essential analytical process that enhanced the study's credibility, as (Yin, 2018) illustrated. Liu et al. (2021) emphasized the value of using diverse data sources and methods to fully understand the phenomenon under study. Ensuring reliability and validity was vital. Member checking and data saturation were essential in establishing the credibility and dependability of the research findings (Fusch & Ness, 2019; Johnson et al., 2020). By meticulously planning the data analysis process and complying with rigorous ethical standards, I aimed to contribute meaningful insights into developing an effective faculty review process within higher education institutions.

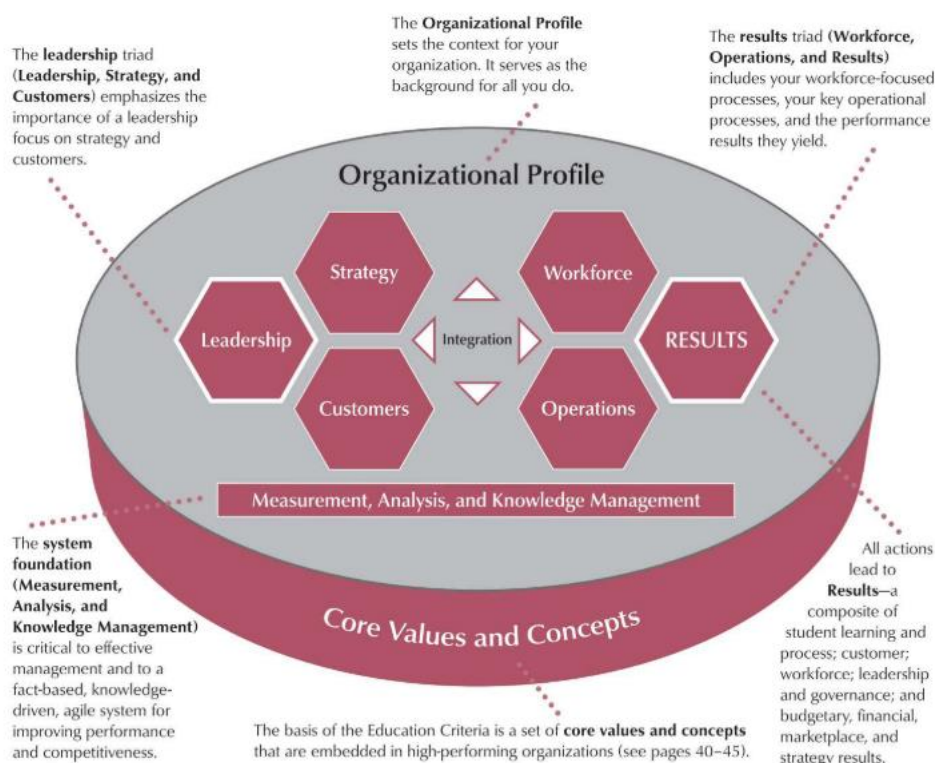
In the next section, I delved into the comprehensive findings of the research project and articulated my findings and recommendations. I began with a detailed profile of the client organization that included an exploration of its mission, vision, values, workforce, assets, and regulatory requirements. I further examined the organizational environment, product offerings, and stakeholder relationships. This approach gave me a thorough understanding of the competitive environment, strategic context, and performance improvement systems. I covered the seven education criteria of the Baldrige excellence framework: leadership, strategy, customer engagement, and the management of measurement, analysis, knowledge, operations, and project results (Baldrige

Performance Excellence Program, 2023). I concluded with key themes and findings, identifying strengths and opportunities in processes and results. I offered recommendations for professional practice. I emphasized the implications for social change and concluded with a synthesis of the study's contributions to the business field.

Section 4: Research Project Findings and Professional Conclusions

Organizational Profile

Building an organizational profile is essential for understanding and enhancing the performance of an organization (Baldrige Performance Excellence Program, 2023). Utilizing the Baldrige excellence framework helps evaluate an organization's processes and results thoroughly (see Figure 1). It makes it easier to identify areas in the organization that excel while at the same time highlighting areas that need improvement. The areas are leadership, strategies, customers, measurement, analysis, and knowledge management, among others. By creating a comprehensive organizational profile, stakeholders can better understand the organization's strategic framework, critical needs, and performance measurements (Baldrige Performance Excellence Program, 2023). This allows stakeholders to make educated decisions and plans. They foster a culture of excellence and continual development, guaranteeing that improvement projects align with the organization's purpose, goals, and principles. I used data from recurring engagements with the organization's client leader to build the organizational profile. I also collected data from the organization's official website to assist in building the organizational profile.

Figure 1*Baldrige Education Criteria for Performance Excellence*

Note. From the Baldrige Performance Excellence Program (2023).

Organizational Description

The university was founded in 2005. It is in the Atlantic region of Canada. It comprises approximately 4,000 students, 70 full-time employees, and 80 contracted adjunct faculty members. It is a private, for-profit college that caters to working professionals. It provides online certificate, diploma, and degree programs. Its mission is to break down barriers to education by providing high-quality education to people worldwide. The faculty members have an average of 15 years of experience in the classroom, with 11 of those years spent perfecting their craft in online learning. Their

extensive backgrounds in consulting, company ownership, business leadership, and employee safety advocacy provide these faculty members with a wealth of practical expertise. To provide an excellent education, the faculty members work hard to create an engaging classroom setting that exceeds students' expectations.

Organizational Environment

The university functions in an environment characterized by constant changes. Technological advancements fuel those changes and constitute the backbone of teaching, learning, and administration functions. This learning system eliminates boundaries and puts students and faculty on the same level regardless of time zones. The lack of physical structures aids in creating an organization capable of adapting quickly to the emerging, constantly evolving aspects of online learning.

The leadership team's commitment to innovation extends beyond the university's academic programs. The leadership team constantly looks for emerging technologies like sound digital frameworks to support online course delivery, student support services, and other management services. The virtual environment enhances faculty working cooperation because the faculty members bring expertise from around the globe.

Product Offerings. The institution's product offerings cater to a diverse audience of working professionals seeking to enhance their knowledge and skills. All the teaching and learning resources are entirely online. The two primary schools within the institution are the School of Business and the School of Occupational Health and Safety. The School of Business provides programs such as the Associate Degree of Business Administration (ADBA), the Bachelor of Business Administration (BBA), the Master of Business

Administration (MBA), the Executive Master of Business Administration (EMBA), and various master's degree certificates as depicted in Table 2. These programs help students develop business competencies, management skills, and systems thinking. The School of Occupational Health and Safety provides certificate courses for a shorter period and an occupational health and safety studies associate degree program for students planning to become occupational health and safety scholars.

Table 2

Product Offerings

Degrees	General MBA Special Streams	Certificates & Diplomas
- Executive Master of Business Administration	- Artificial Intelligence Leadership	- Certificate in Occupational Health, Safety, and Environmental Systems
- Master of Business Administration	- Business Analytics Leadership - Consulting Leadership	- Diploma in Safety, Health, and Environmental Management
- Bachelor of Business Administration	- Finance Leadership - Global Leadership	- Ergonomics - Integrated Disability Management
- Associate Degree in Business Administration	- Health and Safety Leadership - Human Resource Leadership	- Master's Certificate
- Associate Degree in Occupational Health and Safety	- Innovation Leadership - Marketing Leadership - Professional Selling Leadership - Social Enterprise Leadership	- Pre-MBA Courses - Psychological Health and Safety

Note. This information is from the institution's official website.

Mission, Vision, and Values. The university's mission is to equip each student with the necessary tools for success, enabling them to succeed in the world. Additionally, the mission focuses on empowering students through high-quality education. The university strives to offer accessible learning opportunities to students across geographical boundaries. The university aspires to be a global leader in online education. Its vision focuses on innovation, adaptability, and excellence in teaching and learning.

The university's core values include embracing technological advancements to enhance the learning experience. This ensures education is within reach for all students and strives for high standards in curriculum design, faculty expertise, and student support.

Workforce Profile. The university's workforce includes 70 full-time employees, and over 80 adjunct faculty members contracted on a course-by-course basis. This diverse group of faculty spans various disciplines, contributing to a rich and dynamic learning environment. Faculty members bring real-world experience, ensuring practical relevance in course content. The administrative staff, including chairs, coordinators, and program managers, play essential roles in supporting students throughout their academic journey, from enrollment to graduation. The institution values transparency and ethical leadership. It fosters a supportive and growth-oriented environment for students and staff. This approach ensures a well-rounded educational experience and a comprehensive network for the entire student community.

Assets. The university's principal assets are its intellectual capital and virtual facilities. From the university's perspective, the faculty members provide their knowledge, research, and coursework. The subject matter experts develop tailored learning materials that are considered assets. The technology used in the virtual learning environment is one of the significant assets. It is important to note that IT investments guarantee seamless course delivery, student engagement, and efficient administrative processes at the university.

Regulatory Requirements. The university's leadership team complies with educational regulations and accreditation standards through essential regulatory

necessities. The institution's leadership team seeks accreditation from known institutions to validate the quality of the programs. The team frequently conducts education audits and assessments to confirm conformity with educational standards. The leadership's quality assurance measures ensure compliance with academic standards.

Organizational Relationships

The university's leadership team is dedicated to offering transformative experiences to students on a global scale. This commitment leads to relationships with other stakeholders to build healthy relationships that positively influence academics. In line with this, the leadership team collaborates with businesses, government agencies, and industry associations to guarantee the continued relevance of the university's programs while offering the graduating students an opportunity to network. Additionally, partnerships with conventional universities for research programs and shared ideas enhance the academic environment and diversify the educational portfolios.

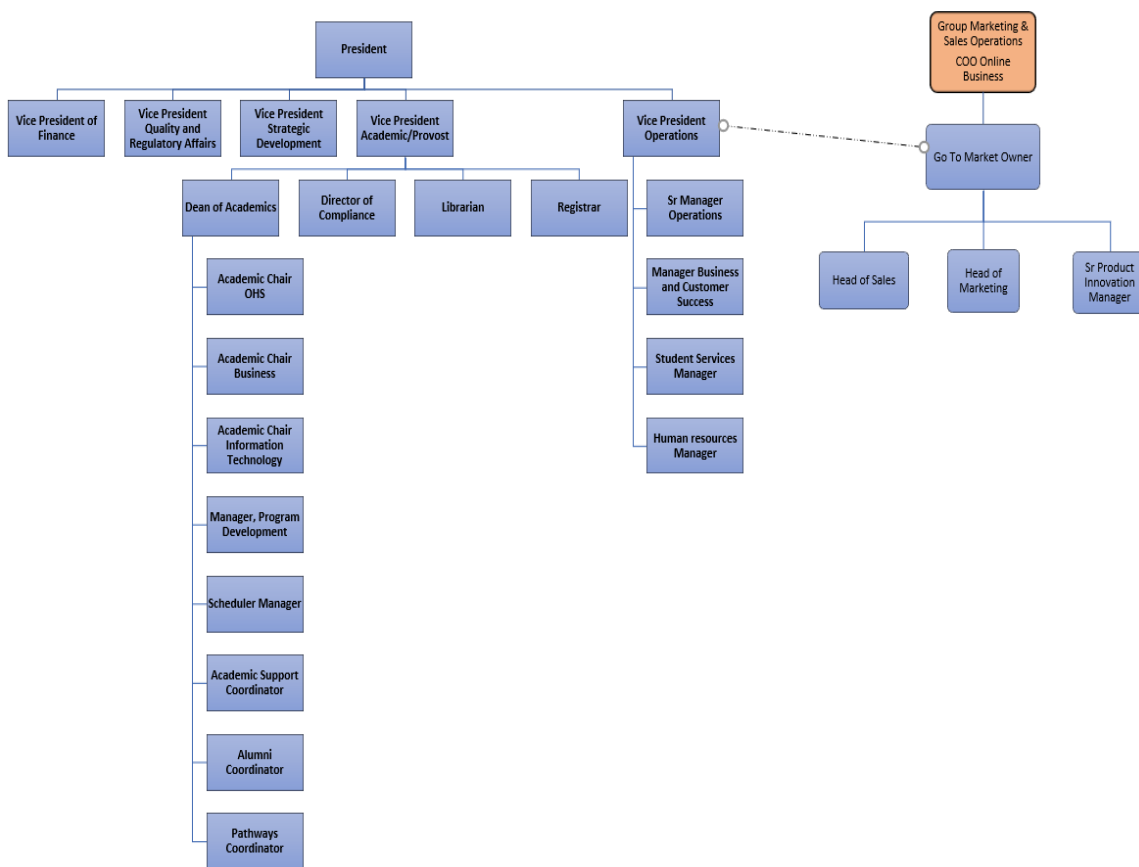
To extend the university base, the leadership team has created several national and international affiliations with other institutions. Those institutions assist in expanding the reach of the university's programs. They ensure they are aware of the university's academic goals. The leadership team is also keen on growing the partnership network by pursuing affiliations that advance the university's vision and mission. The team ensures that all partners deliver quality education. All the potentially successful higher education partners are vetted to ensure they align with the university's strategies for providing affordable education to students.

Organizational Structure. The university's organizational structure reflects its

online nature and decentralized approach, as depicted in Figure 2. The structure comprises both academic departments and administrative units. The business and health and safety disciplines, being the core of the institution's academic departments, are responsible for course development and student services.

Figure 2

Organizational Structure of the University



Note. The client leader provided the information for Figure 2.

Customers and Stakeholders. The university's primary customers are 4,000 students who seek education services to advance their careers. These students include the working population, mid-career changers, and other continuing education learners. The determination of the university's leadership team to make education accessible makes it possible for students to realize their dreams without relocating from their geographical locations. Other university stakeholders include alumni, employers, and accrediting bodies. Alums are considered an essential element in the functioning of a university. Their role involves building up the university's reputation by providing institutional support and becoming mentors to current students. They are also involved in other forms of networking. Hiring institutions that employ the university's graduates are interested in the quality of education they receive at the university. Their inputs contribute to future changes in the education program. Accreditation bodies are third-party organizations that assess the compliance of the university's programs to market needs. This increases the university's legitimacy and the recognition of its programs.

Suppliers and Partners. The university's leadership team collaborates with various suppliers and partners to develop opportunities for its educational portfolio and the sustainability of the online environment. Technology suppliers also have their roles to help with virtual classrooms, learning management systems, and support for student work, so the smooth continuation of learning is achieved through the university's flexibility in adopting new technologies. The leadership team also collaborates with content creators like subject-matter specialists and instructional designers to create improved and entertaining courses, videos, and overall interactive content, which

enriches the student's learning experience. The team also gets involved in collaborations such as internships, guest speaking, and current industry case studies. This input helps maintain the online programs' relevance and adequately prepares students for a successful career.

Organizational Situation

The university operates in a dynamic educational landscape with evolving trends and market demands. The university's leadership team regularly reviews and updates the university's programs to align with industry changes. The leadership team explores creative teaching methods, such as gamification, microlearning, and personalized learning paths to assist students better. The team fosters a culture of continuous improvement. It monitors market demand for specific programs. Additionally, the team ensures that the student support services meet the evolving needs of all students. Overall, the team enforces online counseling, career guidance, and academic advising to enhance the student experience.

Competitive Environment

The university operates in a competitive environment, threatened by online and traditional educational institutions. As an online institution providing similar programs, its competitive standing is influenced by factors including program quality, faculty expertise, and student support. Flexibility and accessibility are considered among the university's defining features. In addition, the university competes with traditional-based universities with well-established reputations and physical structures. Nonetheless, its strength lies in its ability to educate working professionals without compromising their

careers, offering a unique appeal in the higher education market.

Competitive Position. The university occupies a unique niche within the educational landscape. Its competitive edge is rooted in its focus on providing flexible, online education for professionals. Its fully online programs allow students to balance work, family, and education, offering the convenience of asynchronous learning that appeals to busy professionals seeking to advance their careers without compromising other commitments.

Competitiveness Changes. The university is competitive because the leadership team constantly tracks market conditions, including educational trends, industry demands, and student preferences. The leadership team monitors such trends to align the university's offerings with current trends, for example, adding new specializations or changing existing programs.

Comparative Data. The leadership team measures the university's performance against other institutions through various indicators. The team tracks and benchmarks enrollment numbers to similar institutions so that observed patterns can inform the recruitment initiatives. Also, drop-out rates refer to the proportional failed records of one or more training programs to develop ways of preserving students. Furthermore, the leadership team measures this by using student satisfaction levels. The team uses student surveys to improve the student experience.

Strategic Context

The university's leadership team carefully aligns its strategies with the evolving educational landscape. By embracing emerging technologies, the leadership team invests

in virtual labs, interactive simulations, and AI-driven tools to enhance the online learning experience. Additionally, the university's leadership team prioritizes learner-centric approaches. This approach offers customized learning paths, personalized support, and adaptive assessments to cater to the diverse needs of students. This alignment ensures the university remains at the forefront of creative and effective online education.

Performance Improvement System

The university's leadership team supports implementing an effective faculty review system that promotes excellence and continuous improvement initiatives. The team conducts program evaluations periodically, with data-driven insights. The team relies on feedback from students, faculty, and alumni to refine the university's product offerings. However, the university is currently working on implementing an effective faculty evaluation system. Based on the results of this study, I provided some recommendations to the leadership team regarding the strategies to implement an effective faculty review process that enhances teaching quality. By implementing the faculty review, the leadership team can ensure that the university meets the highest standards of educational excellence.

Leadership Triad: Leadership, Strategy, and Customers

The Baldrige Education Criteria for Performance Excellence in Figure 1 is a robust framework designed to enhance the quality of educational institutions by focusing on the leadership triad that covers leadership, strategy, and customers. Leadership in the Baldrige framework focuses on the importance of visionary and ethical leadership, which sets the tone for organizational culture and drives the institution toward its strategic goals

(Baldrige Performance Excellence Program, 2023). Effective leadership is essential in organizations because it influences team dynamics and drives the institution's overall success (Nikodem & Krzysztof, 2022). Strategic planning is another essential framework that involves setting clear, measurable goals. Strategic planning efficiently aligns resources and processes to achieve these goals (Baldrige Performance Excellence Program, 2023). The leadership team must ensure that the needs and expectations of the customers are central to the institution's operations and continuous improvement efforts (Macedo Morais et al., 2020). Moreover, these elements explain more than three-quarters of managerial effectiveness in higher education institutions. By integrating these three components, the Baldrige excellence framework provides a comprehensive approach to achieving excellence in education. This approach fosters an environment of continuous improvement and stakeholder satisfaction.

Leadership

Senior Leadership

The senior leadership team at the university consists of the president, vice president of academics, vice president of operations, vice president of finance, vice president of strategy, and vice president of compliance. The team plays a vital role in guiding the institution toward its objectives. This team promotes and embodies the institution's mission, vision, and values. It ensures that these core principles are integrated into every aspect of the organization, including staff, key partners, and students. The leadership team uses regular weekly meetings on Wednesdays to facilitate discussion on university challenges and upcoming projects. This ensures alignment and

consistent dissemination of information across the staff and faculty members. The leadership team uses town hall meetings, webinars, and open forums to communicate updates, listen to concerns, and gather stakeholder feedback. This reinforces the organization's principles and fosters a shared sense of purpose and community.

The university's leadership structure is transparent and hierarchical, with the president at the top, followed by five vice presidents. This structure facilitates effective communication and decision-making. This ensures that academic and financial matters are given appropriate attention through parallel lines of authority. The academic concerns are escalated through faculty, deans, and ultimately to the Chair of the Academic Board. At the same time, financial matters follow a parallel path within the business side of the institution. This dual structure promotes a balanced approach to management, with senior leaders engaging regularly with key stakeholders to align with institutional goals and address emerging issues.

The senior leaders are deeply committed to maintaining ethical behavior and legal compliance standards. They uphold a strict code of ethics. Regular training and awareness programs support the code of ethics. This ensures that all actions reflect the institution's values. This culture of integrity is maintained through transparent decision-making and effective responses to ethical breaches. This approach enhances the community's trust and confidence in their leadership. The senior leaders represent the university well. They make ethical decisions and communicate effectively daily. This ethical environment has a significant positive aspect, unlike other institutions where ethics may have been compromised.

Creating an environment for success is essential for senior leaders. They work to foster a culture that values diversity, equity, and inclusion. The senior leaders implement policies and practices to ensure all community members feel respected and valued. Succession planning is also a priority, with senior leaders participating in strategic planning meetings, possibly every quarter, to discuss strategy and update the strategic plan. They support the professional development of staff by funding higher education pursuits and facilitating training programs. Clear objective-setting, performance reviews, and a commitment to personal accountability ensure the institution remains focused on its mission of providing quality education and fostering effective leadership.

Governance and Societal Responsibilities

The university's senior leaders are dedicated to maintaining a governance structure. They crafted a system focusing on oversight and efficient management. This includes evaluating the leaders' actions to ensure they align with institutional goals, financial accountability, transparency, and stakeholder protection. The governance framework includes external audits to uphold these standards. Oversight is provided by the Board of Directors, the Academic Board, and the Ministry and Department of Post Education, Training, and Labor to ensure compliance with institutional and academic program requirements. Moreover, the leadership team places great importance on selecting future leaders and staff members with expertise who are deeply committed to advancing the university's mission. This approach ensures that the leadership team is well-prepared to guide the institution toward its goals. The university offers accredited programs tailored to meet students' needs, ranging from those starting their careers to

professionals.

Accountability and transparency are principles in the institution's governance practices. Senior leaders undergo performance evaluations to assess their alignment with the university's values and impact on results. This transparent process includes communication channels and consistent updates to stakeholders, informing them about progress and obstacles. Financial accountability is also rigorously upheld through reports and audits to ensure responsible resource management.

Succession planning is an aspect of the institution's governance framework. The university carefully nurtures future leaders to facilitate smooth leadership transitions. This proactive approach ensures stability and enables the university to navigate future challenges and opportunities effectively. As noted by Participant 2, the leadership team supports growth by sponsoring education endeavors and organizing training initiatives. This demonstrates the commitment of the leadership team to nurture talents within the institution.

The university's leadership team is firmly committed to upholding ethical standards. The team takes measures to address future legal, regulatory, and community issues. The team ensures the university complies with regulations by staying updated on changes and engaging with global communities. A detailed code of ethics and training programs stress the significance of behavior for everyone involved. Reporting mechanisms for addressing violations are in place to ensure that any concerns are dealt with swiftly and effectively. This demonstrates the senior leadership team's dedication to upholding standards in all areas of operation.

The leadership team connects societal well-being to the university's core strategies and day-to-day operations. The team supports ecological practices and collaborates with groups to tackle critical social issues such as mental health, diversity, and inclusion. By educating professionals, the leadership team plays a role in fostering growth. This has positive effects on society across different levels. Moreover, the university nurtures networks like students, alumni, locals, and industry partners through skill enhancement initiatives and community welfare projects. The senior leaders and faculty members continuously engage in community activities, mentorship schemes, and outreach activities to showcase the university's dedication to being a supportive presence within the community.

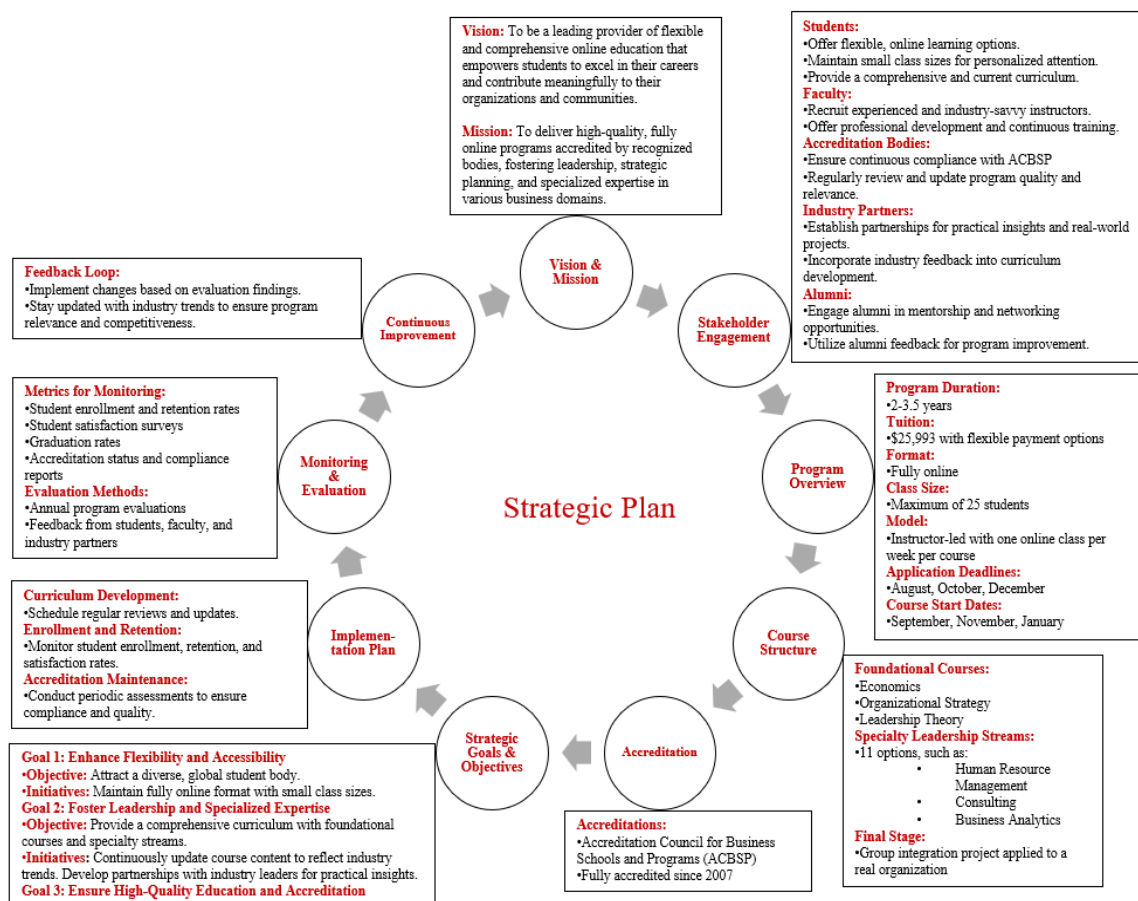
Strategy

Strategy Development

The university's leadership team approaches strategy development by focusing on practical knowledge and industry insights. The strategic planning process is meticulously designed to address short-term and long-term goals. This ensures that the institution remains aligned with its overarching objectives while staying adaptable to changing circumstances. This dual focus on immediate needs and sustainable growth allows the leadership to maintain a dynamic approach to strategy, as depicted in Figure 3. The strategic plan emphasizes agility and resilience in the face of potential changes.

Figure 3

Strategic Plan



Note. This strategic plan is created based on data collected from the institution's website and interviews with the institution's client leader.

Strategic planning at the university is a structured and iterative process that begins with setting clear objectives. This involves a comprehensive assessment of immediate challenges and future needs, ensuring that the institution's strategies are well-rounded and forward-thinking. The leadership strongly emphasizes data-driven decision-making, collecting and analyzing a wide array of data. This includes market trends, industry benchmarks, and organizational performance metrics. This rigorous approach ensures that strategic decisions are grounded in solid evidence and responsive to external factors. This allows the leadership to develop informed and effective strategies.

Identifying strategic opportunities and risks is a critical component of the leadership's approach to strategy development. The university conducts market research to understand the needs of its primary student demographic. This consists of individuals already in the workforce. The leadership team helps develop new programs responsive to market demands and industry trends. The team encourages creative thinking and actively explores new avenues for growth and improvement, such as introducing new master's programs and advanced Master of Business Administration (MBA).

The leadership team carefully assesses potential impacts, feasibility, and alignment with strategic objectives. By doing so, the team can pursue opportunities with significant potential benefits while maintaining prudent decision-making practices. The team strategically evaluates outsourcing versus in-house processes, focusing on core competencies and leveraging external expertise for specialized tasks. This ensures the leadership team can concentrate on its strengths while efficiently managing non-core

functions. For example, the university supports the professional development of its staff by funding higher education pursuits and providing necessary training programs.

The institution's commitment to democratizing education strengthens its strategic initiatives. The university empowers professionals globally by breaking down barriers to education and offering flexible learning opportunities. This commitment to accessible and flexible education aims to enhance individual performance and overall educational quality. Through these efforts, the leadership continuously strives to improve and adapt, ensuring that the university remains a leader in providing quality education in a rapidly changing world.

Strategy Implementation

At the university, strategy implementation begins with the meticulous development and deployment of action plans aligned with the institution's vision. These action plans cover both short-term and long-term projects. The leadership team focuses on immediate curriculum enhancements in the short term, while long-term plans may include expanding partnerships or launching new programs. The leadership employs a phased approach to prioritize critical initiatives. This ensures effective and timely implementation of the action plans.

Resource allocation plays a pivotal role in successfully implementing the university's strategies. The leadership team ensures that it allocates adequate financial and other resources to support executing the action plans while simultaneously meeting current operational obligations. Through strategic budgeting and resource management, the leadership team balances the maintenance of existing programs with investments in

future initiatives. This ensures sustainable growth and development. For example, the leadership team may allocate resources for faculty professional development or to support new program offerings. This ensures that the university remains competitive and responsive to market demands.

The university's workforce plans support strategic objectives and action plans. These plans address the potential impacts on staff and outline the capability requirements to achieve strategic goals. For instance, the leadership team may invest in faculty development or hire experts in emerging fields to support new program offerings. This approach ensures that the workforce is well-prepared to meet the university's evolving needs. Additionally, the leadership team tracks key performance indicators (KPIs) related to student success, program growth, and stakeholder satisfaction, using these metrics to inform short-term and long-term planning. The institution remains agile, modifying action plans to maintain progress toward its strategic objectives in response to changing external conditions.

A commitment to data-driven decision-making characterizes the university's strategic implementation. The leadership team collects and analyzes various data, including market trends, industry benchmarks, and organizational performance metrics, to inform strategic decisions. This approach ensures that strategies are grounded in solid evidence and can adapt to external factors. By fostering a continuous improvement and innovation culture, the university can pursue opportunities that enhance educational quality and accessibility.

Customers

Customer Expectations

The university prioritizes understanding and responding to the needs of its students and other stakeholders. Through various channels such as surveys, feedback forms, and direct communication, the leadership actively gathers insights to identify areas for improvement. This attentive listening approach allows the leadership to tailor its programs and services to meet its diverse customer base's evolving needs and preferences. This ensures that the institution remains responsive and relevant.

Comprehensive market research is the university's approach to understanding customer expectations. Before launching any new program, the university commissions a thorough review to assess market demand and student needs. This research helps the university identify distinct customer groups and market segments, including working professionals seeking career advancement, industry leaders, and lifelong learners. The leadership uses this information to customize its offerings, ensuring they are relevant and valuable to each audience.

By segmenting its audience, the leadership team delivers tailored educational experiences that align with the goals of its customer base. For instance, most university students are not recent high school graduates but individuals already in the workforce. This insight informs the development of programs that cater to the needs of working professionals, providing flexible learning options that fit their schedules and career goals. The university also employs tools like Salesforce and academic questionnaires to track interactions, preferences, and feedback. This further refines their understanding of

student needs and enhances customer engagement.

In managing student complaints, the leadership follows a structured process emphasizing resolution at the earliest possible level. Issues are initially addressed between the student and faculty and escalated to the chair level or higher if necessary. This approach ensures that student concerns are taken seriously and addressed promptly. This approach contributes to overall satisfaction and retention.

By continually adapting its strategies based on direct feedback and market research, the leadership team ensures it meets and exceeds the expectations of its stakeholders. This strategy enhances students' satisfaction and success. This strategy allows the university to remain relevant and responsive in the dynamic educational field.

Customer Engagement

The university's leadership team is deeply committed to fostering positive relationships with its students and stakeholders by offering personalized support through mentorship programs, networking events, and career services. The leadership prioritizes seamless interactions and user-friendly platforms to maintain high customer satisfaction. Regular engagement through town hall meetings, webinars, and open forums allows the leadership to stay connected with the staff, faculty, and students. This approach builds trust and loyalty by creating a supportive and engaging educational environment for all stakeholders.

To manage student and customer relationships effectively, the university employs a Customer Relationship Management (CRM) system, such as Salesforce, to track interactions, preferences, and feedback. Dedicated relationship managers work to build

rapport and ensure personalized and responsive service. This approach enhances the overall educational experience. The leadership team resolves issues and addresses concerns as soon as possible. By prioritizing customer engagement and leveraging tools like Salesforce and direct communication, the leadership team is on the right track to ensuring satisfaction and loyalty. This approach contributes to the university's success by maintaining a dynamic and supportive educational environment.

Measurement, Analysis, and Knowledge Management

As outlined in the Baldrige Education Criteria for Performance Excellence, Measurement, Analysis, and Knowledge Management are pivotal in driving institutional effectiveness and continuous improvement. This category emphasizes the systematic measurement, analysis, and improvement of organizational performance. This ensures that educational institutions make data-informed decisions to enhance their operations and outcomes (Baldrige Performance Excellence Program, 2023). Leadership, strategic planning, customer focus, and effective measurement and knowledge management contribute to over 75% of the institution's management effectiveness (Macedo Morais et al., 2020). This alignment with the Baldrige framework highlights the importance of data management practices in achieving educational excellence. By integrating comprehensive performance reviews and leveraging advanced analytical tools, higher education institutions can foster a culture of continuous improvement, ultimately enhancing academic quality and stakeholder satisfaction (Baldrige Performance Excellence Program, 2023; Macedo Morais et al., 2020).

Measurement, Analysis, and Improvement of Organizational Performance

At the university, tracking of data, information on daily operations, and overall organizational performance are critical to the management strategy. The leadership team uses an integrated management information system to capture vital performance indicators (KPIs) from various departments. This approach provides real-time insights into operational efficiency and effectiveness. This comprehensive data-tracking mechanism includes metrics related to student enrollment, faculty performance, financial health, and administrative processes, enabling continuous monitoring and optimization of the institution's operations. Open communication is vital in this process. It ensures that issues or concerns are addressed promptly and efficiently.

The leadership team selects comparative data and information from reputable sources, including industry benchmarks, best practices from peer institutions, and historical performance data to support fact-based decision-making. This comparative approach allows the leadership team to identify areas for improvement and develop strategies based on proven success models. Regular performance reviews, involving thorough data analysis, stakeholder feedback, and performance assessments, are conducted to evaluate academic outcomes, student satisfaction, operational efficiency, and financial stability. The insights gained from these reviews drive continuous improvement and innovation. The commitment to ongoing assessment and adaptation fosters a culture of excellence and ensures that the institution can navigate challenges effectively while maintaining high-performance standards.

Information and Knowledge Management

The leadership team manages information and organizational knowledge assets through a centralized knowledge management system. This system includes databases, document management tools, and collaboration platforms that store and organize critical information. This makes information accessible to faculty and staff. By providing a solid platform for knowledge sharing and collaboration, the leadership team ensures that valuable information is disseminated efficiently while maintaining data integrity and security. Regular security audits, encryption, firewalls, and access controls protect sensitive data and IT assets. This ensures compliance with data protection regulations and safeguarding the institution's information.

The leadership team fosters a culture of continuous learning and development to build and manage organizational knowledge. Professional development programs for faculty and staff and opportunities for collaborative research and knowledge sharing are integral to this approach. The leadership team encourages employees to stay updated with the latest trends and advancements through continuous learning initiatives. The leadership team identifies best practices through regular reviews and shares them across the institution via knowledge-sharing sessions, workshops, and internal communications. For example, the university has professional development sessions focused on using AI and addressing related challenges. This approach reflects the leadership team's commitment to innovation and practical problem-solving. This collaborative environment promotes the adoption of successful strategies and practices. This ensures that the university remains at the forefront of educational excellence and operational

effectiveness.

Results Triad: Workforce, Operations, and Results

The Results Triad within the Baldrige Education Criteria for Performance Excellence, covering Workforce, Operations, and Results, is fundamental in ensuring educational institutions achieve success and continuous improvement. This triad focuses on creating a capable and motivated workforce. This approach optimizes operational effectiveness and achieves exceptional organizational results (Baldrige Performance Excellence Program, 2023). The Results Triad plays a critical role in the management of higher education institutions (Macedo Morais et al., 2020). This demonstrates that leadership, strategic planning, workforce focus, and operational excellence collectively explain a significant portion of management effectiveness. The Baldrige excellence framework's emphasis on aligning workforce capabilities with organizational goals and operations ensures that institutions deliver high-quality education and meet stakeholder expectations. Moreover, these practices lead to improved organizational results, validating the efficacy of the Baldrige model in various educational environments (Macedo Morais et al., 2020). By addressing these areas, higher education institutions can foster a culture of excellence and achieve superior academic results.

Workforce

Workforce Environment

The leadership team at the university cultivates a positive work environment by prioritizing collaboration, respect, and professional growth. The team provides extensive training, mentorship, and skill development opportunities to support employees. This

commitment to fostering a supportive atmosphere ensures that all staff members feel valued and appreciated. This approach creates a thriving and cohesive workplace. Employees are encouraged to pursue further education, and the institution often funds these endeavors. This demonstrates a solid commitment to professional development and higher education.

To align workforce capabilities with organizational goals, the leadership team regularly assesses employees' skills, competencies, and capacity. These evaluations help identify gaps and inform workforce planning. This approach enables the university to strategically plan recruitment, development, and resource allocation. Recruitment and onboarding processes are designed to attract top talent and ensure new hires are well-prepared for their roles. Job postings are advertised on platforms like LinkedIn. A structured interview process precedes a comprehensive onboarding process. This includes orientation, role-specific training, and cultural integration. This approach ensures that new employees can quickly adapt and contribute to the university's mission. Additionally, the university supports its workforce through competitive compensation and benefits, fostering a sense of respect and support that enhances retention and performance.

Workforce Engagement

The leadership team fosters employee engagement by providing recognition, feedback, and growth opportunities. The team enhances job satisfaction by creating an environment where employees feel appreciated and supported. This leads to higher retention rates and improved productivity. Regular feedback mechanisms and

professional development opportunities are critical components in maintaining high levels of engagement among employees. For example, faculty have been given unexpected pay raises. The institution's appreciation and support significantly boost morale and retention.

The leadership team uses tools like the Net Promoter Score (NPS) to measure and improve workforce engagement. Feedback from these assessments informs strategies for addressing issues regarding overall employee satisfaction. This data-driven approach allows the leadership team to refine practices and ensure that the workforce remains committed and motivated. The university's structured recruitment and onboarding processes further support engagement by providing well-prepared new hires and quickly integrating them into its culture and operations.

Promoting a culture of open communication and high performance is central to the leadership team's engagement strategy. The leadership team values diverse perspectives and innovation. This fosters an environment where transparent communication is the norm. The team recognizes and celebrates high performance. This motivates employees to excel. Additionally, the leadership team invests in career development through training, mentorship, and leadership programs. This ensures a big pool of capable leaders for the future. By supporting equity and inclusion in all processes, the leadership team creates a fair and diverse work environment that leverages employees' unique talents. This approach enhances individual performance and contributes to the university's success and sustainability.

Operations

Work Processes

The university's leadership team continuously assesses and refines the educational programs and services. The team incorporates feedback from students, faculty, and industry experts. This proactive approach ensures that work processes are efficient and aligned with program goals. Regular reviews and improvements are essential to maintaining high standards.

The leadership team determines the requirements for the educational programs by analyzing industry trends, student needs, and accreditation standards. This comprehensive process involves input from faculty, industry practitioners, and advisory boards. This strategy ensures that the programs are relevant and meet the students' demands. The team ensures that the programs are current and valuable by staying informed about the latest developments in various fields. This provides students with the skills and knowledge needed for their careers. The curriculum development process involves collaboration between subject matter experts and instructional designers. This ensures that the programs are academically rigorous and practically applicable. This approach prepares students for their professional futures.

Operational Effectiveness

The university's leadership team ensures that the day-to-day operations of the critical work processes comply with established standards: faculty members deliver courses effectively, student support services function smoothly, and administrative processes are managed efficiently. Regular monitoring and quality checks are in place to

maintain consistency. This approach ensures that the educational experience remains excellent and reliable. Open communication between leadership, staff, and faculty ensures that operational issues are promptly addressed. This contributes to a seamless educational environment.

Effective management of operations at the university involves clear organizational structures, defined roles, and well-established decision-making processes. The university's structure, which includes the president, vice presidents, deans, chairs, and coordinators, ensures smooth coordination across various departments and functions. This framework promotes a cohesive and efficient working environment. This allows the leadership team to effectively manage the university's resources and activities to support the strategic goals.

The university's leadership team balances cost-effectiveness with program quality through meticulous resource allocation, budgeting, and financial sustainability practices. Efficiency measures include streamlined administrative processes and optimized resource utilization. This approach ensures that the university's financial health is maintained without compromising educational standards. The leadership team employs strategic budgeting practices to allocate resources for both current operational needs and future projects. By focusing on cost management, the leadership team ensures the long-term sustainability of the university's operations. This enables the university to continue providing high-quality education while remaining adaptable to changes in the educational field.

Project Results

Product and Process Results

Involving faculty members in creating evaluation criteria ensures that diverse perspectives are considered, making the process fair and acceptable (Datul et al., 2022; DeCosta et al., 2016). Regular and systematic evaluations are essential for continuous improvement (Jenkins et al., 2021; Kumar & Jain, 2018). Additionally, incorporating multiple evaluation components, such as self-evaluations, student feedback, and peer reviews, provides a holistic assessment of teaching effectiveness. This approach fosters a culture of professional development and collaboration (Lin et al., 2021; Sivena & Nikolaidis, 2022). These practices align with the principles of the Baldrige excellence framework, which emphasizes systematic processes, stakeholder engagement, and continuous improvement (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021).

The involvement of stakeholders in developing evaluation criteria supports the argument by Amis et al. (2020) that effective stakeholder governance requires balancing diverse interests. The structured evaluation processes and comprehensive components must be aligned with the need for systematic and fair evaluation methods (Dao & Phan, 2023). Integrating these practices within the Baldrige excellence framework provides a robust foundation for enhancing faculty evaluations. This approach promotes teaching excellence and aligns with best practices in organizational management and stakeholder theory (Amis et al., 2020; Baldrige Performance Excellence Program, 2023; Dao & Phan, 2023).

Customer Results

The data analysis revealed critical insights into customer results, particularly in understanding and responding to student needs and enhancing overall satisfaction. The university prioritizes gathering feedback through surveys, feedback forms, and direct communication. This approach allows the leadership team to tailor programs and services to meet students' needs. Detailed market research helps identify distinct customer segments, such as working professionals and lifelong learners. This ensures that the program offerings are relevant and valuable. This strategy enhances student satisfaction and success. This strategy is aligned with the Baldrige Excellence framework's emphasis on understanding customer needs and building strong relationships (Baldrige Performance Excellence Program, 2023). The university can track interactions and preferences by leveraging tools like Customer Relationship Management (CRM) systems. This provides personalized support and maintains long-term loyalty (Greenberg-Worisek et al., 2020; Quansah et al., 2024).

These findings align with and extend current stakeholder theory and educational management knowledge. It is important to balance diverse stakeholder interests (Amis et al., 2020). There is complexity in Managing stakeholder interests and taking calculated risks to enhance performance and support the organizations' targeted strategies to improve customer satisfaction (Dao & Phan, 2023). The proactive approach to understanding and meeting student needs also ties into the Baldrige excellence framework, which stresses continuous improvement and responsiveness to customer feedback (Baldrige Performance Excellence Program, 2023). By integrating these

practices, the university confirms the relevance of stakeholder theory in higher education and demonstrates creative ways to achieve customer satisfaction and organizational success (Amis et al., 2020; Dao & Phan, 2023).

Workforce Results

The data analysis reinforced the university's commitment to fostering a positive work environment and enhancing workforce engagement through systematic evaluation and continuous professional development. The leadership team ensures that employees feel valued and respected by providing extensive training, mentorship, and skill development opportunities (DeCosta et al., 2016; Gu & Levin, 2021). Regular assessments of skills and competencies help identify gaps and inform workforce planning. This aligns employee capabilities with organizational goals (Jenkins et al., 2021). This approach to workforce management is reflected in the university's recruitment and onboarding processes. These processes aim to attract top talent and ensure that new hires are well-prepared for their roles. These practices align with the Baldrige excellence framework's principles of developing and valuing workforce members and fostering a supportive and productive work environment (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021).

The university's strategies for workforce engagement also confirm and extend existing knowledge in stakeholder theory and organizational management. Amis et al. (2020) emphasized balancing diverse stakeholder interests. This is evident in the university's inclusive approach to developing evaluation criteria and providing targeted professional development. The proactive measures to ensure transparency and fairness in

the evaluation process, such as involving faculty in creating and refining evaluation criteria are important to manage stakeholder interests and risks (Dao & Phan, 2023). Moreover, the university's focus on open communication and recognition of high performance aligns with Jones et al. (2018), who advocated for ethical and cooperative stakeholder relationships to achieve competitive advantage. By integrating these practices, the university demonstrates how fostering a supportive and engaged workforce contributes to overall organizational success and aligns with best practices in stakeholder theory and the Baldrige excellence framework (Amis et al., 2020; Baldrige Performance Excellence Program, 2023; Dao & Phan, 2023; Jones et al., 2018;).

Leadership and Governance Results

The data analysis highlighted the effectiveness of the university's leadership in promoting transparency, ethical behavior, and a supportive environment, all of which are crucial for a solid framework. The leadership structure, including the president, vice presidents, deans, and academic chairs, ensures clear organizational hierarchy and smooth coordination across departments (Ford, 2022; Ruben & Gigliotti, 2019). Regular town hall meetings, webinars, and open forums facilitate open communication, allowing leaders to engage with stakeholders, provide updates, and gather feedback. This approach aligns with the Baldrige excellence framework, which emphasizes the importance of leadership in setting a vision and values, creating a customer-focused culture, and ensuring legal and ethical behavior (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021). The university's leadership team fosters a positive and ethical organizational culture by maintaining transparency and encouraging professional

development.

These findings confirm and extend existing knowledge in stakeholder theory and organizational governance. There is complexity in managing diverse stakeholder interests within governance frameworks that encourage transparency and ethical behavior (Amis et al., 2020). The university's leadership team practices, which include comprehensive performance assessments and a strong emphasis on ethical behavior, support these principles (Dao & Phan, 2023). Additionally, the role of effective governance in balancing stakeholder interests and enhancing organizational performance is evident in the university's structured evaluation and feedback processes. The university's proactive approach to stakeholder engagement and ethical leadership aligns with these theories and demonstrates how such practices can improve governance and institutional success (Amis et al., 2020; Baldrige Performance Excellence Program, 2023; Dao & Phan, 2023). This integration of leadership and governance practices within the Baldrige excellence framework ensures that the university remains responsive, ethical, and well-governed.

Financial and Market Results

The university's financial and market performance is closely monitored and strategically managed to ensure sustainability and growth. Organizational leaders must employ meticulous budgeting and resource allocation practices to balance cost-effectiveness with program quality (Bauer et al., 2020; Politis & Grigoroudis, 2022). The university maintains its financial health without compromising educational standards by implementing streamlined administrative processes and optimizing resource utilization. This approach aligns with the Baldrige excellence framework's emphasis on achieving

sustainable performance results and financial stability (Baldrige Performance Excellence Program, 2023). Regular financial audits and transparent reporting practices further ensure fiscal accountability and stakeholder trust (Ford, 2022; Strahan et al., 2022).

An organization's market performance must be enhanced through comprehensive market research and targeted strategies to meet the needs of distinct customer segments (Escandon-Barbosa et al., 2023; Lopez et al., 2020). The university's Customer Relationship Management (CRM) systems, like Salesforce, aid in tracking interactions and preferences. This allows the university to tailor its offerings and improve customer satisfaction. The ethical treatment of stakeholders and informed decision-making can lead to competitive advantage (Jones et al., 2018). By continuously analyzing market trends and student feedback, the university aligns its programs with market demands, ensuring relevance and value in its educational offerings. This proactive and data-driven approach to financial and market performance supports the university's strategic goals and enhances its competitive position in higher education (Baldrige Performance Excellence Program, 2023; Jones et al., 2018).

Key Themes Findings

In this qualitative single case study, I explored strategies for developing and implementing an effective faculty evaluation process that enhances teaching quality and performance in a higher education institution. To achieve this, I conducted four semistructured interviews with two staff members and two faculty members. The participants, who possessed significant experience in higher education, provided detailed accounts of their experiences with the existing evaluation process. This included

strengths, challenges, and impact on teaching quality and professional development. I transcribed and analyzed the interviews using NVivo to extract critical themes and formulate recommendations for implementing an effective evaluation process that enhances teaching quality. I generated and assembled codes to group the information, as depicted in Table 3 and Table 4.

Table 3

Codes and References Per Participant

Name	Codes	References
Interview with Participant #1	40	215
Interview with Participant #2	66	303
Interview with Participant #3	46	120
Interview with Participant #4	51	260

Through thematic analysis, eight key themes emerged: (a) inclusive development of evaluation criteria, (b) structured evaluation processes, (c) comprehensive evaluation components, (d) feedback and professional development, (e) leadership and support, (f) transparency and fairness, (g) utilization of evaluation data, and (h) continuous improvement. These themes align with the principles of the Baldrige excellence framework, which emphasizes developing and valuing workforce members while fostering a supportive and productive work environment (Baldrige Performance Excellence Program, 2023). Additionally, the findings confirm and expand upon existing knowledge of stakeholder theory and organizational management. It is important for organizations to balance diverse stakeholder interests (Amis et al., 2020). This principle is reflected in the leadership team's approach to developing the university's faculty evaluation criteria. Similarly, effective governance is important in balancing stakeholder

interests and enhancing organizational performance (Dao and Phan (2023)).

Table 4

Grouped Codes

Code	Participants	References
Evaluation	4	22
Experience	4	6
Faculty	4	29
Faculty Evaluation	3	12
Faculty Evaluation Process	1	3
Faculty Member	3	7
Feedback	1	3
Leadership	1	2
Organizational Behavior	1	2
Performance	2	4
Perspective	1	2
Process	4	22
Professional Development Component	1	2
Programs	1	2
Quality	1	2
Stakeholder	1	2
Student	1	2
Teaching	3	7

Thematic Finding 1: Inclusive Development of Evaluation Criteria

Inclusive development of evaluation criteria emerged as a fundamental aspect of creating an effective faculty evaluation process. Involving faculty members in developing and refining evaluation criteria ensures the process is relevant and gains greater acceptance and buy-in from those evaluated (Datul et al., 2022; Jenkins et al., 2021).

Participant 1 noted, “I drafted a document to use for faculty evaluations in conjunction

with faculty. I had them work on it with me to get more buy-in from them.” This collaborative effort allows for a diverse range of perspectives to be incorporated. This ensures that the evaluation criteria are comprehensive and fair (DeCosta et al., 2016). Moreover, regular workshops and meetings are effective methods for gathering faculty input. This provides a platform for faculty to voice their concerns, suggest improvements, and actively participate in the development process.

Establishing committees comprising faculty representatives from different departments can ensure that the evaluation criteria reflect the diverse learning environments of the institution (Lin et al., 2021). Participant 4 emphasized, “I sat on the committee to create the evaluation process for the university. I felt my suggestions were taken seriously and impactful in the final evaluation.” Furthermore, creating a feedback mechanism where faculty can continuously provide input on the evaluation process ensures that the criteria remain relevant and are regularly updated to reflect changes in teaching practices and educational standards (Amis et al., 2020). Making the development process transparent by sharing drafts and revisions with all faculty members can build trust and demonstrate a commitment to fairness (Dao & Phan, 2023). By involving faculty in developing evaluation criteria, institutions can create a more solid and accepted evaluation process that faculty perceive as fair and supportive of their professional growth (Sivena & Nikolaidis, 2022).

Thematic Finding 2: Structured Evaluation Process

A structured and well-organized evaluation process was consistently highlighted as critical for ensuring effectiveness and fairness in faculty evaluations. Establishing a

clear and consistent assessment schedule is essential to provide regular and timely feedback (Datul et al., 2022; Jenkins et al., 2021). Participant 1 stated that once professors join the university, they are evaluated after teaching their first class. Depending on the outcome of this initial evaluation, subsequent evaluations are conducted a year later or after the next class. This initial evaluation helps set the tone for continuous improvement and provides early support.

Implementing digital tools and platforms to manage and track evaluation schedules can ensure that evaluations are conducted systematically and efficiently (Lin et al., 2021). These tools can send reminders, track progress, and store evaluation records securely. In addition to annual evaluations, scheduling mid-year check-ins can help monitor progress toward professional development goals and address any issues promptly. These check-ins allow for ongoing dialogue between faculty and evaluators (DeCosta et al., 2016). Ensuring that the evaluation process is consistent across all departments can prevent discrepancies and ensure that all faculty members evaluate the same standards. Standardized forms and guidelines can help achieve this consistency (Jenkins et al., 2021). Participant 4 mentioned, “I think if you are a full-time faculty member, I expect you to be evaluated annually. I think if you are an adjunct faculty member, a bi-annual process might be good, like every two years.”

Developing an evaluation calendar that outlines key dates and deadlines for the evaluation process can help faculty members prepare and participate effectively. This calendar should be communicated well in advance to all faculty members. By structuring the evaluation process clearly and consistently, institutions can provide meaningful

feedback that supports faculty development (Amis et al., 2020; Dao & Phan, 2023). This structured approach also helps ensure fairness and transparency, which are essential for gaining faculty trust and engagement (Sivena & Nikolaidis, 2022).

Thematic Finding 3: Comprehensive Evaluation Components

The need for a thorough evaluation process became a central focus, highlighting the importance of including various elements like self-assessment, student feedback, and peer reviews. Collecting student feedback at the end of each course is particularly valuable, as it offers direct insights from those experiencing the teaching (Greenberg-Worisek et al., 2020; Quansah et al., 2024). Participant 3 shared, “We receive the evaluations after each class. The student evaluation includes a series of questions and categories, providing ratings and narratives.” This well-rounded approach comprehensively explains teaching effectiveness by considering different perspectives on faculty performance.

Self-evaluation plays a crucial role in encouraging professors to reflect on their teaching, pinpoint areas where they can improve, and set goals for their professional development (Claessens, 2020). Participant 1 explained, “The process is designed so that the evaluation form is first sent to the faculty member for self-assessment. They complete and return the form, and then we integrate our input and student feedback into the document.” This step is essential for promoting a proactive approach to professional growth.

Peer reviews add another critical dimension, allowing colleagues to observe teaching methods and classroom interactions and provide constructive feedback. This

ensures that evaluations are comprehensive and fair (Jenkins et al., 2021; Lin et al., 2021). Participant 4 shared, “I was part of the committee that developed the evaluation process, and I felt that my input was valued and made a difference in the final evaluation.”

By incorporating these different elements: self-evaluation, student feedback, and peer reviews, the evaluation process becomes thorough and balanced. This leads to a more accurate and fair assessment of faculty performance. This approach highlights strengths and areas for improvement and fosters continuous professional development and collaboration among faculty members (DeCosta et al., 2016; Sivena & Nikolaidis, 2022).

Thematic Finding 4: Feedback and Professional Development

Constructive feedback and personalized professional development plans are essential to teaching quality improvement. It is essential to use evaluation results to guide professional development opportunities (DeCosta et al., 2016; Jenkins et al., 2021). Feedback should be clear, actionable, and focused on helping faculty improvement. Participant 3 shared, “The dean listens well and ensures faculty have great interactions about anything we are doing at the university.” Conversations during evaluations are vital for setting clear goals and identifying where faculty need more support or training (Claessens, 2020). Participant 4 noted, “We thoroughly discussed objectives and next steps.”

Aligning professional development plans with evaluation outcomes helps institutions provide support that meets faculty members’ specific needs and goals (Datul

et al., 2022). This approach enhances teaching quality and encourages continuous improvement and lifelong learning. Offering resources and opportunities for growth, such as workshops, mentoring, and training, is essential for helping faculty develop their skills and advance in their careers (Lin et al., 2021). Participant 2 emphasized the importance of understanding faculty's development needs, saying, "We have sessions like the recent ones on artificial intelligence to support our faculty."

By focusing on feedback and professional development, the evaluation process promotes faculty excellence and improves educational outcomes (Jenkins et al., 2021). This approach ensures that faculty members are supported in their professional growth, leading to better teaching and a more prosperous learning environment for students (Sivena & Nikolaidis, 2022).

Thematic Finding 5: Leadership and Support

Effective leadership and support emerged as crucial elements for successfully implementing a faculty evaluation process. Academic leaders must take a consultative approach and actively participate in the evaluation process. Leadership involvement is necessary for providing guidance, ensuring consistency, and fostering an environment where faculty members feel supported (Amis et al., 2020; Baldrige Performance Excellence Program, 2023). Participant 1 emphasized the importance of leadership in the evaluation process, stating that leadership's role is to take a consultative approach to ensure that the evaluation is aligned with the perspective of the university's stakeholders.

Academic leaders should facilitate access to necessary resources and support mechanisms, vital for helping faculty members enhance their teaching practices and

professional development (Ford, 2022; Ruben & Gigliotti, 2019). Participant 2 noted that senior leaders are very supportive. If faculty members are interested in doing professional development, the senior leaders are there to support them. “Even furthering my education is being paid for by the institution.” This supportive role includes offering opportunities for mentoring, training, and other professional growth activities. By actively engaging in the evaluation process and providing ongoing support, academic leaders can help build a culture of continuous improvement and collaboration within the institution (DeCosta et al., 2016). Ensuring faculty members have the resources and backing they need to succeed is critical to enhancing teaching quality and achieving institutional goals (Dao & Phan, 2023; Lin et al., 2021). Participant 1 noted, “Having a clear strategy, communicating that strategy, and enabling the workforce to implement that strategy through direction and support are essential leadership actions.”

By fostering an environment where faculty members feel valued and supported, academic leaders can drive improvements in teaching practices and promote a culture of excellence. This proactive leadership approach aligns with the principles of the Baldrige Excellence Framework, emphasizing the importance of leadership in setting a vision, creating a customer-focused culture, and ensuring ethical behavior (Baldrige Performance Excellence Program, 2023).

Thematic Finding 6: Transparency and Fairness

Transparency and fairness in the evaluation process are crucial for building faculty trust and engagement. To ensure a fair system, it is essential to communicate the evaluation process, criteria, and expectations to all faculty members (DeCosta et al.,

2016; Jenkins et al., 2021). Transparency means sharing detailed information about how evaluations are conducted, what metrics are used, and the applicable standards. This openness helps clarify the process and builds confidence among faculty members. Participant 2 emphasized that transparency is key, explaining that faculty must understand that evaluations are meant to support growth, not punish. This transparency builds trust and enhances the university's reputation.

Addressing any concerns about bias or unfair treatment quickly is also essential for maintaining the integrity of the evaluation process. Fairness can be reinforced by applying consistent standards across departments and involving faculty in developing and refining the evaluation criteria (Amis et al., 2020; Claessens, 2020). Participant 1 pointed out that including faculty in the evaluation process ensures their voices are heard, promoting fairness and equity.

By fostering a transparent and fair evaluation process, institutions can improve faculty morale, boost engagement, and promote a culture of accountability and continuous improvement (Dao & Phan, 2023). These principles align with the Baldrige excellence framework, which emphasizes ethical behavior, trust, and engagement in leadership and management (Baldrige Performance Excellence Program, 2023). Ensuring faculty understand and trust the evaluation process is essential for achieving the university's goals and creating a supportive and productive academic environment (Jones et al., 2018).

Thematic Finding 7: Utilization of Evaluation Data

Effectively using evaluation data is essential for driving continuous improvement in an institution. It is important to systematically analyze data to spot trends, strengths, and areas that need enhancement (Lin et al., 2021; Sivena & Nikolaidis, 2022). This analysis helps shape institutional policies and practices, ensuring that the feedback gathered during evaluations leads to fundamental, meaningful changes. Participant 3 highlighted, “We can review our performance through student ratings and narratives, so you always know where you stand.”

Evaluation data should be collected to inform strategic decisions and improve teaching quality (Amis et al., 2020; Dao & Phan, 2023). By sharing the overall results with stakeholders, institutions are committed to transparency and accountability (Baldrige Performance Excellence Program, 2023; Greenberg-Worisek et al., 2020). Participant 2 mentioned, “Faculty can share best practices in asynchronous classes, and this approach works.”

Using these data to support faculty development and tailor professional growth opportunities to specific needs is essential (DeCosta et al., 2016; Jenkins et al., 2021). This data-driven approach ensures that evaluations improve teaching practices and educational outcomes. Participant 4 pointed out that senior leaders genuinely listen to faculty members and act on the information they receive, creating a respectful relationship. By integrating evaluation data into strategic planning, institutions can foster a culture of continuous improvement. This approach aligns with the Baldrige Excellence

Framework, which emphasizes using data to drive performance and achieve institutional goals (Baldrige Performance Excellence Program, 2023).

Thematic Finding 8: Continuous Improvement

The theme of continuous improvement emphasized the need to regularly review and update the evaluation process to keep it practical. It is crucial to start with pilot programs to test new methods before fully implementing them. This allows for adjustments based on feedback, ensuring the process stays relevant to the evolving needs of faculty and the institution (DeCosta et al., 2016; Jenkins et al., 2021). Participant 1 shared, “I worked with faculty to draft an evaluation document. Getting their input helped with buy-in. We have since launched and piloted it, making adjustments along the way.”

Regularly reviewing the evaluation process helps identify gaps and areas for improvement. This approach ensures best practices and educational standards (Lin et al., 2021; Sivena & Nikolaidis, 2022). Involving faculty in these reviews fosters collaboration and makes the evaluation process more relevant and accepted (Amis et al., 2020; Dao & Phan, 2023).

By focusing on continuous improvement, institutions can create an evaluation system that supports faculty excellence and adapts to changing educational needs (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021). Participant 4 emphasized the importance of ongoing feedback and adaptation, noting, “Senior leaders listen to us... It is a very respectful relationship.” This approach aligns with the Baldrige Excellence Framework, which values ongoing improvement and responsiveness to feedback.

Process Strengths

The university's process strengths are evident in its structured and comprehensive approach to faculty evaluations, curriculum development, and stakeholder engagement. The leadership team has implemented a systematic evaluation process that includes multiple components, such as self-evaluation, student feedback, and peer reviews, ensuring a holistic assessment of teaching (Jenkins et al., 2021; Lin et al., 2021). Participant 4 emphasized, "I sat on the committee to create the evaluation process for the university. I felt that my suggestions were taken seriously and were impactful." Faculty involvement in the creation and refinement process enhances the relevance and acceptance of the evaluations (Datul et al., 2022; Greenberg-Worisek et al., 2020).

Regular and transparent feedback mechanisms and professional development opportunities foster continuous improvement and alignment with the institution's goals (DeCosta et al., 2016). Participant 3 highlighted the significance of constructive feedback, stating, "Everyone's feedback is considered. Our dean is a master listener and very cognizant about letting the faculty have great interaction in terms of anything that we are doing."

These practices align with the Baldrige excellence framework's principles of systematic processes and stakeholder engagement, ensuring that the institution remains responsive to the needs of its stakeholders and maintains high standards of educational quality (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021). Participant 1 also mentioned, "The evaluation form goes out to the faculty member, and they conduct a self-evaluation. We then incorporate our and student feedback into the

document, ensuring a comprehensive review process.” This systematic evaluation approach supports the institution’s commitment to continuous improvement and stakeholder engagement.

Process Opportunities

The university has several opportunities to enhance its processes. It should further integrate data-driven decision-making and expand the use of technology. While the current faculty evaluation system is effective, incorporating more advanced analytics can provide deeper insights into teaching effectiveness and student results (Datul et al., 2022; Jenkins et al., 2021). Participant 1 noted that student feedback is not typically used for any specific purpose because individual negative feedback may stem from personal biases. However, if the same negative feedback recurs consistently across semesters, it prompts a discussion with the faculty member to address potential issues. Additionally, increasing digital tools for managing and tracking evaluations can streamline administrative tasks and ensure consistency across departments (Lin et al., 2021).

Another opportunity lies in expanding professional development programs to include training on emerging technologies and pedagogical innovations. This can enhance faculty members’ skills and adaptability (DeCosta et al., 2016; Greenberg-Worisek et al., 2020). By leveraging these opportunities, the university can align its processes more closely with the Baldrige excellence framework’s emphasis on continuous improvement and innovation, thereby maintaining its competitive edge in the higher education sector (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021).

Results Strengths

The university has several strengths, particularly in maintaining high student satisfaction and operational efficiency. The structured and comprehensive evaluation processes help ensure faculty performance is regularly assessed and improved. This, in turn, enhances the overall quality of education (Jenkins et al., 2021; Lin et al., 2021). By incorporating self-evaluations, student feedback, and peer reviews, the university provides a well-rounded assessment that supports continuous professional development and teaching excellence (DeCosta et al., 2016; Greenberg-Worisek et al., 2020). Participant 3 mentioned, “We have access to student feedback at the end of each class, so we always know where we stand.”

Additionally, the university’s commitment to transparency and ethical governance has created a supportive and trusting environment among stakeholders, which is essential for institutional success (Baldrige Performance Excellence Program, 2023; Dao & Phan, 2023). Participant 1 highlighted the importance of communication, stating, “The leadership team regularly shares information with their teams, ensuring everyone is on the same page.” These strengths align with the principles of the Baldrige Excellence Framework. They also enhance the university’s reputation and competitive position in higher education (Ghafoor et al., 2021). By continuously improving processes and maintaining high standards, senior leaders are ensuring long-term success and satisfaction among stakeholders.

Results Opportunities

The university has significant opportunities to enhance its results by expanding its

data-driven decision-making capabilities and leveraging technology to improve educational outcomes. Incorporating advanced analytics into the faculty evaluation process can provide more granular insights into teaching effectiveness and student learning patterns, enabling more targeted interventions (Lin et al., 2021; Sivena & Nikolaidis, 2022). Participant 1 mentioned, “If the same feedback is repeated consistently across semesters, it prompts a discussion with the faculty member to address potential issues.” Additionally, enhancing digital tools for tracking and managing evaluations can streamline processes and ensure greater consistency across departments (Jenkins et al., 2021).

Expanding professional development programs to include training on emerging technologies and creative methods can enhance faculty competencies and adaptability (DeCosta et al., 2016; Greenberg-Worisek et al., 2020). Participant 2 highlighted the importance of professional development, stating, “We have professional development sessions, like the recent ones on artificial intelligence, to support our faculty.” By capitalizing on these opportunities, the university can align more closely with the Baldrige excellence framework’s emphasis on continuous improvement and innovation, thereby improving its overall educational quality and maintaining a competitive edge in the higher education sector (Baldrige Performance Excellence Program, 2023; Ghafoor et al., 2021).

Business Recommendations for Professional Practice

Based on the findings, I propose several recommendations for developing and implementing an effective faculty evaluation process at the university, as depicted in

Appendix C. First, involving faculty members in creating and refining evaluation criteria is essential. Engaging faculty in this process fosters greater acceptance and buy-in. Collaborative workshops and committees can effectively gather faculty input and ensure diverse perspectives are incorporated into the evaluation criteria. This inclusive approach aligns with the principles of stakeholder theory, which emphasizes the importance of balancing diverse interests within an organization (Amis et al., 2020).

Second, the institution should implement a structured evaluation schedule. Initial evaluations should be conducted after a faculty member teaches their first class, followed by annual evaluations for full-time faculty and bi-annual evaluations for adjunct faculty. This structured approach provides regular and timely feedback, which is essential for continuous improvement. Additionally, the university should use digital tools and platforms to manage and track evaluation schedules. This ensures that evaluations are conducted systematically and efficiently. This recommendation aligns with the Baldrige excellence framework, which stresses the importance of systematic processes and continuous improvement (Baldrige Performance Excellence Program, 2023).

A comprehensive evaluation process should be adopted, incorporating multiple components such as self-evaluation, student feedback, and peer reviews. This multifaceted approach provides a holistic view of teaching effectiveness by capturing diverse perspectives on faculty performance (Greenberg-Worisek et al., 2020; Quansah et al., 2024). Self-evaluation encourages faculty members to reflect on their teaching practices and set professional development goals, while peer reviews and student feedback add further depth to the evaluation (Claessens, 2020; Jenkins et al., 2021). Providing

constructive feedback and developing individualized professional development plans are essential for enhancing teaching quality. Constructive feedback should be specific and actionable, and professional development plans should be aligned with evaluation outcomes to ensure that faculty receive good support.

Finally, the university must commit to continuous improvement by regularly reviewing and updating the evaluation process and using pilot programs to test new methods before full implementation allows for adjustments based on feedback. It also ensures that the process remains responsive to evolving needs. Involving faculty members in these reviews is important because they foster a collaborative environment and enhance the relevance and acceptance of the evaluation process (Datul et al., 2022; Sivena & Nikolaidis, 2022). Following these recommendations, the institution can develop and implement a faculty evaluation process that enhances teaching quality and performance by ensuring fairness, transparency, and continuous improvement (Amis et al., 2020; Baldrige Performance Excellence Program, 2023).

Implications for Social Change

Implementing an effective faculty evaluation process at the university has significant implications for social change. Fostering a culture of inclusivity and collaboration by involving faculty in developing and refining the evaluation criteria is important. This approach helps create a more engaged and motivated faculty, ensuring that diverse perspectives are valued and heard (DeCosta et al., 2016; Jenkins et al., 2021). As faculty members feel more involved and satisfied, the quality of education improves. This directly benefits students and enriches their learning experiences. This focus on

inclusivity aligns with balancing diverse interests within the organization, ultimately creating a more equitable and supportive educational environment (Amis et al., 2020).

Additionally, by establishing structured and comprehensive evaluation processes, the university can set a high standard for accountability and continuous improvement in higher education. This commitment to excellence can enhance the university's reputation and serve as a model for other institutions aiming for similar achievements (Baldrige Performance Excellence Program, 2023; Ford, 2022). The emphasis on regular feedback, professional development, and the use of advanced data analytics ensures that the university stays responsive to the changing needs of its community (Lin et al., 2021). These practices can inspire broader changes in the educational field. This encourages adopting best practices prioritizing transparency, fairness, and continuous improvement of teaching quality (Ghafoor et al., 2021). Ultimately, these improvements will contribute to a more informed, educated, and socially responsible society (Claessens, 2020; Dao & Phan, 2023).

Conclusion

In this qualitative single case study, I explored how to develop and implement an effective faculty evaluation process to enhance teaching quality in a higher education institution. Through interviews with faculty and staff and data analysis, several key themes emerged that are essential for building a solid faculty evaluation process. The findings stressed the importance of involving faculty in creating and refining evaluation criteria. This sets a clear evaluation schedule and includes multiple components like self-assessments, student feedback, and peer reviews. These strategies help ensure that the

evaluation process is thorough, fair, and aligned with the institution's goals, fostering a culture of ongoing improvement and professional growth (DeCosta et al., 2016; Lin et al., 2021).

I also highlighted the critical role of effective leadership and support in successfully implementing the faculty evaluation process. I identified transparent communication, ethical leadership, and active involvement from academic leaders. These elements are vital for gaining faculty trust and maintaining consistency in the evaluation process (Amis et al., 2020; Jenkins et al., 2021). The leadership team provides constructive feedback and opportunities for professional development. These practices align with the Baldrige Excellence Framework, which emphasizes systematic processes, stakeholder engagement, and continuous improvement (Baldrige Performance Excellence Program, 2023).

In conclusion, this study contributes to a deeper understanding of faculty evaluation by integrating insights from stakeholder theory and the Baldrige excellence framework. Adopting the recommended strategies will allow higher education institutions to create a more effective and equitable faculty evaluation system that promotes teaching excellence and organizational success. The implications for social change are significant. Creating a supportive and inclusive academic environment can lead to better student outcomes, increased faculty satisfaction, and a more equitable and informed society (Amis et al., 2020; Baldrige Performance Excellence Program, 2023).

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Appendix A: Interview Protocol

1. At the beginning of the interview, I will introduce myself.
2. I will thank the participants for their collaboration and willingness to participate in the study.
3. I will inform the participants that I will record the Zoom session to gather the necessary data for the study.
4. I will confirm with the participants that they have received the interview questions I sent them in advance to allow adequate preparation time for thoughtful and precise answers.
5. Upon completion of the interviews, I will share the interview transcripts with the participants to review and modify their responses if necessary. I will mark my questions in black, while the participants' responses will be recorded in red.
6. As I analyze the initial responses, I will inform the participants if additional questions arise. I may request further input to clarify or expand on the information they initially provided.

Appendix B: Interview Questions

Interview Questions for Faculty Members

1. How long have you been teaching at the University?
2. Why did you choose to teach at this University?
3. How was the hiring process?
4. Besides teaching, do you hold any other positions at the University?
5. What is your most recent experience with the faculty evaluation process at this institution?
6. How often do you get evaluated as a professor? How often would you recommend getting evaluated as a professor?
7. How has participating in the evaluation process influenced your teaching approach and student interaction?
8. Does the university share your student's evaluations or feedback?
9. How have you used feedback from the evaluation process to improve your teaching or professional development?
10. What do you perceive as the key strengths and weaknesses of the current faculty evaluation system?
11. How well does the current evaluation process align with higher education's changing trends and expectations?
12. What changes or improvements would you suggest to make the faculty evaluation process more effective and fairer?
13. How does the current faculty evaluation process affect faculty morale and motivation

for professional development?

14. To what extent are faculty members involved in developing and revising the evaluation criteria and process?

15. Do you feel that the evaluation process fairly assesses all aspects of faculty responsibilities, including teaching, research, and community service?

16. How do you feel about teaching at this University?

17. Looking forward, what role do you believe faculty evaluations should play in shaping the future of education at this institution? Please feel free to provide any additional information about strategies to improve teaching quality at this institution.

Interview Questions for University Leaders

1. How long have you been a staff member at the University?
2. Why did you choose to work for this University?
3. How was the hiring process?
4. What is your staff position at the University?
5. What is your most recent experience with the faculty evaluation process at this institution?
6. How do faculty evaluations align with the strategic priorities and mission of the institution?
7. What role do you see leadership play in developing, implementing, and refining faculty evaluation processes?
8. From a leadership perspective, what are the most pressing challenges you face in the current faculty evaluation process?
9. Please describe your vision for an ideal faculty evaluation system. How does it differ from the current process?
10. How do you balance the various stakeholder interests (faculty, students, administrative staff) in the faculty evaluation process?
11. How is feedback from faculty evaluations used to inform institutional policies, practices, and strategic decisions?
12. Are you familiar with the Baldrige excellence framework?
13. How does the institution address concerns related to fairness and equity in the faculty evaluation process?

14. How does the institution measure the success and effectiveness of its faculty evaluation process in improving teaching quality and faculty development?
15. What additional information would you like to provide about your institution's strategies to improve teaching quality?

Appendix C: Faculty Evaluation Recommendations

1. **Involve Faculty in Criteria Development:** Engage faculty members in creating and refining evaluation criteria to ensure relevance and buy-in.
2. **Implement a Structured Evaluation Schedule:** Conduct initial evaluations after the first class taught, followed by annual evaluations for full-time faculty and bi-annual evaluations for adjunct faculty.
3. **Incorporate Multiple Evaluation Components:** Use a combination of self-evaluation, student feedback, and peer reviews to assess teaching effectiveness comprehensively.
4. **Provide Constructive Feedback and Professional Development:** Develop individualized professional development plans based on evaluation outcomes and offer further training and mentoring opportunities.
5. **Ensure Leadership Involvement and Support:** Academic leaders should take a consultative approach and actively support faculty members throughout the evaluation process.
6. **Maintain Transparency and Fairness:** Communicate the evaluation process, criteria, and expectations to all faculty members and promptly address any bias or unfair treatment concerns.
7. **Utilize Evaluation Data for Continuous Improvement:** Regularly analyze evaluation data to identify trends and areas for improvement and use this data to inform institutional policies and practices.
8. **Adopt an Iterative Approach for Continuous Improvement:** Regularly review and

update the evaluation process based on feedback from faculty and other stakeholders, starting with pilot programs to test new methods.

Appendix D: Proposed Faculty Evaluation Form

University of XXXX
Faculty Evaluation Form

Professor Information

- **Name:**
- **Courses Taught:**
- **Performance Period:**
 - From:
 - To:
- **School:**

University Mission and Vision:

Goals:

1. **Transparency:** Establish open communication channels among faculty, students, and administrative staff.
2. **Innovation:** Regularly update curricula, teaching methods, and institutional policies to reflect advances in research and pedagogical best practices.
3. **Accountability:** Implement a system of checks and balances to uphold professors' and students' rights and responsibilities.
4. **Development:** Create paths for students and professors to progress their professional and personal capabilities.

Faculty Review Process

Introduction: Aligned with the institutional vision to create a mutually supportive ecosystem for professors and students, the faculty review process aims to be a constructive, transparent, and holistic evaluation. It is designed to provide faculty members with meaningful feedback that assesses performance and identifies areas for professional development and collaborative engagement with the broader academic community.

The Process: The review process includes:

1. **Self-Evaluation:** Professors complete a self-evaluation form reflecting on their teaching practices, student interactions, and personal development goals.
2. **Student Feedback:** Incorporate feedback from student evaluations to provide a comprehensive view of teaching effectiveness.
3. **Peer Review:** Engage in peer reviews where colleagues observe and provide feedback on teaching practices.
4. **Review Meeting:** A scheduled meeting between the professor and the academic chair to discuss the self-evaluation, student feedback, and peer reviews. This meeting aims to develop a professional development plan and set goals for the upcoming year.

Annual Performance Summary

Professor's Self-Evaluation:

1. **Highlights:**
 - Describe the most noteworthy achievement this year.
 - What made it significant?
2. **Learning and Development:**
 - What did you learn from this experience that will be beneficial in the future?
3. **Challenges:**
 - Discuss an area that did not meet expectations.
 - What was your role, and what did you learn?
4. **Professional Development:**
 - Identify areas for further development, coaching, or training.
5. **Suggestions for Improvement:**
 - What changes could improve productivity and performance (e.g., technology, tools, practices)?

Academic Chair's Review:

1. **Feedback on Highlights:**
 - Provide comments on the professor's noteworthy achievements.
2. **Learning Experience:**
 - Add insights into the professor's learning from challenges faced.
3. **Professional Development Next Steps:**
 - Outline specific next steps for professional development.
4. **Areas for Improvement:**
 - Suggest one or two focus areas that could enhance the professor's contribution to the university.

Review and Signatures:

- **Professor's Comments:**
- **Professor's Signature:**
- **Date:**
- **Academic Chair's Signature:**
- **Date:**

Professional Development Plan

1. **Goals for the Upcoming Year:**
 - Set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
2. **Resources Required:**
 - Identify any resources or support needed to achieve these goals.
3. **Timeline:**
 - Establish a timeline for achieving the set goals.

Review and Adjustments:

- **Mid-Year Check-In:**
 - Schedule a mid-year review to assess progress and make necessary adjustments to the professional development plan.
- **End-of-Year Evaluation:**
 - Conduct a final review at the end of the performance period to evaluate overall

progress and set new goals for the following year.