

Factors Influencing The Work Performance Of University Lecturers And Non-Teaching Personnel of a Rajabhat University in Bangkok, Thailand : Inputs To The Professional Development Plan

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ABSTRACT

This quantitative study identifies the key factors influencing the work performance of 884 lecturers and 327 non-teaching personnel at Bansomdejchaopraya Rajabhat University (BSRU) in Bangkok. Utilizing a descriptive research design with stratified random sampling, data were collected from a representative sample of 165 lecturers and 126 non-teaching staff and analyzed using descriptive statistics, Spearman's rank correlation, and Multivariate Analysis of Variance (MANOVA). The study revealed that organizational factors are critical predictors of employee effectiveness; specifically, supportive leadership, manageable workloads, and access to professional training emerged as the strongest drivers of job performance and organizational commitment. Competitive compensation also emerged as a significant factor influencing work performance, suggesting that BSRU administrators should prioritize leadership development programs, implement workload-monitoring systems, and foster collaborative environments. By addressing these specific needs, the findings provide a strategic roadmap for higher education institutions in Thailand to optimize human capital and enhance institutional quality in an increasingly competitive academic landscape.

Keywords: - Work-Performance, Thailand University, Rajabhat University, Salary and Compensation

INTRODUCTION

Educational institutions are fundamental to societal progress, with the quality of instruction and administration directly depending on the work performance of their personnel. Bansomdejchaopraya Rajabhat University (BSRU), located in the heart of Bangkok, serves over 20,000 students and employs more than 1,000 faculty and staff members. For such a large-scale institution to maintain its commitment to academic excellence, it is essential to identify the specific factors—such as work environment, compensation, and leadership—that drive employee effectiveness.

However, a significant research gap persists in the current literature. While factors influencing performance have been studied in general, there is a distinct lack of data on the Thai higher education context. More importantly, existing research typically examines lecturers and non-teaching personnel in isolation. This fragmented approach fails to account for the symbiotic interactions and dependencies between academic and administrative groups that shape an organization's overall performance. Furthermore, most scholarship in this field is centered on large, established research universities, leaving regional or smaller institutions like BSRU with minimal data on the unique difficulties their staff face.

Due to these limitations, a comprehensive, institution-specific study is necessary to

bridge the knowledge gap and provide data-driven insights. Rather than applying a one-size-fits-all strategy, this research intends to identify the unique predictors of performance at BSRU. By understanding these variables, the university can transition from generalized management to a customized professional development plan that addresses the specific needs and challenges of its diverse workforce, ultimately optimizing human capital and institutional outcomes.

Statement of the Problem

1. What is the demographic profile of lecturers and non-teaching personnel at Bansomdejchaopraya Rajabhat University in terms of:
 - a) age,
 - b) civil status,
 - c) sex,
 - d) highest educational attainment,
 - e) years of experience,
 - f) number of relevant trainings attended,
 - g) current role, and
 - h) average monthly family income?
2. To what extent do the following factors influence the work performance of lecturers and non-teaching personnel at Bansomdejchaopraya Rajabhat University in terms of:
 - a) compensation and benefits,
 - b) opportunities for career growth,
 - c) organizational culture, and
 - d) leadership practices?
3. Is there a significant relationship between the demographic profile of the respondents and the factors that influence their work performance?
4. Is there a significant difference in the extent of influence of the factors between the two groups of respondents?
5. What inputs to the professional development plan may be proposed based on the findings?

Scope and Delimitations

This study aims to identify the key factors affecting work performance of 884 lecturers and 327 non-teaching personnel at Bansomdejchaopraya Rajabhat University. It focuses specifically on faculty members and administrative staff working at the university located in Bangkok. The key factors examined are compensation, benefits, career growth, organizational culture and leadership practices. Respondents include both male and female lecturers and staff across various age groups, experience levels and educational qualifications. Quantitative data analysis looks at correlations between factors and comparative analysis based on demographics.

The scope is restricted to one Rajabhat university and does not include the other higher education sector. As a case study, the results have limited generalizability beyond the context of this university. Data collection is limited to the survey questionnaire data of the sampled participants only. The study is cross-sectional and provides insights at a specific point in time

rather than longitudinally.

Review of Related Literatures

Work performance within educational institutions is a multidimensional construct that determines the quality of education delivery and overall organizational success. Rather than viewing personnel in isolation, current scholarly discourse suggests that a university's effectiveness depends on the synergy between its academic and administrative arms.

Professional Roles and Performance Determinants

The literature establishes distinct yet complementary roles for university personnel. Lecturers are recognized as the primary facilitators of student learning and intellectual development. Their work performance is traditionally measured through teaching effectiveness, research productivity, and alignment with institutional goals. Conversely, non-teaching staff provide the operational support—such as facilities management and financial services—necessary for the university to function. Despite these differences, both groups are influenced by universal factors, including job satisfaction and organizational commitment.

Thematic Synthesis: Diverging Drivers of Performance

A synthesis of existing studies reveals a thematic divergence in what drives performance for each group. For academic staff, the literature emphasizes intrinsic factors and professional autonomy:

- Workload, professional development opportunities, and institutional support for research are identified as the strongest predictors of lecturer effectiveness.
- Job satisfaction for lecturers is heavily mediated by the ability to balance teaching and innovation (Bakker & Demerouti, 2007).

In contrast, non-teaching staff performance is more closely tied to extrinsic and structural factors:

- Organizational culture, leadership effectiveness, and the physical workplace environment are paramount for administrative success.
- Effective communication channels and clear leadership styles (e.g., transformational leadership) are cited as critical for maintaining administrative efficiency (Bass, 1990; Podsakoff et al., 1990).

Contextual Dynamics of the Thai Higher Education Landscape

The literature on Thai universities highlights unique cultural and regulatory variables that are often absent in Western studies.

- Cultural Values: Professional interactions in Thailand are deeply influenced by hierarchical structures, respect for authority, and collectivist values. This creates a "country-specific" dynamic where leadership practices must navigate complex social expectations to be effective.
- Regulatory Frameworks: Government policies, such as the Thai Qualifications

Framework (TQF) and Ministry of Education accreditation requirements, set rigid standards that shape staff performance expectations.

- **Internationalization:** The push toward globalized campuses forces both groups to adapt: lecturers must accommodate diverse student backgrounds, while non-teaching staff must provide tailored international support services.

Synthesis of Research Gaps and Contentions

Despite the volume of research on work performance, significant gaps and areas of contention remain:

- **The "Silo" Contention:** Most studies treat lecturers and non-teaching personnel as separate entities. There is a lack of research examining the interplay and interdependencies between these two groups within a single institutional ecosystem.
- **Institutional Bias:** Current literature is heavily skewed toward large, prestigious research universities. Consequently, there is limited data on whether these performance models apply to regional or smaller institutions like Bansomdejchaopraya Rajabhat University.
- **Need for Context-Specific Inputs:** This study aims to address these inconsistencies by providing a comprehensive, dual-group analysis within the Thai Rajabhat context, moving away from "one-size-fits-all" professional development strategies.

Theoretical Framework

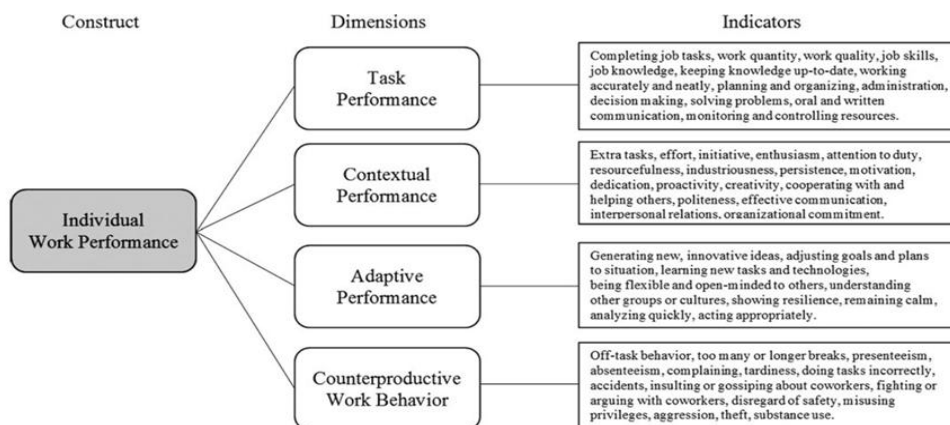
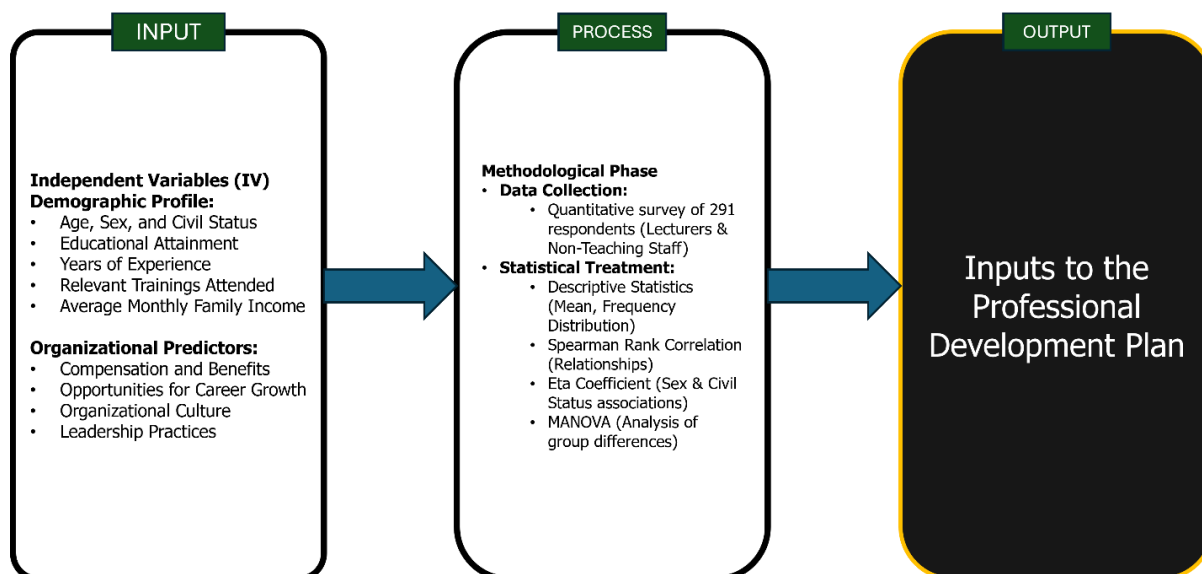


FIGURE 2. Heuristic framework of individual work performance.

The "Heuristic Framework of Individual Work Performance" offers a comprehensive model for evaluating an employee's organizational contributions through four key constructs: task performance (executing core duties effectively), contextual performance (fostering collaboration and a positive work environment), adaptive performance (embracing change, learning, and innovation), and counterproductive work behaviors (actions detrimental to the workplace, such as absenteeism). By breaking these primary categories down into detailed dimensions—like work quality and job knowledge—and pairing them with specific, observable indicators, the framework provides a balanced and structured approach to assessing the full spectrum of positive and negative behaviors that define overall employee performance.

Conceptual Framework



The diagram presents the research paradigm for understanding the factors that influence the work performance of university lecturers and non-teaching personnel at Bansomdejchaopraya Rajabhat University.

The input variables include factors believed to impact work performance, such as compensation and benefits, opportunities for career growth, organizational culture, and leadership practices. The demographic profile captures information on age, civil status, sex, highest educational attainment, years of experience, relevant training attended, current role, and average monthly family income of the participants.

The research process involves collecting data through a structured questionnaire administered to lecturers and non-teaching staff. The resultant data will undergo statistical analysis techniques to identify significant relationships and differences among the variables studied.

The output of this quantitative paradigm aims to provide insights into the key factors affecting work performance and how they may be influenced by demographic characteristics.

METHODOLOGY

The study employs a descriptive-correlational research design to systematically identify and characterize the organizational variables influencing the work performance of lecturers and non-teaching staff at Bansomdejchaopraya Rajabhat University. This design is uniquely suited for this investigation as it enables the researcher to observe, document, and describe the current state of professional performance factors without experimental manipulation or direct intervention. Furthermore, the research design rigorously integrates ethical considerations; strict measures were implemented to maintain the confidentiality and anonymity of all participants, and explicit informed consent was obtained prior to any data collection.

Research Design

By integrating a quantitative methodology, the research leverages structured numerical data to evaluate the strength and significance of relationships between hypothesized predictors and personnel outcomes. This objective approach moves beyond qualitative description, utilizing statistical measures to gain a precise, data-driven understanding of how specific organizational factors—such as leadership practices and organizational culture—impact employee effectiveness across the institution.

Research Steps

After conducting a thorough evaluation of the existing literature, the research design was meticulously developed to align with the aims of the study and the specific organizational context of higher education at Bansomdejchaopraya Rajabhat University (BSRU) in Thailand. The research utilized quantitative data-gathering techniques, including structured survey questionnaires distributed via stratified random sampling to a sample of 165 lecturers and 126 non-teaching personnel. The purpose of these methods was to systematically gather objective numerical data to evaluate the extent to which specific factors—such as compensation, career growth, organizational culture, and leadership practices—influence the work performance of both academic and administrative staff.

Data Collection and Sample Selection

Primary data was gathered using a structured survey questionnaire. The survey was specifically designed to evaluate how various factors—such as compensation and benefits, career growth opportunities, organizational culture, and leadership practices—impact work performance. Prior to the actual data gathering, the questionnaire underwent pre-testing to guarantee its validity and reliability. Additionally, the researcher strictly adhered to ethical guidelines by securing informed consent from all participants and maintaining their anonymity and confidentiality throughout the process.

The research population consisted of 884 lecturers and 327 non-teaching personnel at Bansomdejchaopraya Rajabhat University. To ensure a representative sample, the researcher utilized Slovin's formula, applying a 93% confidence level and a 7% margin of error. This calculation determined a required sample size of 165 lecturers and 126 non-teaching staff. The participants were then selected using stratified random sampling, which ensured accurate, unbiased, and proportional representation of both subgroups within the institution.

Data Analysis Methods

The data gathered in the study underwent rigorous statistical treatment to systematically uncover patterns, relationships, and group differences. The analysis method was divided into three primary techniques:

- **Descriptive Statistics:** Tools such as frequency distributions, rankings, and weighted means were utilized to summarize the respondents' demographic profiles and to calculate the average perceived influence of each performance factor.
- **Correlation Analysis:** To examine relationships between variables, the researcher used the Spearman rank correlation to assess associations involving ranked demographic

variables, and the Eta coefficient to measure the strength of relationships tied to categorical demographic variables, specifically sex and civil status.

- Multivariate Analysis of Variance (MANOVA): This advanced inferential test was applied to determine if there were any statistically significant differences in how the two distinct groups—lecturers and non-teaching personnel—perceived the overall influence of the evaluated factors on their work performance.

Research Hypotheses and Validation

Based on the study's objectives, the research evaluated two primary implicit hypotheses regarding the respondents and the factors influencing their work performance. The first hypothesis posited a significant relationship between the respondents' demographic profiles and the extent to which various factors influence their work performance. This hypothesis was largely rejected; demographic variables such as age, sex, marital status, educational attainment, and years of experience were not statistically significantly associated with performance perceptions in either group. However, an exception was noted for non-teaching personnel, where a higher average monthly family income was significantly positively correlated with the perceived influence of career growth opportunities and leadership practices. The second hypothesis suggested a significant difference in the extent of influence of these performance factors between lecturers and non-teaching personnel. This hypothesis was accepted, as the MANOVA results revealed a statistically significant difference between the two groups. Specifically, univariate analysis highlighted that non-teaching personnel rated the influence of compensation and benefits significantly lower than lecturers did, while no significant differences were found in how the two groups valued career growth, organizational culture, and leadership practices.

Study Limitations and ethical considerations

The study adhered to standard research ethical guidelines to protect its participants. Specifically, the researcher ensured the following:

- Informed Consent: Consent was explicitly obtained from all lecturers and non-teaching personnel prior to the data collection process.
- Confidentiality and Anonymity: Strict measures were implemented to safeguard the identities of the respondents and maintain the confidentiality of their survey answers.

While the research was designed to bridge existing knowledge gaps—such as the "silo" approach of studying academic and administrative staff separately—it acknowledges several inherent limitations:

- Limited Generalizability: Because the research is confined to a single regional institution (Bansomdejchaopraya Rajabhat University), the findings may be unique to the Rajabhat system and the specific challenges of its staff. Consequently, the data may not be fully representative of the broader Thai higher education landscape or larger, more established research universities.
- Methodological Constraints: The study relies heavily on numerical survey data through its quantitative design. The author notes that this approach lacks

qualitative depth, meaning it cannot provide a granular, nuanced view of psychological factors like "job stress" and "work-life balance".

- **Lack of Longitudinal Data:** The current research captures a snapshot of the institution's dynamics. The author points out the need for future longitudinal studies to truly understand how the interactions and dependencies between lecturers and non-teaching personnel evolve over time in response to organizational shifts.

RESULTS AND DISCUSSION

SOP 1: The Demographic Profile of Lecturers and Non-Teaching Personnel

The demographic data highlights distinct and detailed differences between lecturers and non-teaching personnel at the university.

- **Age Distribution:** The majority of non-teaching personnel are younger, falling in the 26-30 age bracket (42.5%), whereas the majority of lecturers fall into the 31-40 age bracket (45.5%). However, non-teaching staff have a slightly higher proportion of employees aged 41-50 (15.7%) than lecturers (13.3%).
- **Civil Status and Sex:** Most non-teaching staff are married (52.0%), while a majority of lecturers are single (60.6%). Regarding sex, non-teaching roles have a higher proportion of males (55.9%), whereas lecturer roles skew slightly female (52.7%).
- **Education and Training:** The majority of non-teaching personnel hold bachelor's degrees (74.8%), while a significant majority of lecturers hold master's degrees (78.8%). Furthermore, 61.2% of lecturers have attended more than 10 relevant training sessions, while non-teaching staff have a much more evenly distributed training record.
- **Income Disparities:** The vast majority of non-teaching staff (80.3%) earn a monthly family income between 25,001 and 45,000 baht. Lecturers boast a wider and higher income distribution, with a significant 44.2% reporting monthly family incomes exceeding 45,000 baht.

SOP 2: The Extent of the Influence of Factors to The Work Performance of Lecturers and Non-Teaching Personnel at Bansomdejchaopraya Rajabhat University

Both groups generally rated the influence of non-financial work performance factors as higher than compensation.

- **Compensation and Benefits:** Both groups view this as having a moderate influence on their work performance (Milkovich, Newman, & Gerhart, 2013) (Lecturers mean=3.42, Non-Teaching mean=3.32). Both heavily value "Safety policies" to ensure a secure working environment. Lecturers highly prioritize "Leaves, vacation and time-off policies" (mean=4.41), whereas non-teaching staff place high value on "Facilities like housing, vehicle loans and school fee assistance" (mean=4.16). Both groups ranked "Medical and retirement benefits" and "cost of living adjustments" as the absolute lowest influencers, indicating these do not meet current needs.

- **Opportunities for Career Growth:** Both groups rate this as a high influence. The top-ranked factor for both groups is that "Leadership grooming assists career progression" (Lecturers=4.50, non-teaching=4.49). Both cohorts also highly value development aligned with their personal goals. Conversely, both groups ranked the transparency of performance evaluations and the recognition of professional accomplishments as the weakest areas requiring improvement.
- **Organizational Culture:** This factor is highly influential for both groups. Both heavily value open channels for providing feedback and the institutional respect for diversity. Notably, non-teaching personnel ranked the culture being "inclusive, equitable and collaborative" as their number one cultural influence (mean=4.54). However, non-teaching staff scored "My views are heard and valued in decision-making" notably lower (3.90) than lecturers did (4.11).
- **Leadership Practices:** Leadership is highly influential. The top-ranked items for both groups are leaders modeling positive behaviors and developing policies through transparent and ethical processes. Non-teaching staff ranked open communication channels slightly higher than lecturers did. The lowest-ranked leadership practice for both groups was employees having access to necessary resources and support (Lecturers=3.64, Non-Teaching=3.68).

SOP 3: The Relationship Between the Demographic Profile of Lecturers and Non-Teaching Personnel and the Factors That Influence Their Work Performance

This analysis revealed that demographics matter very little regarding how employees perceive work performance drivers.

- **Non-Teaching Personnel:** The *only* statistically significant correlation found was with "Average Monthly Family Income". Non-teaching staff with higher family incomes perceive "Opportunities for Career Growth" ($r=.183$) and "Leadership Practices" ($r=.177$) as having a greater influence on their performance. Age, educational attainment, years of experience, training, sex, and civil status showed no significant correlation with any performance factor.
- **Lecturers:** The study found absolutely no statistically significant correlation between *any* demographic factor (age, education, experience, training, role, income, sex, or civil status) and how lecturers perceive the influence of the work performance factors. This implies that the university's organizational environment is the primary driver of performance, superseding individual backgrounds.

SOP 4: The Difference in the Extent of Influence of the Factors Between Lecturers and Non-teaching Personnel

Multivariate Analysis of Variance (MANOVA) was used to compare the groups.

- **Differences Found:** The overall MANOVA test revealed a statistically significant difference ($p = 0.001$) in how the two groups perceive the influence of the studied factors. Specifically, univariate analysis showed a significant difference regarding

"Compensation and benefits" ($p = 0.040$). Non-teaching personnel rated the influence of compensation lower (mean=3.32) than lecturers did (mean=3.42).

- **Similarities Found:** There were no significant statistical differences between lecturers and non-teaching personnel in how they perceived the influence of Opportunities for Career Growth, Organizational Culture, or Leadership Practices.

SOP 5: The Proposed Inputs to the Professional Development Plan

Based on the detailed findings, a comprehensive plan is proposed to improve satisfaction, engagement, and retention.

- **Compensation and Benefits:** The university needs to ensure compensation packages are competitive, focusing on salary increments, bonuses, and cost-of-living adjustments. Management should expand leave/vacation policies for lecturers and improve the accessibility of facility loans (housing/vehicles) for non-teaching staff. Finally, medical and retirement benefits must be aggressively overhauled to meet employee expectations.
- **Career Growth Opportunities:** The university must establish stronger leadership development programs to provide clear progression paths for all staff. Performance evaluation and recognition systems must be made more transparent and fair. Mentorship programs and institutional support for attending conferences should be implemented.
- **Organizational Culture:** The institution should foster inclusivity by enhancing feedback channels and encouraging cross-departmental knowledge sharing. Management must also actively discourage unethical practices to cultivate a better sense of belonging.
- **Leadership Practices:** Administrators and managers should be specifically trained to model positive behaviors, empower their staff, and improve communication. Leaders must ensure that decision-making processes are transparent and that the institution's future vision is clearly communicated.

SUMMARY

1. The Demographic Profile of Lecturers and Non-Teaching Personnel

The majority of non-teaching staff fell into the 26-30 year age group, while most lecturers were between 31-40 years old. In terms of civil status, more non-teaching personnel were married compared to the lecturers. There was a higher proportion of males among the non-teaching staff than the lecturers. When it came to highest educational attainment, most non-teaching personnel held a bachelor's degree, whereas most lecturers had obtained a master's degree. Lecturers attended more relevant trainings compared to non-teaching personnel. Moreover, lecturers had a higher average monthly family income in comparison to the non-teaching staff.

2. The Extent of the Influence of Factors to The Work Performance

Both lecturers and non-teaching personnel perceived compensation and benefits as having a moderate influence on their work performance at the university. However, opportunities for career growth and the organizational culture were rated by both groups as

having a high level of influence on their work performance. Moreover, leadership practices within the institution were also viewed as being highly influential factors by both the lecturers and non-teaching personnel.

3. The Relationship Between the Demographic Profile and Factors Influencing Work Performance

The study revealed some interesting correlations between demographic factors and perceptions of influential factors on work performance. For non-teaching personnel, those with a higher average monthly family income tended to view career growth opportunities and leadership practices as more influential factors. However, no significant associations were found between demographic factors and perceptions of influential factors for the lecturers. Also, an individual's sex and civil status did not have a statistically significant association with how they perceived the influence of various factors on their work performance. This lack of association held true for both the lecturers and non-teaching personnel groups.

4. The Difference in the Extent of Influence of the Factors Between Lecturers and Non-teaching Personnel

While both lecturers and non-teaching personnel rated compensation and benefits as moderately influential on their work performance, there was a significant difference in how the two groups perceived the extent of this influence. Non-teaching personnel rated the influence of compensation and benefits lower compared to the lecturers. However, no significant differences were found between the two groups in terms of how they perceived the influence of opportunities for career growth, organizational culture, and leadership practices on their work performance. Both groups rated these factors as highly influential, indicating shared values and priorities in these areas.

5. The Proposed Inputs to the Professional Development Plan

Based on the results, the researcher proposed the following inputs to the Professional Development plan of the university. This includes:

Compensation and Benefits. The professional development plan should review the overall compensation packages, work-life balance, such as expanding leave and vacation policies, improve the accessibility of facilities-related benefits like housing, vehicle loans, and school fee assistance, and evaluating existing medical and retirement benefits to better align them with the needs of both lecturers and non-teaching staff is necessary.

Opportunities for Career Growth. To promote ongoing advancement and progress, the professional development plan should prioritize leadership programs that offer clear career paths for employees. Address concerns about fairness in performance evaluation and recognition systems.

Organizational Culture. The professional development plan should aim to create a more inclusive, collaborative, and participative work environment at the university.

Leadership Practices. The professional development plan should equip administrators with skills for positive behavior modeling, employee empowerment, and open communication. Training programs should enhance leaders' abilities to ensure transparent and ethical decision-making processes, align talent management strategies with the institution's strategic vision, and clearly communicate the organization's future direction.

CONCLUSIONS

Based on the preceding findings, the following conclusions are drawn:

1. The demographic differences between the two groups are aligned with their respective roles and responsibilities within the university. The higher educational qualifications and income levels of lecturers are consistent with the requirements and compensation structures of academic positions.
2. While compensation and benefits are important, factors such as career development opportunities, organizational culture, and leadership practices have a more significant influence on the work performance of both groups. The university's efforts in fostering a supportive work environment, providing growth opportunities, and promoting effective leadership are appreciated by both lecturers and non-teaching personnel.
3. The average monthly family income plays a role in shaping the perceptions of non-teaching personnel regarding career growth and leadership practices. Demographic factors have a less significant impact on the perceptions of influential factors for lecturers. The university has successfully created an inclusive and equitable work environment where perceptions are not heavily influenced by individual demographic characteristics.
4. Lecturers and non-teaching personnel have different perceptions regarding the influence of compensation and benefits on their work performance. Both groups value the influence of career growth opportunities, organizational culture, and leadership practices similarly.
5. The proposed inputs to the professional development plan provide a comprehensive roadmap for Bansomdejchaopraya Rajabhat University to enhance employee motivation, performance, and overall institutional effectiveness. By addressing key areas such as competitive compensation structures, work-life balance initiatives, leadership development programs, continuous learning opportunities, and fostering an inclusive and ethical organizational culture, the university can create an environment that supports and empowers both its academic and non-academic workforce.

RECOMMENDATIONS

The following are the recommendations offered:

1. Provide equal opportunities for professional development and training for both lecturers and non-teaching personnel. Ensure fair and competitive compensation packages for all employees, accounting for their qualifications and experience.
2. Continuously review and enhance compensation packages to ensure fairness and competitiveness. Implement comprehensive career development and leadership training programs for all employees. Promote a positive and inclusive organizational culture through open communication, collaboration, and ethical practices.
3. Consider the role of socioeconomic status and financial resources in designing compensation and benefit packages, particularly for non-teaching personnel. Maintain

and enhance the inclusive and equitable work environment, where perceptions and experiences are not biased by demographic factors.

4. Tailor compensation and benefits packages to address the specific needs and priorities of each group, while ensuring fairness and competitiveness. Maintain and enhance the university's efforts to provide equal opportunities for career growth, foster a positive organizational culture, and promote effective leadership practices for all employees.
5. To enhance employee work performance, it is recommended that the university implements a comprehensive professional development plan. This plan should prioritize a thorough review and revamping of the compensation and benefits structure, strengthening leadership development initiatives that provide clear career growth development, and reinforcing the university's commitment to fostering an inclusive, collaborative, and ethical organizational culture by promoting employee voice, cross-departmental coordination, transparency in decision-making, and a strong sense of belonging among all staff members.

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