Sustainable Education: Institutional and Academic Plans for Student Success

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Abstract
In view of recent efforts to redefine the meaningful role of education on a global scale, this paper outlined some of the latest attempts to overcome struggles related to a decrease in student enrollment and restore a renewed interest in learning by operating on multiple ranges. At an institutional level, a description of the case of Hawaii Tokai International College, a two-year liberal arts private college, included a number of strategies adopted to counterbalance a vulnerable educational scenario, such as plans for cross-registration with other institutions of higher education and a newly-launched Tourism/Hospitality Certificate addressing demographic needs on the island of Oahu and the Japanese community. At an academic level, the reevaluation of the role of humanities as a core discipline is expressed in designing courses that increase awareness of diversity to bridge gaps between Western and Eastern cultures and boost motivation and experiential learning. Last, interdisciplinarity applied to the classroom involving exercises with mythological stories and food-culture, as a manner of sustaining the challenges of an ever-changing educational arena.

Keywords: Higher Education, Interdisciplinarity, Humanities, Cross-registration

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In the past ten years the relevance of quality education and sound teaching practices has been increasingly evaluated by policy makers and higher education representatives. Nonetheless, the analysis of best practices in teaching and learning for higher education discussed tangential aspects as the available body of research in the field could not thoroughly focus on the entire range of disciplines (Neumann, 2010). Therefore, despite a vast literature acknowledging the importance of teaching, the need for shaping teaching practices and program updates in relation to the changing demographics and social needs is relatively recent. This article collected some of the most current research findings in the field of education, specifically teaching and learning in the field of liberal arts, along with institutional planning aimed at increasing student enrollment and adding educational value to program offerings with a Tourism and Hospitality certificate program after a careful environmental scanning.

The research question guiding the entire discussion inquires on the number of techniques, strategies, and plans adopted by administrators and instructors to align with this ever-changing political and economic scenario that, in turn, affects teaching and delivery modes. In addition, how can creativity in the classroom lead to relevant and long-lasting learning? How can the administrators and leadership teams sustain an interest in learning, while aiding teaching?

The overall purpose of this article is to encourage administrators and educators, throughout the support of reliable scholarship, in the continuous process of motivating students with a variety of teaching techniques and innovative courses reflecting a particular geographic reality.

Past studies (Ballantyne et al, 1999; Hativa, 1997; Smeby, 1996) have analyzed differences in teaching methodologies based on disciplines and course level. To begin, it is fundamental an appreciation and acknowledgement of the value of teaching techniques used across varied disciplines; for instance, the use of tutorials in humanities classes and laboratory experiments in science and technology courses, although in view of the recent globalization, a multicultural approach to education is fundamental and must be applied regardless of the discipline. Lectures, field trips, and internships are additional teaching methodologies in place, and are pervasive in every discipline. Smeby (1996) performed a national survey, whose results highlighted differences in regards to the time spent teaching according to the disciplines, concluding that it is essential the understanding of how different disciplines affect the academic use of time used for teaching. As a matter of fact, it could be useful a future research on comparative studies of differences in teaching practices and outcomes according to disciplines, examining differences and similarities in educational settings.

Theoretical Framework and Literature Review

Neumann's (2001) studies focused on the relevance of effective teaching and institutional practices aimed at reinforcing the value of education. Upon examining the role of academic disciplines in shaping teaching and learning processes, the author proceeds toward an analysis of cultural and societal differences affecting the success of educational

practices, demonstrating that institutions and educators share equal responsibility in guaranteeing a future for education. Following this lead, the present paper described several case studies suggesting potential strategies involving applicability of learning based on stakeholder needs and cultural differences.

The necessity for sustainable education in colleges emerged in Calder and Dautremont-Smith's (2009) research, whether it encompasses environmental, societal or economic practices. Institution of higher education continually plan for increasing values of global citizenship, critical thinking, and ethical behavior for a sustainable world. Therefore, colleges rely upon excellence in teaching and research achievements, along with institutional operations to reach this objective. Academically, sustainability is reflected in a revision of the educational offering by redesigning curricula towards interdisciplinary education and sustainable business. Institutionally, the concept of sustainability applies to the renovation of buildings that are LEED certified (Leadership in Energy and Environmental Design), a certification released by the U.S. Green Building Council. More than 40 institutions have embraced this sustainable project for their facilities, including Hawaii Tokai International College as the object of the case study for the present research. Similarly, analysis from Walker (2003) emphasized the introduction of a critical thinking component to courses for promotion of active learning behaviors. The author differentiated between the act of critical thinking and skills of critical thinking, concluding that they are both interconnected and necessary to the learning process. Nonetheless, the American Philosophical Association Delphi reported the results of a cross-disciplinary study, whose results led to the belief that certain individuals encompassing specific characters such as willingness to find the truth, ability to form and make judgements, are more likely to possess critical thinking abilities (Facione, 1994). Lectures, active discussions, independent research, and cross-cultural comparison exercises are presented in this research as examples of meaningful approach to critical thinking as a large part of teaching strategies enabling students to adopt positive behavior towards learning.

Institutional Plans for Sustainable Learning

Institutions of higher education may take an active lead in the examination of a teaching style that takes into account cultural perspectives and discipline variety. Hutchings and Shulman (1999) already advocated for a shift from a very detailed analysis on quantitative data tracking institutional effectiveness concerning student retention, graduation rates, to the intellectual progress of students and their degree of subject comprehension, ultimately, the validity of teaching practices. This student-focused, rather than institutional-focused approach, shall also consider the availability of funding necessary to support such endeavors. For instance, funding destined to field work may significantly differ from a budget supporting seminars and lecture-based teaching, as well as the funds addressed to professional development. Lattuca and Stark (1994) argued the current role of the American Association of Colleges as the provider of a meaningful undergraduate curriculum, considering the strong disparity of endowment between soft and hard disciplines. As an alternative, they suggest that institutions focus on the manner according to which each discipline can foster student mastery of a subject. Following

this recommendation, staff development and teaching certifications may consider a pedagogy specifically designed for different disciplines.

The case study of Hawaii Tokai International College (HTIC), a two-year private institution of higher education located in Kapolei, Hawaii, is emblematic of continuous administrative efforts to sustain the value of education through plans of cross-registration with nearby colleges.

Articulation Agreement between UHWO and HTIC

The agreement between UHWO and HTIC in 2014 allowed students who successfully completed courses at HTIC to have those credits apply towards meeting the degree requirements at UHWO. This was a guideline for students and advisers on the transfer of academic credit between the respective institutions. Upon assessment of this pilot program, there was still a need to revise the program to balance the number of students who are attending either institution.

In 2017 cross-registration meetings between UHWO and HTIC's administrators continued as both institutions collaborate on the best ways to offer classes to students of both campuses.

As a result of the collaboration between UHWO and HTIC, there was an increased interaction between the two campuses in the use of libraries, cafeterias, intermural sport clubs, ESL and Japanese conversation. Collaboration between the two campuses culminated in the International Education Week taking place every year, on the first week of November. In Fall 2017, HTIC launched a Hospitality and Tourism Certificate Program, including culture-geared hospitality classes. Through comparative culture studies and cross-cultural communication, this class provides cultural competency to students who are interested in working with Asian tourists.

Hospitality and Tourism Concentration

Hawaii Tokai International College (HTIC), a two-year private institution of higher education, recently developed and designed a Hospitality and Tourism Concentration which began in fall 2017 term in response to faculty and student feedback, along with the demographic outline of the college.

Table 1: HTIC Student Demographic Data

	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016	AY 2016-2017
Japan	74.4%	76.5%	82.3%	87.1%	85.4%
Korea	1.6%	0.6%	1.0%	1.0%	1.0%
China		1.8%	1.7%		
United States	24.0%	21.1%	14.0%	9.8%	13.6%
Philippines			1.0%	0.7%	
Other				1.4%	

Student demographics indicate a high percentage of international students. Upon completion of the College Preparatory program, providing instruction in ESL, most of these students enter HTIC's Liberal Arts program with sufficient English proficiency level to complete an Associate in Arts degree. As a result, many of these students, upon completion of our College Prep and Liberal Arts program are bilingual which gives them an advantage in the competitive job market in the hospitality industry.

Hospitality and Tourism would prepare students who are interested in entering the job market, or in pursuing further education in the Hospitality and Tourism industry.

Courses were designed to provide an opportunity for learning about customer and career services, business etiquette, international relations, and race and ethnic relations in Hawaii, leading to applicable learning and institutional plans of sustainable education.

For instance, courses are designed to develop practical skills necessary for successful interaction with Japanese, Chinese, or Korean visitors or business associates in the hospitality and tourism industry. Through interactive learning methods, the course focuses on developing cross-cultural understanding and cultural intelligence to deal with associates, clients, and customers from various cultural backgrounds.

The three-credit course in Business and Hospitality was team-taught, and was unique in its delivery. In fact, the ten weeks of classes were divided among five faculty members, each with his or her own contribution. A specialist in culture studies provided six classes in dimensions of culture and how these dimensions inform behavioral and communication differences; an award-winning Hawaiian member of the visitor industry enlightened the class with elements of the host culture; a longtime Japanese language instructor conducted six classes on the subtleties of language which are essential in the hospitality industry. The last two faculty members provided six classes on practical issues which arose during their business experience in the Japanese tourism industry and guided students as they created their own business plans for their future careers. This team-teaching approach provided a variety of perspectives and provided students with foundational knowledge of cultural differences which drive behaviors.

The Value of Education within Society: Increasing Motivation and Experiential Learning

Acknowledging the challenges to redefine a meaningful role of education on a global scale, institutions have devised academic plans, along with the institutional arrangements previously mentioned. Bransford, Brown, and Cocking (2000) highlighted the concept of experiential learning as a stream of research focused on what Dewy (1938) used to call a theory of experience. Kolbe and Kolbe (2005) synthesized the principles of experiential learning in six propositions:

1. Learning must be considered as a process, not in terms of outcomes. In order to improve learning in higher education it is necessary to engage students in a process of feedback on their attempts to learning.

2. The learning process is intended as a revision of previously-learned concepts. It can be facilitated by testing and examining student beliefs and ideas on a topic.
3. Learning is a process of resolution of conflicts taking place with disagreements, opposing views, and differences.
4. Learning is a progressive adaption to the world, not only in terms of cognition, but also concerning perception, behavior, and thoughts.
5. Learning is conceived as an interaction between the learner and the surrounding environment, intended as assimilation of new experiences to the base-knowledge.
6. Learning involves the creation of new knowledge, specifically, the combination of social knowledge with the personal knowledge of the learner.

For the purpose of demonstrating the relevance of experiential learning and sustained motivation, a case study was developed to examine student incorporation of learning, course retention, and conflict resolution by increasing the awareness of multiculturalism and diversity of perspectives, with emphasis on bridging gaps between Eastern and Western cultures. A course in World Literature delivered in a two-year private institution of higher education yielded relevant results in terms of retention data and course/student learning outcomes. The course included selected literary classics from the different cultures of the world from 1600 and introduced students to classics of world literature from 1600 to the present, with focus on the ideas that have shaped world literature, on how literature reflects different cultures and historical periods, and on how the human experience finds expression in the literatures of the world. The identified course learning outcomes were the following:

 (1) Gain knowledge of some of the great literature of the world;
(2) Learn about the human experience in other times and cultures;
(3) Advance English skills by reading the rich language of prose and poetry and expressing concepts orally and in writing;
(4) Develop critical and analytical abilities by close examination of a literary text and the intellectually stimulating exchange of ideas with others;
 (5) Gain a deeper appreciation for literature as an art.

The course learning outcomes are aligned with specific Institutional Learning Outcomes (ILOs), consisting of Effective Communication Skills, Intellectual and Practical Skills, and Global Citizenship. Assessments to measure student achievement of the ILOs include demonstrating critical thinking and analytical skills by writing research essays in a writing intensive course, exhibiting comprehension of assigned reading by taking occasional quizzes, and providing a thorough understanding of works of world literature covered in the course with a midterm and final exam. Students selected a topic such as performing arts in literature and compared the Eastern Japanese Bunraku Theater with the Western Italian Commedia dell' Arte. After careful research, observation of live performances on videos, students identified similarities and differences between the two artistic representations. Such analysis was outlined with the observation of stage acting on live videos and through the reading of "The Love Suicides at Amijima" by Chikamatsu Monzaemon, compared with "The Servant of Two Masters" by Carlo Goldoni.

Firstly, in both performances only men were allowed to act, because of the seductive influence perceived in women. This topic sparked intense discussions on women's role and place in society during the XVII century in Edo, Japan. Secondly, both artistic performances made use of puppets singing, dancing, and interacting with the public. Additionally, the shows were addressed to an audience of merchants, and townsfolk because of their realistic, trivial, comical genre, opposed to their Eastern/Western counterparts, respectively the aristocratic Noh Drama and austere Greek Drama. Thirdly, both Commedia dell' Arte and Bunraku were performed by highly trained professionals accompanied by joruri chanting and shamisen music, as theatre was a highly regarded art form (Emigh et al. 1999). These styles had no limits in characters as the actors could choose to be anybody they wanted to impersonate. Lastly, differences were found in the timeline as the Commedia dell' Arte started one century before the Bunraku performance (XVI century) and the style of improvisation operated by the actors of the Commedia dell' Arte, vs. the carefully measured movements and plots devised by the master puppeteer and his assistants in Bunraku. Masks in Commedia dell' Arte also depicted exaggerated facial figures, a trait that is not evident in Bunraku plays (Jenkins, 1994).

This inquiry-based assessment allowed students to take charge of their own learning, as many of them are negatively affected by the concept of passive learning as the only option available. Peer review discussions, inquisitive methods of teaching and learning, and possibility to increase student responsibility for their learning through autonomous research can greatly enhance their opportunities to learn from experience, improving meta-cognitive skills, leading to reflective learning. Dewey (1934) had already defined reflective learning as a balanced process of doing and receiving. Therefore, education needs to perform certain actions in order to create a connection with different world realities and to link impressions of the world to events whose relevance has been tested and compared to the individual's body of knowledge. Still, many higher education courses are still focused on memorizing information, rather than providing learning opportunities to test the information that has been acquired.

Interdisciplinarity for Sustainable Education

Linkon's (2000) report on a case study described student experiences with interdisciplinary courses in an urban state university, using a mixed methods approach and shifting the focus of the research on student interests, rather than teaching methodologies. The author submitted to the Carnegie foundation a sample composition paper from one of her students with her commentary and realized the challenges of this student in linking history and literature as part of the interdisciplinary course. Linkon (2000) inquired on the nature of these obstacles, whether they stemmed from lack of knowledge about the disciplines, or from discipline that have already been learned. Upon data-gathering and focus groups, the author inquired on student perceptions about ethnographical studies and students commented on the categorization of items in ethnographies to explain issues.

All students agreed that a course in interdisciplinary studies was much different from others they were used to take, although they never used the word "interdisciplinary" to define it. Eventually, when the instructor asked about the meaning of this concept during midterm and end-of-term surveys the responses greatly differ between students who had a clear idea of the topic versus students who could not specifically identify a meaning. Most importantly, the campus delivered a large-scale survey on 2000 students asking about their overall experience with specific courses, including interdisciplinary studies. Although the author did not provide the overall results of the findings, as this was part of a longitudinal study (i.e. four, five-year project) the experience is valuable in this student-geared approach to learning, looking at different patterns of connections and definitions, while doing research on a subject of complex definition. Interdisciplinarity, intended as the dissolution of boundaries across disciplines, can be applied to liberal arts course as in the case of a world mythology course developed at Hawaii Tokai International College.

The course instructor placed emphasis on the interdisciplinary approach by prompting students to analyze each mythological tale according to anthropological, historical, metaphysical, cosmological, psychological, aetiological, sociological perspectives, as suggested in Thury and Devinney's (2013) interpretation of the topic. Below is a chart synthesizing the concept of interdisciplinarity in regards to the epic poem and mythological tale "The Trojan War":

Table 2: Mythological Insights from the "Trojan War"

Insight	Example
Historical	Archeologists have been able to locate the probable location of the Trojan walls.
Anthropological	Warriors were willing to die at a young age to follow the ideal of glory in death by battle.
Metaphysical	The conflict between love and death as limitations on human freedom.
Cosmological	Gods determine the fate of the heroes.
Aetiological	Delicate balance in nature, where each action corresponds to a direct result.
Sociological	Matriarchal family structure in the classic Greek world
Psychological	Heroes as role models for their high morals.

As acknowledged in Robinson et al. (2016) the integration of multiple perspectives from different disciplines, enhance the ability for critical thinking and for leveraging dissimilarities, increasing student appreciation for diversity and the merging of humanities and science. Teaching methods involving creativity and student involvement, discussed in the next paragraph, are also considered as additional strategies to purport the need for a sustainable education in this ever-changing educational arena.

Teaching Techniques to Sustain Challenges in Education

A further point discussed in this paper is the necessary link between teaching and research, necessary to student learning, throughout an inquiry-based method (Healey and

Roberts 2004). This new approach to teaching and learning challenges universities and faculty to remodel curricular offerings and programs. Healey (2005) emphasized the perception among staff of differences among disciplines and the activities created to deliver discipline-based content. For instance, Donald (2002) identified different ways of learning in relation to different academic disciplines: Interpretation is a major component in English and Literature courses, in which the meaning of a text is interpreted with inferential and semantic processes, whereas Engineering and Science courses highlight the development of problem solving and critical thinking skills. Nonetheless, the linking of research findings and learning may assist students with independent or team learning (Jenkins et al. 2003).

One occurrence of this hypothesis takes place in liberal arts courses involving exercises with food and culture, myths and legends, which ultimately lead to self-reflection and long-lasting learning. The assessments designed for these courses considered the innovative teaching approach of Anderson, Kratwhwohl, and colleagues' (2001), who revised Bloom's taxonomy, changing the concept of "knowledge" as mere acquisition of information to "remember" as memorization and retention of information. One example of this revised taxonomy takes place in an exercise for a humanities course, in which students are asked to select any mythological story explored in class and compare it to a fairy tale/folktale based on striking similarities. For example, students described the story from "Genesis" mentioning the episode of Adam and Eve eating the apple from the tree of knowledge and compared it to the tale of Snow White eating the poisoned apple. In both myth and folktale, eating the apple generates a loss, whether it was the guarantee of immortality or life. Similarly, presentations included the story about the theft of Idun's apples in Norse mythology: The apples that prevented the Norse gods from aging and dying are stolen by Loki, causing havoc among the deities. This last story is used to reflect upon metaphysical concepts (i.e. the mortal nature of gods and the concept of immanent/transcendent gods) associated with student personal knowledge on the topics.

The study and analysis of cultural differences is instead possible with an observation of worldwide culinary habits, meeting the Higher-Order Skills of Anderson et al.'s taxonomy (i.e. Analyze, Evaluate). A lesson on food and culture raises awareness about the unexpected influence of mythology on eating practices at a global scale, with a close comparison between Western/Eastern food customs. In this case, food culture is used as a chance to discuss the relation between rituals and myths. Douglas' (1972) chapter "Deciphering a Meal", which discussed a connection between food and cultural communication utilizing the paradigmatic and syntactic structure of Claude Levi-Strauss to explain how, from simple to complex meals, our societies follow rigid parameters of organization and myths/stories are the channel through which we are able to learn about these customs.

Following Douglas' framework on deciphering a meal, students proceed with decoding a specific aspect of a culture, following Ludwig Andreas Feuerbach's saying "A man is what he eats". The examples are multiple: Unleavened bread for Jewish culture to commemorate the Exodus is a chance to instruct students on religious beliefs affecting meals and rituals; the absence of flesh products on Fridays during Lent for Christians

allows a discussion for the sacrifice of Jesus on Good Friday, therefore Christians refrain from eating flesh meat in his honor on Fridays.

Aside from these specific examples of motivational-based teaching, universities may model their course and program offerings toward a research-based model approach. Griffiths (2004) operated a further distinction between teachings, as follows:

- Research-led Teaching: Students learn about research outcomes and the main teaching delivery mode is based on dissemination of information.
- Research-oriented Teaching: Students examine the research process and the curriculum is focused on the development of knowledge and the achievement of learning and the teaching delivery guides student toward this awareness.
- Research-based Teaching: Students embrace an inquiry-based method of learning; the separation of roles between teachers and students is minimal.

In the end, a research-teaching linkage may be highly supportive of uncertain futures in the higher educational scenario, as long as the appropriate amount of time is placed on teaching and learning activities.

The Future of Higher Education: Short and Long-Term Goals

Although faculty, administrators, and policymakers are facing challenging times for the swift changes affecting the educational, political, and economical arena, it is still feasible the possibility to reinvent teaching and learning practices through creative strategies including, but not limited to, cross-registration, certificate programs that take into account demographic needs and changes, the reevaluation of liberal arts courses as carriers of creativity and alternative critical thinking, and the use of digital humanities to satisfy the applicability of learning.

The first step entails reshaping the profile of universities considering that in the twenty-first century multiculturalism and diversity are paramount features in academia. As suggested by Healy (2005) a student-centered approach may foster long-lasting learning, while faculty will maintain a strong bond between teaching and research on effective instructional practices. At the same time, student engagement in the research process would improve their research skills while stimulating active learning.

One evident example of this process is an inquiry-based method, as mentioned in Badley (2002) who perceived teaching and research as diverse forms of inquiry. The activities on food and culture in a liberal arts course represent an empirical instance of this paradigm, although communities must organize their program offerings in accordance with the surrounding demographic needs. Inquiry-based learning, as already discussed in the past, stems from experiential learning theories (Kolb 1984) as it provides students with opportunities to experience in different modalities and styles. To this day, few institutions have organized their programs around this method. For example, Jenkins et al. (2003) listed a college in Massachusetts and a university in Denmark as the carrier of active inquiry programs, specifically geography and humanities courses. Conversely, Colbeck

(2004) stated that metanalysis and problem-based learning applied to scientific courses provides empirical evidence of student learning and are comparable with an inquiry-based approach.

Limitations and Suggestions for Future Improvements

The sustainability of learning in higher education throughout institutional and academic measures is in constant need of implementation regarding curriculum, faculty, and student development, while monitoring the available resources (Kolbe & Kolbe, 2005). Each program is also subject to the educational mission of each college and, therefore, susceptible of major changes. A coordinated effort from the entire institution is then recommended to boost the vitality of ideas and propositions for a change in educational development to avoid fragmented plans that will not be carried out. For example, a state of the art curriculum may not be accepted if faculty does not share a similar educational vision. Similarly, if the leadership team focuses on profits and rankings, the resources allotted for teaching and learning development can be scarce. For the case study of Hawaii Tokai International College, the pilot programs need further assessments throughout longitudinal data analysis on student achievements and success.

Following the principle of sustainability, a report from the Higher Education Academy (2005) emphasized the need for long-term development supported by universities showcasing their initiatives among the communities they serve. Throughout longitudinal research on a college, Subject Centre, in UK, the report identified how different disciplines contributed to sustainable education of teaching and learning practices and suggested appropriate support to expand these initiatives. The key findings can be summarized as follows:

- Teaching orientations on experiential and inquiry-based learning are key to sustainable development as the educator acts as a role model to follow and presents himself/herself as an authoritative figure, expert in the field.
- Interdisciplinary proved to be successful in sustainable education when applied to similar subjects (i.e. Hospitality-Sport and Tourism) and different subjects (i.e. Engineering and Humanities).

For each academic and institutional barrier to teaching and learning the institution found viable solutions, such as: Creating a rigorous review of existing curricula, developing sound teaching materials, investing in staff development, reviewing the institutional mission, and establishing a stakeholder group among employers and other professionals tasked with creating a business model for sustainable universities.

Conclusions

The purpose of this paper has been to highlight disciplinary differences in teaching and learning and the combination of institutional and academic plans for sustainable education. Research analyzing the nature of teaching and program offerings, as well as student motivation and learning outcomes, have been discussed. The examples and case

studies provided have contributed to the overall image of pedagogical and academic scholarship, although a large uncharted area regarding university teaching is still in need of further discussions.

The paragraphs explored a close connection between teaching and research with emphasis on research content and research process as aids to teaching and learning practices applied to different disciplines. Boundaries between different disciplines were dissolved with the idea of interdisciplinarity regarding the nature of teaching and research practices and the support of digital tools for the classroom. Last, it was recommended an inquiry-based and experiential-based approach to learning as an efficient manner of fostering lifelong learning.

Given the recent concerns of academics in regards to the future of education and commitment of educators, it is necessary to consider not only the effectiveness of teaching methods, but also the variation of teaching according to academic fields as they form a connection with the intellectual community. Therefore, greater analysis should be addressed toward the effects of disciplines in the success of teaching and learning practices, also to inform policymakers and institutions about sound governance practices. Overall, as mentioned in Shulman (2000) the sustainability of education can be synthesized in one word: fidelity. The faithfulness of professionals committed to their roles, their scholarship, mentorship, and integrity to their field of study represent a solid basis for institutions and communities to invest in the founding role of education for the society.

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