

## Assessing Faculty Development Needs: The Case of Mindanao State University (MSU) - Marawi Campus

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### Abstract

Assessment is an essential process of gathering necessary information useful for evaluating the needs of a certain variables. In this study, assessment was primarily used to examine the faculty development needs of the Mindanao State University Marawi Campus. Variables investigated through survey, focus group discussions and consultative meetings include faculty profiles, trainings, performance, research and publications, housing program, appointment status, study grant and promotions, and the needs for faculty enhancement program. Based on the data gathered from the survey and series of consultative meeting/focus group discussion in the different colleges in the university, comprehensive results revealed that, the faculty force of Mindanao State University in terms of educational attainment, trainings, and research outputs is not enough for the university to be considered as candidate for center of excellence and or center of development. Faculty needs motivation such as financial supports, conducive learning environment, enough housing program, continuous and regular attendance of fora and other professional growth are the most urgent needs of the faculty. Generally, MSU administrations need extra efforts in providing faculty development needs so that the university will meet the requirement to achieve center of excellence and center of development.

**Keywords:** assessment, faculty development, faculty needs, faculty feedbacks

### Introduction

Productive working environment requires skilled and competent employees. Having competent and skilled employees can do complex tasks efficiently, effectively and in safe manner. Universities around the world precisely attempt and initiate different plan and strategies in applying the idea of “quality” in the context of education. Globalization and global competitiveness towards academic excellence continues to be a challenge as it is reflected to quality that signifies different means of coping with the continuous intense competitiveness. Instructional quality plays a vital role in attaining the framework of quality education. Growing evidence has been set that students are most motivated to learn and excel when teachers are strong on all three legs of the instructional tripod that is: content knowledge, pedagogic skills, and relationship skills. The importance of teacher effectiveness in providing quality learning experiences to all students is absolutely clear. However, some teachers produce much larger

achievement gains than others do and that differences in teacher effectiveness tend to persist from year to year in the absence of effective professional development (Ferguson, 2007).

In the Philippines, the Commission on Higher Education Memorandum Orders (CMO) in attaining Center of Excellence (COE) and or Center of Development (COD) gives more emphasis and percentage to instructional quality research and publication. Key persons that give instructional quality are the faculty since they are the prime movers and doer in delivering instructions to the students. However, studies conducted which was reaffirmed by UNESCO reports (2003) revealed that quality education is declining especially in developing countries in which Philippines is part of it due to problems and challenges face by the teachers and learners which includes lack of classrooms and instructional materials, inadequate teachers, and no appropriate funds for faculty development and among others. Given this deficiency, assessing faculty development needs is much needed in order to address the so called “attaining academic excellence or center of excellence in educational services. According to Irby, O’Sullivan and Steinert (2015), faculty development is an indispensable and often undervalued institutional resource, yet it plays essential role for the advancement of faculty competence and organizational vitality. In the World Education Forum, Dakar (2000) stipulated that to achieve education for all it needs to improve the quality of education. He said *“Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills”* Development is a lifelong process. It’s a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential (SkillsYouNeed.com©2011-2016).

The purpose of this paper is to assess and examine the status of the faculty in terms of educational qualification/educational attainment, terms of appointment, seminars and trainings attended, faculty housing program, research outputs, enhancement needs and personal perceptions of the teachers. Assessing faculty development needs was done through needs assessment analysis and consultative meeting, for us the Mindanao State University (MSU) office for planning and development could draw a workable development plan that could address the issues on faculty development needs.

## **Methodology**

Assessment has many purpose, it could be used to appraise the performance of the students or teachers, and to provide feedback. In this study assessment was used to dealt on the present status of the faculty in MSU in order to identify and evaluate their needs and feedbacks was drawn. This study documented the faculty development needs through needs analysis and consultative meeting using survey questionnaire and focus group discussions in each college in the university. The data was gathered through a series of formal and informal consultative meetings apart from the survey questionnaires. Aside from survey questionnaire, focus group discussions and consultative meetings, data from annual reports of the university was also used as data source that serve as platforms of the previous issues of the variables investigates so as to draw conclusive evidence on the faculty development needs.

## **Results and Discussions**

### ***A. MSU Faculty Profile***

Faculty profile of the MSU includes educational qualifications and trainings attended. Educational qualification of a university faculty is an important thing to consider in planning towards attaining academic excellence. Based on the collected data, out of 856 faculty respondent who successfully participate the assessment survey only one hundred thirteen (113) or 13.2% are Ph.D. holders, and among the seventeen colleges, the faculty of the College of Agriculture has the highest percentage (17.78%) of PhD holders, followed by the

College of Forestry (17.39%), and then the College of Public Affairs or CPA (16.88%). In general, less than 50 % of MSU the faculty members are master’s degree holder (44%). However, combining the numbers of PhD’s and masters’ degree holder it comprise 57.2%, yet this percentage is still weak considering that the university is aiming to be known as either center of excellence and or center of development. Based on the standard criteria of the Philippine Commission on Higher Education (CHED) center of excellence and center of development instructional quality comprise 45% of the total key areas in which faculty force and qualifications has a greater percent composition (30% - 40%) of its components depending on the course or field. According to this standard criterion, faculty is the primary operative resource in the academic institution. Faculty shoulder the institution’s responsibilities to teach and facilitate learning, generate new knowledge, and assist in providing service programs of the institution to the community. The faculty roster of every field or course areas must be composed of professionals in terms of education, experience and skills.

The minimum requirement of the Philippine CHED for a certain degree program to be acknowledge as either center of excellence and center of development is that there will be at least five (5) full time PhDs’ and two (2) PhDs’ plus three (3) masters’ degree holder respectively. However, this requirement is just a minimum and it will vary according to the degree programs of each college of department. As shown in Table 1 and the succeeding figures (Figure 1 and Figure 2), the Mindanao State University (MSU) Marawi Campus, the number of faculty members in each college who are PhDs’ is not enough or does not meet the minimum requirement to be a candidate for Center of Excellence and or Center of Development except for the two programs or department under the College of Natural Sciences and Mathematics namely Mathematics and Biology Department.

**Table 1 College Faculty Profile of MSU-Marawi Campus in Terms of Educational Qualifications (2016)**

College	Ph.D./EDd		MS/MST/MAEd		BS/BSEd/AB		POST GRAD		Total
	f	%	f	%	f	%	f	%	
	College of Agriculture	8	<b>17.78</b>	25	55.56	11	24.44	1	
College of Business Adm.	2	5.26	19	50.00	17	44.74			38
College of Education	7	16.67	17	40.48	18	42.85			42
College of Eng’g	3	10.34	12	41.38	14	48.28			29
College of Fisheries	<b>0</b>	0.00	10	62.50	6	37.50			16
College of Forestry	8	17.39	15	32.61	23	50.00			46
College of Health Sciences	4	10.26	6	15.38	29	74.36			39
CHARM	3	10.71	10	35.71	13	46.43	2	7.14	28
CIT	<b>0</b>	0.00	3	13.64	19	86.36			22
ISED	3	14.29	8	38.10	10	47.62			21
King Faisal									0
College of Law									0
CNSM	32	13.55	<b>86</b>	55.48	37	23.87			155
CPA	26	16.88	64	41.56	64	41.56			154
CSSH	16	9.25	83	47.98	74	42.77			173
CSPEAR	1	4.17	15	62.50	8	33.33			24
Engg Tech	<b>0</b>	0.00	4	16.67	16	25.00	4	16.67	24
Overall Total	113	13.2%	<b>377</b>	44%	359	41.9%	7	0.8%	856
Overall Mean	0.132		0.44		0.419		0.008		

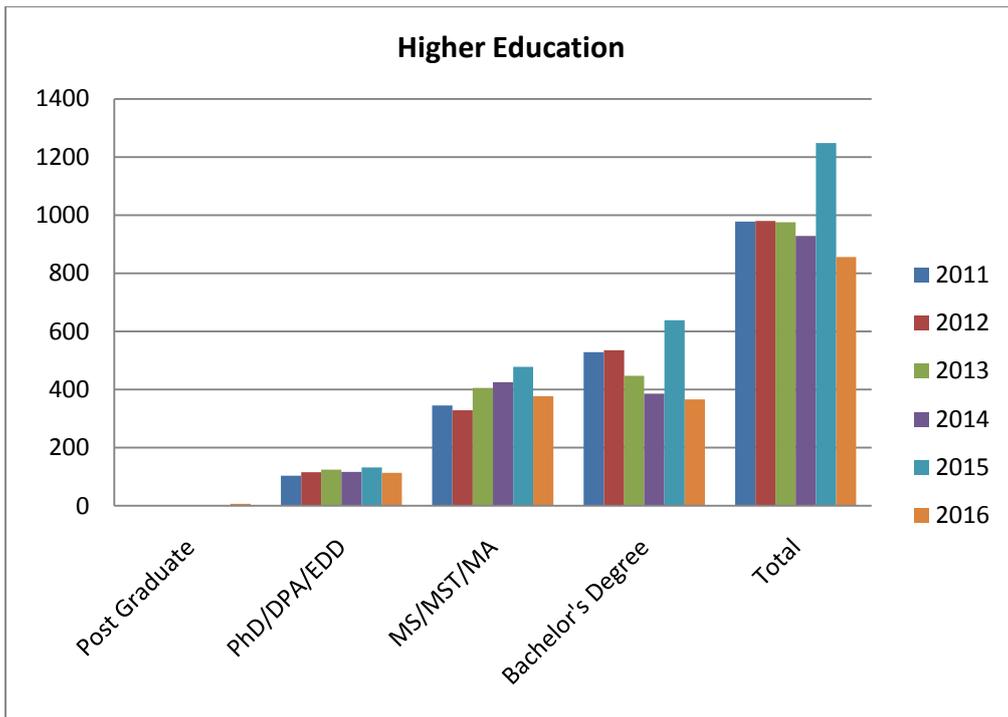


Figure 1 Comparative Number of College Faculties by Educational Attainment (2011 – 2015)  
(Source: MSU Annual Report 2015)

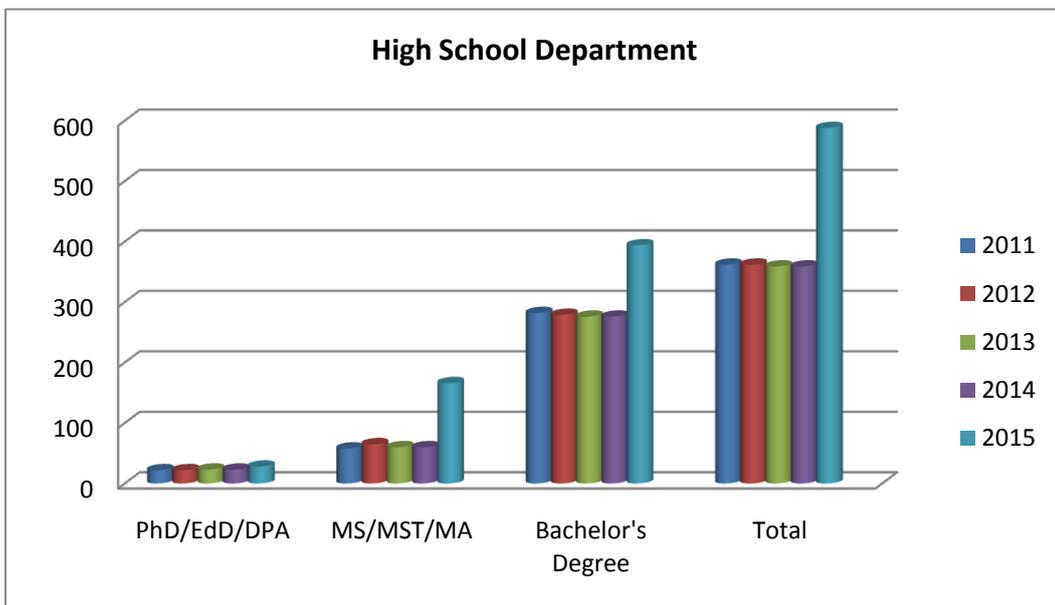


Figure 2 Comparative Numbers of High School Faculties by Educational Attainment (2011 – 2015)  
(Source: MSU Annual Report 2015)

As shown in figure 1, the trend of the MSU faculty educational attainment is fluctuating. There is no continuous progression especially in the higher education of college faculty. This trend implied that the MSU failed to maintain or sustains the professional growth of its faculty by sending them to further studies and by giving them opportunity to avail study grants. If this trend will not be mitigated then, MSU could not really attain its goal towards a center of academic excellence or center of development. In terms of trainings and seminars attended by the faculty of MSU as shown in Table 2, generally less than 50% of the faculty in each college attended various trainings and seminars except for the sole college, the College of Sports, Physical Education & Recreation (CSPEAR) in which almost all of them (95.83%) attended various trainings and seminars. Again, Philippine CHED memorandum for center of excellence and center of development stipulated and clearly emphasized that self-improvement among faculty such as participation in postgraduate programs, trainings and skills development are deemed necessary. Further studies, trainings and seminars are important motivation on the part of the faculty with the interest to improve its prime resource. Irby, O’Sullivan & Steinert (2015) study related to recognizing excellence in faculty development programs revealed that the faculty development program takes place in accredited professional schools which should be aligned to the school missions and goals. Faculty development program must be systematic, evidenced-based and must focus on improving educational practices, leadership and scholarships. Teachers at professional higher or educational institutions have the task to arrange the conditions that would enable the students to absorb fully the knowledge transfer, techno-transfer and any form of education and learning. University should optimally provide competent graduates and solve problems related to in depended monitoring educational processes and surely produce graduates which are in demand in the employment market (Safargaliev & Vinogradov, 2015).

**Table 2 Faculty Profile of MSU-Marawi in Terms of Trainings/Seminar Attended**

College			Total # of Faculty	Mean
	f	%		
College of Agriculture	16	35.56	45	0.36
College of Business Adm.	2	5.26	38	0.05
College of Education	6	14.29	42	0.14
College of Eng’g	9	31.03	29	0.31
College of Fisheries	3	18.75	16	0.19
College of Forestry	10	21.74	46	0.22
College of Health Sciences	2	5.13	39	0.05
CHARM	4	14.29	28	0.14
CIT	2	9.09	22	0.09
ISED	1	<b>4.76</b>	21	0.04
King Faisal College of Law				
CNSM	24	14.48	155	0.15
CPA	40	25.97	154	0.26
CSSH	33	19.08	173	0.19
CSPEAR	23	<b>95.83</b>	24	0.95
Engg Tech	3	12.50	24	0.13
PUC	3		11	0.27
Overall Total	181		867	
Overall Mean				0.209

**B. Faculty Research & Publication**

Research and publications is a strong manifestation of a matured university. Research and publications is one of the important vehicle in making linkages and collaborations to other universities around the world. Literature and studies survey reveals that external integration of education is very important especially on this globalization theme. Interrelations between universities that allow networking and collaborations are a promising strategy towards gaining more diverse and productive forms of integrations towards achieving academic excellence, research and extensions. However in the case of MSU Marawi campus, the research outputs of faculty in not progressive. Only few of the faculty has successfully conducted research due to overloading of teaching loads. The MSU research and publications has not given priority, thus faculty are not motivated to do so. This research outputs issues is same as true in terms of research publications. As shown in Figure 3, research publications are fluctuated. In the year 2015 publications rises however, in 2016 it drastically move downward. The trend on research and publication implied that the MSU failed to sustain the research capabilities of its faculty. In fact, the MSU is missioned to perform the traditional trilogy of functions of a university, namely: instruction, research, and extension. Study conducted in U.S. by Mullen, Murthy, & Teague (2008) revealed that availability of sufficient laboratory space, equipment’s, financial and material resources were deemed critical for supporting faculty’s efforts in doing research.

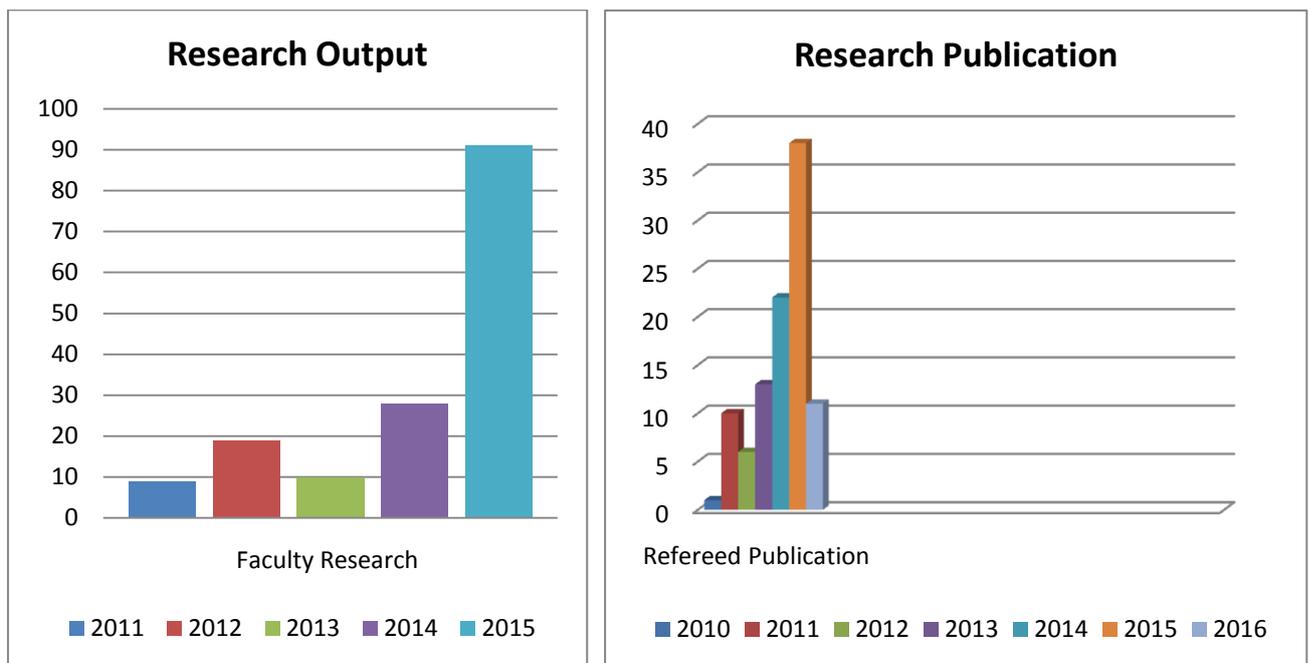


Figure 3 Research and Publications

**C. Housing Program**

Another needs that is relevant for efficient and competent performance of the faculty in the universities and any other institution is the housing program intended for the faculty. In order to attain productive and sustainable academic excellence, faculty must be self-motivated. However, if the faculty has a long-way to travel from their home to the campus, the situation might be chaotic and stressful and could suppress the utmost transfer of knowledge from the teachers to the learners. In the context of globalization and academic excellence, educational environment or school climate must be conducive to both teachers and students. Many universities in other countries efficiently provide housing program for all of its employees.

Nanyang University in Singapore is a very good example in terms of providing housing programs for their employees and the university environment is conducive to all constituents.

In the case of MSU Marawi Campus, Table 4 shows that there is no equal distribution of housing programs to the faculty and other employees of the university. Majority (69%) of the employees in the university are either renting private cottages or commuting from the campus to their respective home which is either in Marawi City and Iligan City. These results implied that the employees of the university have no equal opportunity in terms of housing program. Maybe the university could not provide enough housing for its employees or there it might be no proper regulation in terms of its housing program. Since most of the employee particularly the faculty is commuting, traveling from their respective homes to the university and vice versa could hamper the efficient delivery of their services. They might be late in the office due to some unavoidable circumstances during travel like traffic or mechanical malfunction of the vehicle and others. Based on interviews, commuters faculty are avoiding to handle early schedule classes and classes in the late afternoon because they having troubles of their travels. This issue must be resolved by the university officials so that attaining its missions and goals towards academic excellence and globalization will not be jeopardize.

**Table 4 Faculty Profile of MSU-Marawi in Terms of Housing Program**

College	MSU Housing/Cottage		Private Cottage/Renting		Commuter		Total
	f	%	f	%	f	%	
	College of Agriculture						
College of Business Adm.	14	18.18	18	23.38	21	<b>27.27</b>	53
College of Education							
College of Eng'g	13	25.00	13	25.00	26	<b>50.00</b>	52
College of Fisheries	6	33.33	6	33.33	6	33.33	18
College of Forestry	12	<b>54.54</b>	4	18.18	6	27.27	22
College of Health Sciences	5	15.15	4	12.12	24	<b>72.73</b>	33
CHARM	32	<b>80.00</b>	4	10.00	4	10.00	40
CIT	1	5.26	8	42.11	10	<b>52.63</b>	19
ISED	8	38.10	8	38.10	3	14.29	19
King Faisal College of Law							
CNSM	14	14.89	46	<b>48.94</b>	34	36.17	94
CPA	14	<b>41.18</b>	7	20.59	13	38.24	34
CSSH							
CSPEAR	9	39.13	13	<b>56.52</b>	1	4.35	23
Engg Tech	5	31.25	7	<b>43.75</b>	4	25	16
PUC	1	11.11	1	11.11	7	<b>77.78</b>	9
Overall	134	31%	139	<b>32%</b>	159	<b>37%</b>	432

**D. Appointment Status**

Academic excellence is a long overdue pursuit of the Mindanao State University, specifically the Marawi Campus. Attaining to this pursuit needs quality and qualified manpower needed to accelerate the educational system toward excellence. However, manpower needs motivation and greener pasture in order to sustain their individual needs. As such, faculty/teachers' status of appointment is one variable that is considered to motivate the teachers to be competent on their job. Nagtalon (2001) as cited by Hajilan (2016) stressed out that quality education implies an upgraded educational standard that is—a condition that is essential to the development of academic excellence as well as the quality of life. In the case of the Mindanao State University, 44% of the faculties are already on permanent status, 38% are under probationary and 18% are on contractual status. Among of the sixteen (16) participating colleges, more than 50% of the faculty force in the College of Health Sciences is contractual status, and 46.15% in the case of the College of Hotel and Restaurant Management (CHARM).

**Table 5 Faculty Profile of MSU-Marawi in Terms of Appointment Status**

College	Permanent		Probationary		Contractual		Total
	f	%	f	%	f	%	
College of Agriculture	20	44.44%	<b>25</b>	<b>55.56%</b>	0		45
College of Business Adm.	11	31.43%	18	<b>51.43%</b>	9	25.71%	35
College of Education	13	<b>76.47%</b>	<b>2</b>	11.76%	2	11.76%	17
College of Eng'g	27	<b>58.7%</b>	15	32.61%	4	8.7%	46
College of Fisheries	7	46.67%	8	<b>53.33%</b>	0		15
College of Forestry	13	<b>56.52%</b>	10	43.48%	0		23
College of Health Sciences	5	16.67%	9	30%	16	<b>53.55%</b>	30
CHARM	4	30.77%	3	23.08%	6	<b>46.15%</b>	13
CIT	2	10.53%	14	<b>73.68%</b>	3	15.79%	19
ISED	12	<b>57.14%</b>	5	23.81%	4	19.05%	21
King Faisal	19	<b>54.29%</b>	13	37.14%	3	8.57%	35
College of Law	5	<b>55.56%</b>	2	22.22%	2	22.22%	9
CNSM	45	<b>45.45%</b>	35	35.35%	19	19.19%	99
CPA	23	<b>62.16%</b>	9	24.32%	5	13.51%	37
CSSH	67	<b>47.18%</b>	51	35.91%	24	16.90%	142
CSPEAR	9	37.5%	11	<b>45.83%</b>	4	16.67%	24
Overall Total	269		230		114		610
Overall Mean &	0.44	44%	0.38	38%	0.18	18%	100%

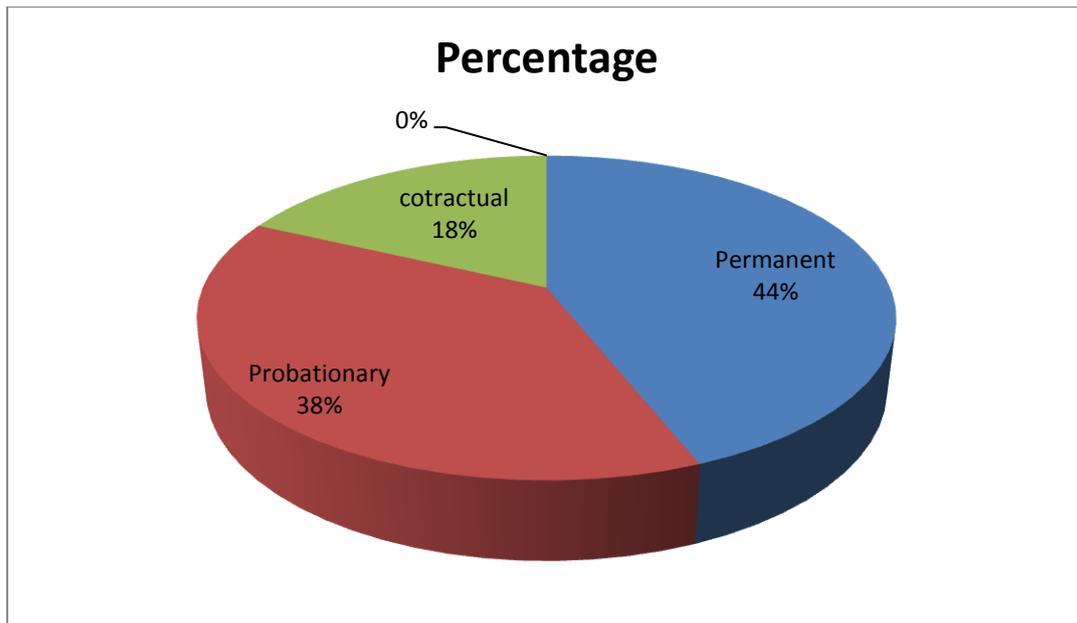


Figure 4 Percent Composition in Terms of Faculty Appointment Status  
Source: OVCAA Office

### ***E. Study Grant***

Professional growth of faculty is very important in attaining academic excellence and globalization. As of 2014 records provided by the annual report of the Mindanao State University, study grant provided to the faculty by MSU is not progressive. As shown in figure 5, year 2013 has the highest number of faculty that is on study grant on doctoral degree. However, it abruptly decreases in the year 2014. In the case of maters' degree program there is a progression increase number of faculty on study grant for 2011 and 2012, but decreases as much in the year 2013, and manage to increase again in the year 2014. The fluctuation of providing study grant program of the faculty implies that the university does not seriously prioritize the professional growth of its faculty regularly. According to Monterona (2014), human resource is the most essential components in any organization. Each employee brings to the organization different skills, knowledge, and ideas that help the organization or university attaining its goals. An employee must continuously grow professionally in order to keep abreast on the un-ending change in the process of learning, education and innovations. Professional growth in terms of continuous education through study grant, trainings, and symposia is the process of preparing the manpower of the university towards innovations and educational revolutions of the mind in terms of multidimensional basis for the solution to a wide range of pedagogical and content knowledge problems. Continuous education and learning is an educational process in any educational system or universities that serve as reference points on the development of heuristics and exploratory capabilities to face the challenge of global competitiveness.

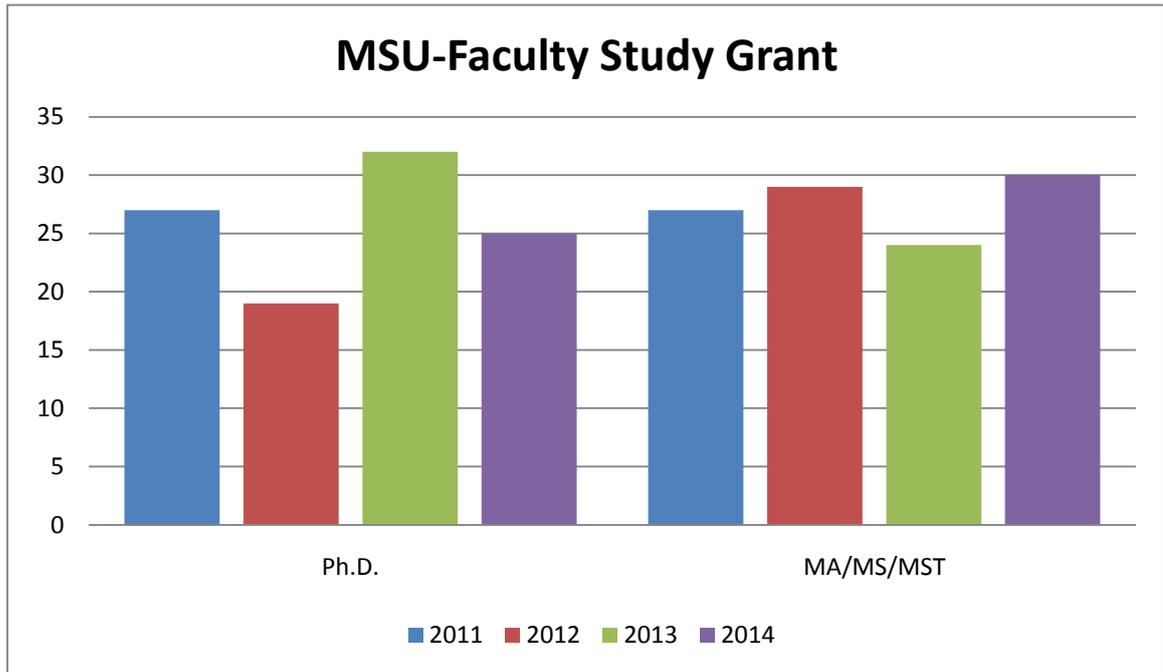


Figure 5 Study Grant of MSU Faculty  
Source: Annual Report 2014

#### ***F. Other Needs***

Faculty needs enhancement in all aspects namely; training and conferences, research, and further studies through scholarship programs and study grant. They also need enough housing program, regular monitoring in the process of giving tenure and promotion. Incentives, hazard fees, and equal opportunity are mostly requested by them. Moreover, motivating factors that drives the faculty to do efficiently their jobs is also one of their concerns considering that most of the time or none at all. Mullen, Murthy, & Teague (2008) concluded in their study that university infrastructure and organizational structure and culture are important factors to consider so as achieving academic excellence. . Furthermore, the working environment of the faculty must be conducive enough so that they will become more productive. Housing program must be also properly regulated so that all faculties can avail such privilege. Lastly, school climate must be friendly and just. A sound and healthy organization is depicted through social and professional interactions of the employees (Sia-ed, 2016).

#### **Conclusion**

Development of educational process towards academic excellence and globalization is of current interest to all educational institutions and universities. However, these could not be attained if manpower especially faculty are equipped totally in transfer knowledge and skills to the learners. For many institution and university including the Mindanao State University, the most serious drawbacks in the attaining of academic excellence should begin to comprehend the pedagogical content knowledge of the faculty, and the different activities in conditions of the further existence and development of mankind as a whole. Based on the findings of this needs assessment survey, MSU needs to capacitate the faculty in terms of instructions and research. MSU officials must regularly provide study grant to the faculty in each college with proper selections, monitoring and time bound. There must be proper execution and implementation of the MSU Code of governance on the case of faculty development program. All learning institutions must see to it that the organizational structure is bound to proper ethics that could

serve as guiding rules in monitoring the university climate and health conditions. Giving incentives and other form of motivations must be equally distributed to the deserving faculty members and other employees in the university. Commitment and cooperation of every employee and higher officials in the university is significantly needed to effectively promote faculty development and in this way, academic excellence and globalization will surely attain. Analyzing the needs of the university employees is a continuous process and must be done regularly in every institution. Assessing faculty development needs is a continuous process because the mood of the school campus environment and the needs of the faculty are always changing. Hence, the task of faculty development needs assessment must be regularly conducted and monitored so as to develop plans and strategies in order to address those needs and for continuous development towards academic excellence and global competitiveness.

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