



GAUGING THE IMPLEMENTATION OF THE FACULTY DEVELOPMENT PROGRAM POLICIES OF STATE UNIVERSITIES AND COLLEGES: CAGAYAN STATE UNIVERSITY'S PERSPECTIVE

Ludivina P. Cauilan, PhD

Cagayan State University

Carig Sur, Tuguegarao City, Cagayan Valley, 3500, Philippines

ludivinacauilan9@gmail.com

Abstract

This abstract provides a detailed summary of a study designed to evaluate the execution of the Faculty Development Program (FDP) policy at Cagayan State University (CSU). The FDP policy is intended to improve faculty members' professional development and academic competency, thereby ensuring the delivery of high-quality education. The purpose of this research is to assess the effectiveness, problems, and impact of the FDP policy at CSU. A mixed-methods approach was used in the research process, which included surveys, interviews, and document analysis. The survey was given to a representative sample of faculty members from several colleges across the institution, and key stakeholders such as administrators, department heads, and FDP coordinators were interviewed. In addition, policy documents and reports were examined to get insight into the FDP policy's formulation and implementation. According to preliminary studies, CSU's FDP policy has been fairly effective in encouraging faculty development. The majority of respondents agreed that the policy had a favorable impact on their professional development and teaching effectiveness. Several problems, however, were noted, including limited financial resources, insufficient infrastructure, and a lack of defined standards for FDP participation and evaluation. The analysis emphasizes the need for strategic improvements in the FDP policy's execution. Allocating greater financial resources to assist faculty development initiatives, improving physical and technology resources, and establishing uniform procedures for FDP implementation, assessment, and monitoring are among the recommendations. Furthermore, building a culture of collaboration and mentorship among faculty members is critical to the FDP policy's sustainability and efficacy. The findings of this study will provide guidance to CSU administrators, policymakers, and decision-makers regarding the essential actions to enhance the FDP policy's implementation. The ultimate goal of this research is to improve teacher professional development and, in turn, the standard of instruction at Cagayan State University.

Keywords: Faculty Development, Faculty development program, adherence, policies, faculty

* Corresponding author.



INTRODUCTION

In order to effectively respond to the demand for high-caliber, globally competitive graduates, the educational system must be dynamic given the expanding variety and changing roles of faculty members today. Critical elements in accomplishing this are the faculties' qualifications and skills. Giving faculty members support and training to improve their work performance is one way to deal with this. Programs for faculty development have been beneficial in enhancing teaching abilities in higher education. Higher education faculty members should regularly participate in FDP training events (Hines, 2011). Faculty development programs must widen their scope, take into account various training approaches and formats, carry out more thorough program assessments, and nurture new partnerships and collaborations if they are to stay at the forefront. It must take into account the principles of a clear vision, the proper viewpoint, the network, responsiveness, and integrity in order to be effective. Additionally, professors must stay current with trends that are impacted by quick technology advancements. Interventions for faculty development as a process are influenced by a variety of variables. In one study, it was discovered that the faculty development workshops do not adequately address teacher-student interaction or the human character traits that make for effective teachers (Cook and Kaplan 2011).

Another study affirms the use of FDPs to enhance learners' knowledge and abilities while also enhancing teacher academic performance. Low teacher qualifications invariably result in low standards of student learning accomplishment, hence it is important to support and promote higher education institutions to reach the need. Making decisions about faculty growth in light of the shifting landscape of academic duties and responsibilities requires careful consideration of future problems and directions. In one study, faculty developers highlighted three crucial factors: the changing professoriate, the shifting demographics of the student body, and the shifting style of instruction in general.

Five reasons were given as to why a faculty development program was required for electrical and electronics engineering: 1. to develop the faculty's technological proficiency; 2. to encourage teachers to incorporate more technology into their lessons; 3. to familiarize faculty with the mission and purpose of the school; 4. enhance the roles of professors; and, 5. to assist academic staff in striking a balance between their workloads. It's equally critical to remember that academic vitality depends on the knowledge and interests of the teachers. The availability of funds for faculty development is also regarded as a crucial element. Additionally, faculty development needs to be organized from recruiting to post-tenure review in order to become an institutional value and a professional practice. Glowacki-Dudka & Brown (2007) state that being simply good is not valued, and mediocrity is not accepted. Compliance with faculty development program policies is crucial for State Universities and Colleges in the context of higher education.

It is for these reasons that the fundamental purpose of the study is to gauge the implementation of the Faculty Development Program of Cagayan State University system.

STATEMENT OF THE PROBLEM

The study generally aimed to assess the adherence of State Universities and Colleges to faculty development policies. Specifically, it sought to answer the following:

1. What is the average budget allotted for faculty development for the last five(5) years?
2. What is the percentage of faculty who were extended the privilege for faculty development for the last five(5) years under the following classification?
 - 2.a. short term
 - 2.a.a. seminars/workshops?



2.a.b. trainings?

2.b. long term

2.b.a. Masters Degree/s?

2.b.b. Doctorate degree/s?

2.b.c. Post-doctoral degree/s?

3. What is the extent of observance of the policies on faculty development in terms of:

1.a Pre-qualification screening;

1.b Processing documentary requirements;

1.c Extension of Contract; and,

1.d Penalty in case of breach of contract

4. What is the percentage of grantees who complied with the conditions set forth in their contract for faculty development.

5. What problems were encountered by the faculty in availing the privilege for faculty development?

RESEARCH METHOD

The study sought to assess the implementation of the faculty development program policies of State Universities and Colleges focusing on the case of Cagayan State University, Philippines.

Time and Locale f the Study

The study was conducted at Cagayan State University, Philippines which has eight (8) campuses namely: Andrews, Aparri, Carig, Gonzaga, Lallo, Lasam, Piat and Sanchez Mira. It was conducted in CY 2017.

Materials

The materials used in this study are the academic manual, and the University faculty development policies of Cagayan State University

Research Design

This study made use of the descriptive survey method as it elicited information on the adherence of State Universities and Colleges to faculty development policies and the funding allotted for the program

Respondents and Sampling Procedure

The data were obtained from the 210 faculty members occupying a regular plantilla position and the School Administrators in charge with the implementation of the faculty development program in the



Cagayan State University. Data pertaining to faculty development policies and implementation guidelines were obtained from the academic manual, administrative manual and training officer of the University. Likewise, other pertinent information pertaining to the faculty development program were gathered from the Office of the Vice President for Academic Affairs, the Budget Office and the Accounting Office. The Slovin’s formula with 5% margin of error was used to determine the sample size of the study from the total population.

N

n =

1 + N (e)²

Where: n - number of samples N - is the total population
e - is the allowable error (0.05)

The distribution of the respondents according to campus is shown in the table below. This data was taken from the Human Resource Management Office.

Table 1: Distribution of the Respondents per Campus

Campus	Total Number of Regular Faculty	Number of Population Samples
Andrews	105	50
Aparri	60	29
Carig	136	65
Gonzaga	37	17
Lallo	26	12
Lasam	11	5
Piat	32	15
Sanchez Mira	35	17
Total	442	210

These faculty population samples were selected through systematic random sampling on each school, where each faculty member had an equal chance of participating in the survey. The nth sample following a random start was identified using the information from the Human Resource Management Office. The total faculty members on each campus were used to calculate the number of population samples for each campus. The names of the faculty members who responded were scribbled on a piece of paper and placed in a fish bowl. Each name was drawn one at a time until the necessary number was reached. The study's respondents were the faculty members whose names were drawn.

INSTRUMENTATION

A systematic interview form was used to collect data from the faculty respondents. Through in-person interviews and a review of the supporting documentation, the information collected from the



respondents was verified. The faculty's profile was obtained using the questionnaire in order to determine their socioeconomic status and professor position. It also determined the specific faculty development program that the faculty had access to. Additionally, depending on current policies, the respondents were asked to assess how well the program was implemented. However, in order to give the findings a fair interpretation, school administrators were questioned. The policy outlined in the official documents delivered by the relevant Offices served as the interview guide. The training officer also provided information on the list of grantees and the proportion of them that fully complied with the program's terms and conditions. Additionally, information regarding the application of sanctions to individuals who violated the contract was also collected from the University's training officer.

STATISTICAL TREATMENT OF DATA

Frequency counts, percentages, and means were used to examine the data. Tables and graphs were used to present the results in order to facilitate debate. Due to rounding factors, the values in the tables might not add up to 100%. The results were interpreted using the following scale for the weighted means.

5.0 - 4.01	strictly observed	strongly agree
4.0 - 3.01	not strictly observed	agree
3.0 - 2.01	seldom observed	fairly agree
2.0 - 1.00	never observed	disagree

RESULTS AND DISCUSSION

University Budget Allocation for Faculty and Staff Development for the Last Five Years

According to information obtained from the university's budget office, there is no particular budgetary allocation made for faculty development. According to DBM Laws, Rules and Regulations for State Universities and Colleges, there is no budget line item designated only for faculty development. However, the Cagayan State University had implemented a different technique to address this problem for its faculty members after realizing the value of faculty development in pursuing its objective. The faculty has been given access to faculty development programs, which range from seminars and workshops to graduate education. In compliance with CHED Memorandum Order No. 20 Series of 2011, the University's income has been used to pay for this purpose. Fund 164 is the source of income from which financial aid might be obtained, but it is frequently insufficient because other University projects and programs rely on it, such as student and curriculum development. The University's accepted faculty development rules, which are outlined in its academic manual, are used to vet applicants for faculty development, particularly for long-term opportunities like graduate education. Those that meet the requirements must sign a Memorandum of Understanding with the university to ensure that the terms and conditions are followed to both parties' benefits.

Extent of Observance of the Prequalification Screening Policies of the Faculty Development Program of Cagayan State University

Table 2 displays how closely the Faculty Development Program at Cagayan State University adheres



to its prequalification screening procedures. The same chart reveals that, with an overall mean of 2.92, the prequalification screening criteria are hardly followed. There are four components to these prequalification policies. The first is rated 2.92 and deals with the specialization requested, which needs to align with the main program areas of study. The second relates to the fulfillment of the requirements for admission and program grant (2.96), the third to the applicant’s capacity to complete the required coursework (2.98), and the fourth to the applicant’s promise to complete the scholarship within the time frame stipulated in the contract (2.8). This finding might be used as the foundation for program implementers to increase the degree of policy observance, allowing the program to better meet its goals. In addition, the policies of the program must be strictly followed in light of the academic manual’s demand that graduate degrees be vertically aligned with the university’s strategic thrusts.

Table 2: Extent of Observance of the Faculty Development Program Prequalification Screening Policies

Prequal Policies	Andrews	Aparri	Carig	Gonz	Lallo	Lasam	Piat	S.M.	Mean
1	3.26	2.83	2.6	3.0	2.75	3.0	2.8	3.12	2.92
2	3.32	2.83	2.82	3.0	2.75	3.0	2.8	3.18	2.96
3	3.3	2.93	2.92	2.76	3.0	3.0	2.73	3.18	2.98
4	3.28	2.90	2.69	3.0	2.5	2.2	2.8	3.06	2.8
Mean	3.29	2.87	2.76	2.94	2.75	2.8	2.78	3.14	2.92

Scale:

5.00 - 4.01- strictly observed

4.00 - 3.01 - not strictly observed

3.00 - 2.01 - seldom observed

2.00 - 1.00 - never observed

Extent of Observance of the Faculty Development Program Processing Policies

It was also determined to what extent the processing policies for the faculty development program were followed. Items dealing with the progression from application to approval or refusal of the application are covered by this particular element. Table 3’s data indicate that, with a mean rating of 2.81, policies in this regard are likewise infrequently followed. Rarely was the rules followed about the need for recommendations from the dean, recommendations from the scholarship committee, and acceptance of the scholarship contract. Despite the varying numerical ratings, all things in this area are assessed equally in terms of adjectival description.



Table 3: Extent of Observance of the Faculty Development Program Processing Policies

Process Policies	Andrews	Aparri	Carig	Gonz	Lallo	Lasam	Piat	S.M.	Mean
1	3.1	3.03	2.83	3.0	2.92	2.8	2.8	3.06	2.94
2	3.34	3.10	2.8	2.47	2.83	2.8	2.47	3.24	2.88
3	3.34	3.03	2.88	2.65	2.83	2.8	2.60	3.18	2.92
4	3.26	2.97	2.85	3.0	2.67	2.8	2.73	3.06	2.92
5	3.22	2.97	2.83	2.53	2.5	2.4	2.53	3.06	2.76
Mean	2.65	3.02	2.84	2.73	2.75	2.72	2.62	3.12	2.81

Scale:

5.00 - 4.01 - strictly observed

4.00 - 3.01 - not strictly observed

3.00 - 2.01 - seldom observed

2.00 - 1.00 - never observed

Extent of Observance of the Policies for Extension of Scholarship

Table 4 presents the findings about the adherence to the guidelines for the extension of the scholarship grant. In order to comply with this specific requirement of the policy, the grantee must submit an application for an extension and have the adviser certify that the extension is necessary. The table shows that, with an overall mean of 2.84, the policies on extension are rarely followed. According to the respondents, policies are frequently waived because a letter of request for an extension is sufficient. The interview process also indicated that the academic manual's permissible period is frequently exceeded when the grant's term is extended.

Table 4: Extent of Observance of the Faculty Development Program Policies on Extension of Scholarship Grant

Extension Policies	Andrews	Aparri	Carig	Gonz	Lallo	Lasam	Piat	S.M.	Mean
1	3.3	2.83	2.77	2.71	2.83	2.8	2.73	3.18	2.89
2	3.2	2.9	2.66	2.65	2.67	2.4	2.6	3.18	2.78
Mean	3.25	2.87	2.72	2.68	2.75	2.6	2.67	3.18	2.84



Scale:

5.00 - 4.01 - strictly observed

4.00 - 3.01 - not strictly observed

3.00 - 2.01 - seldom observed

2.00 - 1.00 - never observed

Perceived Problems on the Implementation of the Faculty Development Program

With a mean rating of 3.56, Table 5 shows that faculty members from various campuses concur that the availability of faculty development program possibilities is not effectively publicized to the faculty. With a mean rating of 3.30, they also concur that policies are poorly defined, that processing is slow, and that stipend payments are consistently late.

Table 5: Perceived Problems on the Implementation of the Faculty Development Program

Perceived Problems	Andrews	Aparri	Carig	Gonz	Lallo	Lasam	Piat	S.M.	Mean
1	3.56	4.14	4.32	4.35	4.42	2.2	2.33	3.12	3.56
2	2.28	3.97	3.78	3.76	3.92	2.8	2.73	3.18	3.30
3	2.54	4.10	4.25	4.18	4.25	2.2	4.2	3.12	3.61
4	2.46	4.10	4.09	4.18	4.35	2.2	4.4	3.12	3.61
Mean	2.71	4.12	4.21	2.35	3.42	3.14	3.52		

Scale:

5.00 - 4.01 - strongly agree

4.00 - 3.01 - agree

3.00 - 2.01 - fairly agree

2.00 - 1.00 - disagree

DISCUSSION

It is essential to evaluate the Cagayan State University (CSU) faculty development program (FDP) in order to ascertain its performance, pinpoint problems, and suggest improvements. The assessment or gauging of the FDP at CSU is the main topic of this discussion, which takes into account a number of factors including the objectives of the program, implementation tactics, evaluation techniques, and stakeholder viewpoints. Defining the FDP's aims and objectives is the first stage in conducting an assessment. These objectives can include boosting instructional efficacy, encouraging research and academic endeavors, encouraging professional development, and incorporating technology into instructional strategies. It is simpler to assess a program's success in accomplishing its objectives if the intended outcomes are stated explicitly. It is important to look into the FDP's implementation methods. Analyzing the resources allotted to the program, the accessibility of possibilities for training and professional development, and the assistance given to faculty members are all part of this



process. It is critical to determine whether the program is open to all faculty, regardless of position or field, in order to guarantee fair possibilities for professional advancement.

When evaluating the FDP, evaluation techniques are quite important. Quantitative information on faculty opinions of the program's impact on their teaching and professional growth can be gathered through surveys and questionnaires. Discussions in focus groups and interviews with faculty members offer qualitative insights into their experiences, difficulties, and recommendations for improvement. Program reports, faculty development plans, and participation records can all be analyzed to uncover more proof of the program's execution and results.

When evaluating the FDP, stakeholders' viewpoints should be taken into account. Input from department heads, administrators, faculty members, and FDP coordinators is gathered in this process. Their comments might highlight the advantages and disadvantages of the program, point out obstacles to participation, and make suggestions for improvement. Participating stakeholders in the assessment process encourages a culture of continuous development and generates a sense of ownership.

Several difficulties could surface during the assessment. A lack of funding may make it difficult to conduct comprehensive faculty development initiatives. Faculty members' capacity to use cutting-edge teaching techniques may be hampered by a lack of technical support and infrastructure. Program execution irregularities could be caused by unclear rules for FDP participation and evaluation.

Recommendations can be made to deal with these problems. More money allocated to the FDP will make it possible to offer a variety of worthwhile development opportunities. Innovative teaching methods can be implemented more easily by improving infrastructure, such as creating areas specifically for faculty cooperation and providing them with access to technology resources. Transparency and impartiality will be ensured by developing common rules for FDP participation, evaluation, and monitoring.

Finally, evaluating the FDP of CSU will offer useful insights into its advantages, disadvantages, and potential improvement areas. The CSU may strengthen its faculty development initiatives by proactively addressing the stated obstacles and taking into account stakeholder feedback. This will result in better teaching, more productive research, and overall university growth and success.

SUMMARY OF FINDINGS

The purpose of the study was to evaluate the Cagayan State University's faculty development program's implementation. It determined precisely the share of faculty members who benefited from seminars, workshops, training, and graduate degree programs. The degree of adherence to the policies for prequalification screening, document processing, contract extension, and breach policies were also investigated. Additionally, the difficulties faced were evaluated using data from the faculty members and policy implementers. The study employed the descriptive survey methodology. The 210 faculty members from the various campuses serve as the main sources of information. Utilizing frequency counts, percentages, and means, the data were examined. The results show that the University's faculty development program's regulations were rarely followed during the prequalification screening, grant application processing, and grant compliance. Additionally, it was discovered that chances for faculty development are not well communicated to the faculty, that procedures lack clarity, and that there are delays in both the processing of documentation and the distribution of financial compensation to grantees.

CONCLUSION

Based on the foregoing findings, the following conclusions were drawn:

1. The very low total percentage of faculty grantees of the faculty development program of the University leads to a conclusion that the program is not responsive to the



requirement for quality education as mandated by the Commission on Higher Education.

2. The findings that prequalification screening policies, the processing policies, and penalty provision policies were seldom observed had led the researcher to conclude that the training office of the University which takes charge of faculty development had failed to deliver its functions effectively;

3. The finding on the seldom observance of the penalties for breach of contract leads to the conclusion that financial resources of the University are wasted; and,

4. The seldom observance of the policies and the problems encountered by the faculty means that there is a poor faculty development program of the University.

RECOMMENDATIONS

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Opportunities for faculty development should be widely disseminated by the training office and other offices concerned so that all interested and qualified faculty members will have equal chances to avail the program.
2. Policies should be strictly enforced in order to fully achieve the objectives and essence of the program; and
3. The Administration should propose for a specific budget allocation for faculty development as this program is a very important aspect in the professional growth of the faculty.

REFERENCES

- [1] Boucher BA, Chyka PA, Fitzgerald Jr WL, et al. (2006). A comprehensive approach to faculty development. *Am J Pharm Educ.* 70(2): Article 27.
- [2] Boyce EG, Burkiewicz JS, Haase MR, et al. (2009). ACCP white paper: essential components of a faculty development program for pharmacy practice faculty. *Pharmacotherapy.* 29(1): 127.
- [3] Cook , CE & Kaplan M. (2011). *Advancing the Culture of Teaching on Campus: How a teaching Center Can Make a Difference.* 1st ed. Sterling, VA.: Stylus Publishing.
- [4] Davis G, Foley BJ, Horn E, Neal E, Redman R, Van Riper M. (2003). Creating a comprehensive faculty development program. *J Fac Dev.* 19(1):19-28.
- [5] Erklenz-Watts M, Westbay T, Lynd-Balta E. (2006). An alternative professional development program: lessons learned. *College Teach.* 54(3):275-279.
- [6] Finelli CJ, Ott M, Gottfried AC, Hershock C, O'Neal C, Kaplan M. (2008). Utilizing instructional consultations to enhance the teaching performance of engineering faculty. *J Eng Educ.* 2008;97(4):397-411.
- [7] Glowacki-Dudka M, Brown MP. (2007). Professional development through faculty learning communities. *New Horiz.* 21(1-2):29-39.
- [8] Guglielmo BJ, Edwards DJ, Franks AS, et al. (2011). A critical appraisal of and recommendations for faculty development. *Am J Pharm Educ.* 75(6):Article 122
- [9] Hines SR. (2011). How mature teaching and learning centers evaluate their services. In: Miller J, Groccia J, eds. *To Improve the Academy.* Vol 30. San Francisco: Jossey-Bass. 277-289.
- [10] Santucci AK, Lingler JH, Schmidt KL, Nolan BA, Thatcher D, Polk DE. (2008). Peer-mentored research development meeting: a model for successful peer mentoring among junior level researchers. *Acad Psychiatry.* 32(6):493-497
- [11] Schmitz CC & Luxenberg MG. (2002). Evaluation of the "Learning by Doing" Faculty Development Program for the Minnesota State Colleges and Universities (MnSCU) Center for Teaching and Learning. Final Report Summary. St. Paul, MN: MnSCU and Bush Foundation.