

## **From Compliance to Commitment: Empowering College of Business, Accountancy and Public Administration (CBAPA) Faculty to Create a Sustainable Culture of Research, Extension, and Innovation**

**Ms. Jennifer Montenegro-Villanueva**  
**Isabela State University**

[jennifer\\_villanueva85@yahoo.com](mailto:jennifer_villanueva85@yahoo.com)

[jennifer.m.villanueva@isu.edu.ph](mailto:jennifer.m.villanueva@isu.edu.ph)



*Jennifer Montenegro-Villanueva is an Assistant Professor and a passionate academician who dreams of becoming an acclaimed author and researcher. Now, she is channeling her passion for writing sought-after research focused on human resource management, higher education, social research, and impact assessment, which is indispensable for the business industry and various stakeholders. She is also a Doctor in Business Management candidate at Saint Paul University of the Philippines.*

### **Introduction**

The College of Business, Accountancy and Public Administration (CBAPA) trains students for successful careers in business and the public sector. Faculty empowerment in this context refers to allowing educators to actively participate in decision-making, further their professional development, and contribute to a lively academic environment. This empowerment is critical in creating a culture in which faculty members feel appreciated and inspired to innovate in teaching, research, and community engagement.

Many institutions currently operate in a compliance culture, where adherence to rules and regulations takes precedence over creativity and initiative. While compliance is vital to maintain standards, it can impede the faculty's ability to explore new ideas and conduct meaningful research. In contrast, an empowered faculty can shift the emphasis from basic compliance to a dedication to excellence and creativity. This shift is critical for fostering a long-term culture that encourages academics to be profoundly engaged in their work, collaborate with colleagues, and connect with communities.

Understanding the difference between compliance and commitment is crucial. A culture of commitment promotes passion and ownership, inspiring faculty to take risks and develop new approaches to teaching and research. By examining this

transition, we can identify strategies that help faculty move beyond the limitations of compliance and embrace a more dynamic, engaged, and innovative academic environment.

### **Understanding Compliance vs. Commitment**

Understanding the difference between compliance and commitment is critical to developing a motivated faculty. Compliance is the adherence to rules and regulations, often driven by external pressures such as policies or evaluations. Faculty may comply with laws, but this can lead to a lack of intrinsic motivation and low engagement. In contrast, dedication reflects a deeper emotional investment in the institution's mission and aims. Faculty who feel committed are more inclined to take charge, contribute creatively, and strive for excellence in their professions.

When faculty members go from mere compliance to genuine commitment, the effect on motivation is significant. Committed professors frequently report higher job satisfaction, which leads to better performance in teaching, research, and community outreach. This drive fosters an innovative culture in which professors feel empowered to experiment with new ideas and approaches, benefiting the entire academic community.

The long-term benefits of dedication are enormous. Institutions that foster a culture of commitment might expect higher retention rates, as teachers are more likely to stay where they feel appreciated and engaged. Furthermore, a dedicated faculty promotes long-term growth in research and extension operations, making the school more adaptable to academic obstacles.

As we examine current issues in research and extension, it becomes evident that cultivating faculty dedication is not only advantageous but also essential for effectively addressing these impediments. Understanding this dynamic can help guide efforts to increase faculty participation and promote new activities.

### **Current Challenges in Research and Extension**

Current issues in research and extension are frequently the result of different impediments that faculty encounter. Obstacles in research may include insufficient funding, limited access to resources, and limited collaboration opportunities. These hurdles may dissuade teachers from pursuing novel projects or limit the breadth of

their work. When faculty members feel unsupported, their enthusiasm for research declines, leading to lower productivity and engagement. In extension initiatives, professors may face challenges such as insufficient community outreach or difficulty forming connections with local organizations. These obstacles might diminish the impact of their work, making it challenging to translate academic research into practical solutions to real-world problems. This mismatch not only undermines the faculty's feeling of purpose but also jeopardizes the institution's ability to serve the community successfully.

A culture of compliance might exacerbate these issues. When faculty members are solely focused on meeting external requirements, they may lose sight of the larger purpose of their work. This compliance-driven approach can impede originality and innovation, creating a stagnant academic environment.

Addressing these issues necessitates a transition from mere compliance to actual commitment. Faculty must have the freedom and support to pursue their research and extension initiatives fully. Institutions can help faculty overcome barriers and engage more effectively by fostering a climate that supports initiative and innovative thinking. As we explore ways to empower faculty, we hope to foster a supportive environment that encourages research, extension, and innovation.

### **Strategies for Empowerment**

Empowerment strategies for faculty within the College of Business, Accountancy and Public Administration (CBAPA) must center on enhancing professional development, fostering collaboration, and facilitating mentorship. Effective professional development programs provide faculty with opportunities to learn new skills and stay up to date on best practices. These programs should be designed to meet the specific needs of faculty members, allowing them to pursue areas that align with their interests and career goals.

Mentorship opportunities can greatly enhance this process. By pairing experienced faculty with newer members, institutions create a supportive network that encourages the sharing of knowledge and experience. Mentors can provide guidance on navigating challenges, enhancing research capabilities, and building confidence in teaching and outreach efforts. This relationship allows both mentors and mentees to grow, fostering a culture of continuous improvement and innovation.

Collaborative research initiatives also serve as powerful tools for empowerment. Encouraging teams of faculty members to collaborate on research projects can foster creativity and diverse perspectives. These collaborations can lead to new ideas, stronger research outcomes, and a sense of community among faculty. When faculty see the benefits of cooperation, they are more likely to commit fully to their roles and contribute positively to the institution.

Creating these strategies not only empowers faculty but also sets the stage for establishing a supportive environment. Such an environment will further facilitate collaboration and growth, ultimately leading to a more engaged and innovative academic community.

### **Creating a Supportive Environment**

Creating a supportive environment within the College of Business, Accountancy and Public Administration (CBAPA) hinges on effective leadership and institutional backing. Leaders must foster a culture where faculty feel safe to express their ideas, share their challenges, and seek assistance. This supportive atmosphere encourages collaboration and innovation in research and extension activities. By prioritizing open communication and trust, leaders can empower faculty members to contribute actively to the academic community.

Institutional support is equally important. When the administration provides resources, training, and opportunities for professional development, it signals a commitment to faculty growth. This backing can take various forms, from funding for research projects to creating mentorship programs that pair experienced faculty with those seeking guidance. Such initiatives not only enhance individual skills but also strengthen the department's overall capability.

Building a community of practice is a practical way to cultivate this supportive environment. By connecting faculty members who share similar interests and challenges, these communities encourage knowledge sharing and collaborative problem-solving. Regular meetings, workshops, and informal gatherings help maintain engagement and foster relationships that extend beyond departmental boundaries.

As faculty members become more involved in a supportive network, they will be better positioned to integrate research, extension, and innovation into their work. The



collaborative spirit nurtured in these environments will pave the way for more effective initiatives that benefit both the faculty and the wider community.

### **Integrating Research, Extension, and Innovation**

Integrating research, extension, and innovation within the College of Business, Accountancy and Public Administration (CBAPA) fosters a collaborative environment where faculty can address real-world challenges effectively. An interdisciplinary approach is key, as it allows faculty from diverse backgrounds to come together and share their expertise to develop comprehensive solutions. By creating teams that combine varied skill sets, faculty can design initiatives that not only advance academic knowledge but also have practical applications in the community.

Feedback loops are crucial for continuous improvement in this integration process. Establishing mechanisms for regular stakeholder input—such as students, community members, and industry professionals—ensures that initiatives remain relevant and practical. This ongoing dialogue allows faculty to adapt their approaches based on real-time experiences and outcomes, creating a dynamic learning environment.

Moreover, the emphasis on real-world applications promotes innovation among faculty. When research projects are directly tied to community needs, faculty are more motivated to explore creative solutions. This practice not only enhances research quality but also strengthens partnerships with external organizations, leading to shared resources and knowledge.

As faculty collaborate on research and extension activities, they begin to recognize the importance of measuring success and impact. Understanding how their efforts influence both academic and community outcomes is essential for sustaining momentum and fostering a culture of commitment to quality and innovation.

### **Measuring Success and Impact**

Measuring success and impact in research, extension, and innovation initiatives is crucial for the College of Business, Accountancy and Public Administration (CBAPA). To truly understand how faculty contributions influence both academic and community outcomes, organizations can implement success measurement frameworks grounded in key performance indicators (KPIs). These indicators can

range from participant engagement rates to the effectiveness of outreach programs and the sustainability of projects over time.

Assessment tools such as surveys, feedback forms, and performance reviews provide concrete data on faculty efforts. By regularly collecting and analyzing this information, the college can identify trends, strengths, and areas for improvement. This ongoing evaluation not only helps in recognizing immediate achievements but also fosters a culture of continuous growth and learning among faculty members.

Long-term impact evaluation is equally important. It allows the college to track the effectiveness of initiatives over time, ensuring that they remain relevant and beneficial to the community. By focusing on outcomes rather than just outputs, faculty can better align their work with the institution's mission and the needs of those they serve.

This emphasis on measuring success and impact leads naturally to case studies of successful empowerment within the CBAPA. By showcasing examples of faculty initiatives that have led to meaningful change, the college can inspire further commitment and innovation, illustrating the tangible benefits of a dedicated focus on research and extension.

### **Case Studies of Successful Empowerment**

Case studies of successful empowerment within the College of Business, Accountancy and Public Administration (CBAPA) provide practical examples that can inspire faculty engagement and innovation. For instance, a peer institution implemented a faculty-led research initiative that encouraged collaboration among departments. By providing small grants for interdisciplinary projects, they saw a significant increase in faculty participation and creativity. Faculty members reported feeling more connected to their colleagues and motivated to explore new ideas, leading to innovative solutions that addressed community needs.

Another example comes from a university that established mentorship programs pairing junior faculty with experienced colleagues. This connection fostered a supportive network that enhanced the professional growth of newer faculty members. The program not only improved research output but also cultivated a sense of belonging, encouraging faculty to take ownership of their roles within the institution.

From these examples, several lessons emerge. First, providing resources and support for collaborative projects can ignite creativity and commitment among faculty.

Second, mentorship can bridge gaps between experienced and newer faculty, promoting a culture of shared knowledge and support. Best practices include offering funding for innovative projects and creating structured mentorship opportunities.

Incorporating technology into these empowerment strategies can further enhance collaboration and engagement. As we consider the role of technology in empowerment, it becomes clear that digital tools can facilitate communication and collaboration, making it easier for faculty to connect and share ideas across disciplines.

### **Role of Technology in Empowerment**

The role of technology in empowering faculty members within the College of Business, Accountancy and Public Administration (CBAPA) is significant in fostering a culture of research, extension, and innovation. Digital tools enhance communication among faculty members, making it easier to share ideas, resources, and expertise. Collaborative platforms allow educators to connect, whether they are in the same department or across different disciplines, enabling them to work together on projects and research initiatives. This collaboration not only enriches the academic environment but also encourages innovative approaches to problem-solving.

Online platforms for research dissemination provide faculty with opportunities to showcase their work to a broader audience. By using digital channels, faculty can reach stakeholders beyond their immediate community, promoting transparency and engagement. This increased visibility can attract potential collaborators, funding sources, and other partners who are interested in their research areas.

Enhanced communication supported by technology also facilitates stronger connections with students and the wider community. Faculty can leverage social media and other digital communication tools to share insights from their research and engage in discussions that benefit both academic and public interests.

As faculty members become more adept at using these digital tools, they can better engage stakeholders in their research and extension efforts. This engagement is essential for creating impactful initiatives that address real-world challenges and enhance community well-being. Thus, integrating technology not only empowers faculty but also sets the stage for deeper community involvement and collaboration.

## Engaging Stakeholders

Engaging stakeholders is a foundational aspect of promoting a culture of research, extension, and innovation within the College of Business, Accountancy and Public Administration (CBAPA). Active involvement of industry partners expands the scope of faculty research, enabling educators to align their work with real-world needs. By collaborating with businesses, faculty can access resources, expertise, and networking opportunities, creating a synergy that enhances the relevance and impact of projects.

Community engagement is equally important. When faculty involve residents in their work, they not only gather valuable perspectives but also foster a sense of ownership and commitment to the research process. This connection to the community empowers faculty to address pressing local issues, ensuring that their initiatives resonate with the specific needs of the population they serve.

Collaboration with government entities further enriches stakeholder engagement. By working alongside public institutions, faculty can influence policy decisions and help develop sustainable practices in their communities. This partnership creates a feedback loop in which research findings inform policy while also being shaped by the realities faced by those in the field.

These engagement strategies lay the groundwork for building a sustainable culture within CBAPA. Faculty who feel connected to their stakeholders are more likely to be committed to their work, fostering innovation and growth that benefit both the academic community and society at large. Moving forward, the focus must shift to fostering this culture to ensure ongoing collaboration and success.

## Building a Sustainable Culture

Building a sustainable culture within the College of Business, Accountancy and Public Administration (CBAPA) requires a deep commitment to redefining what sustainability means in the context of research and community engagement. This involves fostering a long-term vision that aligns academic pursuits with ecological and social responsibilities. A sustainable culture goes beyond following rules; it embraces a mindset in which faculty and students actively seek to contribute positively to society while advancing their scholarly work.

To achieve this, cultural shifts within the institution are necessary. Faculty must be encouraged to think critically about how their research impacts not only their

academic fields but also the broader community and environment. This shift involves integrating sustainability principles into curriculum design, research projects, and community outreach initiatives. Collaboration among departments can also play a key role, as interdisciplinary efforts often yield innovative solutions to complex problems.

As CBAPA faculty work towards this sustainable culture, they create a foundation for future growth and success. The focus on responsible practices not only enhances academic relevance but also prepares students to meet the challenges of an increasingly interconnected world. The transition to a more sustainable culture sets the stage for the concluding chapter, where we will explore future directions for CBAPA and highlight the importance of continuing this momentum to foster a committed and engaged academic community.

### Conclusion

In conclusion, the journey from compliance to commitment within the College of Business, Accountancy and Public Administration (CBAPA) has highlighted the importance of creating an engaged and motivated faculty. By understanding the differences between mere adherence to rules and genuine investment in the institution's mission, we can foster a culture that encourages innovation, collaboration, and active participation. The strategies discussed—empowerment through professional development, a supportive environment, and technology integration—are key to achieving this goal.

Looking toward the future, it is essential that faculty members actively embrace these ideas. Each educator plays a role in fostering a vibrant academic community where research and extension efforts are not seen as obligations but as opportunities to make a real impact. This call to action emphasizes the importance of collaboration, both within the college and with external stakeholders, to address pressing community needs effectively.

Our vision for the future includes a CBAPA where faculty feel inspired to explore new ideas and take initiative in their work. By continuing to build a sustainable culture that aligns academic endeavors with social and ecological responsibilities, we can better prepare our students and ourselves for the challenges ahead. Together, let us commit to this journey and ensure that ISU-CBAPA *“the home of the champions”*, remains a beacon of innovation and engagement in higher education.

