

EXPLORING THE EXPERIENCE OF RESEARCH AND THE BUILDING OF
RESEARCH CAPACITY AT A HIGHER EDUCATION INSTITUTION IN THE
CARIBBEAN

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Veronica Ferguson

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Abstract

Exploring the Experience of Research and the Building of Research Capacity
at a Higher Education Institute in the Caribbean

Veronica Ferguson

At a new higher education institution (HEI) in the Caribbean, Blue Waters University (BWU, a pseudonym), significant opportunities and constraints are associated with developing research capacity. BWU has transitioned from a mainly teaching college to a university focused on building a successful research culture. There is limited scholarship on the lived experiences of academic researchers at HEIs that have undergone such transitions. The study reported in this thesis extends the literature on research activities in the Caribbean and contributes to the literature on HEIs in developing economies. The study used a qualitative grounded theory research design informed by an interpretivist research philosophy. The perspectives of Appreciative Inquiry informed the research process. A sample of 18 staff members shared their beliefs, opinions, experiences, and perspectives via semi-structured interviews. Data were collected from interview transcripts, my researcher's journal, memos, and institutional documents. The conceptual understanding that emerged from the data analysis indicated that BWU academics were constantly working through institutional constraints to accomplish research and improve as professionals. Negotiating professionalism for researchers involved a continual process of positive envisioning, persistence and advocacy, and continuous improvement. Positive envisioning required defining research and establishing a researcher identity. Persistence and advocacy involved navigating institutional challenges and establishing researcher agency. Continuous improvement included the desire to make an impact, instigate change, and pursue professional self-improvement. Key empirical findings show that academics were forming their identities and were in pursuit of scholarly improvement. By embracing the cycle of negotiating professionalism, scholars and practitioners at BWU were perpetuating a positive feedback loop of scholarly improvement, the pursuit of academic excellence, and enhancement of attitudes, behaviours, and intellectual skills.

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I am grateful for the faithfulness of God on my doctoral journey and the fruition of this doctoral study.

Declaration

I assert that this thesis has been composed by me. It contains and represents my research. I have acknowledged, where appropriate, the nature, and details of collaborative work in this study.

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Abbreviation and Glossary

Abbreviations/Term	Meaning
Anonymised data	Anonymised data avoids any information which might identify participants, or the research site removed.
Archipelago	An area that contains a group of islands or chain of islands scattered across lakes, rivers, or the ocean.
AS	Administrative and Support staff: President, Vice President, Chair of Schools (Social Science etc.), Heads of Departments.
Building research capacity	The process of national, institutional, and individual development that leads to higher skill levels and increases the ability to conduct useful research.
BWU	Blue Waters University (pseudonym).
Conceptual framework	Conceptual framework is a type of intermediate understanding that attempts to connect to all aspects of inquiry (e.g., problem definition, purpose, literature review, methodology, data collection, and analysis).
EdD	Doctor of Education.
ERA	Excellence in Research in Australia.
Faculty	Academic staff responsible for teaching, research, and community service in universities.
Faculty (Academic) Union	Faculty Union is the bargaining unit for academics, librarians, and counsellors within the university.
FIC	Fogarty International Centre.
GDP	Gross domestic product. The total monetary value of all final goods and services produced and sold on the market within a country usually within one year.
GNI	Gross National Income. The total valuation of a nation's closing output related to products and services in a financial year divided by the nation's population. It represents a country's average income of its population in a year.
HDI	Human Development Index.

Abbreviations/Term	Meaning
HE	Higher Education (tertiary education) broadly refers to all post-secondary education, including but not limited to universities.
HEI	Higher Education Institution.
HIC	High-income country.
HR	Human Resources.
IA	Industrial Agreement. The standards of quality, policy, and work conditions are outlined and negotiated by the Faculty Union of the university.
IDB	Inter-American Development Bank.
IMF	International Monetary Fund.
IRB	Institutional Review Board.
LMIC	Low- and middle-income country.
NIH	National Institutes of Health.
OECD	Organisation for Economic Cooperation and Development.
OECS	Organisation of Eastern Caribbean States.
Out Island	Some Caribbean countries are made up of an archipelago. These smaller islands close to or miles apart from the capital are called out islands.
Professionalism	The intentional actions taken by an academic to examine beliefs and values about teaching, research, and scholarship to make judgements that affect their professional practice in ways that enhances their behaviours, skills, and pedagogical knowledge.
R&D	Research and Development.
REF	Research Excellence Framework.
Researcher Agency	Researcher Agency describes the behaviours (planning, monitoring, navigating, negotiating) of academics to intentionally engage in and accomplish research.
RSDF	Research Skill Development Framework.

Abbreviations/Term	Meaning
Support Staff	Support staff refers to librarians and counsellors.
SDG	Sustainable development goals.
The Caribbean	The Caribbean is a massive archipelago located in the Caribbean Sea subdivided into different regions. The Caribbean sprawls across more than 1.06 million square miles and is primarily located between North America and South America.
UK	United Kingdom.
UNESCO	United Nations Educational, Scientific, and Cultural Organisation.
UMIC	Upper middle-income countries.
US	United States.

1 Introduction

The study reported in this thesis used grounded theory and Appreciative Inquiry to examine the experiences of staff at a Caribbean HEI to identify opportunities and constraints as efforts are made to build research capacity. The study was conducted at BWU (a pseudonym), an HEI that recently transitioned from a teaching-focused college to a university focused on building research capacity.

First, the significance of research in higher education (HE) is presented followed by a description of the BWU context. The challenges facing research in the BWU context are then explained, and the rationale for the research justified. The study's purpose and research questions are presented followed by information on grounded theory and Appreciative Inquiry. The chapter concludes with a discussion of my position as the researcher and a summary.

Throughout the study, the ethical practices that I followed complied with BWU's and the University of Liverpool's ethical practices. I used a pseudonym to ensure anonymity for the institution. A glossary of abbreviations and terms is provided at the beginning of this thesis.

1.1 Research in HE

This study focuses on HE in a Caribbean country. HE primarily describes post-secondary learning in colleges and universities, leading to undergraduate and postgraduate degrees in different disciplines (Howells et al., 2014; Orellana et al., 2011).

This study was conducted in a recently transitioned university located in the Caribbean. Notably, there is no consensus in the literature on how countries should be categorised (Hamadeh et al., 2022; Khokhar & Serajuddin, 2015). The World Bank categorises countries according to their economies as high-, middle- or low-income based on Gross National Income (GNI) per capita (Hamadeh et al., 2022), whereas the UN categorises countries based on GNI, human capital, and economic positioning as developed, in transition, or developing economies (UN, 2022). From a more contemporary perspective, all countries are developing, and the move by countries worldwide to meet the new Sustainable Development Goals (SDG: World

Bank, 2016), shows that the world is unequal, and countries are at different stages of economic and social development. The various classification systems of countries in the literature confirm the challenges, which hinder effectively and accurately categorising countries. An example of this is where some countries fit two categories as noted by the UN (2022), where high-income countries (HICs) can be classified as developed or developing economies. The country in which BWU lies is an example of this, being classified as an HIC by the World Bank (2022) but as a developing economy by the UN (2022). One possible reason for this is that the GNI might meet the criteria set by the World Bank. However, in reality there are limited human and physical resources, high unemployment, a developing HE system, and challenges facing healthcare consistent with developing economies.

In general, developed economies have well-developed infrastructures and education systems, and make technological advances. Developing economies have limited social and human capital, poorer-quality infrastructures, higher poverty levels, limited education systems, and poorer access to quality healthcare (Nguyen, 2013; World Bank, 2016). This study examines HE research at BWU. While no categorisation adequately captures all components of a country's development, this study uses 'developed' and 'developing economy' to refer to countries in terms of how the economy impacts on HE, its growth, and development, and the tools and processes that influence it.

From a global perspective, Humboldt's idea of scholarship (Backhaus, 2015) has influenced the mission of many universities today, and this is true of BWU. BWU aims to engage in teaching, research, scholarship, and community service (Anonymous, 2017). Globally, the increasing demand for knowledge has driven meaningful change in HE. The knowledge economy has focused universities on building intellectual capacity and creating knowledge (Donlagić & Kurtić, 2016). Globalisation and technological changes have increased the need for human capital and innovation (Geuna & Martin, 2003; Moretti, 2012). University-based research, an integral HE activity, supports problem solving, innovation, and knowledge discovery (Altbach & Salmi, 2011).

Many global institutions have adjusted their vision and mission statements to include or reinforce research activities, improve international rankings, remain competitive, attract diverse student populations, and address increased demands for

performance accountability (Li, 2016). *Performance accountability* describes a university's commitment to continued improvement for its stakeholders, students, public policy makers, accrediting agencies, funding sources, and other supporting agencies (Leveille, 2006). Universities demonstrate accountability by examining their goals and intentions and determining better ways to measure effectiveness. The increasing need to compete nationally and regionally drives HEIs to achieve academic excellence (Altbach & Salmi, 2011). Research is a top priority in global, regional, and national agendas, and a high-stake undertaking for universities (Cloete et al., 2011; Shin & Lee, 2015). Universities need to engage in research as an important aspect of their missions (UNESCO, 1998, 2015), and developing economies are encouraged to improve research for sustainable development (World Bank, 2008). Support for research is therefore noted in education policies, development strategies, and education agendas in countries like South Africa, Australia, and New Zealand (World Bank, 2008).

Globalisation has created opportunities but also challenges (Altbach, 2016). Generally, challenges facing HE research are influenced by investment, funding, academics' qualifications, and types of research support (Altbach, 2016; Deem, 2006). Many nations address globalisation challenges by increasing the resources devoted to HEIs. In China, HE funding is now on a par with that in developed economies (Altbach, 2016; World Bank, 2019). Li (2016) cites performance accountability and the international ranking tables as drivers increasing institutional competition in research excellence. However, many HEIs in developing economies perform poorly in international rankings due to differences in context, limited funding, and low research output (Frenken et al., 2017; Lewis & Simmons, 2010). Altbach and Salmi (2011), in their milestone study examining the role of research in universities in developing economies, argue that HEIs that stimulate their national economies have strong leadership, foster high-quality research, possess strong physical infrastructures, and employ qualified academics. However, these dimensions of excellence can be challenging for HEIs in developing economies, as they struggle with resource deficits and evolving national systems (Power et al., 2015; World Bank, 2019). Power et al. (2015) note that limited investment in HEIs in developing economies adversely affects their participation in the global research community.

The increased demand for research in HE also affects academics' work. Academics in HE, including those in teaching-focused institutions, are encouraged to teach, conduct research, and perform community service (Kehm & Teichler, 2013; O'Byrne, 2011). HE academics must now balance research and teaching. Academics face rising demands for research simultaneously with calls to enhance learning, while providing more accountability within HEIs (Altbach, 2016). While some studies have examined academics' perspectives on research and building research capacity in HEIs or in teaching-focused institutions in developing economies (MacFarlane & Hughes, 2009; O'Byrne, 2011), more research is needed to understand experiences in different contexts. Further, researchers from developing economies are underrepresented in the literature (Amarante et al., 2021; Lewis & Simmons, 2010; Teferra, 2016). Amarante et al. (2021) examined researcher contributions and note the underrepresentation of researchers in developing economies in development research. Compared with developed economies, developing economies produce little of the world's research output. It is important to explore the differences in and among developing and developed economies to gain a composite representation of the differentiations in HEIs.

The increased demand for HE research has driven universities to build research capacity. Building research capacity has become important in assessing a nation's or HEI's ability to utilise and generate knowledge (Altbach & Salmi, 2011; Nguyen, 2013). A detailed discussion of building research capacity is presented in Chapter 2, outlining the importance of national, institutional, and individual efforts. Building research capacity is critical to developing and supporting research in HEIs (Bhasin, 2014; Lodhi, 2012; Ridley, 2011). Building research capacity can address local, regional, and national challenges and support the innovation and inquiry required to compete globally (Ashcroft & Rayner, 2011; Lewis & Simmons, 2010; World Bank, 2012).

Globalisation has increased the demand for research and driven competition between HEIs. Improving research capacity in universities in developing economies has wide social benefits. Many universities positively influence local economies through knowledge generation, innovation, and problem solving (Altbach, 2013; Hazelkorn, 2005). However, some HEIs make less of an impact due to differences in

context, limited funding, and the need to build research capacity (Altbach & Salmi, 2011; Frenken et al., 2017).

In the study reported in this thesis, I describe the experiences of academics at BWU by exploring their perspectives on research opportunities and constraints. There is limited scholarship on the experiences of academics in the context of developing economies. Such HEIs face serious challenges compared to HEIs in developed economies. Identifying the perspectives and lived experiences of academics in developing economies is critical to understanding and enriching the global HE literature and improving research in developing economies. Before presenting the rationale for this research, I first provide some background information about BWU.

1.2 BWU History

BWU is the national university for an archipelagic nation. The university is primarily government funded and has a population of approximately 5,000 students from islands across the archipelago neighbouring Caribbean countries and has less than 1% international students (Anonymous, 2017). Colonialism and sustainable HE expansion have contributed to the current environment at BWU (Anonymous, 1976; Anonymous, 1996). It is beyond the scope of this thesis to provide a detailed account of the history of the country where BWU lies. However, it is important to note a few critical events with the aim to better contextualise the study.

Colonialism has influenced HE development at BWU (Anonymous, 1996). During colonial rule, foreigners comprised 10% of the country's inhabitants while controlling the bulk of the country's wealth. Limited educational opportunities confined employment to clerical and low-level administrative jobs in public service, teaching, nursing, or the church (Anonymous, 1996). There were few well-trained teachers and no provision for HE. Colonial policies impacted on the shared beliefs and behaviours of citizens (Best, 1997, 2005), limiting the country's economic, social, and educational development (Anonymous, 1996).

Post-independence, the country struggled to build a high-quality tertiary education system because colonialism had disproportionately impeded the development of education (Anonymous, 1996). The government's move to expand

the educational system stemmed from the need to meet market demands for employment and the large population of unskilled workers. The recognised need for citizens to be educated and trained created ambiguity and uncertainty among leaders and stakeholders about the trajectory of HE at BWU. For many years, the vision and mission appeared unclear from the perspectives of BWU stakeholders (Anonymous, 2007). BWU's identity as a Caribbean HEI has thus been influenced by its initial focus on teaching and workforce training (Anonymous, 1996; Anonymous, 2013). Promoting research and scholarship were secondary goals (Anonymous, 1996).

BWU adopted a mix of British, US, and Canadian university models as it sought to create an identity in the newly independent Caribbean nation (Anonymous, 1996; Blair, 2014). Notably, many of BWU's initial academic staff were trained high school teachers. Many of these teachers were new to HE and had minimal university training.

BWU's vision for the future is linked to driving national development (Anonymous, 2007, 2017). The institution continues to train the country's nurses and teachers. While many of the institution's policy documents espouse teaching, research and community service, teaching is still the primary focus. Like most developing economies with inherited colonial education systems, BWU faces challenges in shaping and adapting to its local context and the indigenous needs of its country. The urge to respond to internationalisation and operate within the global academic community has often led BWU to adopt models of HE inconsistent with the local development needs of the society (Anonymous, 1996; Anonymous, 2015). Since the institution's beginning, successive changes to the College Act have provided more autonomy to the institution (Anonymous, 1996). BWU has a board of directors appointed by the government. Driven by the changing needs of the society, the region, and the global trends in HE, the government facilitated the transition to university status. Over the last 10 years, the government has moved to widen access, improve its capital investments in HE, and encourage academic and professional development (Anonymous, 2017). The massive expansion of BWU with limited funding, inconsistent planning, and frequent administrative changes, however, has presented challenges.

The history of HE in the BWU's home country provides a historical understanding of HE development. As this study examines BWU academics'

experiences with research opportunities and constraints, it was essential to examine research and its role in BWU. An overview of research development at BWU follows.

1.3 Research at BWU

Research growth and development at BWU have been inconsistent (Anonymous, 2007). With ongoing academic development, BWU has attracted international academic staff, established a graduate study department, and forged partnerships with regional and international HE institutions.

BWU has encouraged professional development for all staff, including the attainment of master's and doctoral degrees. BWU continues to push for more research, as stated in its strategic plan (Anonymous, 2006). Existing BWU studies focus on specific components of educational development, finance, and national goals (Anonymous, 1976; Anonymous, 1979; Anonymous, 1982; Anonymous, 1987; 1996). None of these studies addresses research capacity building or reports on the research culture of the institution. Additionally, no study has examined institutional research documents and their connection to the research culture. This study is the first to be conducted at BWU on research capacity building and research culture development.

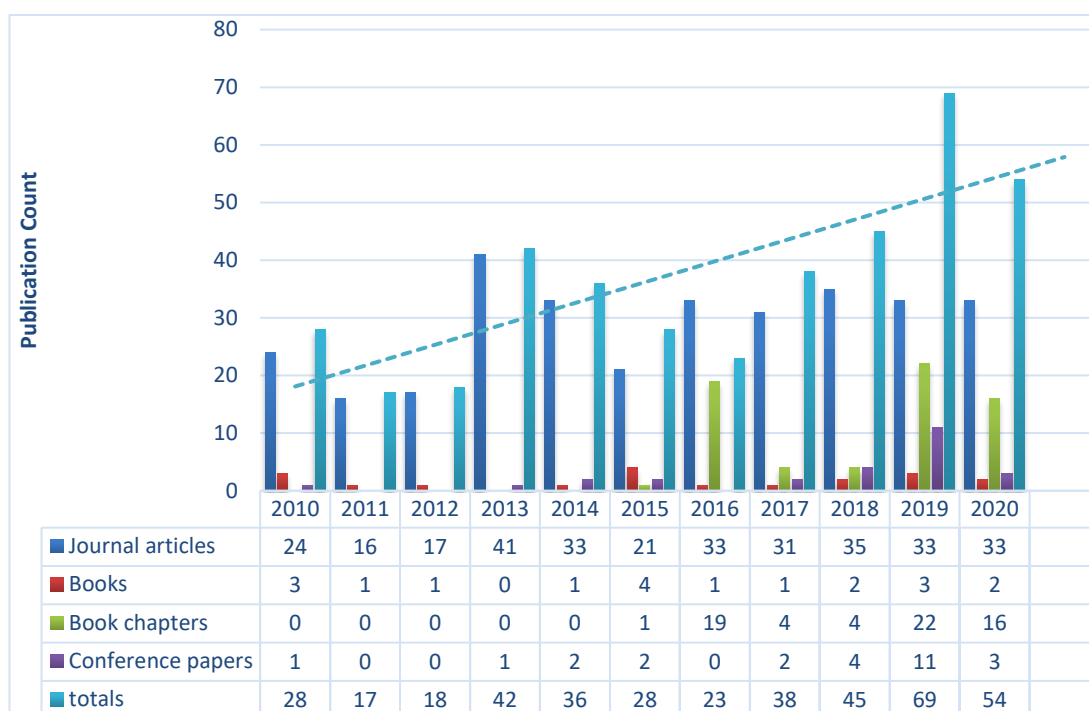
Less than 40% of BWU academics have doctoral degrees (Anonymous, 2017; Anonymous, 2020), similar to percentages at other HEIs in developing economies (Cloete et al., 2011; Fussy, 2018). There is no consistent, organised system for reporting the research conducted by BWU academics. Measuring research at BWU is therefore a challenge. The lack of research tracking at BWU forces reliance on international indicators that tend to underrepresent Caribbean scholarship as noted in institutional documents (Anonymous, 2014; Anonymous, 2010).

BWU has a scholarly peer-reviewed journal that disseminates research relevant to the Caribbean region. Additionally, the institution hosts a forum dedicated to sharing research conducted by all stakeholders in the region where BWU lies. Such activities stimulate and encourage research among BWU academics and the wider community. A small group of BWU academics are conducting research, publishing in peer-reviewed journals, making contributions to research-based reports, and

presenting at research conferences locally, regionally, and internationally on a limited but steadily increasing basis, as shown in Figure 1 below.

Figure 1

BWU Publication Counts from 2010 to 2020 (Anonymous, 2020)



1.4 Challenges Facing Research at BWU

The main challenges BWU faces include sparse resources, the constantly changing governance every five years, and brain drain.

Sparse resources continue to be a challenge for BWU. BWU relies primarily on government funding (Anonymous, 1996). Additionally, the weak performance of the local economy in recent years, combined with high levels of public debt, rising levels of unemployment, and more frequent natural disasters, has constrained public budgets with an adverse impact on all forms of public expenditures, including education. The current reality in a tourist-dependent economy during and after the Covid-19 pandemic has been substantial Gross Domestic Product (GDP) shrinkage, limiting government revenues. This shrinkage and its adverse impacts on national and political agendas further constrain educational expenditures in the country.

Limited resources in the country have led to underdeveloped educational systems that affect research as discussed in a report by one of the university's presidents (Anonymous, 1996). Better technological systems and HE access are needed in the country. Improving research at BWU requires considerable resources and while structural improvements have been made, there is scope to improve research and build capacity (Anonymous, 2015). As BWU seeks ways to improve the economy, the country continues to be supported by international donors and funding agencies like the Organisation for Economic Cooperation and Development (OECD), the Inter-American Development Bank (IDB), and the International Monetary Fund (IMF).

An additional challenge is the changing governance every five years, often bringing changes in policies and leadership affecting the university. In many cases, the succeeding government does not adopt the policies of the previous government and BWU must adjust accordingly, as noted in institutional documents (Anonymous, 2017, Anonymous, 2020). BWU stakeholders agree that generating knowledge is essential to becoming a university but disagree on how to implement new research practices in the face of changing political systems. The precise direction of the newly transitioned university is a matter of national debate, influenced by political cycles.

Brain drain is another challenge facing BWU and developing economies (Altbach et al., 2009). The migration of highly skilled professionals to more developed economies challenges the retention of human capital as noted in other studies in developing economies by Fussy (2018) in Africa and Lozano-Ascencio and Gandini (2012) in Latin America and The Caribbean. While brain drain is not unique to developing economies, many have a greater need for the knowledge and expertise of migrating professionals to enhance innovation and development. In addition, brain drain exacerbates the need to import expertise from outside the country to build HE.

The challenges of sparse resources, the changing governance every five years, and brain drain were explored in this study by gathering information from BWU staff. A discussion of the study's rationale follows.

1.5 Research Rationale

Several factors highlight the timeliness and importance of this study. Encouraging and improving research may improve BWU and national development in the country. While attempts have been made to improve research at BWU, it has traditionally been approached from a problem-solving stance with minimal success. This study takes a different approach and uses the perspectives of Appreciative Inquiry to support a strength-based approach to examining research at BWU. The perspectives of Appreciative Inquiry identify teams and organisations as endless sources of learning and support the concept that the more positive and hopeful the image of the future, the more positive the present-day action (Cooperrider & Whitney, 1999). My study provides empirical evidence on building research capacity, informed by the principles of Appreciative Inquiry.

This study provides perspectives on building research capacity in a government-controlled HEI in a Caribbean country, explored from the perspectives of BWU staff. This knowledge contributes to the global literature and may assist policymakers. This study aligns with BWU's ongoing initiatives to build research capacity and develop a strong research culture. Examining research culture from academics' perspectives could provide research development insights for BWU and similar HEIs.

BWU's relatively new status as a university has encouraged professional development in ways that increase staff's scholarship. The shift toward research has influenced the roles of academics. While such changes are noted in other studies in developed and developing economy HEIs (Clarke et al., 2015; Trede et al., 2012), a better understanding of research at BWU will enable staff to examine the factors affecting their research more closely. Through my study, I thus sought ways to help BWU academics improve as teachers and researchers.

Several studies have been published on research in HEIs (Bland et al., 2005; Deem & Lucas, 2007; Edgar & Geare, 2013; Hazelkorn, 2005). However, these studies report research in research-intensive HEIs in developed economies. Few studies have been conducted in developing economies (Fussy, 2018; Lewis & Simmons, 2010; Salazar-Clemeña & Almonte-Acosta, 2007). My study examined how BWU academics conceptualise research and scholarship and engage in

professional development and attempts to fill a gap in the literature by identifying the contextual realities of academics' experiences at a Caribbean HEI in a developing economy with a post-colonial past.

A search of Ebscohost, ERIC, SCOPUS, and Dloc found no published studies on HE research in the Caribbean region between 1974 and 2020. This study narrowed the existing literature gap regarding research activity in traditionally teaching-focused HEIs in developing economies. The study also highlighted the need for more research to address the lack of research on Caribbean-based HE research and Caribbean academics' professional development. A discussion of the study's aims and research questions follows.

1.6 Study Aims and Research Questions

My study aims to support research at BWU by documenting staff stories and their understanding of research activity. Their stories identify research opportunities for and constraints to building research capacity and strengthening BWU's research culture.

Three research questions guided the study:

1. Why do BWU academics engage in research?
2. What are the opportunities and constraints associated with building research capacity at BWU?
3. How can BWU develop a strong culture of research?

1.7 Theoretical Framework: Grounded Theory and Appreciative Inquiry

I examined the perspectives and lived experiences of BWU staff using grounded theory methods. Grounded theory identifies how individuals create meaning in specific social interactions (Glaser, 1992). Grounded theory provided a structure for inquiry allowing new ideas and theories to emerge from participants' subjective, individually constructed experiences.

The perspectives of Appreciative Inquiry were used to inform this study; the method provided a strength-based perspective from which to generate insights into

BWU's research culture and the concerns and needs of institutional members. Appreciative Inquiry acknowledges reality as subjective and socially constructed through language and conversations that focus on the positive (Cooperrider & Whitney, 1999). Appreciative Inquiry allowed me to identify the positive attributes that best support research at BWU. The full rationale for the research design is provided in Chapter 3.

1.8 The Researcher

An insider researcher's role must be acknowledged to avoid misinterpretation and prejudice (Curtis et al., 2014). Here, I briefly describe my role at BWU (see also section 3.7.3). I have been an academic at BWU for 20 years. I undertook this research with professional and personal motivations. I aimed to support the ongoing initiative to improve research at BWU. A further aim was to provide evidence to inform policy initiatives to help improve BWU's research culture. In recognition of the potential prejudice and other risks of insider research, I report how I attempted to mitigate such risks in section 3.7.3.

1.9 Summary

This study examines academics' experiences at a Caribbean HEI. The study aims to examine why BWU academics engage in research, the opportunities and constraints to research, and identify ways to build research capacity and develop a strong culture of research. While research at BWU has been increasing steadily, it has been hampered historically by many challenges, including sparse resources, the constantly changing governance every five years, and brain drain. This study narrows the literature gap regarding studies on HE research in developing economies. The study is timely, supporting BWU's strategic plan and institutional initiatives to improve research. The perspectives of Appreciative Inquiry informed the study, and a grounded theory approach was used to generate insights into research at BWU. I acknowledge my role as a BWU employee and researcher, and later in section 3.7.3, I report on my approach to mitigate any risks of insider research. The following chapter reviews relevant literature on HE research globally and on factors affecting research culture and building HE research capacity.

2 Literature Review

2.1 Introduction

This chapter reviews literature on research and building HE research capacity. Global HE research is dynamic (Fussy, 2018; Méndez & Reyes Cruz, 2014; Ridley, 2011). A good understanding of the global context is needed to understand HE at BWU in the context of a developing economy, and to identify similar and different trends between BWU and other HEIs. This chapter explores how research and scholarship are conceptualised and defined in HE. The literature review then focuses on the role of research in HEIs worldwide. Next, strategies for building research capacity are discussed. Then, HE research culture is examined along with strategies for building a strong research culture. The chapter continues by focusing on challenges facing the building of research capacity and development of a strong research culture. Next, attention is given to national, institutional, and personal factors that can influence HE research. Finally, the chapter concludes with a summary identifying gaps in the HE research literature.

I did not preconceive the findings as I used a grounded theory methodology. Engaging with the extant literature is acknowledged as a tension for inductive research and needs to be delayed until the findings are identified (Charmaz, 2006). However, a preliminary literature review was required for my initial research proposal. Additionally, I needed to have a general awareness of the research on building research capacity and research in HE to identify gaps in the research (Goulding, 2002). Following Strauss and Corbin (1990), I was cautious not to engage in an exhaustive review but used the preliminary review to understand existing theories and philosophical frameworks (Strauss & Corbin, 1990).

I performed a literature search on the changing role of academics in HE globally and in the Caribbean. Initial keywords and phrases included: *sharing knowledge, HE academic research, creating knowledge, factors influencing research, research culture, and strategies for building and supporting research culture*. Initial results identified additional keywords, including *teacher identity, academic identity, and professional identity*. I searched libraries at BWU, the University of Liverpool, and databases such as the OECD iLibrary, WorldBank

OData, Digital Library of the Caribbean (Dloc), *International Journal of BWU Studies*, ProQuest, Ebscohost, DISCOVER, ERIC, and Google Scholar (2010–2021). The 2010–2021 date range for eligible literature situated this work and its contribution to developing country HE research. Due to the paucity of literature over the past decade on HE research in developing economies, the 2010–2021 time period was necessary to include relevant studies. The literature analysis and critique informed the study's research questions and design, and provided support for reference and interpretation.

2.2 Understanding University Research and Scholarship

Research and scholarship are two important concepts related to understanding HE research at BWU. Understanding the work of researchers is essential for policymakers who make decisions about supporting and funding research nationally and internationally (Gulbrandsen & Kyvik, 2010). However, research and scholarship can be understood in different ways, so defining these concepts in HE is challenging. While research is essential to HE and knowledge generation, understandings of research and how it should be conducted differ (Brew & Boud, 2012; Neumann, 1993).

The literature includes several definitions of research. The Carnegie Foundation's (as cited in Glassick et al., 1997) definition of research intersects with more conventional definitions of research in that it links research activity to discovering new knowledge: an activity founded on discovery, integration, application, and teaching. The OECD's (2015) *Frascati Manual* sets guidelines for R&D, which cover both basic and applied research, and defines research as 'creative and systematic work undertaken to increase the stock of knowledge – including knowledge of humankind, culture, and society – and to devise new applications of available knowledge' (OECD, 2015, p. 12). As the *Frascati Manual* definition encompasses basic research, applied research, and experimental development, this definition will be used in this research to better understand research at BWU.

Numerous studies explore how academics conceptualise research (Brew, 2001; Brew & Boud, 2012; Neumann, 1989). Brew and Boud (2012) conducted a study in a university of technology among academics with a short history of research and found that academics' views of what research is, were influenced by factors such as

satisfaction with the research work or the extent to which the outcomes were useful and made an impact. Similar findings are reported by Bruce et al. (2004), who focused on significance and value of research in one discipline of academics. From a different perspective, in an earlier study among senior administrators, Neumann (1989) focused on three components of research, including the creation of new knowledge, pursuing inquiry, and dissemination of research results and publications. Neumann (1989) concludes there are differences between academics in how they view research related to their environments, identity, values, and the input they receive. Åkerlind (2008) conducted a study with 28 academics in Australia, examining the perspectives of academics on being a researcher in both teaching, and research appointments. The study found that perspectives varied: academics felt a need to fulfil academic requirements, achieve personally, gain knowledge, and impact on change in the community. How academics view research depends on their responses to the situations they find themselves in as they teach, conduct research, and perform community service. While the researchers reported above note that academics conceptualise research in many layers, their results are limited because the studies focus on academics at universities in developed economies. There are contextual differences between universities in developed and developing economies. Notably, minimal studies exist on academics in HEIs in developing economies, resulting in an incomplete understanding of academic perspectives in environments beyond developed economies.

In many instances as noted by Altbach (2013) and Fussy (2018), universities in developed economies have traditions of research with well-developed research systems with human and physical resources, while academics in developing economies have limited human and physical resources and are mainly teaching focused. The perspectives of academics in such contexts therefore differ. How academics view research is based on their environments and experiences, and exploring environments in HEIs in developed and developing economy contexts is essential. Thus, even the ability to define research is influenced by a gap in the literature relating to the Caribbean research context.

It is also necessary to define scholarship in support of this study. Academic work includes teaching, research, and community service. Understanding the meaning of scholarship is important to understand academics' work at BWU.

Definitions of scholarship within HEI are varied (Neumann, 1993). While research and scholarship are sometimes used interchangeably, they are different. Scholarship includes some aspects of research, but it is much broader. Scholarship involves taking a critical perspective on new knowledge (Neumann, 1993).

Connecting scholarship to academics' lives and professional practice was essential to Boyer (1990). The broader perspective adopted by Boyer incorporated academic practice, professional practice, professional development, research skills, and service. The four areas of scholarship proposed by Boyer (1990), teaching, discovery, integration, and application provide a wider interpretation of the work of an academic. The scholarship of discovery aligns with the traditional view of research, while the scholarship of application involves using research to problem solve situations helpful to the community and society. There is increasing emphasis on the application of research knowledge today and the role it plays regarding income for universities, impact of research output, and strengthening student employability. The scholarship of application provides an opportunity to build research capacity at BWU in ways that can support teaching and research as well as a link to knowledge sharing, problem solving, and innovation. Similarly, the OECD (1981) identifies the importance of scholarship to teaching and research and notes that teaching and research should augment each other. HE stakeholders must acknowledge that change and adjustments are part of HE's dynamic nature and work towards merging scholarship and other academic work. Using Boyer's (1990, 1992) ideas as a guide, I define scholarship as a systematic approach to acquiring knowledge through intellectual inquiry, academic study, professional practice, professional development, research skills, and service, as this definition encompasses the work of academics in teaching, research, and professional practice.

Conceptualising research and scholarship in an environment of change is not easy, particularly with the move of universities to bring teaching and research together. Brew (2012) calls for a better understanding of what research means in a specific context and an understanding of how knowledge is constructed since there are differences in understanding about teaching, research, and scholarship. Work interactions influence research based on how those interactions affect attitudes, identities, and research choices (Brew & Lucas, 2009). Additionally, influences from

HE systems, policies, and disciplinary and institutional priorities may affect scholarly research (Henkel, 2005).

In summary, several studies offer differing views of research, and these views are determined relative to the environment within which academics operate (Archer, 2000; Brew et al., 2015; Neumann, 1989). While studies on how academics conceptualise research contribute to the HEI literature, most have been conducted in research-intensive universities among academics with a track record of research and publications. More studies are needed from the perspectives of academics in HEIs in developing economies, where research systems are still developing.

My study explores and identifies why BWU academics engage in research. The contextual specifics of research in environments like BWU can add to the discussion in the literature of how academics conceptualise research and scholarship. In view of the different understandings of research, BWU's understanding of research will be explored in this study. Improving research in HEIs means understanding how academics conduct research in developed and developing economies and the important role research plays in HEIs. The following section discusses this role.

2.3 Role of Research in HE

To understand the role research plays in HE worldwide it is necessary to consider the differences between characteristics and perspectives of HEIs in developed and developing economies. Examining research in different contexts helps develop a composite picture representative of HEIs' diversity and operational differences. Valuable information from such studies may provide a better understanding of research at BWU. Furthermore, few studies in the literature on HE research have focused on research at HEIs in developing economies generally or in the Caribbean specifically.

2.3.1 Funding and HEI Reputation

HE research is essential for boosting institutional funding and prestige. A university's reputation is important to its growth. Prestigious universities are strategically placed to attract and compete for funding. Universities in the UK and

the US attract international students because of their research productivity and the reputation of their academic staff (Cloete et al., 2011; Russell Group of Universities, 2012). Many governments link HE funding with research performance. The UK's Research Excellence Framework (REF)(REF, 2014) and Excellence in Research in Australia (ERA)(Australian Research Council, 2018) are examples of systems for assessing the quality and impact of research and provide accountability for public investment in research. A more detailed discussion of REF can be found in Chapter 5.

Another practice which improves funding and increases an institution's reputation is industry partnership. Many businesses and industries partner with prestigious universities to improve productivity and enhance university resources. These partnerships produce revenue and increase universities' reputations. One example is New York University's development of a rheumatoid arthritis drug that sold for \$1 billion.

2.3.2 Accountability

HE research has become an indicator of accountability. Globally, an institution's research capabilities are often used as a key indicator of its institutional excellence (Altbach & Salmi, 2011; Bai, 2010). Li (2016) notes that many global institutions have adjusted their vision and mission statements to include or reinforce research. Accomplishing research is essential for universities to maintain or improve international rankings, remain competitive, attract diverse student populations, and address performance accountability demands.

Many university rankings are based on research output (Bai, 2010; Hazelkorn, 2012). Harvard, Oxford, and Cambridge are among the top 10 for their research output (*Times Higher Education*, 2016). Although opinions on university rankings vary, high rankings attract the attention of policymakers, researchers, students, and society in general. Hazelkorn (2009) from the perspective of OECD countries, and Cloete et al. (2011) from an African HE perspective comment that top-ranking universities are often more productive in research and contribute significantly to society. Li and Tu (2016) from their study at eight universities in China report that universities with a high research output receive most of the funding while universities with a low research output are challenged to compete and cannot meet

competitive university ranking criteria. Notably, while HEIs in developing economies perform research and improve their research standards, they may still fail to achieve a ranking. UNESCO (2015) in a report of R&D investment figures in developing economies reveals that many countries are unaware of their actual investments in education or R&D, as they lack appropriate mechanisms to track expenditures.

2.3.3 Supporting the Professional Development of Academic Staff

HE research supports and improves academics' professional development. Research has become a key part of the assessment of academics in HE (Bai, 2010; Nguyen, 2013). Examples are the UK's REF and the Research Skill Development Framework (RSDF) in Australia and New Zealand. Such assessment frameworks aim to improve quality assurance in research and how research is conducted. Significantly, the dynamic nature of HE research impacts on academics and their work. Academics are now encouraged and expected to engage in research, teaching, and scholarship even at teaching-focused institutions (Kehm & Teichler, 2013).

HE research improves and strengthens teaching and learning. Teaching and learning are strengthened by research as it improves the practice of academic staff in their classrooms and their roles as professionals. Knowledge generated from research published in books and journals increases research productivity and supports continued learning (Nguyen & Meek, 2016).

2.3.4 Supporting Growth and Development of National Economies

Research knowledge is a key component of national growth and development. HE research is essential for developed and developing economies. Global research leaders are the UK, US, Germany, China, Japan, Australia, France, Canada, Finland, and Russia (UNESCO, 2020). Governments worldwide spent an average of 4.49% of GDP on research in 2016. UNESCO (2015) reports that the world's top 20 economies represent two-thirds of the global population but 92% of global spending is on research. The residual amount of research spending is in countries with ongoing challenges in maintaining research budgets and keeping up with changing HE trends (UNESCO, 2015).

Conaway and Scott (2015) note that universities that have an impact on their national economies have strong leadership, foster high-quality research, possess strong physical infrastructures and host distinguished academic staff. While research is critical to supporting economic growth and societal development, HE research in developing economies is minimal, as noted by Fussy (2018) in a study conducted in HE in Tanzania and by Lewis and Simmons (2010) in their study in HE in the Caribbean. Previous studies cannot be considered comprehensive as they only represent HEIs in developed economies. Additionally, low research involvement generally relates to the provision of poor-quality education and slow economic development as noted by Altbach (2013) in a report on the role of research universities in developing economies. Studies like mine, which explore research development in an HEI in a developing economy, provide empirical evidence to understand research in different contexts.

2.3.5 Summary

Research is important to HEIs. The benefits of HE research include attracting funding and opportunities to build institutional reputation and accountability, academics' professional development, and economic growth and development. Despite research being important to HE and the growth and development of nations, not all universities share similar research experiences. Universities in developed and developing economies experience research differently. Many HEIs in developed economies receive consistent funding and have supportive research structures allowing them to complete research, remain competitive, and increase their nations' economic growth and development. Universities in developing economies face unique challenges and may not be able to support their nations' economic growth, development, and innovation. Understanding the development of HE research culture globally means considering the different characteristics of institutions in developed and developing economies. The following section, therefore, defines building research capacity in universities.

2.4 Building Research Capacity in Universities

2.4.1 Exploring Building Research Capacity

This section explores what building research capacity means in universities and identifies the strategies for building research capacity. No single definition exists in the literature for building research capacity. Here, I review two relevant definitions from the literature.

Johnson and Louw (2014) argue that building research capacity is about building the capacity of academics, fostering a positive research culture, and institutional change. Grange et al. (2005) define research capacity building as an individual and institutional development process that increases research skill levels and performance. Both definitions address the individual and institutional aspects of research capacity building. However, studies by Nguyen (2013) and Fussy (2018) in Vietnam and Tanzania HE identify national factors' role in research capacity building, particularly in developing economies. Similarly, national factors influence research at BWU and are important for understanding research capacity building at BWU.

After examining Johnson and Louw's (2014) and Grange et al.'s (2005) definitions of building research capacity, I included national factors as important for building research capacity. I define building research capacity in this research as the process of national, institutional, and individual development leading to higher skill levels and increasing the ability to conduct useful research. National, institutional, and individual components provide a scale of reference for examining building research capacity at BWU and identifying the scope for improvement. Building research capacity aims to increase and improve knowledge creation through research. Nguyen's (2013) study in HE in Vietnam provides evidence that HEIs must support the creation of knowledge at the national, institutional, and individual levels through national policies, research funding, resources, researcher training, valuing academics, mentoring new researchers, supporting research, and fostering professional development. Investigating these national, institutional, and individual factors gives structure and support when examining building research capacity

within BWU. The following section discusses the extant knowledge on building research capacity in universities.

2.4.2 Extant Knowledge on Building HE Research Capacity

This section discusses building research capacity at HEIs worldwide to establish the extant state of knowledge within the field and determine the knowledge gap that warrants further investigation. Several studies have been conducted on building research capacity in universities. These include analysis of individual cases of university experiences in building research capacity (Bland et al., 2002; Cagas-Chan, 2021; Dacales et al., 2016; Lodhi, 2012; Pratt et al., 1999; Ridley, 2011) and multiple cases of research management (Hazelkorn, 2005; Nguyen, 2013; Salazar-Clemeña & Almonte-Acosta, 2007).

Previous studies have explored individual cases of university experiences in building research capacity (Bland et al., 2002; Cagas-Chan, 2021; Decales et al., 2016; Lodhi, 2012; Pratt et al., 1999; Ridley, 2011). Lodhi (2012) conducted a small study in a teaching-focused institution at a public university in Pakistan. The study examined institutional and departmental perspectives on improving research from the perspective of academics: individual and environmental factors influenced academics' research practices suggesting that context-specific factors should be considered to improve research in universities. Pratt et al. (1999) found in their case study within a School of Management in New Zealand, that effective leadership and decentralised university management are important to improve research in universities.

Another small-scale study from the Philippines, at a public HEI, using both quantitative and qualitative methods by Cagas-Chan (2021), examined organisational support and academics' participation in research. The study found that academics' participation in research was influenced by personal factors, their academic rank, and previous research experiences. Additionally, lack of motivation, lack of funding and lack of organisational support were noted as challenges associated with the need for a more supportive environment to improve research. Similar results are reported by Dacales et al. (2016), who researched a private HEI: in this study, academics' involvement in research was associated with the institution's support for making research an integral part of the organisational culture. From another study in HE in

Ethiopia, which spanned 16 years, Ridley (2011) concludes that research capacity building should involve more than the acquisition of knowledge and techniques; he stresses the importance of studying attitudes and behaviours related to the social and cultural context.

From a different perspective, Bland et al. (2002) in their study at a Minnesota medical school identified individual, institutional, and leadership factors important to improving research. Grange et al. (2005) report similar results from their study, which aimed to improve the research capacity of health professionals. Grange et al. (2005) identified individual researcher competence, quality of institutional infrastructure, research focused on country-specific policy formulation and action, and a culture of inquiry embedded in practice as important aspects of building research capacity.

Studies in the literature also show multiple cases of research management and building research capacity (Hazelkorn, 2005; Nguyen, 2013; Salazar-Clemeña & Almonte-Acosta, 2007). Hazelkorn (2005) conducted a study at six research-intensive universities in 17 OECD and non-OECD countries (Australia, Canada, UK, and US) and examined the processes and strategies used to develop institutional research capacity; she identifies training and development opportunities as important for improving research practices. Similarly, in their study of 14 HEIs in the Philippines, Salazar-Clemeña and Almonte-Acosta (2007) report academics as being motivated to engage in research, but building research capacity as requiring effective leadership, administrative support, time, funding, and rewards. Nguyen (2013) reports similar findings from her study at four HEIs in Vietnam on building research capacity, further identifying practical ways to build research capacity by supporting: research resources, organisational structure, research-related HR policies, research management plan, and research culture.

A review of the individual cases of university experiences in building research capacity and multiple cases of research management found that most were conducted in research-intensive universities in the context of developed economies (Bland et al., 2005; Edgar & Geare, 2013; Grange et al., 2005; Pratt et al., 1999). Few were conducted in universities in a developing economy context (Fussy, 2018; Salazar-Clemeña & Almonte-Acosta, 2007). For universities in developing economies, the contextual specifics are different and to effectively use strategies from these studies

requires adjustments. Studies by Grange et al. (2005) and Nguyen (2013) identify useful components of building research capacity in both developed and developing economies. While Nguyen's study added to the gap in the literature and provided scope for identifying specific areas to build research capacity in universities, the study focused mainly on universities with high research performance. Little is known about universities like BWU in a developing economy context. In the latter scenario, research is just developing, and identifying specific ways to build research capacity is important. The perspectives of high performing academics in established research-focused universities in developed economies differ from those of academics at universities in the early stages of building research capacity in a developing economy context. The studies on building research capacity in developed and developing economies (Bland et al., 2002; Grange et al., 2005; Nguyen, 2013; Pratt et al., 1999), therefore, provide valuable insight for showing universities' experiences in building capacity for research, but they are limited.

Furthermore, many of these studies discussed above on building research capacity are experiences from the perspective of research management at individual universities aimed at improving research capacity but do not provide practical solutions for building research capacity, particularly in situations where a university may be in the early stages of research capacity building. While in the studies of Grange et al. (2005) and Nguyen (2013), the influencing factors identified were similar, the proposed frameworks for building research capacity did not reference historical and post-colonial influences specific to BWU. Studies in the literature offer some perspectives on university research capacity building. However, they do not provide a holistic picture, as many of these studies were conducted at universities in developed economies seeking to improve research. The unique challenges in such context are not addressed for universities in developing economies seeking to build research capacity.

2.4.3 Summary

Universities in both developed and developing economies need to build capacity in the face of rapid changes in HE today. However, few studies explore building research capacity in the context of HE in a developing economy. Extant studies do not provide a balanced perspective as many are focused on HEIs in

developed economies. This study examines building research capacity at BWU: identifying strategies used by universities to build research capacity globally may help identify strategies best suited to BWU. Organisational context, the ability to respond to rapid changes in HE, and research capacity building initiatives differ in HEIs in developed and developing economies. More studies are needed from developing economies like BWU. The following section discusses strategies for building HE research capacity.

2.5 Strategies for Building HE Research Capacity

Strategies for building HE research capacity reported in the literature include blended funding schemes, fostering HEIs' autonomy, mission differentiation, recruitment and promotion policies, and collaboration (Altbach, 2013; OECD, 2017; Shin & Kehm, 2013).

2.5.1 Blended Funding Schemes

Globally successful universities recognise that adequate human and physical resources are required to build research capacity, and these naturally require funding. Many governments use either direct (or block) funding, competitive (or performance) funding, or a combination of both for HEIs (OECD, 2020). Building research capacity at universities requires funding and at the national level funding programmes support R&D (Fussy, 2019; Nguyen, 2013).

Universities in developed economies use both direct and competitive funding. Direct (or block) funding is the largest source of income for most public HEIs in developing economies and in most OECD countries (OECD, 2020). Competitive funding programmes are linked to research achievement, publications, and numbers of doctoral graduates, and this type of funding has been successful in generating research excellence (REF, 2014; UNESCO, 2015). The OECD (2020) claims that funding is a powerful motivator for institutional performance; it is the model used to fund HEIs and is an important way to ensure that HEIs are improving and meeting the needs of society.

2.5.2 Fostering HEIs' Autonomy

A strategy for building research capacity is providing more autonomy to HEIs. Governments have given more autonomy to HEIs to help them meet the expressed expectations, improve the quality and productivity of research, and link knowledge to socioeconomic development. Autonomy allows universities to make direct decisions about budgeting, recruitment, developing staff and utilising resources (Altbach, 2013; Shin & Kehm, 2013). For example, the UK Higher Education Acts (1988, 1992) changed the funding relationship between government and universities from grants to contracts.

2.5.3 Mission Differentiation

Mission differentiation is another strategy used by governments to improve research and build research capacity (Altbach, 2013). Governments around the world have started to designate universities as either teaching or research universities at the national level. This is known as mission differentiation and allows universities to differentiate their mission as either teaching or research oriented, and in this way, each receives funding based on their assigned focus (Altbach, 2013). By differentiating the mission of universities, funding allocations are geared specifically towards improving research. Mission differentiation is discouraged by some scholars because they believe it encourages elitism and unnecessary competition (Shin & Lee, 2015). However, several countries have practised mission differentiation successfully, such as the UK and the US (Altbach, 2013; Shin & Kehm, 2013). Altbach (2013) argues that research universities are needed in developing economies because they play an important role in creating knowledge, and training students to participate in and conduct research relevant to the wider society. Universities in developing economies face resource constraints and often have limited budgets based on direct funding allocations (OECD, 2015). This affects research capacity building (Altbach, 2013; Browne & Shen, 2017). Further, for universities in developing economies, Altbach (2013) argues that mission differentiation can support capacity building initiatives. However, it is important to note that for HEIs like BWU, there are important matters to be considered in mission differentiation, such as the role government plays in HE mission differentiation, the high cost for

establishing and financing a productive research university, and the ability and capacity to maintain a research university in an environment where research is new and developing, and minimal structures are in place for research. Further, while mission differentiation has been met with success in universities in the UK and Australia, what mission differentiation looks like at BWU and how it can support the building of research capacity and development of a culture of research needs to be examined.

2.5.4 Recruitment and Promotion Policies

Universities that have been successful in building research capacity have used specific promotion and recruitment policies to guide and develop university research (Altbach, 2013). Nguyen (2013) from her study in Vietnam on building research capacity recommends the strategy of linking recruitment and promotion to performance as opposed to seniority or politics. Similar studies by Altbach (2013) discuss the role of research universities in developing economies and acknowledge the importance of recruitment and promotion policies to build research capacity. Similarly, Huenneke et al. (2017) from their study on building research capacity at a US university, suggest upskilling existing staff and recruiting highly productive international research scholars; they point out that recruitment and promotion policies can help accelerate research building capacity.

2.5.5 Research Collaboration

Research collaboration is another strategy for building research capacity. Research collaborations are partnerships and agreements between universities and individuals to share knowledge, solve complex problems, and learn from each other (Fairweather, 2011). One positive example of a research collaboration is a study by Huenneke et al. (2017) conducted in a teaching-focused public HEI in Arizona. The study discusses a research collaboration between the University of Arizona and the National Cancer Centre which involved academics, public health, and community partners working together to provide a broad spectrum of new treatments and strategies for cancer patients.

At an individual level, Bozeman et al. (2016) in a US study among 443 scientists examined the relationship between research collaboration and publishing

productivity; research grants, collaboration strategy, and scientific field were found to be significant to the success of a research collaboration. Additionally, Bozeman et al. (2016) note the motivations for research collaboration as access to resources and funding, improving research skills, and combining knowledge to solve complex problems. Iglič et al. (2017) in their study among Slovenian researchers in research-intensive institutions found that while there are individual and resource factors which influence research collaborations, other factors motivate collaborations depending on the partners and the context. The important role of context is also highlighted by Muriithi et al. (2018) in their study in Kenya: they found that research collaborations were influenced detrimentally by low levels of research funding at the national and institutional levels, a major focus on teaching as opposed to research, and weak links with industry.

While research collaborations have some benefits, there are challenges. The challenges facing research collaborations noted in the literature include language, academic and cultural differences, lack of funding, time constraints, politics, cost, increased communication needed, and locating the most appropriate collaborator (Aarons et al., 2019; Hoekman et al., 2013). Furthermore, Hoekman et al. (2013) in a European study examining research collaborations found that most research collaborations were hindered by geographical barriers and elite structures. The study found that researchers were more inclined to engage in local and regional research collaborations and network among themselves (Hoekman et al., 2013), which suggests the need to foster more regional and international research partnerships.

From a different perspective, Aarons et al. (2019) in a small study examined the perspectives of ten researchers on strategies to foster international research collaborations. The participants, who were mainly from developed economy institutions and conducted research in developed economies, identified strategic planning and sufficient funding as key components for international collaboration. The study also highlighted the challenge of funding in developing economies and identified international collaboration as a key priority to improve research in developing economies. More studies are needed to examine the specifics of research collaborations in developing economies, particularly universities in developing economies like BWU, where research collaborations can support and build research capacity.

2.5.6 Summary

To build research capacity, governments, policy makers, and HEIs have used competitive and block funding, provided more autonomy to HEIs and mission differentiation, provided specific criteria for recruitment and promotion of researchers and supported research collaborations. Strategies to build research capacity in universities referred to in the literature are mostly reported from research-intensive universities in developed economies (Bland et al., 2005; Iglič et al., 2017; Pratt et al., 1999). Few studies identify strategies for building research capacity in universities in developing economies (Fussy, 2018; Nguyen, 2013) and no study has examined HE research in the Caribbean. Further, research building capacity studies of universities in developing economies mostly identify the challenges involved in building research capacity and do not identify specific strategies for building research capacity. The study reported in this thesis gathered knowledge on unique aspects of building research capacity from a national, institutional, and individual perspective in the context of BWU. The study thus fills a gap in the literature; it examines research in HE in a developing economy in the Caribbean, aiming to build research capacity and to develop a research culture. Research culture is discussed in the following section.

2.6 HE Research Culture

2.6.1 Overview

While there is increasing literature on culture and research culture within HEIs, there is debate about what research culture means (Beecher and Trowler, 2001). Exploring research culture is relevant to understanding research and the BWU environment. This section discusses the different perspectives of research culture in universities as expressed in the literature and first explains the meaning of research culture for the purposes of this study. Characteristics of a successful research culture are then presented, followed by strategies for developing a successful research culture.

2.6.2 Understanding Research Culture

Research culture can mean different things to different individuals, as environments are different and operate in various ways. Universities are hierarchically structured organisations with many components, actors, values, beliefs, and practices influenced by internal and external forces (Schein, 2010). University environments therefore influence academic behaviours, the approach to teaching, research, and service roles. From these perspectives, it is not difficult to see why there is no agreed definition of research culture. The interaction of the organisation's actors within its context constructs its culture (Puplampu, 2012; Schein, 1999). Scholars have often described organisational culture as the glue that holds organisations together by creating similar or shared meaning in an organisational context (Méndez & Reyes Cruz, 2014). Each university has its own unique culture constructed from a set of shared values, beliefs, and meanings derived from its history, traditions, governance, and the subcultures of institutional members (Schein, 1984).

Several studies note the importance of research culture to research productivity (Bland & Ruffin, 1992; Bland et al., 2005; Dunbar & Lewis, 1998). While these studies highlight the importance of research culture and identify the factors necessary for research productivity, the meaning of research culture is still unclear. To better understand research culture, I reviewed several understandings of research culture from the literature. Hazelkorn's (2005, p. 63) understanding of research culture focuses on the environment as necessary for research productivity and describes research culture as an 'intellectual seedbed required for sustainable and productive research activity.' Such an understanding is ambiguous, with the meanings of 'sustainable' or 'productive' unclear. Another understanding of research culture by Lodhi (2012, p. 474) focuses on individuals' attitudes, competencies, and skills. It identifies research culture 'as an individual's capacity to undertake research activities and this capacity can be built, enhanced, and refined through proper training.' The focus is on individual capacity but misses institutional capacity, which Hanover Research (2014) and Hazelkorn (2005) identified as essential for building research capacity.

Hill (1999) uses Schein's (1999) definition of organisational culture as a template to create an understanding of research culture as:

A pattern of basic assumptions about research – invented, discovered, or developed by a given group as it learns to cope with the external and internal problems of research – that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to research problems (p. 2).

This understanding of research culture by Hill (1999) reflects the values and beliefs about research within an organisation. These values and beliefs are in turn reflected in the research behaviours, research actions, and symbols of the organisation. Schein (1999) sees values as taken for granted, invisible, and tangible. Each of the three levels outlined by Schein (1999) such as research artefacts, espoused values, and shared assumptions is interrelated and works with the others to create a successful research culture. For a university to have shared or common assumptions about research, there must be an understanding of the importance of research through institutional documents, mission statements, and strategic plans. These written statements must be translated into policies for institutional members to follow. In addition, the institution should provide the appropriate environment for research to grow and flourish in. This can be achieved through support, rewards, publications, mentoring, and research training of academic staff. An organisation's culture can influence its success (Schein, 2010). As such, an institution's research culture goes beyond how researchers approach or perceive research value and extends to creating a supportive environment in which research is valued, expected, discussed, and produced (Hanover Research, 2014).

In this study, I use Hill's (1999) understanding of research culture because it has three specific levels, research artefacts, espoused values, and beliefs about research, which allows me to examine research in the context of BWU using specific guidelines.

The literature identifies research culture as essential to enhancing research outcomes and improving research (Bland et al., 2005; Bland & Ruffin, 1992; Dunbar & Lewis, 1998) and provides different understandings of research culture. Understanding the culture of a university requires examining the environment in which academics operate and their attitudes and understanding of the values, beliefs,

and philosophy that guide the institution. An important part of my study is understanding research culture and precisely what this means within BWU. Examining research culture means looking at the history of BWU, ways of operating, assumptions, values, policies for research, espoused and actioned behaviours, and activities related to the promotion of research. It is also important to interview members of a university to understand their deep-rooted values, norms, and attitudes towards research. I, therefore, interviewed BWU staff members to find out their deep-rooted values and attitudes towards research and examined institutional documents. This study examined BWU's research culture. Exploring extant knowledge about research culture in universities was therefore, relevant background research to identify gaps in the literature. The following section therefore identifies the existing knowledge on research culture in HEIs.

2.6.3 Extant Knowledge on Research Culture in HE

This section discusses the extant knowledge on research culture in HEIs to determine whether there are any knowledge gaps that warrant further investigation. Research culture studies at universities have focused on institutional and individual factors. The institutional factors include mission, stakeholders, leadership and management structure, and the workplace (Deem & Lucas 2007; Fussy, 2018; Holligan et al., 2011; Lodhi, 2012). Individual factors include attitudes, values, and personal qualities of academics, managers, and leaders (Johnson & Louw, 2014; Salazar-Clemeña & Almonte-Acosta, 2007).

Deem and Lucas (2007) examined the academic staff and departmental research and teaching cultures in the departments of education at five universities in Scotland and England and found that factors supporting an enabling research culture were motivation, time, autonomy, staff competence, and financial resources. Similar results were found by Wilkes and Jackson (2013) in their study of a multidisciplinary group of experienced researchers and by Salazar-Clemeña and Almonte-Acosta (2007) in their study in the Philippines. While studies (Deem and Lucas, 2007; Salazar-Clemeña & Almonte-Acosta, 2007; Wilkes and Jackson, 2013) point to the organisational components of research cultures, the study by Deem and Lucas (2007) focused only on specific departments and not on the institution as a whole. In Wilkes and Jackson's

(2013) study, the responses came mainly from research managers, not academics' perspectives.

Several studies highlight important individual factors for developing research culture such as demographic, professional, attitudinal, and psychological factors (Baldwin et al., 2005; Jung, 2014 & Kwiek, 2018). Lewis and Altbach (1996) and Shin and Cummings (2010) found that academics with a strong commitment to research also publish more than those focused on teaching. Other enabling factors for developing a research culture noted in studies include academics' preference for research, enjoyment, and a sense of accomplishment (Bland et al., 2005; Hardré et al., 2011; Kwiek, 2018). Along similar lines, enabling factors supporting research and the development of a research culture noted by Zhang (2014) include promotion, performance appraisals, financial rewards, tenure, respect, recognition, scholarly improvement, autonomy, contribution, and responsibility.

Academics play an important role in developing research culture. In developing a research culture attention must be paid to academics and individual factors supporting their engagement in research. One such study supporting this is a study by Kwiek (2016) in 11 European countries which showed that academics who identify themselves as researchers are more productive in research than colleagues who identify as teachers. Moreover, individual and institutional factors determine highly productive researchers more. However, a limiting factor in Kwiek's (2016) study was that all publication data were self-reported, and this may have influenced the results. Another component relevant to developing a research culture noted by academics in that non-English speaking contexts include challenges associated with writing and publication (Ferguson et al., 2011; Feyen et al., 2016); proficiency in English thus influences the research of academics which links to support for academics in developing a research culture.

Hemmings et al. (2015) found that individual and institutional factors support the development of a research culture and that leadership is critical to its development. Additionally, research collaborations with international scholars have also been significant to academics accomplishing research (Kwiek, 2016), which highlights the important role of research collaborations in developing a research culture. A widely cited study by Bland and Ruffin (1992) focuses on researcher productivity and states that a supportive environment is important to developing a research culture.

Studies in the literature on research culture in universities identify similar institutional and individual factors. Fussy (2018) and Nguyen (2013) in their studies in developing economies identify national factors influencing research culture development such as policies, funding, culture, and autonomy. Another limitation in the literature on research culture is that many of these studies are either small scale or representative of the experiences of one specific university. Further studies are needed on the development of research culture in the context of HE in developing economies at the beginning stages of developing a research culture.

An important part of this study is understanding research culture and precisely what this means at BWU. There is a gap in the literature on studies with the contextual specifics of BWU. While this research explores the BWU research culture, such inquiry is meaningless without knowledge of specific strategies for developing a successful research culture. The following section, therefore, identifies strategies for developing a successful research culture.

2.6.4 Developing Strategies for Strong HEI Research Cultures

This section discusses the strategies for developing a strong research culture in universities. A strong research culture is an environment where research can grow and thrive (Hill, 1999; Mafenya, 2014). Strategies for developing a strong research culture include establishing a research office, research leadership, research training and mentoring, rewards and incentives, and providing time for research.

2.6.4.1 Research Office.

In their efforts to improve research and develop a successful research culture, many universities establish a research office as Hazelkorn and Herlitschka (2010) identified in their discussion of research strategy and management in universities. The person who heads the research office is the link between administration, academics, and departments. Research offices support academics and assist with creating and sharing policies within institutions and with outside agencies to manage and improve research performance (Nguyen, 2013). Research offices assist with grant writing, project preparation, research collaborations, funding opportunities, research ethics, and public awareness of research policies and guidelines. Hazelkorn and Herlitschka (2010) recognise that a more recent trend in HEIs has been the

Technology Transfer Office responsible for patents, intellectual property rights, and licensing.

2.6.4.2 Research Leadership.

Studies of universities identify leadership as important to developing a successful research culture (Bland et al., 2005; Fussy, 2019; Hanover Research, 2014; Pratt et al., 1999; Puplampu, 2015; Salazar-Clemeña & Almonte-Acosta, 2007). In environments seeking to improve the research culture or institutions with little research tradition and minimal structures to support research development, research leadership can support culture change through targeted initiatives. Ball (2007) argues that research leadership in universities can improve research outcomes, staff enthusiasm, and commitment to research. Studies in both developed and developing economy contexts (Bland et al., 2005; Hanover Research, 2014; Salazar-Clemeña & Almonte-Acosta, 2007) clarify that requiring research from academics is not enough. Intentionality regarding developing a research culture means having research leaders who can effectively lead and influence changes in the institution.

Evans (2012) states that research leadership should take into consideration the factors which influence how academics develop as researchers and what practices would support their development as effective researchers. There are different understandings in the literature of researcher development. Evans (2012) defines researcher development as ‘the process whereby people’s capacity and willingness to carry out the research components of their work or studies may be considered to be enhanced, with a degree of permanence that exceeds transitoriness’ (Evans, 2012, p. 425). The definition is broad and provides the path towards understanding the complex nature of how researchers develop. Evans’ (2012) definition of researcher development identifies ‘research components of their work’ and ‘people’s capacity,’ which links to context. An effective definition of research leadership is thus subjective and specific to the context of the environment where both researcher leaders and academics operate. Researcher development should connect how best to enhance and improve institutional practices and individual characteristics of academics.

Åkerlind (2010) shares four key components of academics' sense of development as researchers: confidence, recognition, productivity, and improvement. From a similar perspective but with direct focus on the individual academic, Evans (2011, 2012) provides a framework which identifies behavioural, attitudinal, and intellectual development of researchers. Ball (2007) concludes from his examination of academics in two different UK university environments that context is important in research leadership. Different organisational cultures and constant changes in HE mean that universities function differently. Therefore, research leaders need to understand how academics grow within their institutions, their practices, values, individual skills, attitudes towards research, and the impact of policies. These factors must be considered for research leadership and researcher development.

2.6.4.3 Research Training and Mentoring.

In their study, strategies targeted at the individual level by Huenneke et al. (2017) to build research capacity among Arizona academics included mentoring, training programmes for increasing research competencies, and professional development of academics including doctoral studies and attendance at local and international conferences. Mentoring programmes provide invaluable support for new and developing researchers who can benefit from direct guidance as they develop as researchers (Huenneke et al., 2017). Pratt et al. (1999) in their study in New Zealand, found mentoring to be an effective strategy for moving a teaching-focused institution towards developing a successful research culture. Puplampu (2012) in a study in the largest private university in Ghana, which successfully improved its research culture, also found research mentoring to be an important strategy for developing research culture. Hanover Research (2014), in a milestone report examines successful practices for developing a research culture in universities in developed economies and supports mentoring as an important strategy for a successful research culture.

2.6.4.4 Rewards and Incentives.

Universities worldwide use rewards and incentives to encourage research. Such rewards are incorporated into academic promotion and evaluation policies. Studies on research culture have demonstrated reward and recognition as motivators for research (Bai, 2010). In a US study, Decales et al. (2016) identified financial

rewards and a merit system as contributory factors influencing academic research performance and improving research in the institution. A study by Quimbo and Sulabo (2014) at five Philippine universities identified reward and incentive schemes such as reduced teaching hours and financial incentives; these increased research productivity and academic research self-efficacy. In another study, Deem and Lucas (2007) identified financial reward for academic staff as an enabling factor for development of a research culture. This latter study's findings are corroborated by Zhang (2014), who reports that financial rewards are an extrinsic motivator for influencing research performance of academics. Providing rewards and incentives thus positively motivates research and improves research cultures in universities.

2.6.4.5 Time for Research.

Studies by Fussy (2018), Salazar-Clemeña and Almonte-Acosta, (2007) and Bai et al. (2013) of HEIs in Tanzania, the Philippines, and China, respectively, note that academics identify time as a constraining factor to research. Several studies identify that time at writing retreats can support new and developing researchers, helping them develop writing skills and collegiality, thus improving research productivity (Bai, 2010; Johnson & Louw, 2014; Petrova & Coughlin, 2012; Puplampu 2012). Huenneke et al. (2017) suggest giving research-active academics reduced teaching loads to free up research time. Bai (2010), examined factors influencing research in a small study of ten academics at a Chinese national HEI, , suggests giving academics three courses to teach in the first semester and two courses to teach in the second semester to support and allow time for research.

2.6.4.6 Summary.

Strategies identified in universities worldwide for developing a successful research culture include establishing a research office, research leadership, research training, mentoring, rewards, and incentives, and providing time for research. This extant knowledge from the literature will feed into the analysis of data in this study to help identify effective strategies for developing a research culture at BWU.

This study aims to identify the constraints or challenges facing building research capacity at BWU. Identifying the challenges in universities globally may help identify the challenges that BWU faces to develop a successful research culture. Notably, the challenges associated with building research capacity and those

associated with developing a research culture overlap in the literature. The following section therefore discusses both.

2.7 Challenges: Building Research Capacity and Research Culture

The challenges of building research capacity and developing a strong research culture at universities overlap in the literature and are discussed in this section. First, similar challenges in universities in developed and developing economy contexts are presented, including limited resources, the need for more autonomy, and high teaching loads. Then, the specific challenges faced by universities in developing economies are presented, including post-colonial constraints.

2.7.1 *Limited Resources*

2.7.1.1 Building Research Capacity.

Investment in HE impacts on building research capacity. Challenges related to limited resources include human and physical resources. Limited human resources include shortage of academic staff, limited or lack of graduate students at masters and doctoral levels, and shortage of support staff (Hanover Research, 2014; Nguyen, 2013). Limited physical resources include insufficient infrastructural resources such as libraries, modern classrooms, technology, and laboratories. All universities are affected by the changes in university funding as Altbach (2013) noted in his examination of HE worldwide. Many HEIs are funded by governments, particularly in developing economies, and limited resources pose competing demands for government funding. A study from HE by Johnson and Louw (2014) in Africa and by Hanover Research (2014) in US universities in a developed and developing economy respectively, both note that limited resources have an impact on building research capacity in universities.

Furthermore, in a study analysing 37 HEIs in the Organisation of Eastern Caribbean States (OECS), Browne and Shen (2017) compared the cost of HE and found that limited funding is a key challenge for HE and this links to building research capacity. While limited resources remain a challenge for many HEIs around the world, as noted by Altbach (2013) and the World Bank (2016), the realities for institutions in developed and developing economies are different. There are

differences in levels of investment and differences in the availability of human and physical resources linked to context, which influences building research capacity.

2.7.1.2 Developing a Strong Research Culture.

Developing a strong research culture requires funding for supporting academics and putting in place the necessary training and support for improving research. Studies in HEIs in both developing economies (Fussy, 2018; Salazar-Clemeña & Almonte-Acosta, 2007) and developed economies (Bland et al., 2005; Deem & Lucas, 2007; Hazelkorn, 2005; Holligan et al., 2011) point to the challenge of limited resources to improve research culture at universities.

Fussy (2018) examined approaches to building a research culture in an African HEI and identified insufficient human and physical resources as major challenges associated with developing a research culture. Similar findings are reported by Salazar-Clemeña and Almonte-Acosta (2007), who in their study in the Philippines found that insufficient resources challenged the development of research-conducive working conditions and a thriving research culture. Similar results are reported by Holligan et al. (2013) and Deem and Lucas (2007) in UK HE.

In addition, increased competition between universities for funding has posed challenges for many HEIs worldwide. Hazelkorn (2005) studied research development in 25 new HEIs across OECD and non-OECD countries. This large scale study in 16 countries reports limited resources as constraining the development of research in universities, which also supports the findings of Bland et al. (2005). Hardré et al. (2011) also conclude that limited resources constrain the development of a research culture from their study across 28 research-intensive universities in 17 states in the US. These findings are supported by McGill and Settle (2012) in HE in Canada. Mugimu et al. (2013), from their study in Uganda (a developing economy context), report inadequate funding and poor access to electronic databases and e-journals as hampering the development of research culture.

Limited resources affect the building of a strong research culture in both developed and developing economies. However, for HEIs in developing economies, funding is more challenging, in the now competitive HE arena, with less funding and the phenomenon of brain drain (Lozano-Ascencio & Gandini, 2012; see also section 1.4).

2.7.2 Need for More Autonomy

2.7.2.1 Building Research Capacity.

Autonomy allows HEIs the freedom and flexibility to decide how to accomplish their mission and goals. More autonomy means that universities can have more input in how money is allocated to the institution, how the institution is accountable for spending, and structures and relationships within the institution that guide and influence behaviour (Altbach, 2013; Salmi, 2009). Governments in Europe and Asia have changed their national organisations into independent corporations to promote self-governance (Shin & Kehm, 2013). These self-governed HEIs are more autonomous in management and funding matters, more productive in research, and contribute positively to economic development in their countries (Shin, 2013). Conversely, in some HEIs in developing economies, university administrators and boards of directors are government appointees who act in the interest of the government. Vy and Tien (2016) found that political, sociocultural, and socioeconomic factors influenced academic research in three HEIs in Vietnam. Similar studies (Cambodian Institute for Cooperation and Peace (CICP), 2016; Pornsalnuwat, 2014) support these findings and identify lack of academic freedom and support from government, industries, and donor agencies as challenges associated with building research capacity. Allowing universities more autonomy may promote and support research in HE.

2.7.3 Heavy Teaching and Administrative Work Loads

2.7.3.1 Building Research Capacity.

Academics in universities in Africa, India, Vietnam, the Philippines, the Caribbean, and OECD countries have identified heavy teaching and administrative loads as a constraining factor to research (Fussy, 2018; Hazelkorn, 2012; Iqbal et al., 2018; Nguyen, 2013; Salazar-Clemeña & Almonte-Acosta, 2007).

Altbach (2013) notes the importance of assigning teaching loads which allow academics time for research. The increase in student enrolment accounts for increased teaching loads, and insufficient academic staff contributes to the increased need for academics to teach. While many universities in developed economies use specific formulas to determine the teaching-research workload each semester,

universities in developing economies continue to maintain a teaching focus to meet training needs (Altbach, 2013). In building research capacity, academics must be given time to engage in and conduct research. However, if teaching and administrative duties increase, this leaves little time for research.

2.7.3.2 Developing a Strong Research Culture.

Many academics in universities, particularly teaching-focused institutions and universities in developing economies, have been hired because of their teaching competencies rather than their research competencies (Altbach, 2013; Fussy, 2018). While many universities seek to improve research, they have maintained a teaching focus and much of what academics do is teaching. Teaching thus takes up much of their time and greater emphasis is placed on teaching than on research responsibilities. Notably, an additional challenge is that many academics, particularly in developing economies, lack the requisite research skills and training, and lean more towards teaching. Bunoti (2011) and Lewis and Simmons (2010) suggest this may be why many universities in developing economies maintain a strong teaching focus with a weak focus towards research.

2.7.4 Post-Colonial Constraints

Post-colonial constraints influence the development of research at universities in the context of developing economies with a post-colonial past. Post-colonial constraints refer to the challenges universities face due to colonialism (Best, 2005). The era of colonial rule influenced a way of thinking: the belief that knowledge imported from outside the indigenous society was more valid. This created and influenced a mindset and dependency on knowledge from outside of the local context and in many cases led to a lack of demand and to the depreciation of indigenous knowledge as noted in a frequently cited Caribbean study by Lewis and Simmons (2010). Although many of these societies have prioritised and opened access to education, challenges remain. In these societies, addressing the impact of colonialism on cultural, economic, and education systems is an ongoing process. This in turn contributes to the challenge of expanding and developing research in universities.

2.7.5 Summary

Challenges associated with building research capacity and developing a research culture in universities include limited resources, lack of participative governance, insufficient well-trained academic staff, and post-colonial constraints. Such challenges associated with building research capacity and developing research culture can pose challenges for universities in both developed and developing economies. However, universities in developed and developing economies differ in context, levels of funding, research output, and qualification of academic staff. Studies in the literature thus identify the challenges associated with building research capacity and developing a successful research culture in HE. However, many of these studies have been conducted in research-intensive universities and focus on challenges related to HE in developed economies. The studies of universities in developing economies focus mainly on the challenges, with little focus on strategies to improve research capacity and develop a successful research culture. This study thus fills a gap by providing knowledge of HE in a Caribbean context of a developing economy, exploring research at BWU to identify the opportunities and challenges.

2.8 National, Institutional, and Individual Factors Influencing HE Research

2.8.1 Overview

This study focuses on research at BWU to understand why academics engage in research. Therefore, understanding the factors that influence research is essential to help position the influences experienced by academics at BWU. This section discusses the factors reported in the literature as impacting on research in universities.

Studies in the literature generally categorise factors impacting on research into individual and institutional or individual and environmental; environmental generally refers to institution size, institutional orientation, leadership, resources, rewards, mentoring programmes, and research policies (Bland & Ruffin, 1992; Bland et al., 2005; Kwiek, 2016; Quimbo & Sulabo, 2014). Section 2.6.3 presented

extant knowledge of research cultures in universities and discussed institutional factors influencing research, such as mission, leadership, managerial structure, training, positive group climate, rewards, collaboration, assertive participative governance, research resources, and appreciation of staff (Bland & Ruffin, 1992; Edgar & Geare, 2013; Fussy, 2018; Lodhi, 2012; Pratt et al., 1999; Puplampu, 2012; Salazar-Clemeña & Almonte-Acosta, 2007).

Section 2.6.3 also introduced individual factors, including age, gender, attitudes, promotion, financial rewards, recognition, contribution, sense of achievement, self-efficacy and beliefs, and understanding of research (Bandura, 1977; Hardré et al., 2011; Holligan et al., 2011; Jung & Kwiek, 2018; Shin & Cummings, 2010; Zhang, 2014). These findings appear most relevant to HE systems with organised teaching and research systems, unlike HE systems with strong teaching and new and developing research departments.

The influence of national factors is also necessary when discussing research in universities. In section 2.5, I discussed government funding of university research (section 2.5.1), governments providing more autonomy for HE decision-making (2.5.2), and mission differentiation (2.5.3). These discussions highlight government influences on building research capacity and developing research culture relative to funding, autonomy, and support (Altbach, 2013; REF, 2014; UNESCO, 2015). In 2.4.3 and 2.6.4, I argue that existing studies are limited and do not account for all the factors affecting research and building HE research capacity, particularly in regions like the Caribbean, where constraints include national and cultural factors. In this section, therefore, I expand on the discussion of national influences on research and individual factors most relevant to this study.

2.8.2 Influences at the Individual Level

This section discusses the individual influences on research. One challenge noted in the literature for academics as they carry out their roles in teaching and research in universities is the nexus between teaching and research, which influences the identities of academics in HE. Exploring this area may uncover what motivates and constrains academics in different HEI contexts regarding engagement in research, which will help explore BWU academics' research experiences. The

following sections discuss personal factors, including professional identity, professionalism, and professionalism.

2.8.2.1 Professional Identity: Teaching and Research.

Academics are responsible for teaching, research, and community service. What constitutes research is influenced by changing expectations and expansion of HE (Höhle & Teichler, 2013; Trede et al., 2012). These changing expectations are causing universities to adjust their missions and strategic plans while influencing academic standards and the professional demands placed on academics (Englund & Gerdin, 2020). The new measures in HE come with a combination of assessment measures, standardisation, and incentives (Clarke et al., 2013), for example, with increased demands for conducting research even at universities that previously only focused on teaching (Hazelkorn, 2005).

The new demands for research have influenced changes in research and teaching, the amount of time available for both, and the professional identities of academics (Brew & Boud, 2012). The literature indicates that scholars debate the links between teaching and research (Brew, 2012). Hattie and Marsh (1996; Marsh & Hattie, 2002) found no correlation between teaching and research, while Halliwell (2008) notes multiple links between teaching and research. Halliwell (2008) references Newby (1999) and notes the benefits of research to teaching as exposure to extant knowledge, research skills and methods, and development of critical thinking. Brew (2012) recommends bringing teaching and research together; and the importance of understanding how academics conceptualise research.

In their study, Clarke et al. (2013) show that the new demands for research and the transformation in HE influences the professional activity of academics and their professional identities. Many studies (Clarke et al., 2015; Huang et al., 2018; Leisyte, 2015; Van Lankveld et al., 2017) on the influence of new measures in HE and their influence on professional identity have been conducted in universities in HICs with developed economies e.g., in Finland, the US, the UK, China, Chile, Indonesia, and Europe. These studies note the pressure on academics based on the new performance measures (Clarke et al., 2015). Despite the number of studies conducted, there is a paucity of literature regarding the development of professional identities of academics in developing economies generally and in the Caribbean

region, given the new performance measures in HE. This study addresses this gap by providing empirical data collected from academics in a university in a Caribbean developing economy context.

Hardré et al. (2011) and Salazar-Clemeña and Almonte-Acosta (2007) point out that institutional history, heavy teaching loads and research activities, and top-down management approaches all have an impact on teaching and research activities. Brew et al. (2015) conducted a study among English and Australian academics to examine how they position themselves based on their context. The study found that productive researchers are likely to identify as research active, those who demonstrate low levels of research activity do not identify as active researchers, and those who focus on research as a publication process publish more research. These factors influence how academics view research and how they carry out their teaching and research. In this changing context, Clarke et al. (2013) describe professional identity as unstable, personal, and shaped by contextual factors. While demographic and social structures within which academics operate provide context for the development of research, within HEIs, there are overt and covert messages about teaching, research, and community service. This influences how academics position themselves to carry out their roles (Trede et al., 2012). Wilson and Holligan (2013) and Boyd and Smith (2014) studied HEIs in the UK and found that identity formation involved constant negotiation of ambiguity and uncertainty. In another study by Gale (2011), it was found that academics in teaching-focused institutions concentrate more on their teaching identities than on their research identities. Both the institution and the individual academic influence identity development. O'Byrne (2011) in a study in a teaching-focused Irish university examined researcher development and found that while context was a barrier, positive interventions at the institutional level supported researcher development. The professional identities of academics do not exist in isolation but are shaped through relationships and interactions and are negotiated and re-negotiated within institutions (Clarke et al., 2013, 2015).

Social and organisational contexts influence academic actions (Trede et al., 2012). Balancing teaching and research can be challenging, as noted by MacFarlane and Hughes (2009, p. 5), who describe the need for 'turning teachers into academics.' Such situations influence the professional identities of academics and

the kind of identities they form in the context of institutional changes. Evans (2007) states that professional culture is based on shared values, beliefs, and ideas. Professional culture, therefore, influences academics' professional identity because what they think of themselves is influenced by self-identity, job requirements, and the requirements of professional standards. Professional culture then influences how academics think and act, resulting from a set of meanings, behaviours, and practices specific to each institution. Further, these factors influence how academics view research and carry out their teaching and research roles (Clarke et al., 2013). As academics go about their roles of teaching, research, and community service based on the standards outlined by their institutions and the influence of the organisational culture, they construct their professional identity. In these instances, it will be important to support academics as they come to understand their roles in a dynamic HE system. Further, more support is needed for academics in HE as they define and redefine their identities as teachers, researchers, and practitioners.

2.8.2.2 Professionalism and Professionality.

Definitions of professionalism are evolving in the literature (Evans, 2008; Hoyle & John, 1995). Despite the different perspectives on professionalism, scholars (Day, 1999; Freidson, 1994; Hargreaves & Goodman, 1996; Ozga, 1995; Sachs, 1999) agree that it encompasses skills and expertise combined with a professional code of conduct, autonomy, and commitment to people's well-being, accountability, and responsibility to the profession. Evans (2013) notes the collective notion of professionalism and the importance of knowledge, autonomy, and professional responsibility in practice. Evans (2011) further identifies components of professionalism as behavioural, attitudinal, and intellectual, each having a number of dimensions. Professionalism thus relates to what academics do, what they understand, and how they carry out their roles influenced by values, beliefs, and codes of practice within their specific occupation. Boud and Hager (2010) note that professionals are in a process of becoming. Practice links the person with the activity and the context in which the activity occurs (Boud, 2009). Ongoing learning is an outcome of practice and improving as a professional. On this premise that professional development should involve continuous learning which connects to improving practice, Evans (2015) links professionalism to professional development.

Hoyle and Wallace (2005) note that the collective interpretation represents shared beliefs, practices, values, and relationships that bind members together and enable them to establish a culture unique to their professional group. Improving the level of professionalism requires the ability to identify and highlight academics' individual characteristics, which Evans (2013) proposes as professionalism. Egan (2004) explains that the term 'professionalism' applies to a developing teacher's understanding of themselves as a professional in the sense of constructing, holding, re-evaluating, and reconstructing a set of professional values that will bear upon how they carry out their work in a practice setting. Professionalism is thus specific to academics' actions.

Evans (2013) links professionalism to individuals' attitudes, behaviours, and intellectual abilities. Further, Evans (2002) describes professionalism as 'an ideologically, attitudinally, intellectually, and epistemologically based stance on the part of an individual, concerning the practice of the profession to which s/he belongs, and which influences her/his professional practice' (pp. 6-7). Hoyle (1975) and Evans's (2002) definitions of professionalism highlight performance qualities and refer to how these qualities come together to inform on practice and imply action, content, pedagogical knowledge, and understandings of purpose and values. Using Evans' (2002, 2014, 2015) and Hoyle's (1975) work as guides, I define professionalism in this study as The intentional actions taken by an academic to examine beliefs and values about teaching, research, and scholarship to make judgements that affect their professional practice and enhance their behaviours, skills, and pedagogical knowledge. Academic practice, therefore, links to academics' professionalities regarding how they carry out their professional roles.

Professionalism involves the academics' values and beliefs, influenced by the professional culture they operate in, which is influenced by HEIs' organisational cultures. Thus, context and culture can influence academics' development and professionalism. Evans (2011, 2012), after Hoyle (1975), places professionalism on a continuum from restricted to extended and provides insight into academics' professional development. Restricted professionals are dependent on experience and intuition, while extended professionals embody broader and deeper perspectives of valuing and continued engagement in effective pedagogy and intellectual inquiry. To examine and understand how BWU academics develop as professionals, the

influence of national, institutional, and cultural factors must be examined to frame a better understanding of BWU professionals and how they come to enact their individual professionalism.

2.8.3 National Factors

In this section, I expand on national factors influencing university research. National factors influencing scholarly research include national policies, donor agencies, and culture. Puplampu (2012) and Pratt et al. (1999) conducted case studies in Ghana and New Zealand respectively and found that government policies influence research culture and output. In many developing economies, governments play a key role in HE research. Tien (2016), Nguyen (2013), and Fussy (2018) have all identified in their research how national policies promote HE. From a UK perspective, Ridley (2011) documents the influence of national culture and political context on the development of HE research in Ethiopia.

The contribution of donor organisations like the World Bank and UNESCO have been important to development of education around the world. Many countries, particularly developing economies, are unable to consistently increase their spending on R&D given the debt to GDP ratios in these countries. However, donor organisations provide funding for technical assistance, capacity building initiatives, and support for identifying and problem solving in various countries (Fussy, 2019; UNESCO, 2015). These donor organisations play a pivotal role in the growth and development of R&D, and this can impact on research in many regions of the world.

In Cambodia, a study by the CICP (2016) reports on the challenges associated with academic freedom if certain research topics are banned or research participants are reluctant to respond, given the political climate. National factors other than funding can thus have a substantial influence on research.

2.8.4 Summary

National and individual factors affect research in universities. Studies in the literature generally categorise factors impacting on research as individual or institutional (Bland et al., 2005; Bland & Ruffin, 1992; Kwiek, 2016; Quimbo & Sulabo, 2014). The literature is therefore limited and does not account for unique

factors affecting research at HEIs in developing economies. For example, in the country where BWU lies, national factors such as government funding, the five-year changing governance, donor agencies, and culture influence research efforts. In my research, I therefore consider national factors that influence research such as government funding, the five-year changing governance, donor agencies, and culture.

2.9 Chapter Summary

This study aims to examine why BWU academics engage in research, the opportunities and constraints associated with building research capacity at BWU and how BWU can develop a strong culture of research. Background topics relevant to understanding and answering the research questions relate to the definition of university research and scholarship, research at universities, understanding building research capacity, and research culture, and factors influencing research at universities. A literature search was conducted to explore the extant knowledge on these topics.

Academics conceptualise research differently based on institutional policies, personal demographics, and the experiences and perspectives of researchers in their specific context (Brew, 2012). HE research capacity affects funding and HEI reputation, and accountability; it supports academics' professional development and national growth and development. However, many universities in developed and developing economy contexts have different experiences of research regarding funding availability, support structures, the ability to remain competitive and increase their economic growth and development.

All universities need to build research capacity given the rapid changes in HE today. Blended funding strategies have been employed by government and policy makers to build research capacity, and greater autonomy and mission differentiation have been assigned (Hemmings et al., 2015; Kwiek, 2016; Pratt et al., 1999). Notably, many of the studies in the literature on building research capacity come from universities in developed economies and identify individual and institutional factors to building research capacity (Bland et al., 2005; Grange et al., 2005; Pratt et al., 1999). The few studies in the literature on building research capacity at universities in developing economies highlight the challenges but rarely mention

specific research capacity building strategies (Nguyen, 2013; Puplampu, 2012). When building research capacity at universities in developing economies, national, institutional, and individual factors need to be considered (Fussy, 2018; Nguyen, 2013). Differences in context between universities need to be considered to effectively build research capacity and meet the specific needs of each university. More studies are therefore needed at universities in developing economies like BWU, where national, institutional, and individual factors play a critical role in HE.

Studies on research culture in universities identify individual, institutional and leadership factors (Bland et al., 2005; Hanover Research, 2014). Strategies for developing a strong research culture in universities include establishing a research office, effective research leadership, research training and mentoring, rewards and incentives, and providing time for research. Challenges associated with building research capacity and developing a strong research culture include limited resources, a lack of favourable governance, and heavy teaching loads. For universities in developing economies with a colonial past, post-colonial constraints pose additional challenges.

This literature review identified differences between HEIs in developed and developing economies in terms of resources, HE investment, governmental influences, cultural influences, and academics' qualifications (Altbach, 2013; Browne & Shen, 2017; Hazelkorn, 2005). Further, academics' perspectives from universities in developing economies are limited in the literature and many contextual realities of HE are absent from the literature. Significantly, most studies on HE research and building research capacity are limited as they were conducted in research-intensive institutions with long research traditions (Bland et al., 2005; Holligan et al., 2011; Kwiek, 2016).

Some studies used surveys or interviews but did not examine national and institutional documents. Comprehensive research requires robust methods such as interviews and examination of national and institutional documents. Few studies were conducted in universities in a developing economy context (Fussy, 2018; Nguyen, 2013; Salazar-Clemeña & Almonte-Acosta, 2007). Notably, a few studies provide some context for understanding research culture in the Caribbean (Browne & Shen, 2017; Lewis & Simmons, 2010), but these studies are either small scale or lack empirical evidence. Identifying the contextual realities in HEIs in developing

economies may enrich the existing literature and better explain what frames academics' beliefs, values, and attitudes in these environments. Another weak point in the literature is the limited research on universities in the Caribbean and lack of studies on the research behaviours and the developing professional identities of Caribbean academics.

In conclusion, the extant literature on HE research is incomplete, particularly in the context of universities in developing economies and in the Caribbean context. Therefore, this study fills the literature gap by providing rich and unique evidence regarding research capacity building and research culture within an HEI in a developing economy. Chapter 3 presents the research design and methodology employed in the study.

3 Research Design and Methodology

3.1 Introduction

This chapter presents the research design and methodology used to collect and analyse data in this research. The study's aims and research questions are first reviewed. The research design incorporated a qualitative approach informed by an interpretivist research philosophy, constructivist grounded theory (Charmaz, 2014; Glaser & Strauss, 1999), and Appreciative Inquiry (Cooperrider, 2003). Each of these design decisions is justified in this chapter. The study's sample and sampling techniques are then presented, followed by an explanation of the data collection methods and analysis procedures. Finally, the steps to ensure trustworthiness and ethical standards are discussed followed by a summary of the chapter.

3.2 Research Aims

My study examined the views and perceptions of BWU staff based on their experiences regarding research and building research capacity. To best capture their experiences and perceptions, my study sought to answer the following three questions:

1. Why do BWU academics engage in research?
2. What opportunities and constraints are associated with building research capacity at BWU?
3. How can BWU develop a strong culture of research?

3.3 Research Design

3.3.1 Interpretivist Perspective

I designed and conducted this study from an interpretivist perspective. Interpretivism allows the researcher to uncover the reality of a phenomenon through the opinions and beliefs of the participants and the researchers' experiences and knowledge (Cohen & Manion, 1994). The goal of interpretivist research is to understand and interpret the meaning of human behaviour rather than to generalise and predict causes and effects (Hudson & Ozanne, 1998; Neumann, 2000).

Interpretivism aims to understand the beliefs, motives, and actions of individuals and thus their social reality (Crotty, 1998). Individuals are complex and may have different experiences and see different realities. An interpretivist researcher remains open to new knowledge throughout a study and develops an understanding of meaning with the help of participants (Thomas, 2009). I therefore felt that an interpretivist perspective would be appropriate to help understand why BWU academics engage in research and how research at BWU can be improved.

Further, a fundamental tenet of interpretivist studies is that there are multiple aspects of reality (Hudson & Ozanne, 1998). Therefore, an interpretivist perspective supported the study's aim as using numerical data to represent the different views of participants would be meaningless. Acknowledging the multiple aspects of reality with interpretivism allows for meaningful interpretation of different views. There are two main ways that this study follows the interpretivist approach. First, participants were studied in their natural setting. Second, data collection was by interviews and documentary reviews, which involved examining the meaning behind the participants' stories of their experiences.

3.3.2 Constructivist Grounded Theory

Given the unique context of BWU, and the need to understand the different perspectives of BWU staff on research, I chose constructivist grounded theory to explore the factors influencing BWU staff engagement in research and to develop a conceptual understanding of the relationship between those factors. A constructivist approach prioritises the phenomena of the study supporting the view that data and analysis are created from shared experiences and relationships with participants (Charmaz, 1990). Charmaz (2006) argues that the participants' social worlds and interactions influence researchers to analyse data and create theories. Constructivist grounded theory is especially appropriate because it welcomes different individual and group perspectives while respecting researchers' and participants' delicate and essential relationships.

I considered other approaches such as ethnography and phenomenology but decided not to implement them for several reasons. Ethnography allows the researcher to study the phenomenon in its natural context and uses a holistic approach to study what is happening (Gray, 2014). However, it focuses on culture

rather than the overall context. While analysis is data driven in ethnology there is no commitment to developing a theory (Patton, 2002). I needed to examine scholarly research at BWU to better understand the whole context to develop a theory or conceptual understanding of academic behaviours towards research and how social structures function within BWU. Ethnography was therefore ruled out as a choice for this study.

Phenomenology was also considered for this study as it aims to understand individuals' lived experiences (Holstein & Corbin, 1994). While phenomenology focuses on individual in-depth experiences, my study not only focuses on the individual experiences of BWU academics but also considers the context of BWU as a university in a Caribbean country. Phenomenology requires a homogenous sample and purposeful sampling. I wanted to better understand research at BWU and gain insight into how meaning is created and how people see themselves in their social world, which required a range of perspectives and theoretical sampling (Charmaz, 2014; Gray, 2014). Charmaz (2014) points out that placing grounded theory in a specific context strengthens understanding. My aim was to choose an approach that welcomes multiple aspects of reality and which allows me to examine scholarly research at BWU in its social, local, and historical context, which therefore ruled out phenomenology.

Corbin and Strauss (2008) identify grounded theory as suitable for investigating social problems or situations to which people must adapt, which aligns with the transition to a university, the new focus on research, and the dynamic nature of HE, particularly in the Caribbean developing economy context.

Researchers use grounded theory methods to inductively develop theories based on participants' experiences and social interactions (Creswell, 2007; Glaser, 1992; Patton, 1990). Grounded theory studies thus assume that all concepts related to the phenomenon have not yet been identified, relationships between concepts are undeveloped, and asking questions can assist with understanding unanswered questions. Given the unique context of HE and BWU staff roles, I felt that a comprehensive understanding required more than descriptions of the phenomenon. Thus, I searched participants' stories for multiple understandings and questioned tacit meanings within their values, beliefs, and ideologies (Charmaz, 1995). This

allowed me to examine research from an individual and organisational level and see how these facets come together to describe scholarly research at BWU.

There are, however, several risks with grounded theory such as following the emerging theory, the objectivity of the researcher, and theoretical sensitivity (Charmaz, 2006; Glaser, 1978; Strauss & Corbin, 1994). Following the emerging theory through constant comparative analysis is subjective and can be challenging for the researcher. In many cases, grounded theory fails to acknowledge the embeddedness of the researcher and the significant role the researcher plays in interpreting the emerging theory (Bryant & Charmaz, 2007). Notably, a limitation of grounded theory is that it is known to produce theories specific to contexts, so they may not be applicable in other situations (Bryant, 2002).

Charmaz (2006, 2014) encourages grounded theory researchers to be clear in outlining the research design, methods, and data analysis, to mitigate these potential weaknesses of grounded theory. In this study, to mitigate the potential weaknesses of grounded theory, I have been transparent in reporting how the research was conducted inclusive of participants, sampling techniques (see Section 3.4), data collection and analysis (see Section 3.5 and 3.6) and ensuring trustworthiness and ethical considerations (see Section 3.7). As a member of BWU, I was aware of the negative views of research at BWU. To avoid prejudice, therefore, I used the perspectives of Appreciative Inquiry to inform the research.

3.3.3 Appreciative Inquiry

This section gives an overview of Appreciative Inquiry and discusses its perspectives, positive examples in HE, and its value in relation to the aims of this study. The emphasis on the positive was important in this study, as improving research at BWU has been an ongoing challenge for more than 10 years, as noted in institutional reports (Anonymous, 1996; Anonymous, 2013). Previous efforts have been made from a problem-based perspective, which in many cases only identified problems and challenges without solutions.

Appreciative Inquiry was developed in the late 1980s to address shortcomings with the perceptual frameworks engendered by traditional constructions of the meaning of problem solving. Cooperrider and Srivastva (1987) note that traditional

attitudes and mental frameworks associated with the concept of problem solving may hamper social improvement. Cooperrider and Srivastva (1987) further note that new methods of inquiry would allow new ideas and models to address problems and support social improvement. The five perspectives of Appreciative Inquiry are:

1. Organisations are socially constructed realities and focusing on the positive can generate new ideas for change.
2. Each story may be different, yet it supports the view that there are multiple aspects of reality. As such, collecting, telling, and retelling people's stories can bring about change.
3. The researcher's position can allow the creation of new possibilities through engagement with participants.
4. Examining what is working well provides the building block to envision change.
5. Asking the right questions is important for infusing hope in organisations (Bushe, 2011).

These five perspectives of Appreciative Inquiry highlight its strength-based perspective and its generative approach to support transformation in organisations. Gergen (1982) proposes the generative capacity of Appreciative Inquiry as fundamental to creating new ideas. It creates a sense of possibility and develops energising ideas for novel action (Cooperrider, 1990; Zandee, 2013). Appreciative Inquiry allowed me to examine research at BWU from a different perspective and bring a strength-based focus to examining, analysing and interpreting the data. The idea of Appreciative Inquiry having a generative capacity was an important part of this study which brought a different perspective to research in BWU beyond the traditional problem-solving approach.

Researchers have effectively used Appreciative Inquiry in HE contexts to find solutions to social issues, team building, and organisational development (Frantz et al., 2013; Thibodeau, 2011). The study by Frantz et al. (2013) provides a positive example of using Appreciative Inquiry. Frantz et al. (2013) used it as a planning tool to build research capacity in a South African HEI, which faced major resource constraints and academic capacity challenges. The solution concluded on was a positive collaborative approach, which provided a supportive infrastructure through

resources, relevant institutional policies, procedures, and professional training. Appreciative Inquiry can and has been used by HE institutions to positively influence innovation, teaching, research, and learning by cooperating members to create a shared vision (Cockell & McArthur-Blair, 2012). Research at BWU is a dynamic issue that is complex and multifaceted. Choosing to focus on what is working well may encourage dialogue about change at BWU.

Another study by Thibodeau (2011) supports using Appreciative Inquiry in HEIs, showing that it encourages collaboration and brings creative energy to improve organisational effectiveness. In Thibodeau's (2011) study, Appreciative Inquiry allowed collective buy-in, positive open dialogue among institutional members, and increased organisational effectiveness across 29 HEIs. Thibodeau's study (2011) demonstrates the possibility of positive change at BWU using Appreciative Inquiry. Since Appreciative Inquiry positively impacts on organisations, it may help build a strengths-based culture that encourages learning and organisational change at BWU.

Bushe (2011) explains that researchers can use Appreciative Inquiry differently and that the perspective provides scholars with flexibility. Notably, Bushe (2011) points out that while the perspectives of Appreciative Inquiry draw on the strengths of individuals and organisations, data on less positive factors should not be ignored.

BWU academics are accomplishing research, which indicates that there are positive perspectives to research at BWU. I wanted to use the perspectives of Appreciative Inquiry to understand their stories and in an affirming way to identify and better understand how to build research capacity at BWU. As such, I used participant stories and leveraged them to highlight important aspects of envisioning and moving towards change. Using the perspectives of Appreciative Inquiry allowed an appreciative eye to sort through data with each iteration to discover what was working well and appreciate the potential of BWU to create positive images of the future. Appreciative Inquiry helped me to give attention to how participants' stories were constructed, what was significant to BWU staff and the different ways of understanding the meaning of participants' stories. Appreciative Inquiry informed my perspective when analysing the data, helping me to focus on the positive aspects of organisational change and leverage on the challenges associated with research noted by participants in a positive facilitative way.

I was focused on the language of the participants and how and what they said to understand their actions, values, and beliefs. The perspectives of Appreciative Inquiry encouraged a collaborative approach to co-create the story of what was going on in the data in ways that challenged the taken for granted assumptions and inspired and encouraged the possibility of an improved future at BWU. This type of engagement enabled an open mind and sensitivity to appreciate the organisational dynamics of BWU and how it could improve. The perspectives of Appreciative Inquiry encouraged new ways of understanding research at BWU and enhanced my desire to improve research within the institution.

3.3.4 Summary

This study aimed to examine research at BWU, which required a comprehensive understanding of the opportunities for and constraints to research, rather than descriptions of research activities. The use of an interpretivist perspective was appropriate with constructivist grounded theory and Appreciative Inquiry for several reasons. Interpretivist researchers identify and describe the reality of a phenomenon using participants' views and experiences and their own background knowledge (Cohen & Manion, 1994; Thanh & Thanh, 2015). An interpretivist perspective therefore supported the study's aim to examine the experiences of academics at BWU exploring the opportunities for and constraints to research. My personal connection with the research context meant that I was already aware of many negative aspects of BWU research. To avoid prejudice, therefore, the Appreciative Inquiry perspective was used in the research as a strength-based perspective to generate possibilities for change. Constructivist grounded theory was selected over ethnography and phenomenology based on the focus of the research questions and the need to obtain a comprehensive understanding of scholarly research within BWU. Constructivist grounded theory encouraged a detailed understanding of the social processes at BWU facilitated by my interaction with participants and their narratives. The specific research procedures utilised are detailed in the remainder of Chapter 3.

3.4 Participants, Sample, and Sampling Techniques

3.4.1 Participants

Participants in this study included BWU staff with and without research experience. The participants included academics (instructional staff), administrative staff (vice presidents, directors, chairs, and heads of departments), and support staff (librarians and counsellors) within BWU. The study participants were selected based on their various roles within BWU, knowledge of the institution, and research. Table 1 presents the sample profile, detailing participants' teaching positions, departments, gender, and status as researchers. However, to protect their anonymity, no detailed information on participants is provided.

Table 1

Characteristics of BWU Participants

Pseudonym	Position	Department	Gender
F1	Teacher	Natural Science/Math	F
F2	Teacher	Humanities/Language and Literature	F
F3*	Teacher-Researcher	Humanities/English	F
F4*	Teacher-Researcher	Engineering and Technology	M
F5*	Teacher-Researcher	Chemistry, Environmental, and Life Sciences	M
F6	Teacher	Social Science	F
F7*	Teacher-Researcher	Business	F
F8*	Teacher-Researcher	Social Science	F
F9*	Teacher-Researcher	Business and Tourism	F
F10*	Teacher-Researcher	Chemistry and Environmental Studies	F
AS1*	Administrator-Researcher	Library Services	F
AS2*	Grant Writer-Researcher	Graduate Studies and Research	M

Pseudonym	Position	Department	Gender
AS3*	Researcher	Institutional Strengthening	M
AS4	Administrator	Academic Affairs	F
AS5	Union Administrator	Academic Faculty Union	F
AS6*	Teacher-Researcher	Library Services	F
AS7	Administrator	Academic Affairs	M
AS8	Librarian	Library Services	F

*Participant was engaged in research at the time of my study.

Pseudonym abbreviations: F = Faculty/Academics; AS = Administrative Support
Gender abbreviations: F = Female, M = Male

Twenty BWU members of staff agreed to participate in this study. However, a devastating hurricane passed through the Caribbean during the project, pausing the research. When the research restarted, 18 participants from BWU continued to participate. The academic staff participants conducted research and teaching activities at BWU. While all academic staff participated in teaching activities, only seven of these participants were engaged in research at the time of the study. Administrative and support staff held nonteaching and teaching roles at the university and four were involved in research.

As indicated in Table 1, not all the participants conducted research during the study. It was important to interview participants who were not engaged in research to understand their perspectives as academics at BWU; this contributed to understanding the research process at BWU. Responses from participants not engaged in research were primarily used to answer research questions 2 and 3 (What are the opportunities and constraints associated with building research capacity at BWU? How can BWU develop a strong culture of research?). When answering research question 1 (Why do BWU academics engage in research?) the focus was on the experiences of the participants engaged in research.

3.4.2 Sampling Strategy

Grounded theory research depends on theoretical sampling. Theoretical sampling relies on the concepts emerging from the data collection and analysis, which guide where and from whom further data should be collected to further develop the conceptual understanding of what is going on in the data (Charmaz, 2014; Corbin & Strauss, 2014). Using theoretical sampling, I recruited participants based on the need to explain research at BWU from the data. Coyne (1997) and Breckenridge and Jones (2009) note that purposeful sampling and theoretical sampling are used to understand what is going on in the data. Based on this understanding, I initially used purposeful sampling to select participants who could provide information on scholarly research at BWU and then used theoretical sampling and the lens of Appreciative Inquiry to systematically drive the generation of my emerging findings (Breckenridge & Jones, 2009).

Constant engagement with the data gives rise to theoretical sampling and the need for theoretical saturation (Charmaz, 2014). Breckenridge and Jones (2009) note that grounded theory researchers cannot fully anticipate how sampling will occur because of the need to follow the data as it emerges. I completed data analysis concurrently with the sampling and data collection process. These concurrent processes informed theory generation and subsequent sampling rounds. The sampling process continued until theoretical saturation occurred, and this was determined in part when no new material or information was uncovered. The three categories arrived at were reviewed, and a core category was selected as the common thread among all the other categories (Tashakkori & Teddlie, 1998). Breckenridge and Jones (2009) note that when seeking theoretical saturation, the goal is not to establish a comprehensive set of facts about the phenomenon but rather to present a plausible explanation of research grounded in the data. I followed Breckenridge and Jones' (2009) advice and determined theoretical saturation based on the explanatory power of my core category and the development of a conceptual understanding that could explain research in the context of BWU.

3.4.3 Inclusion and Exclusion Criteria

Inclusion and exclusion criteria were used to ensure that participants had the information necessary to answer the research questions. Because the sampling occurred in three rounds, and each round was influenced by the theoretical sampling process and informed by the perspectives of Appreciative Inquiry, the sampling criteria changed over the course of the study, a possibility acknowledged by Breckenridge and Jones (2009). However, I identified a set of baseline inclusion and exclusion criteria before I began sampling to identify the necessary fundamental characteristics for sample participants. The baseline inclusion criteria for participation in this study were as follows:

1. Individuals had to be full-time BWU academic staff in the following departments: Business and Hospitality Management, Liberal and Fine Arts, Pure and Applied Sciences, or Social Sciences.
2. Individuals had to be full-time BWU administrators or support staff assisting with or engaging in teaching, research, and community service roles.

The rationale for only including participants who worked full-time with teaching, research, and community service duties was based on my knowledge as an insider researcher of the high demands many BWU staff face and the desire to determine how time and teaching constraints influence BWU researcher experiences. The study's baseline exclusion criteria included the following:

1. Individuals working as adjuncts at BWU were excluded as they were not contracted employees of the institution, and their status was unstable and could change each semester.
2. Individuals working full-time as BWU academic staff within the School of Education (where I work) were excluded to avoid conflict of interest.

3.4.4 Sampling Rounds

I conducted three sampling rounds, outlined in Table 2. Initially, I was uncertain how many participants would be needed for the study, which is a typical issue in grounded theory research (Breckenridge & Jones, 2009). The university had

no accurate list of academics engaged in research, so to compile a list of BWU staff engaged in research, I searched through recently published scholarship.

After obtaining institutional permission to conduct the study, I contacted participants from my initial list via email, in face-to-face conversations, and by telephone calls to inform them about my research and invite them to participate. Participants were selected for three interview rounds based on specific criteria outlined in the following paragraphs.

Regarding the participant selection protocol differences for the three rounds of sampling, I followed established theoretical sampling methods (Breckenridge & Jones, 2009; Coyne, 1997; Glaser, 1978). As Glaser (1978) recommends, in Round 1 I focused on identifying the individuals at BWU most knowledgeable about scholarly research. The initial sampling included BWU academics, administrators, and support staff (both engaged and not engaged in research).

Table 2
Sampling Rounds

Sampling Round		Round 1	Round 2	Round 3
		October 26-30 and November 6-26	December 4- 23	January 6 – 19
Number of Interview Participants		8	6	4
Occupation	Administrative and support	5	2	1
	Academic	3	4	3

As indicated in Table 2, I initially recruited eight participants in various administrative, support, and academic roles, including five administrative and support staff and three academic staff. I informed the participants of my research topic and purpose and sent all participants detailed information about the study and a formal invitation to participate via email. Each participant was asked to indicate their willingness to participate by responding to the email. All participants responded

favourably. I also worked to include individuals employed in various roles with different rankings within the institution, including administrators, librarians, counsellors, and academic staff, to contrast the experiences of BWU staff.

In Round 2 of the sampling process, I sampled participants with a broader range of combined teaching and research experience based on the data analysis. Six participants were sampled in Round 2, with an increased focus on academic staff (four participants) versus administrative and support staff (two participants). The decisions about who to recruit next was then based on the emergence of codes from the first round of data analysis, as Coyne (1997) recommends, and on my insider knowledge of BWU. Using Appreciative Inquiry perspectives and my decision to focus on why participants engaged in research, Rounds 2 and 3 only included individuals actively engaged in research. Round 3 focused on achieving saturation and determining if new material would support the developing model's core category. In Round 3, I focused primarily on BWU academic staff at varying career stages to fill gaps in my theoretical understanding of the emerging model. The final sampling round included one administrative and support staff participant and three participants identified as academic staff with different rankings.

3.5 Data Collection

3.5.1 Overview

This constructivist grounded theory study was informed by an interpretivist philosophy, which aims to understand and describe participants' views, experiences, backgrounds, and knowledge. Data collection for this type of research requires methods that best capture participants' actions and words, such as interviews, group discussions, and document reviews. I collected each type of data aligned with the study's grounded theory methodology and informed by the perspectives of Appreciative Inquiry. I used Appreciative Inquiry to give focus to identify in participants stories what was working well and to ask positive questions when analysing and interpreting the data as well as examining the historical, organisational, social, and cultural context at BWU. This aligned well with Glaser and Strauss' (Strauss & Corbin, 1967) view that 'all is data;' it encourages the use of various data sources to understand research at BWU in ways that identify its

potential and ways to improve. Grounded theory encouraged me to ask critical questions of who, what, when, where, why, and how (Birks & Mills, 2015; Charmaz, 2006). Appreciative Inquiry encouraged me to take a collaborative approach to co-create the story of what was going on in the data in ways that challenged assumptions or taking issues for granted and encouraged the possibilities for an improved future. In this study, I used secondary document review, semi-structured interviews, and researcher's notes in memos.

3.5.2 Secondary Documents

I collected a wide range of institutional documents before and during the study. These documents were foundational to a deeper understanding of the roles of BWU staff and institutional processes and attitudes towards research. Charmaz (2006) comments that such documents often provide insights into the appropriate orientation for a study. I examined all institutional and national documents related to: BWU's transition to university status, its relationship to HE development in the Caribbean region, its strategic plan, and relevant supporting legislation. Additionally, I reviewed the Faculty (academic) Union agreement, media reports, meeting records, academic staff development seminar documents, and various institutional reports on research, academic staff development, and organisational change. Finally, I reviewed documents related to research paper submissions at BWU. All materials gathered were analysed to discover themes, ideas, and phrases that could influence the research experience at BWU and assist with understanding participants' perspectives. The secondary documents were anonymised to protect the identity of the research context (Anonymised references are listed in Appendix A) and closely examined how they might have contributed to building research capacity, supporting research collaboration, and generating knowledge at BWU to strengthen the study's findings.

3.5.3 Semi-Structured Interviews

The initial review of the secondary documents and scholarly literature on HE and Caribbean research informed on the design of a semi-structured interview protocol. A semi-structured interview guide (see Appendix B) was used to collect data from the study's 18 participants. The interview guide included four sections and

was designed to support data collection. The four sections covered (a) background, personal, and practitioner role, (b) research within BWU, (c) opportunities and constraints, and (d) recommendations for building research capacity.

Prior to the semi-structured interviews with participants, a pilot study was conducted, as recommended by Kim (2010), to determine if the interview protocol required adjustment or modification. Kvale (2011) acknowledges the benefits of pilot studies for testing a research instrument's adequacy or a study's feasibility. While pilot studies can present challenges of contamination and consistency regarding participant selection and questionnaire administration, Tashakkori & Teddlie(2003) state that such studies can strengthen interview protocols and help reinforce a study's focus.

Two pilot interviews were conducted to test the interview protocol with participants who were very familiar with the institution and research at BWU. The pilot testing process was beneficial, and I clarified the interview questions based on interviewee feedback, monitored the timing of the questions, tested question sequencing, and evaluated my interviewing skills and processes. Data from the pilot study interviews were excluded from my analysis as the primary purpose was to help me refine my research approach (Nunes et al., 2010).

I evaluated my interviewing skills by reviewing how I had started the interview, ensured that I explained to participants what they could expect, and generally made participants comfortable. In addition, I examined questions to ensure they were open ended and sequenced appropriately. In some cases, I had to adjust the sequence of questions. I sought to be familiar with institutional documents as they related to questions and discussions during the interview. I also examined how I responded to participants' comments and ensured that I was empathetic when appropriate. I assessed the pace of the discussion and examined how I asked follow-up questions, ensuring that I repeated what participants said back to them, to ensure accuracy of my understanding.

Before the interviews, to foster a more relaxed discussion, I emailed the semi-structured interview protocol to participants so they could familiarise themselves with the questions. They were informed that the interviews would be recorded to help me capture their experiences and perspectives accurately. The participants all

consented to this. Before beginning the interviews, I assured them that their privacy would be respected and their identities would remain confidential, allowing them to feel comfortable sharing their stories. I informed participants that if at any point they wanted to withdraw from the research, they were free to do so without penalty.

Interviews lasted 45 minutes to 60 minutes and were conducted either face-to-face or via Skype, and each interview was recorded and transcribed. Participants were given a choice of venue for the interview. One participant chose a face-to-face interview (held off campus), while the other 17 selected Skype. The semi-structured interviews were held between October 26, 2016 and January 19, 2017.

Interviews were semi-structured, with questions about research, research culture, and building research capacity at BWU and role/s in the institution (see Appendix B). Turner's (2010) unstructured follow-up questions such as 'Could you tell me more about that?' or 'Could you give me an example?' were used to encourage further elaboration. Appreciative Inquiry enabled me to take a generative approach to my questioning of participants to help them discover new possibilities, as recommended by Cooperrider and Whitney (2001), focusing on their experiences of what was working well and ways to improve research at BWU.

3.5.4 Researcher Memos

The final type of data collection involved recording my thoughts through memo-taking. I used memos to log thoughts, ideas, and questions that emerged during the research process. I recorded four types of memos as recommended in the literature (Groenewald, 2008; Strauss & Corbin, 1998): (a) personal or questioning memos, (b) methodological memos, (c) observational memos, and (d) theoretical memos. Table 3 presents examples of these memos. Personal memos recorded my attitudes, feelings, and actions. Methodological memos recorded events impacting on the study's procedures and unexpected difficulties during the research. Observational memos recorded my perceptions during the research process, allowing me to revisit specific experiences. Theoretical memos were used to analyse, synthesise, build, and decipher the codes, patterns, and emerging themes and understand how those elements created a narrative of the phenomenon. During the memo-taking process, I used the perspectives of Appreciative Inquiry to focus on positive interpretations of my thoughts and frame my questions in constructive ways, which aligns with

Appreciative Inquiry scholarship (Cockell & McArthur-Blair, 2012). One such example from Table 3 was on 9 October 2016, when my research was halted due to a devastating hurricane in the country. Under such circumstances, I had to regroup think positively, communicate with the participants, and develop new strategies to move forward. Another example was on 18 November, 2016. when I noticed that there was a lack of a cohesive research community at BWU. In this case, I used the perspectives of Appreciative Inquiry to understand participants' perspectives and to find out why this was the case and how this affected their research engagement.

Table 3***Memo Examples (select sample)***

Type of Memo	Memo
Personal (Questioning)	December 2, 2016 There are different views on what research is among participants, so the discussion of scholarship raises the question of what academic staff sees as scholarship? Questions of what counts as scholarship in their view? Who makes these decisions? How are these decisions made? What factors are used to determine what counts as scholarship?
Methodological	October 9, 2016 My original plan was to begin my interviews in October. Letters and calls were already made, signed consent letters were in, and the first set of interviews were scheduled. However, Hurricane Matthew has taken its toll in the country.
Observational	December 3, 2016 I have been trying to get supporting data on academic staff and support staff within the institution for a few months now, and it has been a challenge. Perhaps a top-down approach might work better.
Theoretical	November 18, 2016 In an environment where most academics are not engaged in research, there are a few who are actively engaged in research! They are positive, realistic and see it as important to their growth and professional development. However, there is a lack of a research community.

3.5.5 Data Management

In this study, I collected data through semi-structured interviews, secondary document review, and researcher memoing, as discussed above. Semi-structured interviews were recorded and stored with a secure password on a computer accessible only to me. I transcribed 18 interviews and anonymised them before uploading them to NVivo. I used NVivo for data storage and retrieval and manual coding to immerse myself in the data as a new researcher using constructivist grounded theory for the first time.

3.6 Data Analysis Procedures

Grounded theory involves a systematic but flexible approach to data analysis guided by the research purpose and underpinned by constant comparative methods (Charmaz, 2014). The constant comparative method refers to methodological iterations where the researcher constantly interacts with the data while simultaneously collecting data and conducting analysis.

As recommended by Mutepa (2016), data analysis began immediately after the first interview and continued throughout data collection. Breckenridge and Jones (2009) note that grounded theory requires researchers to remain flexible rather than stifling the data analysis process with an overly prescriptive approach. Nonetheless, Corbin and Strauss (2008) claim that grounded theory's primary source of information does not lie within the data. Rather, the data are translated into combined and interpreted concepts to develop a theory surrounding the phenomenon under study. Charmaz (2014) supports this idea and adds that researchers should consider the context and language of the participants to ensure accurate interpretation of participants' meaning. In this regard, I recognised that each interview could result in multiple concepts, as acknowledged by Corbin and Strauss (1990). It was vital for me to write memos to ensure that I captured the details of participants' thinking and actions as they shared their stories. However, the emphasis of analysis was on participants' stories of incidents, events, and happenings perceived as their research experiences within BWU, in line with Corbin and Strauss' (1990) recommended approach. Based on context and meaning as

communicated by participants, I used their stories and descriptions of events to conceptualise what was going on in the data.

My data analysis process was informed by Appreciative Inquiry perspectives and incorporated grounded theory strategies, including questioning, making comparisons, looking for similarities and differences among cases, looking at language and emotions expressed by the participants and scrutinising the data for prejudices, beliefs, and assumptions that could challenge investigations (Birks & Mills, 2015; Charmaz, 2006, 2014; Lincoln & Guba, 1985). Grounded theory prompted a collaborative generative approach to the analysis while using Appreciative Inquiry perspectives helped focus on the positive elements of the participants' experiences (Creswell, 2005) to identify what was working and ways to support improving research within BWU. Together, these elements of the research design helped frame the coding.

The data analysis process comprised initial coding, focused coding, theoretical coding, and the development of theoretical categories until theoretical saturation was reached. The coding process was not linear. It involved multiple iterations throughout the constant comparative inquiry. Additionally, member checking of transcripts, initial findings, and final conceptual understanding was conducted at different stages. Descriptions of the coding processes are provided in the following subsections.

3.6.1 Initial Coding

The objective of the first phase of interviews was to gather a broad range of opinions, ideas, and concepts connected to scholarly research at BWU. I began data analysis while conducting the interviews. During this iteration, I immersed myself in the data and allowed the data to guide my inquiry. Initial coding in this study involved manual line-by-line coding of transcribed data from interviews as recommended by Charmaz (2014). Coding involves emergent and a priori techniques which become increasingly abstract throughout the coding process (Charmaz, 2014). Emergent coding involves initial and focused coding that uses line-by-line or incident-by-incident coding. A priori codes are codes based on the interview questions (Charmaz, 2014). The perspectives of Appreciative Inquiry informed the

open coding process by looking for how and what motivated academics to accomplish research.

I carefully analysed each interview transcript, identified codes, and documented them before initiating the following interview. The initial coding process that followed each interview informed the theoretical sampling strategy used in later stages of the data collection process and the follow-on questions used to augment the semi-structured interview protocol.

As part of the initial coding process, patterns, themes, and differences were placed in specific categories, and I took notes on the emerging concepts and the relationship between codes. I identified and reflected on the participants' main ideas as I identified and coded the statements. I followed Charmaz's (2006) suggestion to remain open, construct short codes, stay close to the data, and keep codes simple. This process was exploratory, and I asked questions about the data, which led to my identifying concepts (Charmaz, 2006). The concepts were tentative, and I continually checked each concept against additional data as the interviews progressed. I constantly compared the data by asking questions like: What are participants' experiences in conducting research? What are the experiences of those not conducting research? How do participants perceive research?

At each point of the initial coding process, I wrote memos as recommended by Allan (2007). As more data were collected, existing concepts were repeated and validated, or new concepts were identified, deepening my understanding of research at BWU. The coding process resulted in 88 codes. I aligned the initial codes in a table using supporting quotes from participants to test the strength of the codes (a sample is shown in Table 4). For example, I organised so I could view the open code of valuing research alongside the statements of participants. This assisted in refining the codes as I continued data collection. The process of organising the initial codes was helpful as I moved forward with focused and theoretical coding. Organising the initial codes using the participants' quotes verified that there were data supporting the ideas.

Table 4***Initial Coding Example***

Descriptive statements	Initial Code
[Research] is very important. I make it a priority. I have a personal interest and a national interest because for me, research has a certain attraction; even in the industry where I came from, my role was development. I want to be on top of my game as a professional, and teaching alone will not allow me to do that, so research is important in that regard.	Prioritising research

3.6.2 Focused Coding

Focused coding identifies recurrent patterns and multiple layers of meaning delineates variations, and notes interconnections between subthemes (Charmaz, 2014). The codes identified during the initial coding phase were re-examined during the focused coding stage to determine patterns and compare participants' experiences. The focused coding generates more selective and conceptual codes to identify a denser set of categories, which helps to provide explanations about the data (Charmaz, 2014). During this focused coding stage, I continued to examine the codes I had identified in the initial coding to see how they fit into the analysis of the data and how they would influence the emerging conceptual understanding. Table 5 illustrates an example of the development of the focused codes: valuing research was influenced by the initial codes (research as finding a new understanding, research can mean different things, intrinsic and extrinsic motivation, and research important to student learning.)

Table 5***Focused Coding Example***

Initial Codes (selected example)	Focused codes (selected example)
Prioritising research	
Commitment to learning	
Modelling inquiry behaviours for students	Valuing Research
Intrinsic and extrinsic motivation	
Carving out time for research	

I continued to use the table from the initial coding (88 codes) throughout the focused coding process. I used the initial codes to generate a set of focused codes. During the focused coding phase, I went back and forth between the data and the new codes coming out of the data and considered whether they aligned with the existing codes already identified. Each interview was analysed and coded before the next, allowing me to identify focused codes using similar and sometimes differing views from participants. Throughout the coding process, constant comparative analysis assisted with identifying the focused codes in the data, and Appreciative Inquiry allowed me to look for how and why BWU academics engaged in research and to identify the best of BWU research practices from the perspective of participants. The same comparative analysis was completed for the initial codes.

3.6.3 Theoretical Coding

Following completion of focused coding, theoretical coding began. Thornberg and Charmaz (2014) point out that while the early phases of coding (e.g., initial and focused coding) are data driven and based on constant comparison of data, theoretical coding is used to apply external, logic-based lenses to help explain the phenomenon being studied. During the theoretical coding phase, I examined the codes from the initial coding phase and the focused codes generated to see how they intersected. I examined memos written over the course of the research and my researcher journal, which allowed me to see links between codes and categories. The

focused codes were organised to see if there was a logical connection between them. I categorised and looked for saturation of concepts and relationships that would result in a more focused understanding of what was going on in the data. It was important to identify thick rich descriptions in each category to interpret the data. Theoretical coding allows the developing framework to move from description to conceptualisation (Charmaz, 2014). The focused codes were examined along with memos and my researcher's journal to make connections and understand the data. The codes and categories were used to identify the concepts, and six theoretical codes resulted, which are reported in Chapter 4.

The six theoretical codes after several iterations led to the formation of three theoretical categories. At this point, the three theoretical categories were examined, and memos written on each category for a conceptual understanding of what was going on. I revisited my research questions to focus on how the data answered the questions. I sought to identify a process or set of actions by BWU staff regarding research. The perspectives of Appreciative Inquiry were used to inform how I made sense of the data by taking a close look from a positive yet critical perspective at what was happening and the context in which it occurred. Appreciative Inquiry has a generative capacity which focuses attention on where things are working, and how and why they are working (Cooperrider & Srivastva, 1987). Writing memos allowed me to write in-depth descriptions of the three categories and how they fit together to form a conceptual understanding of research at BWU. The in-depth descriptions of the categories led to the identification of a core category. Table 6 provides an example of one of the theoretical codes defining research and establishing a researcher identity that led to the formation of the category of positive envisioning. Details of the conceptual understanding are presented in Chapter 4.

Table 6*Example Theoretical Code: Defining Research*

Initial Code	Focused Code	Theoretical Code	Category
Research is not just one thing. It is all around us.			
No definition of research in the institution.			
I always attend workshops to refine my skills as a researcher and I am current with research in my area and open to feedback from my mentors.	Finding a new understanding Research can mean different things	Defining research and establishing a researcher identity	Positive envisioning
I make it my business to be active in my research group, to share and publish as often as I can.			

Glaser (1978) provides a series of coding families to assist in the theoretical coding process and to avoid forcing codes onto data. I found these codes helpful to my study. Examples of coding families include cultural codes (e.g., social norms, beliefs, values), consensus codes (e.g., conflict, conformity, agreement), and paired-opposite codes (e.g., manifest-latent, formal-informal). I used the coding families to link common features between concepts and bring them together for theoretical integration. The coding families most appropriate to my study were the process family and the family of identity-self and identity based on the themes and categories that emerged during the iterative coding processes. The process family includes the theoretical codes of phases, stages, careers, transitions, and cycling (Glaser, 1978, 1998). The family of identity-self and identity includes the theoretical codes of identity, self-concept, transformation of self, conversions of identity, and professions (Glaser, 1978, 1998). These codes guided me when orienting my findings and searching the existing literature for relevant topics related to my core category. As the conceptual understanding began developing, it revolved around the core categories and their relationships to each other.

I looked at theoretical saturation to ensure no new information was discovered for existing or new categories. I began to suspect that theoretical saturation had occurred after 15 interviews, as I was not finding new information or insights or uncovering new categories. I interviewed three more participants to ensure that I had achieved data saturation, following which I terminated the sampling and data collection phases. Charmaz (2014) notes that theoretical saturation results in a more focused idea of the categories and their relationships. After identifying theoretical saturation in the data analysis and the sampling, I moved to theoretical integration, which represents one of the final steps of grounded theory. Theoretical integration moves the data analysis from categories and themes to a conceptual understanding or a final theory (Saldaña, 2013).

I used theoretical integration to examine how the codes and categories fit together to describe the phenomenon. Using the perspectives of Appreciative Inquiry to focus on the strengths of the participants' experiences, a storyline emerged, which guided the development of the conceptual framework for understanding researchers' experiences at BWU. My theoretical saturation and integration followed the process outlined by Birks and Mills (2015) of asking questions and examining relationships among the categories.

3.7 Ethical Considerations, Ensuring Trustworthiness, and Insider Researcher

In this section, I discuss ethical considerations such as ethical approval, informed consent, privacy, and anonymity, followed by ensuring trustworthiness which includes obtaining thick, rich descriptions and member checking. Next, my position as an insider researcher is discussed, which covers familiarity with participants, privacy and confidentiality, interview reciprocity, and ability to engage critically with the data.

3.7.1 Ethical Considerations

3.7.1.1 Ethical Approval.

Before beginning my study, I obtained ethical approval from BWU (see Appendix C) and the University of Liverpool (see Appendix D). I conducted no interviews before obtaining ethical approval.

3.7.1.2 Informed Consent.

Each participant was taken through the informed consent form and the research details were discussed (see Appendix E). I outlined to participants orally and in writing what type of information I was seeking from them and how I was using the information. I carefully explained the time required for the interview, provided the interview questions beforehand, and reassured participants that their identities would be kept confidential. I requested their permission to record the interviews and anonymised participants by coding them as F (academic staff) or AS (administrative and support staff) with numbers. I also anonymised the institution and removed any details regarding the university's exact location, references, or institutional documents. I informed participants that if at any point they wanted to withdraw from the study, they were free to do so without consequences.

3.7.2 Ensuring Trustworthiness

Trustworthiness refers to the assessment of the quality and value of a qualitative study as a whole and helps determine how accurately the findings of the study reflect the study's objectives according to the data provided by the participants (Lincoln & Guba, 1985). Ensuring trustworthiness in research is critical to ensure that the research design, methods, and conclusions are explicit and free of prejudice. I relied on constructivist grounded theory and the strength-based perspectives of Appreciative Inquiry to co-produce the findings to explore a changing culture, envisioning the possibilities (Cockell & McArthur-Blair, 2012).

3.7.2.1 Thick Rich Descriptions.

The use of thick, rich descriptions was another way to ensure rigour. Denzin (1989) notes that thick descriptions do more than record an individual's actions. Thick descriptions 'go beyond mere fact and surface appearances. It presents detail,

context, emotion, and the webs of social relationships that join persons to one another' (Denzin, 1989, p. 83). Some examples of thick descriptions in this study include my reporting of the research design, explanations of BWU's context, the study's questions, methodology, data collection, and analysis processes. These in-depth explanations support transparency and assist the reader in understanding, verifying, and interpreting credibility of the procedures described and whether appropriate research practices were followed. To support data analysis, I present quotes from participants with explanations to ensure clarity about participants' experiences and the context in which they occurred.

3.7.2.2 Member Checking.

I engaged in multiple rounds of member checking through an informal discussion of the findings with each participant. The first round of member checking occurred with participants reviewing their transcribed interviews for accuracy. The second round of member checking was after the initial data analysis. For the third round of member checking, I used the study's findings to form a conceptual understanding of research experiences at BWU. The goal of member checking was to ensure the accuracy of the data and align my understanding with the participants' experiences and perceptions, as suggested by Birt et al. (2016) and Harvey (2015). Member checking was consistent with both the positive perspectives of Appreciative Inquiry and constructivist grounded theory principles for co-construction of meaning and the constructivist grounded theory methods (Charmaz, 2014; Harvey, 2015). Member checking allowed me to confirm, modify and verify what participants said as well as allowing clarification of any misconceptions on my part in co-constructing their stories.

Throughout member checking, I maintained confidentiality and monitored participants' conversations, consistencies, and inconsistencies in their stories (Birt et al., 2016). While participants' stories were consistent, further explanations from them assisted me in better organising and condensing the categories. Through member checking, I merged themes and further refined the categories from the data analysis.

3.7.3 Insider Researcher

A researcher's position in the research study is critical (Curtis et al., 2014). I conducted my study within the institution where I am employed. In recognition of my position as an insider researcher, the close interaction with my study participants and context, and the potential to negatively affect the results, I used several strategies to mitigate the risk and potential challenges of being an insider researcher. I stated my position in the research at the beginning of the thesis (see Section 1.8) and provide more details in this section.

There are benefits and potential challenges of being an insider researcher (Mercer, 2007; Uluner, 2012). For me, the benefits of being an insider researcher included easy access to the participants, understanding the culture at BWU and how the institution works, which allowed for insightful questions and good conversations. I was familiar with the challenges of research at BWU and had the advantage of knowing the institution and its history. However, there are potential challenges for the insider researcher position. Familiarity can lead to loss of objectivity, incorrect assumptions, and prejudices which can negatively impact the research process (Mercer, 2007).

The potential challenges associated with being an insider researcher included familiarity with participants, privacy and confidentiality, interview reciprocity, and ability to engage critically with the data.

3.7.3.1 Familiarity with Participants.

Ulnuner (2012) notes the subjective nature of insider knowledge and the potential for prejudice. My dual roles of employee and researcher had to be negotiated constantly throughout this study to listen with an open mind and set aside prejudices and taken for granted assumptions. To minimise the potential of implicit coercion of participants, I was reflective about my relationships with colleagues at BWU. I avoided any situation where a personal relationship with a participant might create a power differential or a sense of obligation to answer in a way that might please me or risk the participant's position at the institution. Therefore, I did not interview members from my department but selected participants from other departments.

Further, to minimise the potential challenges of familiarity with participants and to ensure clarity in conversation, I began the interviews by encouraging them to discuss topics with me as if they were talking about them for the first time. This was to avoid assumption of understanding between me and the participants. Further, I was intentional about asking questions which encouraged elaboration and expansion of details from participants (section 3.5.3). I ensured that all participants were comfortable and trusted that they would respond honestly. In my view, most answered honestly.

As an employee, I had to be sensitive to the cultural dynamics of the institution. The Caribbean operates in an environment where respect is critical. In my interviews with participants, I reflected carefully on my role as an employee and researcher. I was respectful and thankful for participants' cooperation and willingness to share their stories. I remained sensitive to the fact that I would have to use the strengths based and generative perspectives of Appreciative Inquiry to engage in positive conversations on complex and sensitive issues.

3.7.3.2 Privacy and Confidentiality.

Privacy and confidentiality are also issues that were of concern to me in this study. I had to carefully balance my duty to BWU as an employee and my responsibilities as a researcher to ensure that the research was carried out without prejudices, ensuring rigour but also that ethical issues related to anonymity of the organisation and the participants were upheld. To ensure confidentiality and anonymity of the participants, I anonymised the participants and the institution and ensured that participants knew what to expect at the beginning and end of the research process. As sensitive information was shared by participants and I had access to institutional documents, I had to exercise good judgement in maintaining confidentiality. I was sensitive to the 'guilty knowledge' mentioned by Williams (2009, p. 119). It was important for me to tactfully communicate sensitive issues in discussions, from staff interviews to administrators and vice versa tactfully. I knew that research at BWU could bring to the surface sensitive issues and participants' personal experiences influenced by the institutional history and sociocultural context.

As noted by Floyd and Arthur (2012), I had to consider whether it was ethical to use my insider knowledge for research purposes, as I would be employed in the

institution after the research was completed. I provided rich details of the research context without compromising the institution's name, exact location, and participants' identity.

3.7.3.3 Interview Reciprocity.

The balancing act between researcher and employee was both a blessing and challenging. It was a blessing as I was able to connect with members of the institution for productive discussions. In many cases, the fact that I knew the participants made the conversations easier. Before the interviews, I asked about their well-being, which seemed like a good place to start. As they shared their personal professional experiences, some added humour, and others became emotional, sad, disappointed, and passionate. Sometimes, I was intrigued, and at other times very uncomfortable. In one instance, a participant became emotional and cried as she described her situation, and I instinctively offered my support and empathy. I continued with more interviews, guided by Myers' (2009) advice on being engaged and showing compassion. The second time a participant was emotional about a research-related matter, I became humbled and appreciated the depth and richness of the discussions and the honesty and openness of the participants. This encouraged me to be myself but also reminded me that I needed to strike a balance between being an empathic interviewer and an exploratory researcher.

3.7.3.4 Ability to Engage Critically with the Data.

As an insider researcher, it was important to ensure transparency and rigour in research design, data collection, and analysis. To mitigate the potential challenges of being insider researcher, I obtained thick rich descriptions (see section 3.7.2.1), used member checking (see section 3.7.2.2), and I was keen to be reflexive through my researcher's journal. In my researcher's journal, I logged details, ideas, reflections, and interactions throughout the research process. I used a variety of memos to figure out what I was doing and how I did it. These had detailed descriptions and helped with my reflexivity. I had regular and ongoing interactions with my supervisors and received advice and critical perspectives from two mentors familiar with BWU and the region. These critical mentors questioned my process and procedures at every step of the research process. Utilising these strategies allowed me to examine myself and my research, to reflect on the research process and my role in it.

3.8 Summary

This study explored why academic researchers at BWU engage in research and sought to identify opportunities and constraints associated with building research capacity and a strong research culture at BWU. This study used an interpretivist perspective and a constructivist grounded theory method informed by Appreciative Inquiry perspectives.

Eighteen participants, including academics, administrative, and support staff, were selected through purposeful and theoretical sampling. I collected data through semi-structured interviews via Skype and one face-to-face interview. Additionally, data were collected from document reviews, my journal, and memos. Data analysis involved initial coding, focused coding, theoretical coding, and the development of theoretical categories until theoretical saturation was reached. I established trustworthiness and credibility through transparent reporting and member checking. Ethical approval and informed consent from participants were acquired, and I acknowledged and consciously worked to mitigate prejudices and risks of being an insider researcher. The following chapter reports the results of the research.

4 Research Findings

4.1 Introduction

This study explored the experiences and perceptions of staff at BWU as they engage in research to identify (a) why BWU academics engage in research, (b) what the opportunities and constraints are associated with building research capacity, and (c) how BWU can develop a strong culture of research. I used a constructivist grounded theory method informed by Appreciative Inquiry perspectives to understand research at BWU better. I labelled ideas and concepts using codes later regrouped into higher-level concepts. The resulting categories helped develop a conceptual understanding of BWU's academics' research engagement. Study participants (shown in Table 1) included academics (i.e., instructional staff) and support staff (i.e., administrators, librarians, and counsellors), some engaged in research and some not, to generate a balanced understanding of research at BWU. In this chapter, I report on the findings from the data analysis.

A multistep coding process based on grounded theory methods and informed by Appreciative Inquiry perspectives resulted in the identification of a core category describing participants' experiences of conducting research at BWU; the methods used are outlined in Chapter 3. Table 7 presents the codes, explanations, categories, and core category derived from the multiple iterations of data analysis. The codes and categories describe the behaviour of participants and scholarly research at BWU. The core category captured the dimensions of professional identity and reflexivity of the participants and was labelled *negotiating professionalism*. The following sections introduce the core category and explain how and why BWU academics engage in research.

Table 7*Core Category: Negotiating Professionalism of BWU Academics*

Categories	Subcategories	Core Category
Positive Envisioning	Defining research.	Negotiating Professionalism
	Establishing a researcher identity.	
Persistence and Advocacy	Navigating challenges.	
	Establishing researcher agency.	
Continuous Improvement	Desire to make a difference and facilitate change.	
	Pursuing professional self-improvement.	

4.2 Arriving at a Core Category: Negotiating Professionalism

Negotiating professionalism is central to understanding why BWU academics engage in research. Across the three categories of positive envisioning, persistence and advocacy, and continuous improvement, participants were negotiating professionalism. Negotiating refers to a process of bargaining, finding a way through a situation or overcoming and working to resolve it, mediating, arranging, or sorting it out (Oxford University, 2021). Participants engaged in research expressed how they were constantly ‘working through’ (F5*), ‘bargaining’ (F9*), ‘sorting out’ (AS2*), and ‘navigating’ (AS6*). For BWU participants engaged in research, negotiating was a key part of accomplishing research.

BWU academics actively construct their professional identities. BWU adapted the professional standards of academics to improve HE in the country (Anonymous, 2017). The research requirement for BWU academics, who are mainly teachers,

influenced their work roles and performance much like academics worldwide (Trede et al., 2012). Furthermore, the changes in the work roles of BWU academics amid the institutional challenges influence how BWU academics construct their professional identities. Participants described how they were ‘constantly moving between teaching and research’(F3*), ‘struggling to balance teaching with research’(F9*), ‘fighting to develop as researchers’(F10*), ‘challenged with improving as professionals’ (AS3*). The requirement for research at BWU influences the actions of academics and their responses to changes within the university. BWU academics who engage in research wanted to improve their practice as professionals. How they perform their roles as teachers and researchers demonstrate their professionalism. Professionalism describes the intentional actions taken by BWU academics to examine their beliefs and values about teaching, research, and scholarship and to make judgements that affect their professional practice in ways that enhances their behaviours, skills, and pedagogical knowledge.

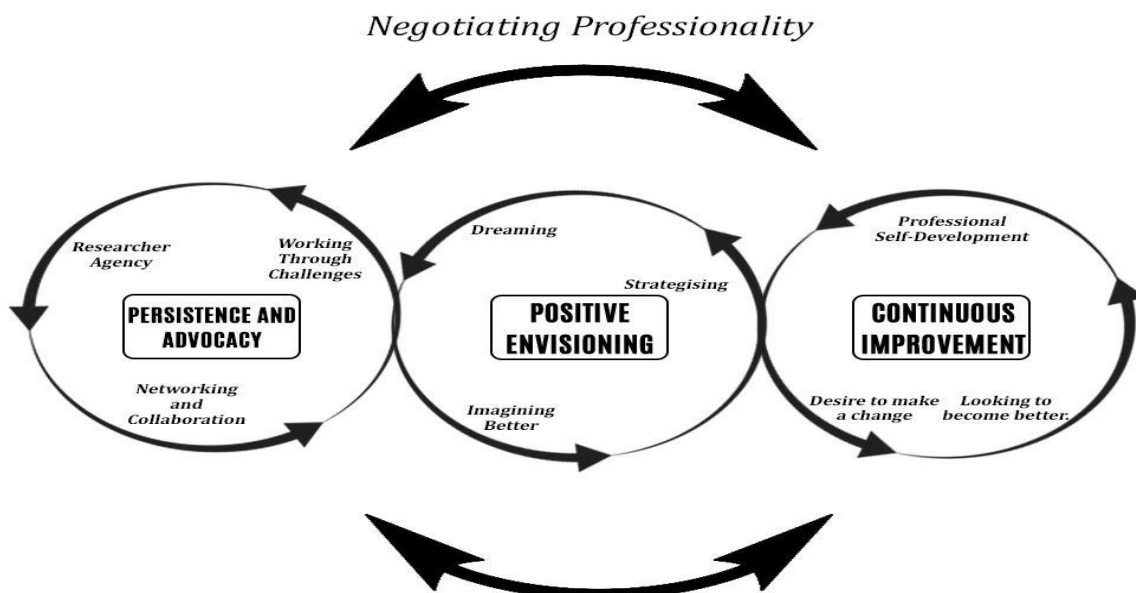
The positive envisioning category describes the strategy BWU academics used in defining research and establishing a researcher identity. Positive envisioning was used by participants to imagine better, dream of what BWU could become, and look positively towards a supportive culture of inquiry within BWU. The second category, persistence and advocacy, describes how BWU’s academics negotiated and overcame institutional challenges associated with establishing researcher agency.

Continuous improvement captures the strategies used by participants to grow as effective teachers and researchers. BWU participants wanted to make a difference and support change in the institution and the country. They were intentional about professional self-development and becoming better as professionals. As such, BWU academics are in a constant process of negotiating professionalism. Negotiating professionalism is an iterative cycle of improvement, similar to the process O’Byrne describes (2011; see Chapter 2) of academic identity formation; the creation of such identities requires academic professionals to ‘travel repeatedly around a circuit – developing identities as persons, agents, and actors’ (O’Byrne, 2011, p. 21). Similarly, the process of negotiating professionalism is dynamic and fluid as BWU academics carry out their roles as teachers and researchers.

Negotiating professionalism is shown in Figure 2: the arrows running around each circle and between the three circles of positive envisioning, persistence and

advocacy, and continuous improvement illustrate the interdependence and connections between all three categories. The arrows above and below indicate the fluid movement between the three cycles. Moving between any two does not preclude the third category. As described in participants’ narratives, there is a constant movement between the three cycles of negotiating professionalism. BWU academics move forwards and backwards as personal and institutional circumstances change and they work through their professional identities. As BWU academics engage in research, negotiating professionalism is a constant iterative process of defining, reviewing, and adjusting their attitudes, behaviours, and intellectual capacity as professionals. The cycle illustrates the positive perspective the BWU academics take to engage in research to improve themselves, the institution and impact national development. Such a perspective is consistent with Appreciative Inquiry: participants envision what BWU can become and shift focus to the institution's potential.

Figure 2
Negotiating Professionality



4.3 Category 1: Positive Envisioning

4.3.1 Overview

Participants' narratives illustrated how they used positive envisioning to negotiate their professionalism. The category of positive envisioning describes the strategy participants used to negotiate their understanding of research and institutional definitions of research. Interviewees described the interactions between their understandings of research, their researcher identity, and the changing culture within BWU as experienced when deciding to engage in research. The category, positive envisioning, demonstrated the capacity of BWU participants to accommodate a positive vision and a sense of pride in the institution and in the process of deciding to engage in research. Two subcategories supported positive envisioning: (a) defining research and (b) establishing a researcher identity. The following sections describe participants' statements and experiences related to these two associated with positive envisioning.

4.3.2 Defining Research

While the institution's guidelines for research and scholarship exist to guide and encourage scholarship by institutional members, the meanings of research and scholarship at BWU remain ambiguous. The views and perspectives of BWU participants are consistent with findings from several studies on the views of research and scholarship (Brew & Boud, 2012; Neumann, 1993). At BWU, participants believed there was no consensus regarding an official institutional definition of research and scholarship activity. Thus, they felt it was important for BWU to create an organisational definition before encouraging further research activities.

F5* elucidated,

There is a bit too much variation in how research is done, and research is different across the disciplines. There is no one standard in the institution.
(F5*)

Participant narratives highlighted that their definitions of research differed. Further, their definitions of research were subject to redefinition with direct

implications for the BWU research culture. Participants' disparate views of what constitutes research led me to solicit definitions. When defining research and scholarship, most of them quoted from the industrial agreement (IA) (Anonymous, 2012) outlined by the Faculty Union's policies, and from the BWU Annual Academic Evaluation Guidelines, as opposed to referencing more objective external definitions. Participants adhered to one of two groups: the smaller group (6/18) defined research as creating new knowledge.

F9* said,

I put research in a category that says, as a result of research, there is a new body of knowledge. (F9*)

F4* agreed with F9* stating,

Research creates new knowledge or puts a different spin on existing knowledge and is shared in a forum with peers by publication or simply sharing among scholarly groups. (F4*)

Most participants (12/18) perceived research as a broader range of activities that they considered to be scholarly. A statement by AS8, a member of support staff, excitedly typified this approach:

Research is not just one thing; it is all around us in my classroom with my students and my day-to-day reflections on how I implement my curriculum. It is in how we refine advisement and how we engage with the community to assist them in solving problems. (AS8).

When the discussion of scholarship came up, participants (11/18) stated that they made efforts to achieve what they termed scholarship in their teaching, curricula, and programme development efforts. This included work on committees within the institution and the community. They believed that striving for such scholarship helped them to accomplish research.

F8* explained,

I try to balance my teaching with research and merge the two for improving my students, my teaching, and my practice. Every summer, I teach overseas, and when I come back, I write a comprehensive report on my teaching. Isn't this scholarship? I call it scholarship. (F8*)

AS2* observed that scholarship at BWU was largely unexplored, stating,

We don't really explore the whole idea of scholarship in BWU. We tend to stay on the margins with what we see as either teaching or research, which limits us in terms of exploring true scholarship. (AS2*)

AS2*'s comment on true scholarship encouraged me to pursue this concept further. For AS2*, true scholarship meant creating knowledge and solving problems. AS2* expressed,

Scholarship is figuring out ways to embrace change, creating new ideas for improving teaching, helping the community to solve problems as well as how we support national development. (AS2*)

For F8* and AS8*, scholarship had the following meanings,

Applying an old idea to create a new idea. (F8*)

Looking deeper into a matter and finding a new understanding... working on upgrades to a programme. (AS8*)

For AS8*, scholarship was connected to the many roles played in the institution and did not necessarily involve creating new knowledge.

BWU academics held diverse views regarding the definitions of research and scholarship. Regardless of their personal definitions of scholarship, participants agreed that their scholarly work was important to professional development and maintaining high standards in teaching and learning at BWU. Interviewees linked research to teaching, curriculum development, and community involvement. Those who engaged in research (11/18) saw all facets of their work as important to their research focus. Other participants (7/18) were keen to define research as separate from scholarship.

Participants perceived that a well-defined institutional research agenda and accompanying research guidelines were particularly challenging to develop at BWU for two reasons. First, BWU through the IA provides guidelines for what constitutes research at the institution and how members are to perform their teaching, research, and community service duties. The IA is the key document outlining quality standards and work outcomes for BWU academics. However, on a practical basis, what constitutes research at BWU remains ambiguous. Table 8 below is an extract from the IA, which lists work outcomes, research, scholarship, and creative work activities, without defining these terms. Nor does the IA provide guidelines for the

relative importance of each of these activities. Academic staff only need to demonstrate that they are involved in three activities listed under each category (satisfactory, above average, or outstanding) to fulfil the research requirements in their annual reports.

The guidelines for research are ambiguous as an academic can select three activities (for example: conducting research training, participating in programme revision, and developing courses), and these activities may or may not involve research. Participants who viewed research as the creation and dissemination of new knowledge were challenged with the components of the IA related to research and scholarship. They argued that research should be defined, as many of the activities did not produce new knowledge or involve research skills. AS3* adamantly stated,

Many of the activities listed in the IA involve no research, yet it guides what we call research. How can we call it research? (AS3*)

Table 8

Work Outcomes Measured by BWU's IA (Anonymous, 2012) (selected extract)

Satisfactory	Above Average	Outstanding
Revising courses or participating in curricula development	Supervising students in research projects	Conducting research projects
Invitation to publish a paper	Submission of an external grant proposal for funding or support	Serving as a consultant in discipline-related matters
Assisting with preparing and conducting research training workshops and seminars or research conferences	Peer review of the works of others	Contributing a chapter to a professional book or textbook
Participating in a research project	Serving as a referee of an academic journal	Developing interdisciplinary programmes or courses
	Producing scholarly work that informs or influences campus policy	Documentation of performances of original works, dance, literature, music, visual arts

Conversely, participants who held to the guidelines of the IA perceived research based on the listed activities in the IA. F6 noted,

I use the checklist in the IA each year for my annual report, and I am rated as outstanding each year. (F6).

AS4 supported F6's view.

As BWU academics, we have the IA, and this helps us to accomplish teaching, research, and scholarship in the best way possible. (AS4)

While participants acknowledged that the institution's guidelines for research exist to guide the performance of teaching, research, and community service duties by institutional members, many of them (11/18) believed that there was no consensus regarding an official institutional definition of research. Further, (10/18) they argued that the generic guidelines did little to value research as espoused by the BWU core value of excellence in research. Half the participants (9/18) referred to the IA when asked how they thought research was defined at BWU. They noted that not all research activity criteria in the agreement met the standard definition of research.

Participants felt the lack of an agreed definition of research influenced how research was viewed within the institution. The Faculty Union is the bargaining unit and negotiator of professional standards for BWU's academics. There is no other body directly managing and guiding the academic professional standards at BWU.

F3* explained what was perceived to be one of the challenges with defining research within BWU.

Since our beginning, academics as a discipline has been synonymous with teaching and not research. In fact, the research department was merged with academic affairs under one president. It was pointed out to that president that this move reinforces the idea that research is subservient, particularly when a person in charge is not research oriented. (F3*)

AS2* shared further,

Without clear definitions of research and scholarship, there will be challenges to a collective understanding of research and scholarship at BWU. This lack of definition impacts other areas too. (AS2*)

Many participants felt the absence of a research definition and ambiguous IA guidelines impaired the research process at BWU. Several among my sample noted that they engaged in research specifically to meet the work outcomes criteria for their annual academic staff report and promotion. The IA (Anonymous, 2012) is ambiguous about what constitutes research, presenting challenges for researchers and research evaluation at BWU.

BWU participants' definitions of research differed. Many of them used the research definitions in the Faculty Union's IA, while others followed a more standard definition of research. They believed there was no consensus regarding an official institutional definition of research and that it was important for BWU to create a clear and transparent organisational definition before encouraging further research activities. The lack of definitions of research and scholarship at BWU hampered the ability of staff and administrators to define what constitutes research at BWU. The discussion of research at BWU highlighted the concept of researcher identity, discussed in the next section.

4.3.3 Establishing a Researcher Identity

Establishing a researcher identity was an important component of the category, persistence and advocacy. Participants' interpretations of research were linked to their perceptions of academic identity. Academic roles at BWU include teaching, research, and community service, and the responses of interviewees reflected the tension created by conflicting professional identities. Participants agreed that their professional identities were bound to BWU's strong teaching culture, and many of them (13/18) felt the institution helped form their identities via their day-to-day roles.

Clegg (2008) posits that academic identities are a combination of institutional pressures and academics' desires. Consistent with this, BWU academics' identities were based on BWU requirements and participants' day-to-day roles and professional aspirations. Participants' teaching identities were strong because teaching was emphasised at BWU. Many of them perceived that their researcher identity was in flux because the institution was unclear about research requirements and because of the challenges associated with developing as researchers. The participants who did not engage in research (5/18), felt that research was not important to their roles at BWU and identified themselves as teachers only.

F6, an academic for over 10 years, explained,

I am a teacher, not a researcher; I was hired to teach, which has gotten me this far in my career. (F6)

AS7, an administrator supported the point by F6,

We started out pushing teaching, and that's what we do well. We are a strong teaching institution. Research is new, and many have not bought into the idea. Besides, research requires time, and academics spend most of their time teaching. (AS7)

Comments by F6, an academic, and AS7, an administrator, were characteristic of BWU participants who identify primarily as teachers and do not engage in research. However, those among my sample who engaged in research (11/18) expressed disappointment in their primary identities as teachers. F5* stated,

I spend 70% of my time teaching and I teach lots of students. I would love to do more research... Perhaps get some time off from teaching to do research, but there is only so much I can do with my duties as teacher, researcher, practitioner, etcetera. (F5*)

Most participants (13/18) believed their researcher identity was in flux. F8* explains,

Before I came to BWU, I was always engaged in research with research assistants so I could confidently call myself a researcher. Now... I am not so sure because I conduct research, but my teaching outweighs my research. (F8*)

AS3* also noted the tension between teaching and research identities,

Honestly, I do not fit nicely into the teacher or researcher boxes. I feel pulled in several directions. I teach primarily, but I know research is important, and despite the challenges at [BWU], I push to get it done. (AS3*)

Participants also viewed research and scholarship differently consistent with Neumann (1993) and Brew (2012), who note how academics' views of research differ related to their environments. With no definition for research, a developing research culture, and minimal support, participants' stories indicated the challenges associated with developing their identity as researchers. Those who engaged in research had to constantly redefine how they saw themselves and reaffirm the value of research to their practice. Establishing a researcher identity for BWU academics meant negotiating the ambiguity and institutional circumstances that influenced how they understood and engaged in research.

While participants who engaged in research identified the negotiations they went through to define research and establish their research identities, they also described how they strategised by using positive self-talk and looking towards a

better institutional environment for research. BWU academics' positive envisioning encouraged persistence and assisted them in defining research and establishing their researcher identities. Comments by F3* and AS1* supported this point. F3* excitedly shared,

I think about the benefits of research and how it improves my work and my students, so I work on becoming a better researcher. (F3*)

AS1* continued optimistically,

I engage in research as often as I can to model for my students' good inquiry behaviours so that they can catch the idea and run with it. I want better for us here. (AS1*)

Participants were purposeful and realistic about what they could do given the constraints. For BWU academics and support staff, research was important as a link to being effective as an academic and to the growth and development of BWU. For BWU academics and support staff, to envision change meant maintaining optimism that the institution could improve and working purposefully towards positive change within BWU. The acts of envisioning by BWU participants were dynamic and involved being positive and imagining better. Positive envisioning identified in their narratives were characteristic of the dream phase of Appreciative Inquiry (Barrett & Cooperrider, 1990) as they imagined new possibilities for the future of BWU. While BWU participants were candid about the constraints they faced, their research stories were passionate and positive. They described how positive envisioning helped them define research and their research identities as they navigated their engagement in research.

4.3.4 Summary of Category 1: Positive Envisioning

The category, positive envisioning, identifies how participants used positive envisioning as a strategy to negotiate defining research and a researcher identity. Two subcategories supported positive envisioning: (a) defining research and (b) establishing a researcher identity. BWU academics were constantly working through minimal guidelines for research and the lack of a clear definition of research as they carried out their teaching, research, and community service duties. For BWU academics and support staff, this meant they were constantly defining how they viewed research and worked through their emerging researcher identities. These

interactions of defining research alongside defining their roles in BWU influence their engagement in research. A lack of institutional transparency and ambiguity resulting from the Faculty Union's IA also influenced their perceptions of scholarship and research and how they constructed their research identities.

How participants defined research influenced the value placed on research. Their understandings of what constituted research also linked to their identities as teachers, researchers, and professionals. Many of them noted that their identities were in flux and influenced by what they did in the institution. Interviewees noted the strong teaching focus at BWU; many participants identified this as their primary identity. Only a small group of them engaged in research at BWU. However, all of them believed that there were challenges associated with developing a clear and comprehensive institutional definition of research at BWU. Participants noted that clear research guidelines were necessary for a well-defined institutional research agenda. Through positive envisioning, they were strategising ways to define research and their researcher identity in an environment where the research culture was still developing. What follows is an explanation of Category 2: persistence and advocacy.

4.4 Category 2: Persistence and Advocacy

4.4.1 Overview

There is fluid movement between positive envisioning and persistence and advocacy as shown by the arrows in Figure 2 (page 103). As the process of negotiating professionalism moves back and forth, participants may be at any point in this process as they engage in research at BWU. The category, persistence and advocacy describes how participants negotiated institutional challenges associated with establishing researcher agency.

Two subcategories supported persistence and advocacy: (a) navigating institutional challenges and (b) establishing researcher agency. This section describes participants' statements and experiences in relation to these two aspects of persistence and advocacy. As interviewees shared their stories of how they accomplished research, in many cases challenges were identified. BWU academics worked their way through institutional practices and approaches that they described as hurdles to research engagement and through persistence and advocacy made

positive choices about research. All of them agreed on what the challenges were at BWU.

4.4.2 Navigating Institutional Challenges

With persistence and advocacy at BWU, participants negotiated the impacts of national, institutional, personal, historical, and cultural influences. I have divided the challenges reported by participants into two main categories (see Table 9): cultural and bureaucratic challenges. Categorising the challenges allowed me to look at them in relation to HEIs globally and identify key areas in need of support for improving research at BWU.

4.4.2.1 Cultural Challenges.

Participants noted cultural challenges at BWU related to heavy teaching loads, lack of research leadership, and post-colonial constraints.

Table 9

Research Challenges Reported by BWU Participants

Research Challenges	No. of Participants
A. Cultural Challenges	
Heavy teaching loads	15/18
Lack of research leadership	13/18
Post-colonial constraints	12/18
B. Bureaucratic Challenges	
Restricted human and infrastructural resources	14/18
Limited time allocated for research	11/18
Problematic accessibility of research funds	8/18
Minimal rewards for those engaged in research	11/18

4.4.2.1.1 Heavy Teaching Loads.

Participants shared that heavy teaching loads were challenging to their research engagement consistent with studies in the literature (Fussy, 2018; Salazar-Clemeña

& Almonte-Acosta, 2007). Some participants believed that the university's legacy as a teaching and training tertiary institution was still strongly evident in institutional approaches and practices associated with research. The teaching focus was perceived as dominant despite intermittent attempts to foster organisational change within the university that would support a greater research focus. As a result, teaching received a disproportionate share of available resources, leaving little time for research activities. AS3*commented,

...much of our time and resources are spent on teaching. (AS3*)

Many participants (11/18) perceived that the strong teaching focus influenced research at BWU. Participants were keen to point out the strong demands for teaching within BWU and the important role it played. AS4 noted,

We have a lot of students for such a small number of faculty [academics], and we need faculty [academics] to teach. It's a big part of our mission... (AS4)

The discussion of the strong teaching focus at BWU led to discussion of the research culture. Many participants (14/18) identified major challenges associated with the research culture and linked it to the demands of teaching as one of the contributing factors. When describing the research culture at BWU, F4* vehemently stated,

It's almost non-existent. We have people that are doing research, but that's a small number. (F4*)

AS8 concurred.

There's no real research culture so the speak. Most of the faculty are teachers first and foremost, and they lack a lot of experience in conducting research. (AS8)

Studies by Iqbal et al. (2018) and Hanover Research (2014) support the view that institutional factors strongly influence developing a supportive research culture. Participants working as administrators identified research challenges associated with the teaching focus at BWU. AS5 noted,

There is a constant struggle in the institution to find academics to teach. Some academics see it as our students coming first and choose to teach. (AS5)

AS6* added,

We have a core group of people who are very interested in research who would benefit from getting released from teaching to spend more time on research. The mechanism of how we release those people is an acute tension. (AS6*)

Participants noted the demands for teaching at BWU and the challenges within the institution to balance the teaching demands with research engagement.

4.4.2.1.2 Lack of Research Leadership.

Participants felt that the lack of research leadership contributed to poor communication and minimal collaboration, influencing BWU's research culture. Participants noted that BWU was still in the initial stages of building research and perceived that research leadership was needed to grow and sustain a sense of community among current and new researchers. There was a sense among those engaged in research that the BWU community was fragmented or had not yet come together into a cohesive identity. Participants connected this perception with lack of research leadership at BWU. They described the challenges they faced as 'unclear' (F5*), 'muddy waters' (F9*), 'constantly changing' (AS3*), 'completely frustrating' (F10*), and finally one participant exclaimed 'overwhelmingly discouraging!' (AS3*)

Participants felt that effective research leadership could provide support for research at BWU. F3* explained passionately,

Research is in its infancy here [at BWU], we need leaders for research to guide the development of research. (F3*)

The comment by F3* recurs across the narratives of other participants who agree that the lack of such leadership influences research and the research culture at BWU. Participants felt that to develop a research mission, the research culture had to improve, and to help build the research culture, more effective research leadership was needed in the institution. Evans (2014) and Bland et al. (2005) note the importance of research leadership for developing attitudes, behaviour, and intellectual skills for effective performance of research and improving the research culture. On research leadership at BWU, F9* lamented,

We have had individuals in place [leading in the office of research] who do not understand research. They might have a master's and not have the experience or training as one with a PhD. It's not that they are not giving [support] because they do not want to per se, but they are not giving it because they do not know that you need it. (F9*)

Participants believed that effective research leadership would help identify and prioritise how research should be managed, what resources were needed, and what research was most important to the institution and the country. Such research leadership would have the necessary administrative skills to restructure and organise all research activities at BWU and support mentoring for new researchers. Interviewees perceived that effective research leadership could positively influence the research culture and improve research at BWU. The general agreement among them was that to improve research, a more directed focus on research was needed at BWU. Finally, participants believed that such research leadership needed to explicitly support researchers and their development.

4.4.2.1.3 *Post-Colonial Constraints.*

Several participants (10/18) perceived that post-colonial constraints were challenges associated with the research culture and growing knowledge at BWU. To support this, a few participants referred to a recent institutional report (Anonymous, 2007) identifying BWU as 'consumers of research [rather] than producers of research.' While participants were divided on their views over whether the institution was more of a research consumer or research producer, most of them (16/18) agreed that the country's colonial past influenced R&D at BWU. Participants noted keenly that the institution and the country continued to adopt a passive approach towards the influence of colonialism. Many among my sample perceived an implicit prejudice in favour of imported knowledge over indigenous knowledge, consistent with Lewis and Simmons (2010), who emphasise the adoption of ideas by developing economies from developed economies. For most participants (16/18), post-colonial influences accounted in part for the slow growth of research at BWU. AS6* noted,

We tend to value outside ideas more than our own... our programmes, our policies most times do not reflect the local needs. (AS6*)

F4* explained further,

We need more of us, documenting our past and where we are now... valuing who we are and our culture can improve local scholarship. (F4*)

Like many among my sample, F4* wished for more indigenous scholarship from academics. Many of them (12/18) noted a lack of literature about the history of the institution and the country consistent with past studies (Anonymous, 2013; Anonymous, 2015; 2017). Most participants believed that post-colonial influences played a role in the development of research in the country and at BWU. They called for more indigenous knowledge and appreciation for the indigenous culture.

4.4.2.2 Bureaucratic Challenges.

Participants noted that they faced bureaucratic challenges when engaging in research at BWU. Building a strong research culture implies the establishment of supportive research structures; a strong research culture encourages more research (Mafenya, 2014). Bureaucratic challenges identified by participants included restricted human and physical resources, limited time allocated for research, problematic accessibility to research funds, and minimal rewards for those engaged in research.

4.4.2.2.1 Restricted Human and Physical Resources.

All participants agreed that research required human and physical resources consistent with Hanover Research (2014) and Johnson and Louw (2014), who note the importance of resources to developing research in universities. Human resources include well-trained researchers and human resource personnel for managing and organising research. Physical resources include laboratories, libraries, updated classrooms, and technology.

Regarding resources within the institution for supporting research, AS3* said,

The library is seriously underfunded for a university. (AS3*)

F7* furthered this point by explaining,

We lack proper funding and infrastructure for research and many have little training or experience in research. (F7*)

AS3* added,

We need to have a stable research office and [research] support staff. (AS3*)

Participants felt that restricted human and physical resources hamper research at BWU. From another perspective, participants (10/18) noted that more focused support for the institutional research agenda could facilitate stronger support for research and optimal use of existing human and physical resources. The need for a research office was noted by many of them (13/18) as necessary to support and build research and to develop a supportive environment for research.

One participant pointed to the need for more support from BWU in accommodating and prioritising research. F10* described the frustration inherent in BWU when trying to get support for research from administrators.

I need a special instrument. These are expensive [instruments] to conduct research and we do not have the capacity for anything like this yet in our country. My biggest thing is I must travel just to do research. Some administrators do not understand this, and they are not accommodating. They are not helpful and have different priorities. (F10*)

F10*'s frustration was based on repeated experiences of not being able to gain approval for travel in a timely manner. AS2* had a more positive view of the institution's support of research, stating,

They are supportive. They give small grants and two months paid special leave to conduct research for professional development and one research award. They have a journal for those who want to publish their research. From my view, they are doing as much as they can with the resources they have. I cannot criticise [BWU] for not being able to provide what Harvard has. (AS2*)

AS2* was supported by several others (8/18), who agreed that the institution was doing what it could, given the situation it faced with sparse funding and the everyday demands of the institution.

Overall, participants agreed that restricted human and physical resources hamper research at BWU.

4.4.2.2.2 Limited Time Allocated for Research.

Interviewees differed in their perceptions of BWU's level of support for research, but all of them agreed that the time allocated for research by the institution was insufficient for engaging in productive meaningful research. F2 shared that the IA had some influence on the amount of time allotted for research at BWU.

Faculty spend so many hours teaching to support the national development focus of the institution. (F2)

AS6* concurred and argued for more time to be allocated to research.

Giving faculty five weeks to do a set of research is a joke. You can't do a piece of research in five weeks when in some cases we also teach in the summer to support students. (AS6*)

BWU academics felt that they needed more time for research and greater consideration from the administration in support of time for research.

4.4.2.2.3 *Problematic Accessibility to Research Funds.*

Another concern for participants was the process of applying and accessing research funding. AS3* who had several challenges accessing research funds noted that the funding process could undermine BWU academics' research intentions.

Should I do research which involves asking for a grant? Because I may or may not get the money on time.

In frustration AS3* commented,

Dealing with the business office even in the best of times is a trauma. (AS3*)

Participants (14/18) suggested that BWU's management of research funding was frustrating, and the process discouraged academics. F9* shared a similar experience of not receiving research funds in a timely manner.

I was fortunate to receive a small research grant and was given 18 months to complete the research. I received the funds almost two years after the research. I had to use my own funds to complete the research project. (F9*)

Participants who sought funding through BWU characterised the process of applying for funds or time off as 'frustrating' (AS3*), 'archaic and outdated' (F5*), and 'political and unfair' (F7*). They also described their frustration and disappointment with the lengthy process required to submit applications for research grants and the tedious process of follow up to ensure timely issuance.

4.4.2.2.4 *Minimal Rewards for Research.*

Participants felt that BWU offered little reward for those who engaged in research. AS3* addressed this point posing the questions,

Where are the rewards for research? Only a few are noticed for their research. (AS3*)

F5* continued this point,

There are not enough rewards for research, particularly when we are trying to encourage research. (F5*)

Participants felt that offering more rewards and incentives would encourage and facilitate more research at BWU. They described how these challenges influence practices and attitudes, presenting hurdles to their engagement in research.

4.4.3 Establishing Researcher Agency

Researcher agency for BWU participants describes the socially constructed and purposive actions to engage in and accomplish research. Several participants (e.g., F1, F5, AS1, and AS3) used the phrase ‘have to get it done’ when describing their behaviours to establish researcher agency. Their purposive actions revealed their persistence to engage in research within a context of challenging individual experiences and organisational influences. However, underlying the drive to accomplish research, the participants created a context for envisioning positive change and establishing researcher agency. Participant narratives identified critical components of researcher agency including persistence, advocacy, planning, monitoring, and self-efficacy. Self-efficacy describes a person’s belief that they can engage in and accomplish a task as well as achieve a positive outcome (Bandura, 1982).

The purposive actions of participants was evident from the many strategies that BWU researchers employed in pursuing their research agendas. These strategies included freeing up enough time in their schedules for research, even when none was provided institutionally. Personal strategies related to maintaining their motivation to perform research. Participants’ creative approaches to finding time for research demonstrated strong self-motivation in pursuit of opportunities to perform research. F4* shared excitedly,

I look for time wherever I can to do my research, because I know it is important. (F4*)

AS2*, with similar enthusiasm, noted,

I look forward to travelling during my summer to join my colleagues in the lab. I find the support important to my growth. (AS2*)

Research was important to F4* and AS2* consistent with other BWU participants who engaged in research, and they therefore ensured that they carved out time in their busy schedules for research.

Academic and support staff involved in research activities shared their beliefs that it was necessary to engage in research, with multiple participants stating that research is ‘important work’ (AS3*), ‘critical to our growth’ (F4*), and ‘important to getting better at solving challenges’ (AS4*, AS6*, F3*, F8*, F7*) as a fundamental justification for the strategies they used to facilitate research activities. This sense of agency, participants’ persistence, and advocacy underpinned their choice to engage in research even in an environment characterised by challenges.

Participants demonstrated a high sense of perceived self-efficacy; they believed they could initiate and complete their research goals. Participants noted that they were persistent and proactive in performing research and advocated for research within the institution. They also noted that given their operating environment, they were purposive and realistic about research. In this study, the participants’ self-efficacy was often an act of overcoming challenges. Self-efficacy was expressed as confidence in the ability to perform research. F3* noted,

Having research skills gives you confidence and are necessary to doing research, and often this comes with doctoral training as well as experience. (F3*)

AS3* expanded on this, saying,

My research experiences before coming to BWU have given me a good foundation and confidence for research in my current position at BWU. (AS3*)

Like AS3*, many participants in this study noted that they had previous experiences in research prior to their employment at BWU.

Participants felt that they were balancing competing demands of teaching and conducting research. Overcoming such constraints with minimal support meant being persistent, advocating for research, and establishing researcher agency.

Establishing researcher agency for participants also meant not giving up and consciously utilising positive self-reinforcement in the face of setbacks.

Participants were keen to note the many strategies they utilised to accomplish research such as involving students, incorporating research into their teaching activities, and collaboration with other researchers. F8* noted how involving students assisted in accomplishing research,

I find it helpful to my research projects to involve students. They benefit from the experience, and I get my research time in and learn alongside my students through research.

AS10* and F9* continued this discussion. AS10* stated, 'I am always adjusting my schedule to ensure that I have a set time for research.' F9* said, 'Fridays are my research days. I look for the smaller research projects, which gives me time for my daughter and time to assist my elderly parents.' BWU researchers who were engaged in research noted that it was important to establish researcher agency and as such frequently adjusted their professional and personal schedules to accommodate their research projects.

Many among the sample were also realistic in recognising their limitations and how these might be addressed. Thus, where possible, participants sought support from professional groups oriented towards building professional competence and accountability. Some among the sample found that research collaboration was one of the ways they were able to establish researcher agency. They noted that collaboration and a willingness to work in research teams were often critical to accomplishing their research goals. BWU staff conducted research both individually and collaboratively. Research collaborations stemmed from partnerships with industry, governmental agencies, and colleague networks.

Several among the sample discussed collaboration in detail. F5* viewed collaboration positively, describing it as 'A win-win situation' (F5*). F5* believed collaboration was vital because it offered the opportunity for improvement on many levels, and said,

Collaboration in my mind is always a good thing. Either you grow, or you cause somebody else to grow. (F5*)

F8* also highlighted the importance of collaboration in developing strong research skills and having access to resources stating,

Collaboration is significant for where we are in our development because we do not have the high-tech labs, nor do we have, in most cases, the resources. So, if research is our priority, we will value our collaborative partners. (F8)

F8* indicated that it was essential to encourage collaboration at BWU as it was one of the foundational activities that supported building the institution's research capabilities.

Interviewees were welcoming to collaboration. However, some of them noted that while research collaborations were ongoing with colleagues outside BWU, more collaboration was needed within the institution. F3* stated,

I don't feel as if we collaborate... enough within the institution... few individuals are coming together to conduct research. (F3*)

A small group of them felt that collaboration was an essential factor contributing to their ability to accomplish research. They felt that collaboration was critical to achieve their research goals, as resources were limited at BWU, and support and collegiality were offered through collaborations.

The discussion of research collaborations highlighted the need for research champions in BWU to encourage and promote research. Several participants (F3*, F5*, F8*, AS2*, AS3*, AS6*) called for more research champions in BWU, yet none saw themselves as research leaders or champions. F10*, an academic of more than 10 years, who has done remarkable research inside and outside the institution, said,

I have never thought of myself as a research leader. (F10*)

Similarly, F4* commented smiling:

I am always pushing for research and helping others along the way, but I do not see myself as a research leader... (F4*)

F4*'s persistence and determination to engage in and accomplish research were shared by many BWU academics. BWU academics (F3*, F8*, AS2*, AS3*, AS6*) described how they encouraged and mentored others in carrying out research. Participant strategies to perform research included: publication of their findings,

promoting research at BWU, promoting and modelling good research behaviours, incorporating their research into their courses by teaching research skills, clever time-management, and sacrificing personal time.

BWU academics' growth and change in attitude, behaviour, and enhanced skills described how they were developing as researchers. Their narratives describe how they sustain the momentum for generating knowledge and continuing to research while encouraging and helping others to do so. Participants' narratives emphasised an ongoing commitment to establishing researcher agency to ensure that research was accomplished. In aid of this, they frequently adjusted their professional and personal schedules to accommodate their research projects.

4.5 Category 3: Continuous Improvement

4.5.1 Overview

Participants' narratives described how they were constantly adapting, learning new things, and making efforts to improve their research and the institution. I labelled this category continuous improvement, which includes two subcategories: desire to bring about change and pursuing professional self-improvement. The following sections describe participants' statements and experiences related to these two aspects of continuous improvement.

4.5.2 Desire to Bring About Change

Participants identified the benefits to the community and BWU when discussing the value of research and indicated participants' desire for research to benefit a broad range of stakeholders, not just themselves. Their desires were linked to a need to bring about change and improvement. F9* noted excitedly opportunities for growth in the community as a motivator for performing research, stating,

All the research I do is community-based research, so I am very excited to know what's going on in our community and to help people in our communities. (F9*)

Several among the samples were motivated by a strong commitment to BWU and to their students. Thus, a recurring extrinsic motivator reported by participants

was to support national development and foster institutional change. F3* supported this source of motivation saying,

National development is so important to our country right now, and I want to make my contribution to improve the institution and society. (F3*)

A primary motivation for support staff, who assisted others with research, was the desire to see more research within the institution. AS6* shared,

I want to see more research in the institution so supporting others [academic staff] in getting their research done always give me joy. (AS6*)

The comments made by F3* and AS6* suggest that there is an element of altruism in the participants' desire to improve the research culture within BWU. For F3*, the improvement would benefit students and society. For AS6*, who mostly acted in a supporting role for research, the main beneficiaries of improvement were the institution and BWU researchers themselves.

Participants were keen to point out that they were also motivated by possibilities within the institution, particularly the recent attainment of university status and the developing organisational structure. F5* explained,

While we recently became a university, we are in the process of seeking accreditation and improving research. [This] will help us to improve the repute of the institution and achieve our accreditation. (F5*)

Institutional change was also a reason many of them felt driven to conduct research. F8* observed,

I want to see change, institutional change, and that's why I look for what needs fixing and try to do research to see if I can get a clearer understanding of what is going on. (F8*)

F5* and F8* highlighted the participants' desires to improve research for institutional change. AS3* noted a unique need for research in the country, stating,

This country is a great place to do research. Almost anything you choose is going to be a new piece, and it's going to have a big impact. (AS3*)

AS1* furthered this point noted the need for more research centred on the Caribbean region:

We have inconsistent information of our history as a country and the history of this institution. We need to push for more research to properly document our history and what is going on now. (AS1*)

The comments of AS3* and AS1* address the need for more studies on BWU and the country. They believed that research improved creativity and innovation in problem solving, which would support sustainable growth and change in the institution and the country.

Participants were motivated to engage in research for many reasons. However, the desire to bring about change was a key motivator for their classroom practices and interactions with students. This concept aligns with the work of Feyen et al. (2016), who showed that academics seek to bring about change through their teaching. BWU participants felt that they could bring about change in their students through incorporating research into their teaching and by being effective professionals. The desire to bring about change in their students, institutions, and society was important to them.

4.5.3 Pursuing Professional Self-Improvement

Improving professionally for BWU participants involved maintaining international standards of the profession and improving themselves. To improve themselves, participants described repeated actions of reconstructing, negotiating, re-creating, and reflecting, consistent with a study by O'Byrne (2011) in which academics needed to re-construct, negotiate, and be reflective to revise their knowledge and skills, as they linked to actions in accomplishing research. These actions by participants demonstrate their commitment to improving their research skills, attitudes, and behaviours. Outcomes of such constant reflexivity include improving as professionals in their disciplines, improving student learning, and increasing the positive impact on the institution and society.

Several participants discussed the desire to do well in annual evaluations. AS1* noted that research now contributed to good academic staff evaluations since the institution had become a university. AS1* said,

[Research] is part of the faculty evaluations. It's a requirement. Well, you don't have to do it. You just won't get the good points if you do not do it. (AS1*)

AS1* like several other participants performed research for promotion, rewards, and recognition. AS6* noted the desire to build a stronger CV as a motivation, stating,

The priority [driving research], the first one, and I say this hesitantly because it's rather selfish, is to build my CV. (AS6*)

F5* added,

[Research] brings recognition to the school, a reputable name for the school. (F5*)

Statements made by AS1*, AS6*, and F5*, identify external motivations as influencing research behaviours of BWU participants. Several participants were motivated to improve professionally due to a solid commitment to BWU. The commitment to BWU acted as an extrinsic motivator for action to support engagement in research and to advocate for a more robust research culture, which in turn could support professional improvement of BWU academics.

Many participants highlighted professional motivations for self-improvement. For example, F3* said,

Becoming a good researcher is my goal... Improving myself as an academic brings credibility to the profession and the university... (F3*)

F3* also noted efforts at BWU to maintain standards of best practice in teaching and learning. Those who were engaged in research shared their strategies for ensuring that they upgraded their skills annually or biennially. While they shared a range of activities which they perceived as professional development, such as attending or conducting research workshops, research collaborations, publishing, and mentoring others in research, they also shared experiences or events that helped to motivate or refine their practice. BWU participants were learning how to be better teachers and researchers, improving their research skills, attitudes towards research, and changing themselves in the process. F8* shared from an informal perspective,

After the hurricane, as a part of my research course, I took my students to assist with data collection for one of my projects. We had a rough beginning, but we adjusted as we went along... I had to change what I had planned originally but... the learning gains were beyond what I expected. (F8*)

AS3* noted a more formal approach to professional development,

Every summer I attend conferences as matter of practice and link with my colleagues around the world. (AS3*)

Participants noted formal and informal development and the influence on them as professionals. These activities were noted as ongoing and were an influencing component of their purposive decisions about becoming better.

The findings of this study indicated that most participants were motivated to continue with professional self-improvement, motivated by a commitment to BWU, their students, and to becoming better as professionals. A positive attitude towards research was noted across BWU researcher narratives. This general desire for professional self-improvement among BWU researchers may be construed as a hopeful sign for BWU's future development. Positivity about specific research projects, a general belief in the importance of research, and hopes for the institution were supported by the perspectives from Appreciative Inquiry with a focus on identifying the possibilities for change (Cooperrider, 2003). BWU academics understood that to be effective, the academic profession demands daily commitment and personal investments. Likewise, BWU academics were committed to learning, continuous growth, and development as professionals.

4.6 Summary

This chapter has presented findings from the analysis in a framework (see Figure 2, page 103) which explains how BWU academics negotiated professionalism through positive envisioning, persistence and advocacy, and continuous improvement. The core category was identified as negotiating professionalism because it was consistent across all three categories. BWU participants described how they were constantly negotiating to accomplish research and perform their roles as professionals.

Positive envisioning was the strategy participants used to negotiate defining research and establishing a researcher identity amidst unclear guidelines to construct their emerging research identities. Unclear guidelines and the ambiguity of the IA (Anonymous, 2012) influenced participants' perceptions of research and scholarship and in turn how they engaged in research, and how they constructed their identities. With persistence and advocacy, participants navigated cultural and bureaucratic

challenges. Cultural challenges include heavy teaching loads, post-colonial constraints, and a lack of research leadership. Bureaucratic challenges include restricted human and infrastructural resources, limited time allocated for research, problematic accessibility of research funds, and minimal rewards for those engaged in research. While BWU participants noted that these challenges influenced their research engagement, their behaviour was purposive and they sought to establish researcher agency. Researcher agency describes the drive by participants to accomplish research. Key components of researcher agency were persistence, advocacy, planning, monitoring, and self-efficacy. Successfully navigating the institutional practices and approaches within BWU was key to participants' engagement in research.

BWU participants were committed to continuous professional improvement because of their desire to make an impact and bring about change and also for self-improvement. They were committed to improving their attitudes, behaviours, and skills as researchers and teachers and implement this change in their practice. BWU academics' growth and change in attitude, behaviour, and enhanced skills described how they were developing as researchers. BWU participants maintained their positivity despite the challenges. Their narratives describe how they sustain the momentum, continuing to research while encouraging and helping others. Participants' narratives emphasise an ongoing commitment to establishing researcher agency to ensure research is accomplished. This positive perspective was motivated by self-efficacy and a commitment to see BWU improve, which aligns with the perspectives of Appreciative Inquiry, which focus on the positive (Cooperrider, 2003).

Participants engaged in research at BWU created a context for learning through positive envisioning, and persistence and advocacy. Negotiating professionalism is a positive iterative cycle of improvement where BWU academics examine their values and beliefs about research, teaching, and scholarship to make judgements that affect their professional practice in ways that enhance their behaviour, skills, and pedagogical knowledge. In Chapter 5, these findings are discussed in the context of the literature to provide perspective and insight into the experiences of BWU researchers and how the data answer the study's research questions.

5 Discussion of Findings

5.1 Introduction

The study reported in this thesis investigated research at BWU, a Caribbean HEI in a developing economy, which has recently transitioned to a university. BWU, mainly a teaching-focused institution, aims to improve research and build research capacity. This study sought to answer the following research questions:

1. Why do BWU academics engage in research?
2. What opportunities and constraints are associated with building research capacity at BWU?
3. How can BWU develop a strong culture of research?

This chapter answers the three research questions. The findings are presented through the components of a conceptual model grounded in the experiences of BWU participants shown in Figure 2 (page 103). The findings reported and interpreted in Chapter 4 are first discussed based on the themes that emerged from the literature review in Chapter 2 (see also Table 10 which shows the link between the conceptual understanding, the theoretical codes, and the extant theories). The chapter is organised first to answer the research questions using the components of the conceptual model that emerged from the data (Table 10). Next, the overall conceptual framework, which emerged from the data and describes BWU academics' experience of research, negotiating professionalism, is discussed. Finally, a summary concludes the chapter.

Table 10***Linking the Conceptual Understanding, Theoretical Codes, and Extant Theory***

Components of the Conceptual Model	Theoretical Codes	Theoretical Perspectives and Concepts
Continuous Improvement	Desire to make impact and bring about change. Professional self-development	Professionalism
Persistence and Advocacy	Navigating challenges Establishing researcher agency	Professionalism
Positive Envisioning	Defining research Establishing a researcher identity	Professionalism, Professional Identity

5.2 Research Question 1: Why do BWU Academics Engage in Research?

BWU academics engaged in research for continuous improvement. Continuous improvement describes how BWU academics reviewed, adjusted, and navigated through personal, institutional, and cultural challenges associated with pursuing research and professional development. Participants who engaged in research noted that they sought continuous improvement. Continuous improvement for participants included the desire to make an impact and bring about change, and professional self-development, which are discussed in the following sections in the light of the relevant literature.

5.2.1 Continuous Improvement: Desire to Make an Impact and Bring About Change

BWU academics engaged in research because of their desire to make an impact and bring about change. BWU participants were intrinsically motivated to engage in research. Although from a context other than the Caribbean, the results from this study confirm the findings of Zhang (2014) from a study of academics in HE in

China: the desire to contribute is an influencing factor in research. BWU researchers were personally deeply engaged with the research process. Research was one of the ways participants believed that they could make an impact. BWU academics, who were engaged in research, described several reasons for their engagement in research, including national, institutional, and professional motivators.

5.2.1.1 National Motivators.

BWU participants in this study identified national development as a motivator for their research engagement. While other studies point out the desire to bring about change as a motivation for research, in my study, BWU academics identified national development as one of the motivations for research. National development was important to participants in several respects. Supporting national development meant improving the institution and in turn improving the country.

From the inception of BWU, national development has been an integral part of its mission. One of the goals of BWU is ‘to drive national development’ as outlined in policy documents (Anonymous, 1996, 2006). Participants noted BWU’s critical role in training teachers and nurses in the country and wanted this to continue in ways that could support research and the needs of society. Participants felt that maintaining high academic standards was important to national development. To support national development, participants were committed to teaching and training of the workforce, similar to HEIs in post-colonial societies and small nations, which aim to improve the economy (Fussy, 2018; Green, 2016).

BWU participants also wanted to engage in research to bring about change in the country, which aligns with the finding that universities that foster high-quality research impact their economies (Conaway & Scott, 2015; OECD, 2017). Recent studies show that university research is critical to supporting national development, as seen in China, the US, and the UK (Cloete et al., 2011; UNESCO, 2015). Participants’ motivation to support national development in the country is linked to student learning.

Student learning was important to participants, and they were keen to incorporate best practices into their classrooms to prepare students to innovate and think critically. For BWU participants, supporting national development meant making a difference through teaching and

learning and engaging in research relevant to the country's needs. Participants also felt they could bring about change by engaging in more indigenous research to improve Caribbean scholarship and support an inquiry culture in the country. These findings broadly support the much-cited work of Lewis and Simmons (2010) in their comprehensive review of studies in the Caribbean, where they identify factors influencing the creation of a research culture in the Caribbean. Fussy (2018) also noted similar findings, who examined research in Tanzania, a developing context similar to BWU. Participants' ideas on the need for more indigenous research at BWU and in the country aligned with those of Bacchus (2008) and Browne and Shen (2017). They believe that research on matters of local concern could be critical to informing on policy and decision-making both within the institution and in civil society. BWU participants noted their desire to perform more research of local and regional benefit, at the same time, these hopeful participants noted that they needed to be realistic and purposive about their research behaviours and the impact they sought to make, given the constraints to research at BWU. The participants engaged in research also believed that involving students in their research work could demonstrate to students the critical nature of research. Motivated by a vision for the institution's and nation's future, BWU participants expressed a desire for positive change in both these contexts. These findings are similar to those of Feyen et al. (2016) who studied HE in Ecuador, a developing economy similar to BWU, where academics were committed to making an impact on the country's development.

5.2.1.2 Institutional Motivators.

For BWU participants, the desire to make a difference meant that they wanted to improve the reputation of BWU. Improving the reputation of the institution meant improving their skills as academics, increasing publications, improving the research culture, and problem solving. Rising unemployment, climate change, and the global pandemic are posing new challenges for the country, and participants believed that more research could help improve the work of its academics in problem solving and innovation.

BWU participants wanted the institution to improve its reputation and grow positively. Participants were motivated by the belief that supporting research at BWU would, in turn, result in an institution recognised for its high-quality education and impactful research. This, in turn could improve BWU's reputation and support

sustainable growth in the country. Participants expressed hope that the institution could and would improve, which reflects the Appreciative Inquiry perspective of bringing positivity to a challenging situation. Appreciative Inquiry identifies momentum for change as being garnered by a high level of positivity to fuel action (Cooperrider & Sekerka, 1987). Participants' sense of belonging and drive to make an impact and bring about change brought positivity to what participants perceived as a challenging situation. BWU participants identified them as part of the change process. Such positivity aligns with the perspectives of Appreciative Inquiry. The generative capacity of Appreciative Inquiry relies on the strength of the organisation and creates new possibilities for the future through the collective participation of its members (Gergen, 1978). This generative capacity was identified in the finding that commitment of participants to support and bring about change at BWU was linked to their desire to see an institution that could influence positive change among its students and staff.

5.2.2 Continuous Improvement: Professional Self-development.

BWU academics engage in research to improve themselves as professionals. They wanted to become better teachers, researchers, and practitioners. Interestingly, many participants had research experiences prior to their employment at BWU and found that their previous research experience fostered a love for inquiry, enhanced their research skills and their desire to improve and grow. This reinforced findings from Deem and Lucas' (2007) study of academics in England and Scotland, in which staff competence was a motivating factor for research. Further, my study's findings broadly support the work of Cagas-Chan (2021), who conducted a recent study among academics in the Philippines and found that previous experiences in research influenced academics' research participation. BWU participants expressed delight in their research engagement, which enabled them to gain new insights and analyse challenges with novel approaches; this helped them to influence changes at BWU. There are similarities between the attitudes of the participants in my study and those reported by Holligan et al. (2011) in a different context than BWU. Notably, Holligan et al.'s (2011) study of English and Scottish academics was small scale and the findings relate only to the education departments of the university. However, the individual and professional motivators for research identified by BWU academics

were similar to those identified in several other studies (Holligan et al., 2011; Jung & Kwiek, 2018; Shin & Cummings, 2010; Zhang, 2014). Individual motivators for BWU participants were gaining experience and research skills, the opportunity to benefit from others, rewards, and recognition.

BWU academics' professional motivations for research were intrinsic and extrinsic. Intrinsic motivations included a sense of achievement, sense of responsibility, interest and enjoyment, scholarly pursuit, and autonomy. Participants' commitment to professional self-development was linked to their desire to become better practitioners, an intrinsic motivation. The literature points out that academics who are intrinsically motivated feel a sense of personal responsibility and accomplishment, and engage in research for the satisfaction of it, as noted in Zhang (2014)'s study of academics in China and by Bland et al. (2005), who identifies intrinsic motivation as a major enabling factor for research. While the findings of my study are similar to Zhang's (2014), there are some differences. Zhang's study was large scale, conducted at universities with established research departments, and with research funding. Furthermore, Zhang (2014) interviewed only academics who were researchers with no teaching duties. These findings do not rule out the influence of other factors in the intrinsic motivation of academics in different contexts. When asked what motivated them to go to such measures to engage in research amidst the challenges, BWU participants agreed that improving their practice was satisfying.

Extrinsic motivations for BWU academics include promotion, publications, links to global scholars, and enhancing competence. Several participants also emphasised extrinsic motivations such as promotion, evaluation, high ranking on annual academic evaluations, and peer and social recognition. This finding was consistent with other studies of academics in HE in a context different to BWU. Hardré et al. (2011) studied academics in 28 research-intensive universities in 17 US states. The findings emphasised the importance of incentives and rewards in motivating academic researchers. Similar findings were found by Deem and Lucas (2007) in a study of academics in Scotland and England, where policies were constantly changing. However, areas of significant difference between my study and Deem and Lucas' study (2007) include the development of research and the structure provided for teaching and research.

Participants wanted to become better as professionals. BWU academics connected to what they perceived as being professional and what was important in their practice as academics. This supports the findings of Holligan et al. (2011), who found professional development to be an enabling factor for academics in Scotland and the UK. Professional development for BWU academics was not just about developing skills and competence but also about improving their attitudes and behaviours. BWU academics were purposive about gaining experience in research and improving their research skills, consistent with academics in a study by Méndez and Reyes Cruz (2014) at a teaching-focused HEI in Mexico, a developing economy context similar to BWU. BWU participants described feeling a deep sense of accomplishment as professionals when making discoveries and perceived publication of their findings and the recognition of their colleagues within and outside BWU as true rewards for performing research. They described their learning and research goals and how they utilised introspection to self-examine their strengths and weaknesses as academics. Participants saw themselves as lifelong learners; this perception underpinned their ongoing desire to participate in research.

5.2.3 Professionalism and Professionality

The developing research focus at BWU created a culture geared towards accountability and performance, as noted in HEIs worldwide (Clarke et al., 2013). BWU's participants held similar views about professionalism and there was general agreement among them that professionalism was important to their growth and development as academics. Generally, participants linked their understanding of professionalism to the guidelines in the IA (Anonymous, 2012), which provides performance standards for academics at BWU. For a few participants, their understanding of professionalism was also linked to their participation in international professional organisations; they align themselves with international standards.

BWU's requirement for research influenced the work roles of academics and changes within the university. The professional culture at BWU fostered a mindset among academics that was influenced by the values, beliefs, and practices within the institution. The requirement for more research in the role of BWU academics through the policies in the institution is what Evans (2008) describes as demanded

professionalism. Demanded professionalism was seen in the IA (Anonymous, 2012) policy document, which required teaching, research, and community service from all academics. Such policies shape the perception of professionalism by BWU academics. Participants' understanding of professionalism appeared to be linked to BWU and the practices inside and outside the institution.

BWU participants' understanding of professionalism defined how they functioned in their roles in the institution. Professionalism refers to what academics do, what they understand, and how they carry out their duties. Professional culture is an essential aspect of how BWU participants shaped their understanding of professionalism. This supports studies by Dunbar and Lewis (1998) and Bland et al. (2005) who point out that the professional environment influences the work of academics in HE. Broadly, participants understood professionalism as a description of the rules, guidelines, and standards that guided their behaviours and actions. Another aspect of professionalism noted in this study was enacted professionalism. Enacted professionalism relates to professional practice as observed, perceived, and interpreted (Evans, 2008). Enacted professionalism for BWU participants was seen in their drive to improve themselves and their practice. They wanted to become better and were active in negotiating challenges to ensure continuous improvement. While many academics did not engage in research, BWU academics who did engage in research saw it as important to improving their professionalism.

BWU academics were active participants in defining their professionalism. In this respect, there is a professional culture at BWU that influences the actions of academics and their responses to changes within the university influence their professionalism and professionality. Professionalism is the shared values and beliefs of the group (Evans, 2008). However, how each individual performs this in their practice describes their professionality (Evans, 2008; Hoyle, 1975). For BWU participants, professionality is specific to the actions they take to improve their practice. Improving their practice was important and despite the changes in the institution, they were committed to continuous improvement. Participants' narratives described how they constantly revised, adjusted, and improved their research skills, adjusted their behaviours, and improved their intellectual abilities. Continuous improvement involved constant negotiation yet the drive for continuous improvement was the reason BWU academics engaged in research. Evans' (2011,

2012) model of restricted and extended professionalism describes restricted professionals as dependent on experience and intuition, while extended professionals embody broader and deeper perspectives of valuable and continued engagement in effective pedagogy and intellectual inquiry. BWU participants engaged in research were at the extended end of Evans' (2011, 2012) professionalism continuum.

The findings of this study support the extant literature which notes that context and culture influence professionalism and professionalism (Clarke et al., 2013; Evans, 2008; Trede et al., 2012). Hoyle and Wallace (2005), Clarke et al. (2013), and Evans (2013) found that professional culture influences the actions and behaviours of academics and their professionalism. Studies in the literature note the need for support for academics to improve research skills in universities (Fussy, 2018; Salazar-Clemeña & Almonte-Acosta, 2007). Studies by Pratt et al. (1999) and Puplampu (2012) are two successful examples of where support was provided for academics and improved the skills of academics and the research culture.

As BWU academics respond to institutional changes in the professional standards of their work, they are committed to professional self-development. When one considers BWU participants' understanding of professionalism and professionalism, and their development as professionals, context plays a critical role. These actions by BWU participants demonstrate that they were enhancing their professionalism and professionalism through continuous improvement and constant negotiations.

Professional self-development meant continuous improvement for BWU participants and they saw it as a path to becoming better and improving their practice. The push to become better and improve also links to what Evans (2011) describes as a 'better way,' a path driven by the individual to become better at what they do. This path to becoming better as professionals also align well with Boud and Hager's (2010) ideas that professional development is a continuous development process, as professionals develop their own capacities to improve. Ongoing learning is an outcome of practising and improving as a professional. BWU participants who were engaged in research were purposive about professional self-development and found ways to integrate their teaching with their research where possible; they sought opportunities to engage in research, enhancing their research skills through workshops, mentoring, keeping current with the literature, and learning new research

techniques. Professional development for participants was more than developing skills and competence, it was about making an impact, bringing about change, and improving their practice.

5.2.4 Summary of Why BWU Academics Engage in Research

BWU participants were motivated to engaged in research for national, institutional, and professional reasons. Participants engaged in research were committed to continuous improvement in their attitudes, behaviours, and skills to improve their research behaviours. Participants had to find ways to support their development as researchers by learning new skills, adjusting their research attitudes, and learning scholarly behaviours from their research engagement. BWU academics took a positive perspective and made a purposive decision to improve and develop as professionals, motivated by the desire to improve the institution, their students, and their impact on national development. Furthermore, participants' expectations of a positive future for the institution and the impact it could have in the country and the region are consistent with perspectives of Appreciative Inquiry (Cooperrider, 1990). The approach that BWU academics took to improve themselves continuously aligns with the perspectives of Appreciative Inquiry in that they were constantly negotiating how to improve the institution, their students, and their practice as professionals. They sought to do so in positive ways. This positive approach by participants aligns with perspectives of Appreciative Inquiry in that focusing on the positives produces more positives (Cooperrider & Whitney, 2010). This positive approach sustained the positive motivation of BWU academics to engage in research, despite the challenges.

5.3 What Opportunities and Constraints are Associated with Building Research Capacity at BWU?

This study found cultural and bureaucratic constraints associated with building research capacity at BWU, as shown in Table 9. Cultural constraints discussed in section 4.4.2.1 included heavy teaching loads, lack of research leadership, and post-colonial constraints. Bureaucratic constraints, as discussed in 4.4.2.2 included insufficient human and physical resources, protracted time for assessing research resources and minimal rewards for research. What follows is a discussion of the

opportunities associated with building research capacity at BWU followed by the constraints.

5.3.1 Opportunities

Participants identified many opportunities for building research capacity at BWU, including research collaborations, supportive research community, relevant policies to support research, and the promotion of indigenous research. Further, BWU participants' persistence to engage in research despite the challenges enabled them to take advantage of the opportunity to establish researcher agency. An encouraging finding was that participants were optimistic and hopeful about the opportunities at BWU. This optimism by participants aligns with Appreciative Inquiry perspectives, as participants were creating positive images of what the institution could become and leveraging the strengths of the institution to mitigate the challenges (Cooperrider & Srivastva, 2013). Participants were identifying ways to see beyond the challenges and they were envisioning a better future for BWU. Envisioning for participants meant taking advantage of the opportunities and by doing this, BWU academics placed themselves as change agents to help bring about change in the institution, which also aligns with Appreciative Inquiry perspectives, where members take ownership of change in the organisation (Cooperrider & Srivastva, 2013; Gergen, 1982). Accomplishing research at BWU was achieved by academics taking advantage of the opportunities available to them despite the challenges. Participants used opportunities to explore what works, assessed how best to use existing resources, and strategised to improve and make changes, similar to efforts in other HEIs which have used Appreciative Inquiry and achieved success (Cockell & McArthur-Blair, 2012; Thibodeau, 2011). In the sections that follow, research collaborations, building a supportive research community, relevant policies, and the promotion of indigenous research will be discussed.

5.3.1.1 Research Collaboration.

The literature indicates that research universities have higher research collaboration rates than other universities (Chan, 2016). Research collaborations enable individuals to share knowledge, solve problems, and learn from each other (Fairweather, 2011). They therefore provide a great opportunity for BWU as the

institution has limited human and physical resources. Such collaborations can provide access to the resources and expertise needed.

Some BWU participants used research collaborations to accomplish research and improve their research skills. The benefits and drawbacks of research collaborations experienced by BWU academics were consistent with those reported in the literature (Aarons et al., 2019; Hoekman et al., 2013). BWU participants identified benefits of collaboration, such as sharing resources, collegiality, and learning from other colleagues, in alignment with studies in the literature (Bland et al., 2005; Fairweather, 2011; Hanover Research, 2014; Jacob & Meek, 2013). While only a few BWU academics noted the benefits of research collaboration, several of those engaged in research indicated the challenges they had experienced with collaborations. BWU academics were cautious in their approach to research collaborations based on their past experiences regarding trust and poor collegiality.

Challenges for BWU relate to no clear guidelines or policies for research collaborations nationally or in the institution, for example regarding ownership of intellectual property rights in research collaborations. Additional challenges included poorly organised partnerships with industry and government agencies, which often left BWU academics without credit for their work, and there was little guidance from the institution on navigating such challenges. Aarons et al. (2019) found the same in a study examining ways to encourage international collaborations with study participants from France, Germany, the UK, Australia, Sweden, and the US. Aarons et al. (2019) identified strategic planning and funding as important for successful international collaborations. Similar findings were noted by Hoekman et al. (2013) and Noonan et al. (2018), who report from their studies challenges associated with research collaborations related to funding, time, cultural and academic differences, political barriers, and language barriers which affect communication. To support research collaborations, BWU will thus have to ensure mutual benefits to all partners through appropriate policies.

Several participants who engaged in research indicated that they conducted research individually. These BWU participants indicated that they held very busy schedules and time was a limiting factor for research collaborations. The challenges of poor collegiality and lack of trust in research collaborations was noted by BWU academics, which aligns with the finding that most participants engaged in research

individually. Participants' individual experiences of overcoming the challenges associated with research led to a tendency not to share their research at BWU or the perception that their research would not be supported or rewarded. This was confirmed by the lack of an updated list of BWU academics engaged in research in the institution. The institution encourages BWU academics to share their research through the local journal, with the library, or in research sharing forums provided. However, many participants preferred not to engage with these forums and expressed that they were more comfortable in forums outside of BWU.

5.3.1.2 Supportive Research Community.

Participants identified an opportunity for BWU to build a supportive community of practice, which participants felt could support research and researchers. Further, participants felt that a supportive research community could assist academics to establish researcher agency. Many BWU participants in this study received support from professional networks outside of BWU and identified such support as important for negotiating the cycles of professionalism. The collegiality and participation that supportive research communities provided were also noted by participants as critical to their research engagement. This supports studies by MacFarlane (2012) and Wenger (1998) who note that researchers cannot and should not exist by themselves, as they thrive best in supportive communities.

An important aspect of improving research is building capacity and one way to think about building capacity is supporting learning in an organisation. In a learning community, there is a sense of autonomy and empowerment much like in a professional culture, where members share beliefs, practices, and values through relationships that bring them together. Being in a community of practice provides support for professional learning (Lave & Wenger, 1991; Wenger, 1998).

5.3.1.3 Relevant Policies.

Participants noted the unclear policies and guidelines for research, highlighting an opportunity for the institution to outline clear research policies in support of improving research at BWU. Hanover Research (2014) and Bland et al. (2005) identify the important role of clear coordinated research goals for a successful culture. Building research capacity will mean addressing the ambiguity in the IA guidelines (Anonymous, 2012) and ensuring that policies support the growing

research culture (Hanover Research, 2014). Such policies connect to how research is conducted and influence BWU's research culture, approach to research methodologies, and the values that drive research. The opportunity exists for BWU to implement relevant research policies, which clearly define research and scholarship, and which emphasise the importance of research in practical ways, supported by consistent funding to reflect the realities of developing research capacity at BWU.

5.3.1.4 Promotion of Indigenous Research.

Participants noted the need for more research in the country and more research about BWU and its growth and development. Further, given the post-colonial constraints (section 2.7.4), and their influence on local knowledge and indigenous culture, participants noted the opportunity to promote more indigenous research. Opportunities highlighted by participants include prioritising and incentivising indigenous research at national and institutional levels, incorporating more research on topics relevant to the country in courses, facilitating research collaborations on indigenous research, and offering more courses on the history, culture, and development of the country; these suggestions match findings from other studies (Fussy, 2018; Lewis & Simmons, 2010).

5.3.1.5 Researcher Agency.

Researcher agency describes how, through persistence, BWU academics accomplished research despite the constraints. BWU academics' decisions to establish research agency are connected to the challenges they negotiated to accomplish research. This sense of agency was demonstrated by BWU academics' choices to engage in research and willingness to tolerate challenges and change. Participants maintained that they refused to remain passive about performing research as they recognised the need for it and were willing to adjust their schedules and seek opportunities to accomplish and advocate for research.

The purposive behaviours of BWU academics were evidenced by the many strategies that they employed to accomplish research. Their perceived self-efficacy facilitated the need to find enough time in their schedules to perform research. Such behaviours suggest that participants were self-motivated and creative in their efforts

to manage their time commitments to enable them to conduct research. Quimbo and Sulabo (2014) found the same in a study among 377 academics across five public universities in the Philippines. The actions participants described as planning, monitoring, and developing as teachers and researchers indicated they possessed a high sense of perceived self-efficacy; Bandura's (1977) concept is that perceived self-efficacy encourages positive motivation, persistence, and successful performance.

Participants indicated they believed they could achieve the research projects they had set themselves. It seemed that the desire to improve as professionals and a determination to overcome the challenges at BWU drove them to strategise, persist, and accomplish research. The persistence of BWU researchers in demonstrating research agency differed from other staff who did not engage in research. A strong sense of efficacy improves achievement and the stronger the perceived self-efficacy of the individual, the higher the goal challenges they will set for themselves, and as a result, the firmer their commitment is to these goal challenges (Bandura, 1977).

Self-efficacy was key to participants' persistence to accomplish research and establish researcher agency. Their persistence was supported by self-efficacy and a belief that BWU could reach its potential and become better. BWU participants who engaged in research were committed to improving the institution and themselves as teachers, researchers, and practitioners. This positive approach aligns with perspectives of Appreciative Inquiry as participants looked beyond the challenges and dreamt of what the institution could become. Persistence to establish researcher agency was underpinned by the values and beliefs that becoming better was beneficial to the greater good and that it was important to both BWU academics and the institution. Participants also demonstrated their love for BWU and the value they awarded to learning and to improve their students, the institution, and the country. It was encouraging to see the passion demonstrated by BWU participants for the institution and its role in the country. In this study, perceived self-efficacy was often an act of overcoming; the beliefs and traditions that participants were immersed in had to be overcome to establish researcher agency.

5.3.2 Constraints

BWU participants identified cultural and bureaucratic constraints to building research capacity at BWU as shown in Table 9 (page 113). Cultural constraints identified were heavy teaching loads, post-colonial constraints, and lack of research leadership. Bureaucratic constraints identified were insufficient human and physical resources, protracted time for accessing research resources, and minimal rewards for research.

5.3.2.1 Heavy Teaching Loads.

BWU operates as a university with teaching and research as core aspects of its mission as described in its strategic and institutional documents (Anonymous, 1996; Anonymous, 2017). Teaching continues to be high on the institution's agenda as it aims to have an impact on national development. BWU participants reported heavy teaching loads and that administrative duties constrained research. One explanation for the heavy teaching loads is the increased teaching needs at BWU due to the increasing student enrolment, the need for the institution to increase revenues and top up scant funds, and insufficient academic staff. BWU participants expressed that they could teach up to five courses per semester with large numbers of students and without teaching assistants. Similar findings, with heavy teaching loads and administrative duties constraining research have been reported by Fussy (2018), Lewis and Simmons (2010), Nguyen (2013), and Iqbal et al. (2018) regarding academics in Africa, India, Vietnam, and the Caribbean. Another study by Salazar-Clemeña and Almonte-Acosta (2007) at 14 teaching-focused HEIs in the Philippines identified time as a necessary factor in improving research and research culture. At BWU, heavy teaching loads mean more income, as academics are compensated for additional teaching duties. In some cases, therefore, academics choose to teach, leaving little time for research. Many BWU staff perceive the IA guidelines (Anonymous, 2012) regarding financial compensation for additional teaching duties as a constraint to research at BWU. A growing number of studies have found that a reduced teaching load encourages more research from academics (Altbach, 2013; Nguyen, 2013). In contrast, universities in developed economies allocate academics appropriate teaching loads, support them with graduate assistants, and provide policies to ensure research time (Altbach, 2013; Russell Group, 2012).

Participants perceived the teaching focus at BWU to be entrenched and a constraint for both conducting research and developing a research culture. In this study, participants linked the strong teaching focus to the challenges associated with developing a strong research culture. While many participants described juggling roles as teachers, researchers, and practitioners, a few insisted that they were teachers and did not engage in research. In the BWU context, many academics were hired for their teaching competence, and few have PhDs or research training, consistent with many HEIs in developing economies such as Africa (Fussy, 2013) and the Caribbean (Lewis & Simmons, 2010). In addition, with heavy teaching loads, many academics tend to teach rather than engage in research, consistent with the findings of Bunoti (2011) and Altbach (2013), who point out in their studies the strong teaching focus and weak research focus of many universities in developing economies. Boyd and Smith (2014) and O'Byrne (2011) highlight the strong teaching focus in HEIs in traditionally teaching-focused institutions. Another perspective shared by several participants engaged in research was that some BWU academics did not engage in research because they were not interested or not motivated. Participants agreed that the institution needs to address the teaching and administrative workloads to encourage more research. Participants also felt that the entrenched teaching focus created resistance to fostering a research culture and supporting and rewarding research activities, a finding also consistent with other studies (Fussy, 2018; Kwiek, 2016; Salazar-Clemeña & Almonte-Acosta, 2007). O'Byrne (2011) and others (Fussy, 2018; Hazelkorn, 2005; Nguyen, 2013) describe the tension between the roles of teaching and research, particularly in teaching-focused universities. MacFarlane and Hughes (2009) suggest building research capacity, supporting academic practice, and strengthening the links between teaching and research through professional development to address such tensions.

BWU participants, who were engaged in research, believe research to be an important part of teaching and that teaching and research are symbiotic: to be a good teacher one must be a researcher and vice versa. The links between teaching and research are debated among BWU academics. Fairweather (2002) examines the work of academics in teaching and research and the tenure evaluations; he points out that only 10% of academics achieve a productive synergy between teaching, research, and service and that in practice, most academics specialise in either teaching or

research. Hattie and Marsh (1996) and Marsh and Hattie (2002) found no connection between teaching and research in their study. However, BWU participants who engaged in research perceived that their research was connected to their teaching, reinforcing findings from studies by Newby (1999) and Halliwell (2008), which highlight multiple connections between research and teaching. In the context of BWU all academics are required to teach, and research is new and developing. As such academics engaged in research perceive that they can accomplish research by connecting their teaching to research. One reason for the high status given to teaching by BWU academics is the historical role of teaching in national development and its links to workforce and training for the society. Another reason is that given the limited time to conduct research, BWU academics use research to improve their teaching and to involve students in research. Other possible reasons include the lack of experience in research by academics, not having PhDs, and the lack of demand for research knowledge to solve problems in the institution and the country; these findings are similar to those of Lewis and Simmons (2010) in their study on universities in the Caribbean.

Further, there appears to be a lack of cohesion at BWU among those engaged in research. This explains the academics' desire to see BWU build a more supportive community of research working towards common goals. This presents an opportunity as outlined in section 5.3.1.2 for BWU to provide support for academics and put into place effective and relevant policies to support the development of a research culture. Building research capacity requires time and resources; encouraging and facilitating effective use of existing resources, however, can also mitigate some of the challenges academics face.

One way for BWU to address the heavy teaching load is to take advantage of the opportunity (as discussed in section 5.3.1.3) to design and implement relevant policies to address heavy teaching duties, the relationship between teaching and research, and how best to support academics in a developing research culture. Such support provides opportunities to give academics more time for research, as noted by Huenneke et al. (2017) and Bai (2010), who suggest that giving research-active academics reduces teaching loads. Another way to support research and academic challenges is by building a supportive research community. Doing this helps create an environment where academics share beliefs, values, and practices for research.

Such an environment can support inculcating the attitudes and behaviours required for improving research at BWU.

5.3.2.2 Post-Colonial Constraints.

Participants in this study noted that post-colonial constraints influenced research at BWU. Participants perceived a heavy dependence on knowledge from outside the country, which devalued indigenous knowledge. Moreover, participants perceived post-colonial constraints as persisting at BWU through the beliefs that indigenous knowledge had less validity and that adopting practices from HEIs in developed economies would bring legitimacy to HE at BWU.

Many participants believed that the influence of a post-colonial social consciousness encouraged passivity about creating knowledge and embracing indigenous knowledge. Some participants focused on a narrative of cultural subjugation in the country and the region as a reason for a relative paucity of research being performed locally; this reflects findings from two frequently cited Caribbean studies by Lewis and Simmons (2010) and Browne and Shen (2017). While the findings of my study broadly support these latter two studies from the literature, Lewis and Simmons' (2010) study was mainly descriptive with minimal empirical evidence, and Browne and Shen's (2017) study was small scale and focused on the Eastern Caribbean.

Participants thus perceived that post-colonial constraints posed challenges associated with their research engagement and the development of a research culture at BWU. One way to mitigate the influence of post-colonial constraints as discussed in (see section 5.3.2.2) is to promote more indigenous research, which can encourage and build research capacity.

5.3.2.3 Lack of Research Leadership.

Participants identified a lack of research leadership in identifying the constraints to research at BWU. Participants linked the lack of research leadership to many of the other constraints; they perceived that effective research leadership could assist with organising research at BWU. This understanding by participants is supported by Ball (2007), who argues that research leadership in universities can improve research outcomes, staff enthusiasm, and commitment to research. There was no stable research office or stable research director at BWU because the

administration structure was constantly changing, and research departments were often closed or merged into other departments.

Studies like Hanover Research (2014), Bland et al. (2005), Pratt et al. (1999), and Puplampu (2012) identify research leadership as an essential aspect of building research capacity in universities. Notably, participants expressed that research leaders appointed at BWU did not always have PhDs or a track record of research, and they identified this as a constraint to developing research. Further support for this view of the participants is found in studies by Browning et al. (2014) and Altbach (2013), who identify that research leaders should possess a doctorate, have a significant track record of research and be highly productive researchers. Another important aspect of research leadership noted by participants is that such leaders should be able to help new and existing researchers. This understanding by participants broadly supports scholarship by Evans (2011, 2012), which points to researcher development as a critical aspect of building research capacity.

Altbach (2013) notes that successful universities have organised research systems with policies to guide research and support academics. This leadership and organisation constraint opens an opportunity (discussed in section 5.3.1.3) for BWU to implement relevant policies for organising and managing research and the developing research culture.

5.3.2.4 Bureaucratic Constraints.

Bureaucratic constraints noted by participants were insufficient human and physical resources, protracted time for accessing research funds, and minimal rewards for research.

5.3.2.4.1 Insufficient Human and Physical Resources.

One of the major constraints noted by participants was a lack of resources. Participants acknowledged the challenges they faced specific to the context of a developing economy. The challenges faced by the educational and social systems in the country where BWU is located are similar to those faced by HEIs in developing economies researched by Johnson and Louw (2014) and Fussy (2018) in Africa, Browne and Shen (2017) in the Caribbean, and Nguyen (2013) in Vietnam. Reasons for the inadequate systems are the delayed evolution of the education system in the

region due to colonialism and the impacts of globalisation and climate change on human and physical resources, which the government can provide for HE.

For participants, a lack of resources was a critical factor to improving research at BWU, consistent with studies in the literature (Bland et al., 2005; Hanover Research, 2014; Nguyen, 2013). Participants perceived lack of resources as impacting on the availability of a well-funded library, up-to-date technology, laboratories equipped with resources, and research funding; these factors all constrained research at BWU. This finding is consistent with studies in the literature which conclude that the availability of resources and facilities are factors which support research (Bland et al., 2005; Bunoti, 2011; Hanover Research, 2014). Consistent with Fussy (2018), BWU academics note that low levels of research funding influence their small-scale research, depriving them of opportunities to access first rate academic journals and books. Also, limited funding often leads to academics studying only in their own contexts as opposed to broadening their reach to academics in the region and internationally.

One of the major constraints noted by participants was a lack of resources. The government allocates block funding to BWU, much like many public institutions in developing economies (Fussy, 2018; Nguyen, 2013), which provides most of the institution's funding. However, there is no specific funding for research. More than 70% of the block funding allocated to BWU goes to payroll and operations (Anonymous, 2020). In the US, the government spends approximately 28% on R&D, China spends 19.6%, while research funding in developing economies is about 1% or less (UNESCO, 2015). The amount spent on research and development is not known in the country nor at BWU as there is no organised system to monitor research spending. The main sources of research funding at BWU are self-financing by academics intermittent small research grants from outside sources or when available from BWU. This impacts on human and physical resources that BWU can provide. Such challenges offer unique hurdles to research at BWU and emphasise the opportunity offered through research collaborations as discussed in section 5.3.1.1.

The Caribbean is an economically developing region with limited human and physical resources. BWU must compete with other actors to allocate resources from the government, which is the primary funder. With limited budgets presenting constraints, many governments have linked funding to research performance through

research evaluation schemes and strengthened university research in this way (REF, 2014; Shin, 2013). Currently there are no national policies for research in the country where BWU lies and no specific funding for research as noted above. National policies for research could provide guidelines for defining and identifying research quality and also set accountability standards. The REF and the ERA (Australian Research Council, 2018) mentioned in Chapter 2 (section 2.3.1: REF, 2014) are examples of frameworks designed to identify standards of quality for research. While there are concerns regarding REF, it provides a guideline that gives some structure to research and provides standards for quality of research and its conduct. Notably, there are critiques (Nature, 2020) that REF places too much emphasis on impact and insufficient on quality. However, in the case of BWU, a constraint is that there is no organised system for research nor standards of quality for monitoring research. An opportunity here is to implement a national system, to monitor carefully and measure both performance against national development needs and research quality; this could provide standards of quality and financial autonomy for BWU, helping to organise and manage research to help build capacity and improve the research culture.

5.3.2.4.2 Protracted Time for Accessing Research Funds.

Participants identified the challenges associated with accessing research funds once allocated and the bureaucratic procedures they were required to go through to acquire the research funds. BWU participants described the process as ‘frustrating’(AS3*) and ‘overwhelmingly discouraging’(F9*). While studies in the literature note the challenge associated with research funding (Browne & Shen, 2017; Fussy, 2018; Nguyen, 2013), no studies indicated challenges associated with disbursing research funds once available. One possible explanation for the protracted time to receive funds is the bureaucracy required within government institutions to access funds generally, as well as the availability of such funds given the limited resources discussed in section 5.3.2.4.1.

BWU academics obtain research funding obtain research funding obtain research funding in one of three ways: by applying and receiving a one-time allocation of between \$3,000 and \$4,000, by applying for private research grants through the institution, or by using personal funds. However, most BWU academics in my study who engage in research use personal funds. This contrasts with findings

by Fussy (2018) on research funding in Tanzania, a developing economy, where 80% of research funding is from donors and only a small percentage of academics use personal funds. This is significant and helps understand the challenges associated with research at BWU. As discussed in section 5.3.1.1, promoting, and facilitating more research collaboration provides an opportunity for academics to engage in research with local and international partnerships, where resources are shared.

5.3.2.5 Minimal Research Rewards.

Participants noted that there were minimal rewards for research at BWU. The institution provides one research award annually for research. Those in my study who engaged in research pointed out that the rewards for research did not always have to be tangible; recognition was also a form of reward. The lack of rewards for research was a finding consistent with findings from other studies in the literature (Fussy, 2018; Nguyen, 2013; Salazar-Clemeña & Almonte-Acosta, 2007). Cloete and Bunting (2013) note from their study at five African universities that various incentive schemes support and improve research, while Quimbo and Sulabo (2014) argue that financial reward, reduction of teaching load, and other tangible rewards provide incentives for academics to engage in research. This provides an opportunity for BWU implement incentive and rewards schemes for promoting research as discussed in section 5.3.1.3.

To improve research, many governments have increased their funding to HE and awarded more autonomy to allow universities to manage funding and attract private donors (OECD, 2020). Additionally, some governments, for example in the UK, the US, and Australia, have introduced competitive funding schemes or performance funding which can also bring in more funding and research to HE (UNESCO, 2015). It will be important for the government to increase funding to BWU to improve research and decide on other ways to fund and reward research if research capacity is to grow and develop at BWU.

5.3.3 Summary of the Constraints and Opportunities

In summary, opportunities associated with building research capacity at BWU included research collaborations, building a supportive research community, promotion of indigenous research, and implementing relevant policies for improving

research. Cultural and bureaucratic constraints included heavy teaching loads, post-colonial constraints, lack of research leadership, insufficient human and physical resources, protracted time for accessing research funds, and minimal rewards for research. From the perspective of BWU participants, they were required to constantly negotiate constraints and challenges as they sought to engage in research.

The persistence demonstrated by participants as they navigated the constraints and took advantage of what resources were provided assisted them in establishing researcher agency. By establishing research agency, BWU participants accomplished research despite the constraints. They achieved this by positively envisioning what the institution could become. This positive perspective taken by participants aligns with Appreciative Inquiry as they envision and creating a better future for research at BWU. The following section discusses the overall conceptual framework, negotiating professionalism. This framework emerged from the data and linked extant theories to BWU academics' experience of research.

5.4 How Can BWU Grow a Strong Culture of Research?

Participants perceived BWU's research culture to be developing and agreed that building a strong research culture was an important part of improving research at BWU.

In its efforts to improve research, BWU adjusted its mission statements, strategic plan, and several institutional documents to include research (Anonymous, 2006, Anonymous, 2017, 2019 & Anonymous, 2020). These documents contain statements that indicate the value of research to the institution. This is a good step to developing a strong research culture, which can be supported by concrete actions needed to promote research, as noted by Hanover Research (2014) and Schein (2010). A culture of research is one where research is valued, expected, discussed, and produced. Communications may involve symbols, reports, libraries, and laboratories. Further, the culture has a mission, strategic plans and shares espoused values, beliefs, and assumptions (Hill, 1999; Schein, 1984).

BWU participants noted the need for a more supportive environment for research. They believed BWU could become a productive research environment with more resources and support. It will therefore be important to ensure that the

environment that academics operate in is conducive to research, which means providing support for ongoing training and professional development; this aligns with recommendations in the literature by Hanover Research (2014), Salazar-Clemeña and Almonte-Acosta (2007), Fussy (2018), and Ridley (2011). To develop a strong culture of research, BWU will need to: a) establish a stable research office, b) put in place effective research leadership, c) provide rewards and incentives for research, and d) provide academics with the time for research.

5.4.1 Stable Research Office

Participants noted the instability of the research office at BWU and perceived that a stable research office could assist with developing a strong culture of research. Having a stable research office for BWU participants meant identifying a designated space with staff trained and skilled in research techniques and methods and who can assist academics with mentoring, training, and ongoing professional development. These ideas are similar to those identified in studies by Fussy (2018) and Hanover Research (2014). The research office's main goal would be to support research and researchers within BWU. The research office could assist with management and coordination of research at BWU. Such activities could include creating and sharing research policies, funding opportunities, research ethics, and intellectual property rights (Hazelkorn, 2005). This study found that there were unclear policies and guidelines regarding research at BWU and ambiguity in the IA (Anonymous, 2012), which listed activities but did not define research and scholarship in the BWU context. This lack of clarity created tension for participants and tensions between the roles of teaching and research. A research office would be able to assist and guide the process towards clarifying what research means in the context of BWU. As participants noted that there was not a cohesive research community at BWU, a goal for the research office could be to develop a support programme to bring staff together to scaffold their research goals and promote the institution's research goals.

5.4.2 Effective Research Leadership

Participants noted the lack of research leadership at BWU and perceived that effective research leadership could assist with developing a strong culture of research. The World Bank (2019) recommends providing advanced research skill

training for academics, which can introduce and support the development of research culture and in turn economic growth of a country. Research is new at BWU and while some participants have had research training, most do not have PhDs or any experience in research. Providing research training can empower academics to engage in research and help support and build a strong research culture (Bland et al., 2005; Mafenya, 2014). Research leadership is essential to developing a research culture (Ball, 2007; Evans, 2012). Such leadership could provide support for improving research at BWU. Research leadership at the institutional level could provide support for policies, guidelines for conducting research, training, mentoring, and should also support new and existing researchers as noted in studies by Hanover Research (2014) and Puplampu (2012). Puplampu's (2012) study is a positive example of how a teaching culture was transformed positively through effective research leadership using training, mentoring, and ongoing workshops. At the individual level, research leadership can support the development of researchers to enhance their attitudes, skills, and behaviours towards research (Åkerlind, 2010; Evans, 2012). Quimbo and Sulabo (2013), in their study in five universities in the Philippines, found that having a PhD correlated with greater confidence in conducting research. In my study, many academics did not hold PhDs and had minimal training in research. Effective leadership could encourage the university to support research capacity building for academics by consistently supporting academics to pursue PhDs and continuing to develop more graduate programmes in the institution. This study found that BWU academics experience challenges in creating their research identities; effective research leadership could provide support with this (Dunbar & Lewis, 1998; Pratt et al., 1999). Pratt et al. (1999) found in their study that providing mentoring for academics as well as giving attention to their welfare helped guide and develop favourable attitudes towards research. There is thus a need for effective research leadership and researcher development to help BWU staff develop their researcher identities. As emphasised in the literature by Evans (2011, 2012) and Hanover Research (2014), critical to researcher development is a clear understanding of processes, concepts, context, and policies that come to bear on the researcher and how research is conducted.

At BWU, effective leadership could build on the existing positive approach taken by participants engaged in research, consistent with the perspective of

Appreciative Inquiry, to give primary focus to pathways to success that concentrate on the strengths of the institution.

5.4.3 Rewards and Incentives

BWU offers one award for research per year (Anonymous, 2020). In my study, BWU participants noted that there were minimal rewards for research and from their perspective rewards and incentives could assist in fostering a strong culture of research. Rewards and incentives are used in universities worldwide to encourage research (Bai, 2010; Dacales et al., 2010). Participants called for more forms of incentives such as recognition, identifying their published works in the annual university report, and reduction in their teaching loads. Providing rewards and incentives can encourage academics to engage in research (Hanover Research, 2014; Quimbo & Sulabo, 2014). Such rewards and incentives can be financial or provided by way of reduced teaching hours or providing equipment such as computers, as practised in universities worldwide (Cloete & Bunting, 2013; Quimbo & Sulabo, 2014). In addition, BWU could revisit promotion and evaluation policies to ensure that research is managed in a way that rewards those who are research active and encourages those who are not engaged in research to do so. Such rewards and incentive schemes could also provide academics with more time to engage in research. Providing rewards and incentives for research may boost research and improve the research culture at BWU.

5.4.4 Time for Research

BWU academics identify time as a constraining factor to research. Participants engaged in research explained that the university should reduce administrative and teaching workloads so that those who want to engage in research can. To develop a strong research culture at BWU, academics need time to engage in research. Pupilampu (2012), in a three-year case study conducted in Ghana, found that writing retreats and coaching improved the research culture. Bai (2010), Cloete and Bunting (2013), and Johnson and Louw (2014) found that organising writing retreats provided time and support for new and developing researchers to improve writing skills and research productivity and also improved their confidence and enthusiasm for research. This could therefore help develop and support a strong culture of

research at BWU. Further, to provide more time for academics to conduct research when planning the teaching hours required over the academic year, BWU could allow academics to choose their teaching and research hours to accommodate their specific research projects.

5.4.5 Summary of How BWU Can Develop a Strong Culture of Research

In summary, the findings from this study indicate that to develop a strong culture of research, BWU must establish a stable research office, effective research leadership, provide rewards and incentives, and provide academics with the time for conducting research. By consistently supporting these initiatives, BWU could develop a strong research culture. Having a stable research office could assist and guide the process of defining what research means in the context of BWU and help build a more cohesive research community. Other forms of incentives such as recognition and rewards would encourage academics to engage in research. Research requires time and providing more time for academics to conduct research is important to developing a strong research culture. Also, effective leadership is essential to organising and managing the new and developing research culture at BWU and to supporting academics in their development as researchers.

5.5 Negotiating Professionality

This section discusses the overall conceptual framework which describes BWU academics' experience of research. As shown in Figure 2 (page 104), Negotiating Professionality presents the constant iterative cycle in which BWU researchers review and adjust their attitudes, behaviours and intellectual capacity as professionals. BWU has adjusted the professional requirements for academics, requiring academics to become more involved research. The professional culture of BWU influences the professional identity of BWU academics, as their opinion of themselves is influenced by their self-identity, their understanding of the professional requirements, and the need to meet the professional standards at BWU.

Persistence and advocacy were an important part of negotiating professionalism for BWU academics. They had to overcome cultural and bureaucratic constraints to

establish researcher agency. As participants engage in research, they continually move through a process of negotiating the constraints associated with accomplishing research. Participants work through ambiguous understandings of research and establish their researcher identity by adopting a positive approach to research and envisioning a better institution. This positive envisioning by BWU participants demonstrates their passion, persistence, and how they value research, their students, and the institution. As participants work through improving research, teaching, and their practice, they are creating their professional identity. The constant process of negotiating continues with participants navigating cultural and bureaucratic challenges and establishing researcher agency. As participants establish researcher agency, through their persistence and advocacy, they demonstrate their professionalism. Professionalism identifies action, values, purpose, and pedagogical knowledge and how these come together to influence practice. Professionalism for BWU academics refers to their purposive actions to examine beliefs and values about teaching, research, and scholarship and to make judgements that affect their professional practice and enhance their behaviours, skills, and pedagogical knowledge.

As the negotiations continue, participants are purposive about continuous improvement. Through each cycle of positive envisioning, persistence and advocacy, and continuous improvement, BWU participants want to make an impact and bring about change. This fuels their positive motivation to improve their research skills and their attitudes towards research while recognising the value of becoming better and improving their professionalism. This positive perspective of participants looks for the best in BWU and aligns with the principles of Appreciative Inquiry, showing that participants are in a positive cycle of improvement, leveraging on BWU's strengths and imagining a better institution.

5.6 Summary

This chapter discussed the findings of this study in relation to the extant literature. In summary, BWU academics engage in research for continuous improvement, they work through institutional constraints through persistence and advocacy and create their professional identity through positive envisioning. A

continuous cycle of improvement, referred to as negotiating professionalism, describes how BWU participants repeatedly move back and forth through the cycle of improvement to negotiate research definitions and establish researcher identities. The cycle continues as participants navigate cultural and bureaucratic constraints and establish researcher agency in their efforts to accomplish research.

The first research question sought to uncover why BWU academics engaged in research. Participants engaged in research for continuous improvement. They are motivated by their desire to facilitate change and achieve professional self-development. Participants desired to see change in the country, the institution, and in their professional lives.

The second research question sought to identify the opportunities and constraints associated with building research capacity. While BWU participants identified constraints to building research capacity as insufficient human and physical resources, protracted time for accessing research funds, and minimal rewards for research, they also noted the opportunities. Opportunities included research collaborations, building a supportive research community, promoting indigenous research, and implementing relevant policies. Participants also took advantage of the opportunity to establish researcher agency.

Question three focused on the ways that BWU could develop a strong research culture. For BWU to develop a strong research culture requires establishing a stable research office, implementing effective research leadership, providing rewards and incentives, and allocating academics sufficient time for research. Participants were hopeful that support for these initiatives could assist in developing a strong research culture at BWU.

Chapter 6 summarises the thesis, reiterates the main aims and summarises the findings, describes the study's contribution to the field, presents recommendations resulting from the study for BWU, discusses limitations and researcher learning points and recommends future research.

6 Summary and Recommendations

6.1 Introduction

This chapter restates the aims of the study and the research questions. Next, the findings are summarised and the study's contribution to the field are presented. Following this, recommendations resulting from the study for BWU at national, institutional and individual levels are presented and recommendation for future research are discussed followed by limitations to the study. Next, what I learned through the research process is presented. Finally, the study is concluded on.

6.2 Aims of the Study and Research Questions

This study investigated research at BWU, a Caribbean HEI in a developing economy, which has recently transitioned to a university. BWU, mainly a teaching-focused institution, aims to improve research and build research capacity. This study sought to answer the following research questions:

1. Why do BWU academics engage in research?
2. What opportunities and constraints are associated with building research capacity at BWU?
3. How can BWU develop a strong culture of research?

A summary of the study's findings follows.

6.3 Summary of Major Findings

6.3.1 Continuous Improvement

BWU is a new university. It has traditionally been a teaching-focused institution in which all academics were responsible for teaching. Over the last 20 years, through numerous initiatives, the institution has improved in both the quality of and access to HE. The new university status of BWU was accompanied by expectations being placed on academics to conduct research. While few engaged in research, those participants who did sought continuous improvement. They were motivated by a vision and desire for positive change for the institution and the

nation's future and by a desire to affect change and achieve professional self-development. Participants were committed to national development and felt that they could achieve this through their commitment to teaching, research, and professional development. Participants were committed to BWU and wanted to contribute to the greater good of bettering the institution, the country, and themselves as professionals. BWU academics were thus motivated by national, institutional, and individual factors.

Participants identified opportunities to continuously improve as professionals by examining their beliefs and values related to their day-to-day roles. As participants negotiated their way to improve, they demonstrated commitment to professionalism. BWU academics engaged in research improved as professionals and operated at the extended end of Evans's (2011, 2012) professionalism continuum. Continuous improvement was a constant iterative cycle of becoming better in which BWU academics reviewed and adjusted their attitudes, behaviours, and intellectual capacity as professionals. BWU academics, who were engaged in research, exhibited a deep love for inquiry. They recognised performing research as important to their success as professionals, student success in the classroom, and positive change at BWU.

6.3.2 Opportunities and Constraints to Building Research Capacity at BWU

BWU academics, who were engaged in research, worked through constraints by embracing opportunities and establishing researcher agency. BWU participants believed that the institution could improve and sought to leverage the strengths of the institution as they improved themselves as teachers and researchers. As participants sought to engage in research at BWU, they were in a continuous cycle of improvement as professionals, moving repeatedly back and forth to negotiate the constraints to research.

This study identified cultural and bureaucratic constraints to building research capacity at BWU. Cultural constraints included heavy teaching loads, lack of research leadership, and post-colonial constraints. Bureaucratic constraints included insufficient human and physical resources, protracted time for accessing research

resources, and minimal rewards for research. There are limited human and physical resources at BWU given the developing economy context and the challenge of sparse resources in the region. The focus at BWU is still teaching and as a result resources are mostly directed towards teaching. The strong focus on teaching created tensions among academics in balancing both research and teaching activities at BWU. Teaching and research were symbiotic, however, for academics engaged in research.

BWU participants raised concerns over the lack of clear policies for research nationally and within the institution. Faculty Union policies presented in the IA (Anonymous, 2012) contribute to the ambiguity of the research role at BWU and provide no definition of research. Also, financial rewards are offered for additional teaching duties but no compensation for research-related activities. Many academic staff do not hold PhDs and have minimal experience in research, which further tends to support the continuance of an institutional focus on teaching. Policy reform is needed for crafting policies conducive to a new university with a mission to undertake research. No specific funding has been provided for research at BWU and there has often been tardiness in releasing allocated research funds or grant monies. Most research projects have been self-funded, which has led to small research projects and failure to attract high impact publications. In addition, the undervaluation of indigenous knowledge influenced by post-colonial constraints has constrained research. These factors have all contributed to a lack of required infrastructure and support for research at BWU.

There is a need for research leadership and research champions at BWU. Academics are accomplishing research in an environment where few are engaging in research. Participants engaged in research are mainly teachers and are constantly working through their professional identities and need ongoing support. Despite the constraints, academics are positive and persistent in their efforts to engage in research.

While there are constraints to research at BWU, many opportunities for building research capacity at BWU were identified from this study: research collaborations, building a supportive research community, the promotion of indigenous research, and implementing relevant policies to support research. Research collaborations present an opportunity to accomplish research and share knowledge and resources, given the reality of insufficient resources at BWU.

Underlying the persistence to engage in research was a positive approach to see research improve at BWU and build a more cohesive research community. A supportive research community can encourage more research and influence BWU to implement policies supporting research activities. Such a culture could support the professional development of academics, foster an active community of researchers, and encourage support activities such as mentoring and professional development.

Participants believed that research was important for improving BWU and for their own growth and that they could accomplish research. These beliefs were key to participants' persistence and advocacy. BWU participants demonstrated their professionalism as they negotiated the cultural and bureaucratic constraints to research. They were purposive in their actions to examine their beliefs and values about teaching, research, and scholarship and to make judgements that affected their professional practice and enhanced their behaviours, skills, and pedagogical knowledge. Through each negotiation of the constraints, participants were exploring what worked, strategising and utilising existing resources. Using this positive facilitative approach provides support for other academics in similar situations to maintain positivity. This study demonstrates that despite constraints, research is possible through persistence and advocacy and that research should be supported by effective organisation and leadership with ongoing support for culture change.

6.3.3 Ways to Develop a Strong Culture of Research

BWU's research culture is developing. This study has established several factors for developing a strong culture of research at BWU including establishing a stable research office, implementing effective research leadership, providing rewards and incentives for research, and providing academics with sufficient time for research.

Establishing a stable research office could help support academics through the provision of training and by supporting ongoing professional development. The research office could also assist with important documents related to research, support research collaborations, and assist with protection of intellectual property rights. The research office also represents a physical support for academics and a place to begin to build a research community at BWU. Research is new and developing, and BWU needs a research leader who can cohere members together to

support the important role of research and work towards growing a culture of inquiry. BWU needs a research leader who has a positive track record of research, who can guide and support the growth of research in the institution and take the lead in supporting academics who are engaged in research and those who are planning to. BWU needs to allocate academics more time to engage in research and provide appropriate rewards and incentives to encourage more research.

While the institutional documents such as mission statements and reports at BWU provided a good start to promoting a culture of research, more is needed to improve research. BWU operates as a teaching and research university with one leadership for both areas. With specific consideration to the context, BWU could develop separate departments for teaching and research to give more focused attention to each in ways that support the development of each appropriately.

Participants were hopeful that the institution could improve if support were in place. This optimism by participants at each point in negotiating the constraints aligns with Appreciative Inquiry perspectives, as participants were creating positive images of what the institution could become (Cooperrider, 1990; Cooperrider & Whitney, 2010; Gergen, 1982). Participants were envisioning a future and placed themselves as change agents to help bring about change in the institution, which also aligns with Appreciative Inquiry perspectives, with members taking ownership of change in the organisation (Cooperrider & Srivastva, 2013; Gergen, 1982). This positive approach of participants sustained their positive motivation to engage in research, despite the challenges. The persistence and advocacy demonstrated by BWU academics were encouraged by how they valued research, their belief that the institution could improve, and their perceived self-efficacy. Not only did they believe that they could set goals and accomplish research, they also believed that BWU could improve and become a regional leader in research. BWU participants accomplishing research through positive envisioning provided an opportunity to explore what worked, assess how best to use existing resources, and strategise to improve and make changes. In this way, a focus on the positive can generate more positivity (Cooperrider, 1990). Participants were constantly working through constraints; however, at each negotiating stage, they were proactive and imagined better for themselves and the institution.

6.4 Contributions of the Study

This study fills a gap in the literature by providing a theoretical framework for how BWU academics negotiate professionalism, as outlined in Table 7 illustrates the cycle of positive envisioning, persistence and advocacy, and continuous improvement. This study documents for the first time how academics generally understand and conceptualise research in the context of BWU. Additionally, it examines HE research in the context of a developing economy in the Caribbean. This study makes a methodological contribution to HE research in the country and the Caribbean region as an empirical study. As noted in Chapter 2, the two studies on HE research in the Caribbean (Browne & Shen, 2017; Lewis & Simmons, 2010) conducted within the last 20 years employed documentary reviews, while this study used semi-structured interviews and additionally examined national and institutional documents.

An interesting finding in this study was that participants indicated one of their motivations for research was national development, unlike other studies in the literature. While other studies report that academics want to contribute, it is significant that national development is a motivator for BWU academics. Another finding was that the relevance of the governance changing every five years within HE in the context of BWU not noted in other studies. Such changes influenced BWU. In addition, it was found that that the only guideline for standards of performance for teaching, research, and community service was the IA (Anonymous, year); other HEIs have national and institutional research policies (Nguyen, 2013; Fussy, 2018).

The strength-based perspectives of Appreciative Inquiry used to inform this study differs from BWU's traditional problem-solving approach to research. Using the perspectives of Appreciative Inquiry assisted in identifying what worked well and how BWU academics were able to accomplish research. This allowed me to identify strategies in a positive way to improve research at BWU.

The literature review in this thesis provides a comprehensive worldwide overview of studies, discussing strategies, challenges, and factors required to build research capacity and develop a strong culture of research, as presented in Table 11. This comprehensive overview of research globally spans over 20 years and may

support further studies on research and building research capacity in HE contexts in developed and developing economies.

Based on the data collection, interpretation, and analysis, this study answers the three research questions of why BWU academics engage in research, what opportunities and constraints are associated with building research capacity, and how BWU can build a strong culture of research as discussed in section 6.3.

Given the limited studies on HEIs in the contexts of developing economies and/or teaching-focused universities aiming to improve research, this study contributes valuable knowledge. It supports institutions strongly influenced by governments and offers valuable information for national policy makers and BWU's institutional management. The study also provides recommendations to improve research at BWU and practical support for BWU researchers seeking to facilitate change (see section 6.5 for these recommendations). Finally, this study offered a snapshot of BWU for comparison with future studies.

A valuable contribution to this study was the support from institutional members who shared their stories and constantly inquired about the findings. After I initially shared the preliminary findings of the research with BWU staff, I was invited to join the Research and Creative Work Committee responsible for revising institutional research guidelines. I also joined several research teams aiming to build research capacity. In this way, the knowledge gathered is being applied directly into practice at BWU. In addition, I continue to encourage and provide workshops for my students on research methodology and methods and ongoing support for their research projects and publications. I also intend to share my findings at BWU and through journal and peer-review publications, which both contributes to the literature and role models knowledge sharing within BWU. Further, I intend to provide support for research networks and ongoing workshops for mentoring and guiding new researchers and academics, who similar to me, are navigating their identity as a teacher and researcher.

Table 11

An Outline of Selected Published Texts: Strategies, Challenges, and Factors Necessary for Building Research Capacity and Developing a Strong Research Culture

Authors	Study Context	Areas of Focus	Main Issues Examined
Holligan et al. (2011)	Scotland and UK	Strategies	Blended funding
Deem and Lucas (2007)			Mission differentiation More autonomy Hiring, recruitment, and promotion
Kwiek (2016)	11 European countries		Research collaboration
Hemmings et al. (2015)	UK		Research office Research leadership
Dunbar and Lewis (1998)	US		Research training and mentoring
Bland et al. (2005)			Rewards and incentives
Pratt et al. (1999)	New Zealand		
Edgar and Geare (2013)			National policies for research
Hazelkorn (2005)	17 OECD countries		Government investment and support
Salazar-Clemeña and Almonte-Acosta (2007)	Philippines	Factors necessary for developing research	Donor agencies and industry support Staff competence and confidence
Zhang (2014)	China	culture and building research	Academic freedom and autonomy
Nguyen (2013, 2016)	Vietnam	capacity	Positive group climate
Vy and Tien (2016)			Motivation
Ridley (2011)	Africa		

Authors	Study Context	Areas of Focus	Main Issues Examined
Johnson and Louw (2014)			Limited resources
Cloete and Bunting (2013)			Lack of participative governance
Fussy (2018)			Heavy teaching and administrative work loads
Puplampu (2012)		Challenges associated with research culture and building research capacity	Unclear research policies
Feyen et al. (2016)	South America		Lack of research leadership
			Language barrier
Browne and Shen (2017)	Caribbean		Lack of time to conduct research
Lewis and Simmons (2010)			Minimal rewards
			Brain drain
			Lack of demand for research knowledge
			Undervaluing of indigenous knowledge

6.5 Recommendations

This section presents recommendations based on the study's findings. These recommendations are summarised in Table 12 below and explained in the following sections. While the research contributed to a gap in the literature, there is still scope for further research exploring the specific needs of developing economy HEIs. I present the recommendations from national, institutional, and individual perspectives based on the context of BWU.

Table 12***Recommendations for BWU Based on the Study's Findings***

NATIONAL	<ul style="list-style-type: none"> • Create a national research council for building and improving research nationally. • Link knowledge production through national policies with social and economic development. • Provide more funding from the national budget for research and development. • Provide more autonomy to BWU to engage in entrepreneurial efforts. • Incentivise indigenous knowledge. • Address brain drain. • Create policies to stabilise the governance within BWU to avoid changes every five years.
INSTITUTIONAL	<ul style="list-style-type: none"> • Create a realistic and relevant research strategic plan. • Appoint research leaders. • Identify the role of research through policy statements and practices. • Implement measures to ensure that both teaching and research are given an appropriate focus. • Provide rewards and incentives for research. • Develop a cohesive research community. • Identify the feasibility of separate career paths for teachers and researchers at BWU. • Provide support and mentoring for academics and their teaching and research identities.
INDIVIDUAL	<ul style="list-style-type: none"> • Assess the needs of academics, students, and the institution. • Incorporate research goals into semester plans and professional goals in productive, sustainable ways. • Make conscious and purposive choices to define and actualise contributions towards institutional and departmental goals.

6.5.1 National Level

From the perspective of participants, important factors at the national level were research funding, the changing governance every five years, the lack of research policies, post-colonial constraints, and brain drain (section 1.4, 4.4.2).

Factors at the national level influence institutional research and research behaviours

of BWU academics. There were no clear national or institutional policies for research at BWU which participants noted as a constraint in sections 4.4.2. Having national policies for research can support and help inculcate a culture of inquiry nationally and in the institution. The government can link knowledge production with social and economic development through national research policies. Fussy (2019) and Nguyen (2013) note that government support is important to develop research at the national and institutional levels, particularly in environments where research is new and developing. Studies show the importance of clear policies and guidelines for research (Hanover Research, 2014; Nguyen, 2013). Such policies can provide research standards for quality and evaluation through a national research council. The national research council could examine other examples such as REF(REF, 2014) and ERA(Australian Research Council, 2018) for reference but develop a framework specific to the contextual particularities of BWU's location. However, the national research council should learn from the challenges experienced by these research frameworks in other contexts and not lose sight of national needs, relevance to local needs, and the need to maintain standards of research quality, creativity, and innovation.

In addition, such standards can be used to set incentives for research funding from a national perspective. Such support may improve research through policies that prioritise research through funding. In this way, more financial autonomy could be given to BWU (as discussed in Section 2.5.2) and more accountability for research and research funds. Notably, BWU is a government-led HEI that operates as both a teaching and research university heavily dependent on the government. At BWU research receives no specific funding, and this directly affects the growth of research in the institution. Funding is one of the biggest constraints on research at BWU as noted by participants. Funding is important to support and improve research at BWU. National HE policies need to be developed to fund research and support its development in practical ways. More autonomy with policies for accountability would allow BWU to engage in entrepreneurial efforts for the benefit of the country and the region, addressing the need for more Caribbean scholarship. Accountability would ensure financial prudence and demonstrate to stakeholders and industry partners that investing in research is important.

Regarding national policies, government initiatives through clearly defined research policies should encourage indigenous research. National initiatives could also work with international funding agencies to develop indigenous knowledge about the country and its HE system. Since there is limited scholarship and research on BWU, there should be more support for mentoring and training of researchers in the country through well-defined research collaborations and funding for doctoral degrees.

An additional function of the research council could be to link university research with government and industry for problem solving and innovation. These links may provide better access to government agency data, as this was identified as a challenge by participants in this study. In addition, the BWU in collaboration with the national research council could provide a repository of national data to support and facilitate research.

National policies must address the brain drain. Brain drain (see section 1.4) is a challenge in the BWU context. At the national level, migrant researchers should be incentivised to return and help build a research culture. Migrant researchers may also provide an opportunity to connect with other research communities. Such research support may help build a supportive research community to bring academics together, overcoming the lack of cohesion in the research community of practice at BWU.

The internal governance at BWU changing every five years impacted on development of the institution. Adopting national policies that give the institution more autonomy despite changes in the country may contribute to the stability of research and development in the institution.

6.5.2 Institutional Level

The mission of BWU emphasises excellence in teaching and research. A key BWU role is influencing national development (Anonymous, 2006, 2019, 2020). There is need to reform policies and practices to clearly identify the role of research. Further, such policy statements should ensure that both teaching and research are given an appropriate focus. BWU focuses primarily on teaching and much of the resources are allocated to teaching. Improving research will require adjustments in

the current operations of the university to provide and support effective management and organisation of research. The Faculty Union IA (Anonymous, 2012) was unclear and did not support the research efforts of the institution. The IA guidelines encouraged more teaching for financial remuneration. There is need for alignment of the goals and objectives for research at BWU through clear policy and expected behaviours for research. Further, research was constantly moved in the organisational structure and the research office was unstable. There was no organised system nor management for research at BWU. It should be emphasised that research and teaching should be given separate leadership profiles to enhance both teaching and research. The current organisational structure at BWU focuses primarily on teaching and academic matters. In line with the institution's mission of excellence in teaching and research, BWU should incorporate in its organisational structure separate departments for teaching and research. There should be directors in separate departments for teaching and research with support staff to clearly outline through direct policies what excellence in teaching and research means in the context of BWU and ways to achieve such. There is need for a director of teaching and a director of research so that each can give due focus to specific matters pertaining to each area. There is need for BWU to formulate clear policies for research to indicate the important role of research to the institution.

There is a need for better development and management of research at BWU which can help to build capacity for excellence in research. This is supported by studies such as Hanover Research (2014), Fussy (2018), Nguyen (2013), and Salazar-Clemeña and Almonte-Acosta (2007). These studies note the importance of effective organisation and management systems for research to develop a culture of research and support for academics. Effective research leaders are needed to grow and develop research in a new university like BWU. BWU will have to identify research leaders with the necessary knowledge and skills to advance research within the institution. Research leaders are needed, who are well trained and have a proven track record of excellence in research (Altbach, 2013; Hanover Research, 2014). Fussy (2018) identifies the success of having a leader for teaching and research in African universities. Further, research leaders can integrate research into the university's mission, help to create environments conducive to research, and provide training and mentoring for new and upcoming researchers. This will support research

and provide the necessary mechanisms for building and improving research (Hanover Research, 2014; Nguyen, 2013). One of the first tasks of the research leader will be to create a realistic, strategic research plan outlining institutional research goals and providing a framework to support academics and their developing identities. The first step towards a long-term plan is to define research at BWU. Espousing the core value of excellence in research must accompany clear, considered, and practical strategies. Relevant research policies are needed within the institution, which consider context and availability of human and physical resources. BWU's strategic research plan must be broadly disseminated and debated within the institution and the community, consistent with recommendations from Hanover Research (2014), Nguyen (2013), and UNESCO (2015). BWU should outline its research goals with the input of the Faculty Union to ensure alignment to achieve its research goals. Important considerations should be given to BWU's focus, role in national development, sustainability, and knowledge management. Research leadership should also seek to support and reinforce research behaviour within BWU by providing incentives, rewards, and professional development programmes.

BWU needs to strengthen its graduate programmes and provide teaching assistants to free up time for academics to engage in research. BWU participants noted time as a constraint to research (section 4.4.2.2.2). Graduate assistants can provide more time for academics as well as research assistance. In addition, BWU could enhance its current programmes and add to its curriculum a research focus, which would also increase research output.

While few BWU academics engaged in research, other academics preferred to teach only. This created tension among academics regarding teaching and research. Also, for BWU academics, establishing a researcher identity was challenging amidst the culture change. From an institutional perspective, there is need for BWU to consider separate career paths for academics at BWU such as for researchers and teachers, with the expectation of a mix of teaching and research from all academics. This would mean that all academics would have teaching and research responsibilities consistent with their specific career path. Specific guidelines and rubrics should be devised to maintain equity among academics regarding teaching and research.

BWU could implement mentoring, continuous training, and workshops to support academics in developing their professional identities. Positive examples of studies where mentoring and training for academics led to research successes are demonstrated in studies by Quimbo and Sulabo (2014) and Pupilampu (2012), who report that training and improved research skills support researchers. Boyd and Smith (2014) note the importance of engaging in communities of practice as a positive influence on identity formation. Wilson and Holligan (2013) found that engagement in communities of practice assisted academics in forming their identities. In addition, attention should be paid to researcher development and how best to support BWU academics as they construct their professional identities. All BWU staff must be aware of their role in promoting academic and research excellence. To support the development of researchers, BWU must implement a formal mentoring programme and provide ongoing writing workshops and practical guidance from start to finish of publication for academics under the direction of the research office.

Finally, there were minimal rewards for research at BWU. As such, there should be an organised system of rewards for teaching and research with benchmarks and quality standards in collaboration with all stakeholders. There is a need for BWU to develop a cohesive research community. Plans must be formulated to unite members to support and build a cohesive research community. Effective communication and ongoing, consistent strategies are required for this purpose. Culture change must be carefully considered. BWU must strive diligently to develop an HEI that promotes its indigenous culture through discourse, research, and publication without compromising its national priorities.

6.5.3 Individual Level

BWU staff were committed to the institution and were motivated to see the institution improve. Participants who were engaged in research took a positive approach and envisioned better for the institution and themselves. Throughout each phase of negotiating professionalism, participants demonstrated persistence and advocated for research. They wanted better for themselves and the institution and positioned themselves as change agents. This Appreciative Inquiry perspective demonstrated by participants is a positive example of how to leverage the strengths

of the institution to bring about change. There is a need for BWU to use the perspectives of Appreciative Inquiry to formulate and implement mechanisms for culture change within BWU to develop a strong culture of research.

Academics play an invaluable role within BWU. Each member contributes towards the goal of excellence in research in their own way. The conceptual understanding of negotiating professionalism demonstrates that researchers within BWU can accomplish research. Accomplishing research means realistically assessing the needs of self, students, and the institution. As research is new and developing, each BWU staff member must make assessments of what they can accomplish within the guidelines of the strategic plan for research and make incremental steps to engage in research. BWU staff should incorporate their research goals into their semester plans and professional goals in productive, sustainable ways. If given clear guidelines by the institution on the desired balance of teaching and research, individuals could then make conscious and purposive choices to define and actualise their contributions towards institutional and departmental goals, as evidenced in studies in the literature (Bland et al., 2005; Hanover Research, 2014; Pratt et al., 1999; Puplampu, 2015).

Each BWU member should commit to becoming a part of the BWU professional community of research practice. By becoming a part of the professional community of practice, staff can provide support for each other as they seek to improve as professionals. Through a personal commitment to the value of research, individual BWU members will foster knowledge generation to support student learning and quality instruction.

As an academic at BWU, I lease several initiatives including: identifying clearer policies for defining research at BWU, revising programmes to focus on research more in our curriculum, and setting up a support group for doctoral candidates and those contemplating doctoral studies. These initiatives aim to support and improve research at BWU. These are also practices which individuals can adopt. I am a part of the Research and Creative Works Committee of the Academic Senate, and this committee continues to work towards improving research. I continue to use research to improve my teaching and support student learning. I have integrated research into all the courses I teach and advocate for research by providing workshops and support for student research. As an academic who has primarily

focused on teaching, I continue to seek a balance in teaching and research through reflective practice and engaging with critical mentors. I understand the challenges of developing as a researcher and have started conversations to form a support group for other academics to help us develop researcher identities. One of my future goals is to provide a workshop for academics at BWU on the benefits of Appreciative Inquiry and grounded theory.

6.6 Limitations

There were limitations associated with this research. I recruited only a small sample of 18 participants and findings relate to academics' experiences within a specific Caribbean HEI, making it difficult to generalise the results beyond the research context. However, this study provides an in-depth understanding of research, building research capacity, and research culture at BWU, which met its aims, and which would not have been possible with other research designs.

Bryant and Charmaz (2007) note that recognising the researcher's embeddedness is important because it provides an understanding of the researcher's agency during data construction and interpretation. My role as an insider researcher risked unconscious prejudice creeping into my understanding and analysis. To mitigate the risks of both insider research and the use of grounded theory, I used the perspectives of Appreciative Inquiry, member checking, my researcher's journal, and thick rich descriptions of the research procedures for transparency.

BWU lacked a comprehensive national and institutional research repository so that it was difficult to find BWU-related research. Consistent, official, national, and institutional documents on the history and development of BWU that could have strengthened the study's findings were rare. However, to enhance the study and provide rich data, I used available institutional and national documents and a range of participants to corroborate key institutional events and procedures. I included as participants, academic, administrative, and support staff across the university. I selected full-time BWU staff, who engaged in research, and some who did not engage in research. However, selecting different BWU staff might have produced different results.

This study was conducted during a period of extreme local and global change that included two major hurricanes in the country and a global pandemic. When necessary, the research was paused to ensure participants' well-being. This pause extended the research time, which may have introduced unknown variables in the data collection process, but unfortunately this was outside my control.

6.7 Recommendation for Future Research

Most studies on research in HE have been conducted in well-established research-intensive universities in developed economies, such as Canada, the US, the UK, and Australia (Deem & Lucas, 2007; Edgar & Geare, 2013; Hazelkorn, 2005; Johnson & Louw, 2014). Limited research exists examining how and why academics in HEIs in developing economies engage in research. Studies focusing on research-intensive universities do not completely understand HE research worldwide. More focus should be placed on teaching-focused institutions seeking to develop research, particularly in developing economies with numerous challenges. Thus, my study addressed a gap in understanding research in a recently transitioned Caribbean HEI with a colonial past in a developing economy. BWU would benefit from further research into how research complements teaching, workforce training, and national development. Additionally, more research is needed to identify a tool kit for building research capacity and conceptualising the work of academics and researcher development at BWU.

6.8 What I Learned from the Research Process

During this doctoral programme, I have come to appreciate the dynamic nature of HE globally while trying to understand the contextual realities of BWU. My doctoral journey was spurred by my desire to contribute to BWU's transformation and to my own professional development. BWU's dynamic institutional changes informed my research topic. Through this qualitative grounded theory and Appreciative Inquiry, I have broadened my understanding of research at BWU. I am humbled by the positive stories of research shared by participants and grateful for my growth during this research process.

Like the participants, I am balancing the roles of teacher and researcher and crafting my professional identity. This has created in me resilience and persistence to

become better. This journey has not been without challenges, but the experience has positively influenced my search for ‘a better way,’ as described by Evans (2011, 2012). Throughout my doctoral journey, I was purposive about reflecting on my actions and examining my beliefs and judgements to improve as an academic and scholar. Accomplishing research has enriched my teaching, improved my research skills, and fostered enhancement of my professionalism.

This experience has taught me respect for data analysis and the search for meaning. Dealing with large volumes of research materials has taught me to see past surface realities to comprehend implicit and explicit underlying patterns in experiences, thoughts, and ideas. The data analysis process taught me that creating a new analytical framework or explicating new concepts is not enough without reflection, grouping, and regrouping. Furthermore, refinement of the frameworks or concepts is necessary at each step in the analysis process and each iteration, resulting in more precisely matched underlying patterns and realities. I learned that subjective real-world data are frequently multi-layered in their truth-value and meaning, often overlapping with the meaning of other data factually and conceptually. Finally, I learned that data might also be susceptible to understanding at different levels of analysis. I believe that together, these lessons make me a better scholar, researcher, and academic.

6.9 Conclusion

The past two decades have been a time of tremendous challenges and growth for BWU. Despite many challenges, BWU attained its university status. Adding research to its mission and core values demonstrates the government’s commitment to improving HE and stimulating the economy through knowledge creation. However, findings from this study show that while funding and policies are important and urgently needed to build research at BWU, building a cohesive research community and effective research leadership are also critical to developing a research culture. This study proposes that BWU develops relevant policies supported by funding and effective research leadership for better research management and organisation. Such research policies and effective research leadership could help build research capacity and develop a strong culture of research at BWU.

My study provides insight into research in an HEI in a developing economy in the Caribbean. As outlined in Chapter 2, the realities vary between universities in the different contexts of developed and developing economies. While some studies (Fussy, 2018; Lodhi, 2012; Salazar-Clemeña & Almonte-Acosta, 2007) conducted in universities in the context of developing economies have provided insight into factors influencing research and researchers, they are limited and do not capture the contextual specifics of BWU. Such studies address factors at the individual and institutional levels, but few specifically address national or cultural factors. My study addresses the national and cultural factors affecting HE research in the Caribbean in the context of a developing economy. Additionally, limited studies directly address factors that influence the research of academics and the constraints encountered in contexts outside universities in the context of developed economies.

This study fills the gap in HE research in the Caribbean on how academics conceptualise research, the factors influencing research, and how researchers construct their professional identity. The findings show that BWU researchers constantly negotiated their professional identities to overcome institutional constraints to conduct research and improve professionally. Negotiating professionalism for researchers involved a continual process of positive envisioning, persistence and advocacy, and continuous improvement. By negotiating professionalism, BWU scholars and practitioners perpetuated scholarly improvement, supported academic excellence, and improved research attitudes, skills, and behaviours. Through collective positive envisioning, persistence and advocacy, and continuous improvement, BWU can accomplish its goal of excellence in research. The study's findings are useful for BWU and similar universities seeking to improve research.

BWU is in a small Caribbean nation with resource constraints. It is not currently possible for BWU to access the resources and funding available to major universities in OECD economies. However, the context realities are essential considerations when setting institutional goals and research agendas. To foster such innovation, BWU must attract and retain well-trained academic staff, clearly define the institution's primary purpose, and support this with funding, clear policies, and ongoing professional development of staff. Research agendas must be carefully prioritised and correlated with local needs, with consideration to international

realities. Given the contextual realities, doing this may influence what accreditations BWU seeks, and this requires realism about what international ranking BWU may be able to achieve at this time. Efforts must be made at the national, institutional, and individual levels to adequately fund research, establish clear research policies, and provide effective research leadership.

This study found that BWU scholars envision and are achieving many possibilities, although BWU faces many challenges. BWU academics demonstrated a positive commitment to the institution and the country and were proactive as agents of change. Such proactivity must be supported by human and physical resources and policies that are translated into action (Hill, 1999; Schein, 2010). BWU needs to build research capacity to provide a more supportive environment for research to develop and for academics to continuously improve. I recommend that national, institutional, and individual research policies provide more support for research and academic community building to assist with knowledge development for student learning, professional self-development, and national development.

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Appendix A: Anonymised References

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Appendix B: Interview Guide

INTERVIEW PROTOCOL

PURPOSEFUL SAMPLING OF PARTICIPANTS – three rounds of interviewing as outlined in Chapter 3.

INTERVIEW

The interview is a social process. It is essential to create an atmosphere to make the participants comfortable to converse and express themselves freely.

- Participants were sent an invitation via Skype and a list of questions that I would possibly ask. One interview was conducted face-to-face at an off-campus location at the request of the participant.
- After greetings and asking about their well-being, I will review my purpose for doing the research and explain that I am a student at the University of Liverpool. The study is in part to complete the degree.
- Review the participant information form and the consent form and pause at various points to ensure that participants understand, and to check whether they have any questions.
- Ask permission to record the interview using a digital recorder and upload the recording to my laptop with a secure password, accessible to me only.
- If/once permission is granted to record and continue, I will remind the participant that they can stop the process without penalty if they feel uncomfortable.
- Ensure that my semi-structured interview questions are ready. Also, ensure that my notepad is prepared to take notes of participant behaviours or make notes of things that stand out or follow-up questions as a note to self.

MY QUESTIONS:

- A. Background/personal and practitioner role
 1. What is your role in the BWU?
 - a. How many years have you worked in the institution?
 - b. Where did you work before this?
 2. How important is research to your role?

3. What are the expectations for research within your discipline? Your department?
4. Give me two main reasons why you do not engage or engage in research?

B. Research and Research within BWU

1. From your perspective, describe research in BWU. What role does research play in BWU? What makes you feel this way?
2. The institution has 40-plus years in HE. It has undergone many changes within the last 10 years to revise its core values, as noted in the most recent institutional report. Research is now a requirement for BWU academic staff. What are your views on these changes?
3. How important, in your view, is research within BWU?
4. Describe the research culture in BWU?
5. The Transition Secretariat's most recent report points out that "We are more consumers than producers of research many years past independence." In your view, are we more consumers, or producers of research, and why?

C. Opportunities and constraints

1. What do you find most rewarding about the research process?
2. What do you find most challenging about the research process?
3. Do you find that the institution is supportive of your research? What challenges research in the BWU context?

D. Recommendations for building research capacity and ways to improve faculty research.

1. The Strategic Plan 2007-2019 of BWU and the 2015 institutional reports show statements on the importance of building research capacity within the institution. What do you understand by building research capacity? In what ways do you see BWU working towards building research capacity?
 2. What are three recommendations you would give to BWU for ways to build research capacity?
- Recognising the importance of being flexible and sensitive, I will move from general to more specific questions and use follow-on questions to further probe.

- Closing the interview: I will ask if the participants want to add any further comments and thank participants for their time and participation.
- Remind participants that the interviews are confidential and that their names will be anonymised.
- I will ask participants if it is ok to contact them for further clarification and for them to check interview transcripts and findings as they emerge.
- Ethics of interviewing: Interview procedures must be laid out in writing and clearly explained to interviewees before discussions proceed. I will supply interviewees with the written version of these procedures. Interviewees must be happy with the interview location and should be offered alternatives (private in this case).
- Confidentiality is a significant concern. Interviewees will not be named. Any recorded contribution, in written form, on tape, or in notes taken from the interview by the interviewer, will be used per the interviewee's wishes. Interviewees will be given their consent in writing, and an explanation will be given again before the interview.
- Thanking participants: I will send an email thanking participant for their willingness to participate and their time.

Appendix C: BWU Approval

Office of Research and Grants Management

August 25, 2016.

Ms. Veronica Ferguson
Associate Professor,
School of Education

Re: Ethics Review of
"Don't mind the noise in the market, check the price of the fish: examining why
faculty engage in research within the
through a Grounded Theory lens."

Ms. Ferguson

The Ethics Committee has completed its review of your research proposal, "*Don't mind the noise in the market, check the price of the fish: examining why faculty engage in research within through a Grounded Theory lens.*"


This proposal has been **APPROVED** by the Ethics Review Committee. Please note that there shall not be any deviation from the submitted proposal. In the event of changes, the Office of Research and Grants shall be notified and the amended proposal must be resubmitted for ethics review and approval, prior to implementation of your amended proposal.

Yours sincerely,

Director of Research and Grants Management

cc: Interim Vice-President of Academic Affairs
Vice President,
Assistant, Vice-President of Academic Affairs
College Grant Writer

Appendix D: Ethical Approval from the University of Liverpool

 UNIVERSITY OF LIVERPOOL		ONLINE PROGRAMMES
Dear Veronica Ferguson		
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.		
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)	
Review type:	Expedited	
PI:		
School:	Lifelong Learning	
Title:	[REDACTED]	
First Reviewer:	Dr. Lucilla Crosta	
Second Reviewer:	Dr. Kalman Winston	
Other members of the Committee	Dr. Martin Gough, Dr. Julie Regan, Dr. Dimitrios Vlachopoulos, Dr. Mariya Yukhymenko,	
Date of Approval:	9th September 2016	
The application was APPROVED subject to the following conditions:		
Conditions		
1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.



This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at <http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc>.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,
 Lucilla Crosta
 Chair, EdD. VPREC

Appendix E: Participant Consent Form



Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: Do not mind the noise in the market check the price of the fish: Examining why faculty engage in research within a higher education institution in [REDACTED] through a Grounded Theory lens.

Researcher(s): Veronica Ferguson

Please initial box

1. I confirm that I have read and have understood the information sheet dated [September 27, 2016] for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.
4. I understand and agree that my participation will be audio recorded and I am aware of and consent to your use of these recordings for the following purposes: content analysis, anonymised publication of example statements.
5. I agree to take part in the above study.

Participant Name

Date
Signature

Name of Person taking consent

Date
Signature

Veronica Ferguson
Researcher

9/27/2016 _____
Date Signature

Researcher:
Name: Veronica Ferguson
Telephone: 242-225-462¹
Email: veronica.ferguson@online.liverpool.ac.uk

Supervisor:
Name: Dr. Christos Petichakis Work
Work Telephone:
Email: christos.petichakis@online.liverpool.ac.uk