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The Contribution of Faculty Members to Strengthening University Partnerships with National Education Institutions
A Field Study at Abdelhamid Mehri University, Constantine 2 as a Model

مساهمة أعضاء الهيئة التدريسية في تفعيل شراكات الجامعة مع مؤسسات التربية الوطنية
دراسة ميدانية بجامعة عبد الحميد مهري، قسنطينة 2 أنموذجًا

La contribution des enseignants-chercheurs au renforcement des partenariats universitaires avec les institutions de l'éducation nationale
une étude de terrain à l'Université Abdelhamid Mehri, Constantine 2 comme modèle

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Abstract: Partnerships between universities and national education institutions constitute a fundamental pillar for enhancing the quality of higher education and strengthening its connection with the educational community. This paper arose from the need to analyze the contribution of faculty members to the activation of these partnerships within the Algerian university context, given the scarcity of research addressing this issue despite its importance in embodying the university's societal role and its complementarity with the national education system. The study aims to identify the roles and practices of faculty members in this field, adopting a descriptive method and conducting semi-structured interviews with a randomly selected sample of twenty (20) professors from Abdelhamid Mehri University – Constantine 2.

The findings reveal that faculty members actively contribute to supporting and consolidating the relationship between the university and national education institutions, particularly through field collaboration initiatives and pedagogical supervision, despite the limited institutional frameworks governing these partnerships in the Algerian context. The results also underscore the need to adopt a more comprehensive institutional vision that transforms individual faculty initiatives into systematic and sustainable practices, thereby enhancing the integration between higher education and the national education system.

Keywords: Faculty members, Higher education, University partnership, Collaboration practices

الملخص: تعد الشراكات بين الجامعة ومؤسسات التربية الوطنية من الركائز الأساسية لتطوير جودة التعليم العالي وتعزيز علاقته بالمجتمع التربوي، وانطلقت هذه الورقة من الحاجة إلى تحليل واقع مساهمة أعضاء الهيئة التدريسية في تفعيل هذه الشراكات ضمن السياق الجامعي الجزائري، في ظل ندرة الدراسات التي تناولت هذا الموضوع رغم أهميته في تجسيد البعد المجتمعي للجامعة وتكاملها مع منظومة التربية الوطنية، وهدفت إلى تحديد أدوار وممارسات أعضاء الهيئة التدريسية في هذا المجال، بالاعتماد على المنهج الوصفي، من خلال مقابلات نصف موجهة أجريت مع عينة عشوائية مكونة من عشرين (20) أستاذًا بجامعة عبد الحميد مهري – قسنطينة 2.

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أظهرت النتيجة أن أعضاء الهيئة التدريسية يسهمون بفاعلية في دعم وتوطيد العلاقة بين الجامعة ومؤسسات التربية الوطنية، خصوصًا عبر مبادرات التعاون الميداني والإشراف التربوي، رغم محدودية الأطر التنظيمية التي تضبط هذه الشراكات في السياق الجامعي الجزائري، وتكشف الحاجة إلى تبني رؤية مؤسسية أكثر شمولا تمكن من تحويل المبادرات الفردية للأساتذة إلى ممارسات ممنهجة ومستدامة، بما يعزز التكامل بين التعليم العالي ومنظومة التربية الوطنية.

الكلمات المفتاحية: أعضاء الهيئة التدريسية، التعليم العالي، الشراكة الجامعية، ممارسات التعاون

Résumé: Les partenariats entre l'université et les institutions de l'éducation nationale constituent un pilier fondamental pour améliorer la qualité de l'enseignement supérieur et renforcer ses liens avec la communauté éducative. Cette étude est née de la nécessité d'analyser la contribution des enseignants-chercheurs à l'activation de ces partenariats dans le contexte universitaire algérien, compte tenu de la rareté des recherches sur cette thématique malgré son importance dans la concrétisation du rôle sociétal de l'université et son articulation avec le système éducatif national. L'objectif de la recherche est d'identifier les rôles et les pratiques des enseignants-chercheurs dans ce domaine, à travers une approche descriptive basée sur des entretiens semi-directifs menés auprès d'un échantillon aléatoire de vingt (20) enseignants de l'Université Abdelhamid Mehri – Constantine 2.

Le résultat montre que les enseignants-chercheurs contribuent activement au soutien et à la consolidation des relations entre l'université et les institutions de l'éducation nationale, notamment à travers des initiatives de collaboration sur le terrain et de supervision pédagogique, malgré les cadres institutionnels limités régissant ces partenariats dans le contexte universitaire algérien. Les résultats mettent également en évidence la nécessité d'adopter une vision institutionnelle plus globale permettant de transformer les initiatives individuelles des enseignants en pratiques systématiques et durables, renforçant ainsi l'intégration entre l'enseignement supérieur et le système éducatif national.

Mots-clés : Membres du corps professoral, Enseignement supérieur, Partenariat universitaire, Pratiques de collaboration

1 -Introduction

Higher education constitutes a fundamental pillar in promoting comprehensive and sustainable development in modern societies. Beyond its traditional role of generating knowledge and preparing qualified professionals, universities today are expected to play an active role in addressing societal and educational challenges through effective collaboration with diverse stakeholders. This perspective underscores the importance of establishing structured partnerships between higher education institutions and external entities, particularly those affiliated with the Ministry of National Education in the Algerian context.

Partnership agreements between universities and national education institutions aim to foster knowledge exchange, facilitate the practical application of research, and promote mutual learning. Despite the increasing number of such agreements in Algeria, evidence indicates that their tangible impact on the educational system remains limited, raising critical questions regarding their implementation, sustainability, and effectiveness. Within this framework, the role of faculty members as central actors in activating and sustaining these partnerships remains insufficiently explored in both research and institutional practice.

Empirical studies reveal a persistent gap between the formal establishment of partnerships and their actual implementation in practice. Bouguern (2017) observed that coordination between academic and administrative units is often weak, and institutions frequently lack the necessary incentives to support collaboration. Similarly, Zouaoui (2020) noted that many agreements remain unimplemented due to inadequate follow-up mechanisms and administrative rigidity. Furthermore, Ben Aïssa (2021) emphasized that the limited involvement of faculty members in the design and evaluation phases often renders their participation symbolic rather than substantively effective.

In contrast, international experiences demonstrate that the success of university–community partnerships is closely linked to the active engagement of faculty members in applied research, field-based initiatives, and continuous pedagogical innovation. In countries such as Finland, Canada, and South Korea, faculty-led initiatives have effectively bridged academic theory with practical educational solutions. As Seo (2023) emphasizes, the effectiveness of such partnerships relies on the philosophy of "higher education for all," which positions the university as a socially embedded institution rather than an isolated entity. Faculty engagement is thus recognized as a decisive factor in translating institutional agreements into tangible educational outcomes.

In the Algerian context, the Ministry of Higher Education and Scientific Research, in coordination with the Ministry of National Education, has implemented several initiatives to strengthen university–school partnerships, including joint training programs, collaborative research projects, and pedagogical innovation initiatives. Nonetheless, the main challenge remains the extent to which faculty members can translate these institutional frameworks into practical and sustainable practices that reinforce the connection between universities and national education institutions.

To address this issue, the present study seeks to answer the following central research question:

-To what extent do faculty members contribute to the activation and success of partnership agreements between universities and institutions under the Ministry of National Education, and through which practices and standards is this contribution realized?

From this overarching question, the following sub-questions are derived:

-How do faculty members perceive the importance and effectiveness of partnership agreements with national education institutions?

-In what forms do their contributions manifest to ensure the success and continuity of these partnerships?

-What standards and practices guide faculty engagement in these collaborative initiatives?

2. Objectives of the Study

This study is guided by the following key objectives:

-To highlight the role of faculty members within higher education institutions as central actors in activating partnerships with national education institutions.

-To examine the extent and forms of faculty members' contributions to the success and sustainability of partnership agreements.

-To identify the standards, practices, and strategies employed by faculty members that effectively support collaboration, with a particular focus on transforming individual initiatives into systematic and institutionalized practices that overcome existing organizational constraints.

3. Significance of the Study

This study holds both theoretical and practical significance:

Theoretical Significance: It enriches academic literature by providing a focused analytical framework linking faculty functions to the university's societal mission, particularly in the context of partnership activation and institutional collaboration. By addressing a gap in empirical research on faculty engagement in Algerian universities, it offers insights that can inform both local and international debates on higher education-community linkages.

Practical Significance: Empirically, the study offers concrete evidence on how faculty members contribute to operationalizing partnership agreements, highlighting effective practices such as field collaboration, pedagogical supervision, and strategic coordination. It also demonstrates ways to convert individual initiatives into sustainable institutional practices, providing actionable guidance for policymakers and administrators aiming to strengthen the connection between higher education institutions and national education entities, even under limited regulatory frameworks.

4. Key Terms

-Faculty Members

Refers to university professors across various faculties and disciplines who hold academic degrees and qualifications that authorize them to assume teaching and research responsibilities in higher education institutions.

-Higher Education

The stage of education following secondary education, aimed at preparing scientific and professional competencies, producing knowledge, and promoting research and development to support sustainable societal growth.

-National Education Institutions

Educational entities under the Ministry of National Education responsible for implementing national educational policies and providing primary and secondary education, while fostering integration with universities through partnerships and joint programs.

-University Partnership

A formal and organized collaboration between universities and national education institutions, including agreements, standards, and mechanisms designed to facilitate knowledge exchange, enhance field-based research, and develop educational practices.

5. Research Methodology

Given the nature of the research problem, which focuses on the role of faculty members in activating and ensuring the success of partnership agreements between universities and national education institutions, the study adopts a descriptive approach. This methodology is well-suited for examining complex social phenomena by observing them in their natural context and understanding their dimensions, influencing factors, and underlying practices. Although primarily descriptive, the study incorporates exploratory elements, allowing the researcher to investigate emerging patterns, trends, and perspectives in depth without aiming to generalize the findings to the entire population.

6. Study Population

The study population consisted of all faculty members at the Faculty of Psychology and Educational Sciences at Abdelhamid Mehri University – Constantine 2. These professors were selected due to their frequent engagement with the educational field through supervising student research and conducting studies directly related to national education institutions. Their disciplinary backgrounds and professional experience provide them with insights into the mechanisms and requirements of university–school partnerships, making them reliable informants for this study.

7. Sample Description

A simple random sampling method was used to select twenty (20) professors from the entire faculty population. This random selection ensures impartiality and captures diverse perspectives without imposing predetermined quotas for each department, thus avoiding a stratified approach. The sample includes faculty members with varying levels of experience and specialization, which provides a comprehensive view of current practices and perspectives regarding university–school partnership agreements. This sample size is considered appropriate for a descriptive and exploratory study, focusing on in-depth understanding rather than statistical generalization.

8. Data Collection Tool

The primary data collection method employed in this study was a semi-structured interview, chosen for its ability to balance structure with flexibility. This approach allowed participants to share their experiences, perspectives, and insights regarding faculty contributions to university partnerships in a detailed and nuanced manner.

The interview guide was carefully developed to cover essential aspects of faculty engagement in partnerships, such as participation in initiating and implementing agreements, interaction with national education institutions, challenges encountered, and factors that facilitate effective partnership processes. Certain yes/no questions were included solely as entry points, followed by open-ended probing questions to encourage participants to provide detailed explanations, examples, and reflections.

This design ensured the collection of rich qualitative data, which was subsequently analyzed thematically to identify recurring patterns and significant themes related to faculty involvement in partnership activities. The diversity of participants' academic backgrounds and professional experiences further enhanced the comprehensiveness and depth of the findings, compensating for the limited number of interview questions while maintaining analytical rigor.

9. Sample Description by Gender

Table 1: Sample Distribution by Gender

Gender	Frequency	Percentage
Male	08	40%
Female	12	60%
Total	**20**	**100%**

Source: Prepared by the researcher based on SPSS outputs

Commentary:

As shown in Table 1, female professors slightly outnumbered their male counterparts, with females comprising 60% of the sample and males 40%. This outcome is primarily attributed to the random sampling technique employed and may also reflect the actual gender distribution among faculty in the studied department.

10. Sample Description by Years of Experience

Table 2: Sample Distribution by Professional Experience

Years of Experience	Frequency	Percentage
Less than 5 years	04	20%
5–15 years	10	50%
More than 16 years	06	30%
Total	**20**	**100%**

Source: Prepared by the researcher based on SPSS outputs

Commentary:

The data in Table 2 indicate that 50% of participants have between 5 and 15 years of experience, forming the largest group. The next most represented group is those with over 16 years of experience (30%), followed by those with less than 5 years (20%). This distribution reflects a balanced mix of junior and senior faculty, enriching the dataset and providing varied perspectives on partnership practices.

10. Study Questions

The semi-structured interview was based on the following four questions, developed in alignment with the study's objectives and the data collection tool:

-What is your opinion on the cooperation and partnership agreements concluded between the university and the Ministry of National Education?

-Do you personally contribute to the success and reinforcement of these agreements?

-How do you contribute to the success and reinforcement of these agreements?

-Has the university established strong working relationships and solid ties with community institutions?

Note: Although the number of questions was limited, open-ended follow-up questions were used for each item to encourage participants to provide detailed explanations, examples, and practical experiences. Yes/no questions were included only as entry points, ensuring that the data collected remained rich and suitable for thematic analysis.

11. Presentation of Results in Light of the Study Questions

11.1. Results Related to the First Question

Table 3: Faculty responses to the first study question

Question	Supports scientific research	Enhances educational institutions and addresses their challenges	Merely formal with no real implementation	Total
Frequency	18	12	5	35
Percentage	51.44%	34.28%	14.28%	100%

Source: Compiled by the researcher based on SPSS outputs

Reading of Results:

Table 3 presents the distribution of faculty responses to the first study question. The category 'Supports scientific research' recorded the highest frequency with 18 occurrences (51.44%), followed by 'Enhances educational institutions and addresses their challenges' with 12 occurrences (34.28%), while 'Merely formal with no real implementation' recorded the lowest frequency with 5 occurrences (14.28%). The total number of responses was 35, representing 100% of the total frequencies."

11.2. Results Related to the Second Question

Table 4: Faculty responses to the second study question

Question	Yes	No	Total
Frequency	16	4	20
Percentage	80%	20%	100%

Source: Compiled by the researcher based on SPSS outputs

Reading of Results:

Table 4 presents the distribution of faculty responses to the second study question. The category 'Yes' recorded the highest frequency with 16 occurrences (80%), while 'No' recorded 4 occurrences (20%). The total number of responses was 20, representing 100% of the total frequencies."

11.3. Results Related to the Third Question

Table 5: Faculty responses to the third study question

Question	Field visits	Student research groups	Promoting studies on educational institutions and their problems	Total
Frequency	6	10	12	28
Percentage	21.43%	35.71%	42.86%	100%

Source: Compiled by the researcher based on SPSS outputs

Reading of Results:

Table 5 presents the distribution of faculty responses to the third study question. The highest frequency was recorded for 'Promoting studies on educational institutions and their problems' with 12 occurrences (42.86%), followed by 'Student research groups' with 10 occurrences (35.71%), and 'Field visits' with 6 occurrences (21.43%). The total number of responses was 28, representing 100% of the total frequencies."

11.4. Results Related to the Fourth Question

Table 6: Faculty responses to the fourth study question

Question	Yes	No	Total
Frequency	16	4	20
Percentage	80%	20%	100%

Source: Compiled by the researcher based on SPSS outputs

Reading of Results:

Table 6 presents the distribution of faculty responses to the fourth study question. The category 'Yes' recorded the highest frequency with 16 occurrences (80%), while 'No' recorded 4 occurrences (20%). The total number of responses was 20, representing 100% of the total frequencies."

12. Discussion and Interpretation of Results in Light of Research Questions and Prior Studies

12.1. Results and Discussion of the First Research Question in Relation to Previous Studies

The analysis of responses to the first research question reveals a diversity of faculty perceptions regarding the partnership agreements between the Ministry of Higher Education and the Ministry of National Education. Specifically, 51.44% of faculty members considered the agreements as tools supporting scientific research, 34.28% viewed them as mechanisms to enhance institutional performance, while 14.28% perceived the agreements as largely symbolic with limited practical implementation. This distribution illustrates a range of interpretations about the effectiveness and operationalization of these agreements.

The majority perspective—that the agreements support scientific research—corresponds with the findings of Djedidi and Ben Abdelmalek (2019), who highlighted the critical role of internal quality processes, including research, training, and partnerships, in enhancing university

performance. Their study indicated that these processes contribute to institutional development, with an observed impact rate of 42.01%. This emphasizes the necessity of integrating partnerships into quality assurance frameworks rather than treating them solely as administrative formalities.

The 34.28% of respondents who emphasized institutional enhancement align with Zouaoui's (2020) assertion that the success of university–school partnerships depends on flexible organizational structures that facilitate faculty engagement through research and field activities. Engagement in these activities allows faculty to apply academic expertise in practical settings, thereby improving institutional efficiency and responsiveness to educational challenges.

Furthermore, the perspective of some faculty regarding limited practical impact (14.28%) can be contextualized using Seo's (2023) study on higher education in Finland. Seo highlights that even in systems designed with inclusive and idealistic policies, the implementation of higher education reforms often faces structural and operational constraints, resulting in a gap between policy intentions and actual outcomes. Similarly, the perception that agreements are symbolic in the Algerian context may reflect systemic limitations, bureaucratic obstacles, and insufficient alignment between university initiatives and the needs of national education institutions.

Bouguern (2017) also emphasizes that universities' societal responsibilities require moving beyond theoretical commitments and actively integrating educational institutions into research and training processes. Together, these studies suggest that without clear implementation mechanisms, strategic planning, and adequate incentives, partnerships risk being underutilized despite their formal existence.

In conclusion, the interpretation of the first research question suggests that the effectiveness of partnership agreements is influenced by three interrelated factors:

-Institutional implementation: Weak execution can render agreements symbolic.

-Faculty engagement: Adequate incentives and strategic planning are essential to motivate participation.

-Utilization of research outputs: Educational institutions must effectively leverage university research to strengthen collaboration.

These findings provide a comprehensive understanding of faculty perspectives and underscore the importance of addressing structural and procedural challenges to maximize the benefits of university–school partnerships.

12.2. Results and Discussion of the Second Research Question in Relation to Previous Studies

Responses to the second question indicate that the majority of faculty members are actively involved in implementing partnership agreements. This reflects a high degree of professional awareness and a willingness to contribute beyond traditional teaching duties. Their involvement indicates a shift in the academic role: from traditional knowledge transmission to developmental action, manifested in research, supervision, and training activities.

However, not all faculty are equally involved; a small group does not participate actively, mainly due to the nature of their specializations, which are more applicable to sectors such as healthcare or psychological services. This finding suggests that partnership strategies should be diversified and flexible to accommodate varying academic expertise.

This interpretation aligns with Djedidi and Ben Abdelmalek (2019), who observed that faculty engagement in community-related activities enhances university performance when supported by an enabling institutional environment. Zouaoui (2020) emphasized that successful agreements require active faculty participation in joint field projects, beyond administrative sign-offs. Bouguern (2017) highlighted the importance of aligning faculty specialization with partner institutions' focus, asserting that partnerships must rest on scientifically and professionally relevant foundations.

Moreover, Seo (2023) demonstrated in the Finnish higher education context that faculty engagement is crucial for bridging the gap between policy ideals and actual implementation. Faculty members' active participation ensures that institutional partnerships are not merely formal arrangements but translate into meaningful educational and societal impact. This supports the notion that variability in faculty involvement reflects disciplinary alignment and contextual factors rather than deficiencies in the partnership framework itself.

Thus, variability in faculty involvement should not be seen as a weakness of the agreements but as a call for inclusive and adaptable partnership models that mobilize all academic disciplines to serve society effectively according to their unique fields of application.

12.3.Results and Discussion of the Third Research Question in Relation to Previous Studies

The results related to the third research question reveal that faculty members' contributions to the success of cooperation agreements extend beyond symbolic or superficial support. Instead, their involvement is practical, diverse, and field-oriented. Their roles include encouraging research on issues relevant to educational institutions, forming student teams for field investigations, and conducting diagnostic site visits. This range of practices reflects a transformation in the academic role—from merely transmitting knowledge to becoming a social actor who bridges academic research and practical application within educational institutions.

This finding aligns with Djedidi and Ben Abdelmalek (2019), who highlighted that a key indicator of academic performance quality is the extent to which faculty contribute to linking academic knowledge with societal applications. In the present study, professors guided students toward field-based research that analyzed real-world educational issues, thereby establishing an interactive relationship between the university and national education institutions.

Similarly, Zouaoui (2020) emphasized that the effectiveness of cooperation agreements is strengthened when faculty members are granted organizational leeway to act as mentors and supervisors in educational environments. Such involvement can occur through individual initiatives (visits, case studies, diagnoses) or collaborative efforts (organizing field research teams). Her study concluded that successful partnerships are not merely procedural but inherently pedagogical and formative, fostering professional development by grounding students in authentic educational settings.

Bouguerne (2017) highlighted the civilizational role of the Algerian university, asserting that institutional partnerships gain real value only when translated into tangible activities that create significant educational and intellectual impact—such as continuous teacher training and aligning scientific research with the needs of the education sector.

Furthermore, Seo (2023) demonstrated in the Finnish higher education context that faculty engagement is essential to bridge the gap between policy ideals and actual implementation. Active participation ensures that institutional partnerships move beyond formal agreements to generate meaningful educational and societal outcomes. This supports the interpretation that variability in

faculty involvement reflects disciplinary alignment and contextual factors rather than deficiencies in the partnership framework.

Overall, the present findings suggest a shift from symbolic to functional partnerships, where professors do not merely implement agreement mandates but actively contribute to their realization through problem diagnosis, research guidance, and student mentorship. These results underscore the importance of establishing an institutional environment that supports these roles and provides faculty members with the tools and resources necessary to expand their impact on the educational landscape.

12.4. Results and Discussion of the Fourth Research Question in Relation to Previous Studies

The findings regarding the fourth research question indicate that most university professors perceive the university as actively maintaining strong institutional and professional ties with society, particularly with national education institutions. This is evident through initiatives such as organizing conferences and forming pedagogical and professional partnerships. These results reflect an advanced understanding of the university's mission as an open and integrated institution, seeking to positively influence various sectors of society. This outlook appears driven by a growing awareness among faculty of their roles beyond classroom instruction, engaging with societal and educational issues.

However, the minority of participants (20%) who did not view the university as an active stakeholder in forging strong community ties suggest that some disciplines or faculties may not benefit equally from partnership opportunities. Additionally, some agreements may remain limited to a formal or procedural framework, thereby reducing their practical effectiveness.

This interpretation is consistent with Djedidi and Ben Abdelmalek (2019), who argued that a core indicator of quality management in higher education institutions is the university’s ability to establish dynamic institutional relationships with its societal environment, leveraging such connections to enhance teaching, research, and community service. An effective university is not confined to academic roles alone; it possesses mechanisms for continuous engagement with external actors.

Zouaoui (2020) supported this view, emphasizing that the success of institutional partnerships depends on moving beyond protocol to concrete action. This includes enabling professors to participate in authentic community-based activities and connecting academic curricula with real-world educational and professional demands.

Similarly, Bouguerne (2017) stressed that Algerian universities must reposition themselves within society by building strategic relationships with local institutions to address developmental challenges. These partnerships provide platforms for applying and transferring knowledge to the community.

Moreover, Seo (2023) demonstrated that in the Finnish higher education context, universities that actively engage faculty in societal partnerships achieve more effective translation of policy ideals into meaningful outcomes. Faculty involvement ensures that partnerships move beyond formal agreements to generate tangible educational and social benefits.

Overall, the present findings indicate a growing awareness among faculty of the university’s societal role, while also highlighting the need for stronger institutional coordination to ensure the effectiveness, inclusivity, and sustainability of these partnerships.

13. Conclusion

This study demonstrates that faculty members at the Faculty of Psychology and Educational Sciences at Abdelhamid Mehri University – Constantine 2 play a pivotal role in the success of cooperation agreements between the university and national education institutions. The findings indicate a gradual transformation in faculty roles toward active societal engagement. Specifically, 80% of the participating professors are involved in field-based activities that strengthen the university's ties with the educational sector, including conducting site visits, organizing student research teams, and supervising fieldwork addressing real challenges faced by educational institutions.

This engagement reflects a growing awareness among faculty of the university's societal role, extending beyond the mere generation of theoretical knowledge to active problem-solving and the enhancement of educational institutions' performance. These findings are consistent with previous research highlighting the importance of faculty involvement in bridging academic knowledge with practical applications (Djedidi & Ben Abdelmalek, 2019; Zouaoui, 2020; Bouguerne, 2017; Seo, 2023).

Nonetheless, several challenges constrain the generalization of successful practices. These include bureaucratic obstacles, weak institutional coordination, and limited resources or support, which may reduce the effectiveness and sustainability of partnerships. Furthermore, the minority of faculty who are less engaged indicates that disciplinary alignment and institutional support are critical factors in maximizing faculty participation.

To enhance and sustain the impact of these initiatives, the following recommendations are proposed. Universities should orient research toward high-priority educational issues of societal relevance, organize training programs to equip faculty with skills in institutional communication and collaboration, and motivate faculty participation through academic and moral incentives. Additionally, establishing permanent mechanisms to evaluate, monitor, and update partnership agreements is essential to ensure their field-level effectiveness and long-term sustainability.

In conclusion, effective university–society partnerships rely not only on formal agreements but on the active, field-oriented engagement of faculty members. Creating an enabling institutional environment that supports and recognizes these roles is fundamental for translating partnerships into meaningful educational and societal outcomes.

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