

# CHED COE and COD Faculty Requirements for Communication Program: Inputs to an Enhanced Faculty Development Plan

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**Abstract** – This paper presented the faculty requirements on Communication schools applying for CHED Centers for Excellence and Development. In this study, the retrospective design was used to examine existing records like the COE/COD requirements on Communication professors, faculty profile and performance evaluation. A total of 8 faculty members teaching professional subjects in Communication from 2014 to 2017 were the main subject of the study. They were interviewed to obtain firsthand information on faculty needs in terms of instructional, research and community extension competence. Findings of the study revealed that majority of the Communication professors are master's degree holders, teaching 5 years and above, having the rank of Assistant Professor A with academe and industry experience, and a performance evaluation of Very Satisfactory. Of all the faculty criteria for COE and COD, the Faculty Awards and Recognition requires great improvement. With regard to teaching competence, there is a need for upgrading the instructional skills of the faculty particularly in the use of technology and e-learning. In terms of research, they need funding and training on communication research writing and publication as well. As to community extension, they wanted to develop a sustainable project which is aligned with their curriculum and program goals. In the end, a well-conceived faculty development plan was proposed. This preliminary study would be the first step towards determining a strong faculty line up for the department in line with its upcoming COE/COD application. More so, the result of this study is deemed important to the educational leaders and managers, to provide them valuable information as to what motivates faculty members towards professional development and scholarly productive activities and to institute effective training programs towards the professional and personal development of Communication professors.

**Keywords:** Center of Excellence and Development, Communication Program, Faculty Development, Higher Education

## INTRODUCTION

The dynamic and radical changes that characterize the contemporary society are vividly revealed even in higher education. Modern universities emphasize the need for well-trained teaching staff and, implicitly, for a culture of quality teaching [1] and for dealing with the rapid changes and shifting paradigm in education [2]. Thus, educational leaders need to frame faculty development initiatives as part of the continuous cycle of life-long learning and professional development. Teachers need to see themselves as more than transmitters of received knowledge but as professional and accountable educators who comprehend the connection between teaching and learning [3].

The content of the professional development programs and the competencies they address depend on several factors: (1) the specific needs of the teaching staff, (2) the needs of the students, (3) the educational paradigm, (4) the mission and orientation of the university [1]. Faculty development is a process by

which teachers work systematically to improve skills in (1) education, (2) mentoring, (3) the scholarship of teaching, and (4) designing and implementing professional development plan as educators. More so, faculty development is justified because it is required by accreditation standards, can enhance faculty members' abilities to teach more efficiently and effectively, advances the scholarship of teaching and provides for the continuing professional growth of the institutions [3].

According to the Commission on Higher Education [4] the Faculty Development Program (FDP) is a critical factor towards building the strong foundation of an educational system to ensure quality education. In previous and current studies, faculty development has always surfaced as a priority concern. Our nation cannot compete with its neighboring countries that are now moving towards offering cutting-edge programs and technologies unless we invest in creating a pool of experts in our academic institutions. This critical mass will then be capable to

train and equip students for significant and promising careers in the global market

The national government has given CHED the strong mandate to promote relevant and quality higher education that is at par with the international standards and to produce graduates and professionals who are highly competent and recognized in the international arena. Realizing this, the commission issued the policies and standards on the creation of Centers of Excellence and Centers of Development (COEs/CODs) that serve as a potent catalyst needed for the development of world-class scholarships, nation building and national development.

The evaluation of the centers of excellence enhances the quality of education at higher education institutions. The evaluation provides information on the pedagogical decisions, teaching processes and outcomes that the institution has achieved. The evaluation encourages the institution to improve the quality of effectiveness of education and disseminate new innovative pedagogical approaches. The evaluation may be a starting point for long-term development of teaching and learning processes, networking, and collaboration. In Finland, for instance, the Ministry of Education, has the role of evaluating candidates for centers of excellence at the Finnish higher education institutions. It designates the centers of excellence based on evaluations made by the evaluation panel and FINHEEC. As a result of these evaluations, the Ministry of Education allocates performance-based funding for selected centers [5]. The Swedish International Development Cooperation Agency funded project of Hellström [6] maintains that the center of excellence is a tool for capacity building. He suggested that the COE instrument may be fruitful path towards realizing capacity for human resource development, organizational capacity, and the creation of an institutional and legal framework in the research and higher educational field including the positive effects on innovation and socio-economic development. Hellström [7] further maintained that COE schemes tend to focus on capacity outcomes viz. network simulation, skills development, and transfer of expertise, the most important outcome is the “meta-capacity” involved in formulating and carrying out policy and research in new ways, developing professionalization in the academic workforce and enabling organizations such as universities to set their own priorities and engage in professional research governance.

The criteria for selecting COE/COD for Communication program namely, instructional quality, research publications, extension and linkages and institutional qualifications. The criteria on faculty constitute 10 points of the total 45 points which is under instructional quality – the highest in this category. It is further divided into two categories: faculty qualification and performance evaluation each with corresponding weight. There are also documents identified as proof of evidence and compliance such as copies of diploma, transcript of records, performance evaluation result, faculty development plan and others [8].

With its strong commitment to academic excellence and quality education, Lyceum of the Philippines University-Batangas plans to apply its Liberal Arts program under the College of Education, Arts & Sciences (CEAS), as Center of Excellence by 2022. Analyzing the guidelines for Communication schools applying for COEs/CODs, the writer would like to investigate the faculty requirements set by CHED as well as to identify the faculty needs based on the strategic directions of the university and key result areas.

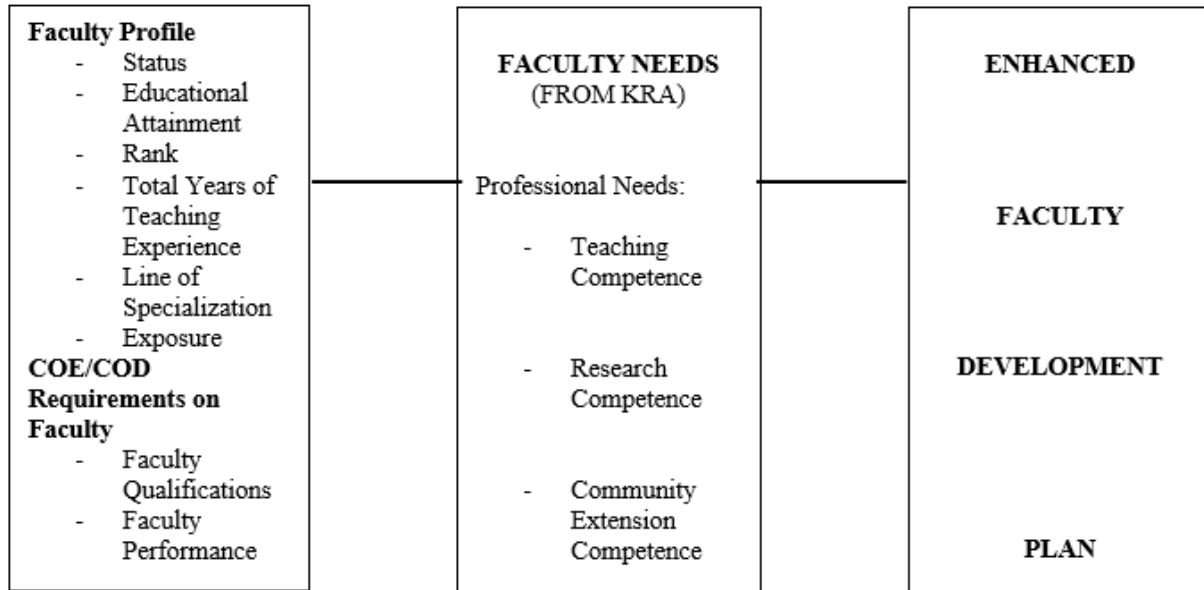
At present, there are only few communication schools in the country that are recognized by CHED as CODs and COEs. Hence, it is but high time that the Communication program of the university should apply for this certification since it was awarded Level IV accreditation status by the Philippine Colleges and Universities Commission on Accreditation (PACUCOA) just recently. The result of this study will give an initial evaluation of the program relative to COE/COD standards.

More so, the result of this study is deemed important to the educational leaders and managers, to provide them valuable information as to what motivates faculty towards professional development and scholarly productive activities particularly the CEAS Dean and HR director to institute effective training programs towards the professional and personal development of Communication faculty members. Eventually, the researcher, being a former department chair, would also want to propose an enhanced faculty development plan for teachers handling professional subjects in Communication. This preliminary study would be the first step towards determining a strong faculty line up of the department in line with its COE/COD application by 2022.

It is in this context that the writer would want to assess the faculty profile and requirement of COEs

and CODs on faculty alongside with the strategic directions and key result areas of the university which will form the bases of faculty needs for professional development. In the end, it will propose for an enhanced faculty development plan that will

specifically address the needs of Mass Comm faculty of LPU-Batangas. The need for faculty development in all levels for higher and professional education is inevitable for quality education depends largely on the qualification and competency of the faculty.



**Figure 1.** Framework for an Enhanced Faculty Development Plan for Communication Professors based on CHED COE/COD Requirements

Following the input-process-output approach, this study employed a framework which revolved around three important concepts: Faculty profile and COEs/CODs faculty requirements, Faculty Needs and the Enhanced Faculty Development Plan.

The input variable would be the profile of Mass Comm faculty in terms of status, educational attainment, rank, total years of teaching experience, line of specialization and exposure. Alongside with it are the COE/COD requirements on faculty as stipulated in the CHED Memorandum Order (CMO). The faculty needs which was derived from the Key Result Area (KRA) of the university would be processed. It focused mainly on the professional needs of the faculty namely: teaching competence, research competence and community extension competence. Teaching competence concentrated on subject matter mastery, classroom management, instructional skills, communication skills, diagnostic skills, and relational skills. Both the faculty profile / COE and COD faculty requirements and needs of the faculty served as bases for the enhanced faculty development plan for Communication professors.

### Objectives of the Study

This paper aimed to determine the faculty requirements on Communication schools applying for the CHED Centers for Excellence and Development. Specifically, it sought to attain the following objectives: describe the current profile of faculty members teaching professional subjects in Communication; assess the current status of Communication department based on the criteria / requirements for faculty members applying for Centers of Excellence and Development; determine the faculty needs identified by the Communication professors in terms of teaching, research and community extension competences; and lastly, propose an enhanced faculty development plan for professional and personal development of Communication professors.

### Method

#### Research Design

This research utilized descriptive study employing retrospective design. According to Ranganathan and Aggarwal [9], in retrospective studies, the outcome of interest has already occurred (or not occurred – e.g., in controls) in each individual by the time s/he is enrolled, and the data are collected

either from records or by asking participants to recall exposures. There is no follow up of participants. In this study, retrospective design was used to examine existing files and records relative to CHED COD and COE requirements along with faculty profile and performance evaluation of Communication professors.

### **Participants of the Study**

A total of 8 faculty members teaching professional subjects in Communication from three consecutive semesters: 2014 to 2017 were the main subject of the study. Their profile and performance evaluation as well as the COE/COD requirements on faculty and the faculty needs served as bases for an enhanced faculty development plan. The faculty needs focused mainly on professional needs i.e., teaching competence, research competence and community extension competence. Other factors such as personal development needs, and organizational needs were not discussed in this study. Also, there were no test of difference or relationship conducted among the variables identified.

### **Instrument**

The study utilized the CHED's Memorandum Order No. 26 Series of 2009 or the revised implementing guidelines on Higher Education-Faculty Development Programs (CHED-FDPs) PHASE 2. Other documents that were reviewed and analyzed are the following: CHED's application form for COEs and CODs for Communication and Development Communication programs (2012); CHED implementing guidelines for the identification, support, and development of COEs and CODs for Communication and Development Communication programs (2012); policies and standards for Bachelor of Arts in Communication Program (2010; 2017); and lastly, the faculty profile and performance evaluation of Communication professors for 3 consecutive semesters from 2014 to 2017.

### **Data Gathering Procedure**

Pertinent documents were collected like CHED COE and COD requirements for Communication program, Faculty Line Up, Profile and Performance Evaluation in close coordination with the Human Resource and Management Development Office (HRMDO) and the College of Education, Arts and Sciences (CEAS). Also, the researcher interviewed selected communication professors to validate the data gathered from relevant records and to obtain firsthand information on faculty needs in terms of instructional, research and community extension competence.

### **Data Analysis**

The researcher analyzed the existing documents on faculty profile, performance evaluation and COE/COD requirements on Communication professors. The faculty needs which was derived from the institutional key result area (KRA) was supported by interviews from selected Communication faculty of LPU-Batangas. It served as bases for the proposed enhanced faculty development plan (FDP). Also, the following statistical tools were utilized in the study such as weighted mean for the faculty performance evaluation and frequency and percentage for the initial evaluation on faculty requirements of CHED COE and COD for Communication program.

### **Ethical Consideration**

The author wrote a request letter to secure documents from HRMD office relative to faculty profile and performance evaluation of communication professors. Also, the target participants in the interview were first briefed about the purpose of the study. An informed consent was discussed to the respondents by the researcher while questions from them were addressed properly before signing it. The proponent made it sure that the gathered data would be treated with utmost confidentiality and for the sole purpose of conducting this study only.

### **Results and Discussion**

Table 1 shows the profile of Communication faculty teaching professional subjects for three consecutive school year (2014-2015, 2015-2016 and 2016-2017). It can be gleaned from the table that majority of the Communication faculty are teaching in a full-time basis while there is only one faculty member working part-time. This is so because faculty members teaching part-time are industry practitioners.

As to their educational attainment, all are in line with their major field of specialization. Out of the 8 Comm faculty, 6 were MA degree holders and 2 got bachelor's degree. Apparently, these 2 non-MA degree holders were considered for the teaching position only because of their expertise and industry exposure which may be considered even if they do not have their MA degree yet as stipulated in the CHED CMO No. 10 series of 2010 and the latest, CHED CMO No. 35 series of 2017 for Communication faculty and the COE/COD requirements on faculty [8].

In addition, majority of the Communication faculty has the faculty rank of Assistant Professor teaching for 5 years and above. Only one faculty member teaching is for 3 years (1 out of 8).

**Table 1. Profile of Communication Professors for SY 2014-2015, 2015-2016, and 2016-2017**

Name	Status	Educational Attainments	Rank	Total Years of Teaching Experience	Line of Specialization	Exposure	
01	FComm01	Full-time	PhD English- (University of Batangas) MA in Education major in English, 2009 (UB) BS Mass Communication, 2003 (UB) cum laude	Assistant Professor-A	8 years	Media Management, Scriptwriting, Journalism, Writing for Print	Academe
02	FComm02	Full-time	MA in English Language Studies, 2012 (LPU-Batangas) AB Mass Communication, 2006 (LPU-Batangas)	Assistant Lecturer-B	5 years	Introduction to Communication Media, Communication Theory	Academe
03	FComm03	Full-time	BS Fine Arts Major in Audio-Visual Communication, 2010 (UP-Diliman) cum laude	Assistant Lecturer-C	5 years	Audio-Visual Communication Basic and Digital Photography, Web Page Development, Graphics Design, & Animation Multimedia Production	Academe Industry-KEN Digital Design Studio
04	FComm04	Full-time	MA Communication Arts (UP Los Baños)	Assistant Professor-A	5 years	Development Communication Journalism Broadcast Journalism	Academe
05	FComm05	Part-time	BS Fine Arts Major in Audio-Visual Communication, 2010 (UP-Diliman) cum laude	Assistant Lecturer-C	3 years	Audio-Visual Communication, Web Page Development, Graphics Design, & Animation Multimedia Production	Academe Industry-Ad Agency
06	FComm06	Full-time	MA in Communication Management, 2011 (PLM)  BS in Broadcast Journalism, 1983 (PUP-Manila)	Assistant Professor-A	20 years	Advertising, Broadcast Journalism, Film, Radio Production, TV Production	Academe Industry-PTV 4, SM, various Film Outfits
07	FComm07	Full-time	MA in Education major in English, 2010 (UB)  AB Mass Communication, 1994 (LPU-B)	Assistant Professor-A	17 years	Introduction to Communication Media, Media Ethics and Law, Communication Theory	Academe Industry-Batangas CATV
08	FComm08	Full-time	PhD Education-ongoing (DLSU-Manila) MA in English Language Studies, 2011 (LPU-Batangas) TCP, 2008 (LPU-Batangas) MA in History, 2002 (LPU-Batangas) AB Mass Communication 1999 (LPU-Batangas)	Assistant Professor-A	16 years	Radio Production, TV Production, Film Production Theater Arts, Professional Ethics, Practicum	Academe

The line of specialization of faculty ranges from Journalism, Broadcast Communication, Communication Research, Media Law and Ethics. Finally, most the Communication faculty members' exposure is in the academe although there are those who have experienced working in the industry before entering the teaching profession.

Table 2 presents the faculty evaluation of Mass Comm faculty in the last three semesters from 2014 to 2017. Apparently, there are those with no available data/ evaluation result for a given semester. This is because the data on faculty evaluation depends on the semester or school year that they were hired or the time that they were given a teaching load as in the case of part-timers. Individually, only one faculty (FComm05)

got the mean score (3.94) equivalent to Average which is below the minimum requirement of Above Average or Very Satisfactory for COE/COD [8]. The rest got the rating of 4.00 to 4.39 which is equivalent to Above Average (FComm 02, 03, 04 and 06). There were three faculty members who got a rating of 4.40 to 4.79 which is equivalent to Superior.

Hence, the overall mean for the performance evaluation of Communication faculty for SY 2014-2015 to SY 2016-2017 was 4.32, verbally interpreted

as Above Average or Very Satisfactory. Based on the CHED CMO 55 series of 2006, the criteria on faculty constitute 10 points of the total 45 points which is under instructional quality – the highest in this category. It is further divided into two categories: faculty qualification and performance evaluation each with corresponding weight. Hence, this is crucial since the requirement in this area is a consolidated teaching evaluation result of at least Very Satisfactory which is equivalent to 2 points under faculty performance [8].

**Table 2.** Faculty Performance Evaluation Result for SY 2014-2015 to SY 2016-2017

		2014-2015		2015 -2016		2016-2017		Mean	VI
		1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem	1 <sup>st</sup> sem	2 <sup>nd</sup> sem		
01	Fcomm01	4.64	4.63	4.73	4.87	4.80	4.68	4.73	S
02	Fcomm02	4.41	---	4.12	---	4.44	4.22	4.30	AA
03	Fcomm03	4.09	4.09	4.25	3.91	4.27	3.79	4.07	AA
04	Fcomm04	4.41	4.36	4.43	3.96	---	---	4.29	AA
05	FComm05	---	---	---	3.84	3.88	4.10	3.94	A
06	FComm06	4.40	4.26	4.54	3.95	4.43	4.15	4.29	AA
07	FComm07	4.14	4.37	4.50	4.75	4.70	4.52	4.50	S
08	FComm08	4.40	4.41	4.40	4.3	4.62	4.56	4.45	S
<i>Mean</i>		<i>4.36</i>	<i>4.35</i>	<i>4.42</i>	<i>4.23</i>	<i>4.45</i>	<i>4.29</i>	<i>4.32</i>	<i>AA</i>
VI		AA	AA	S	AA	S	AA	4.35	AA

*Legend: VI Verbal Interpretation (E=Excellent 4.80-5.00; S=Superior 4.40-.4.79; AA=Above Average 4.00-4.39; A=Average 3.50-3.99; LA=Low Average 3.00-3.; BA=Below Average 2.50-2.99; PB=Poor Below 2.50)*

**Table 3.** COE/COD Faculty Requirement Evaluation Result (as of SY 2016-2017)

Criteria on Faculty		Target Score	%	Actual Score	%	Difference
01	MA Degree in Comm or allied field	2	75-100	2	75 (6/8)	0
02	PhD Degree in Comm or allied field	2	25	1	12.5 (1/8)	1
03	Faculty Development Program	2		1.5		.5
04	Faculty Performance Evaluation-VS	2		2		0
05	Faculty Awards and Recognition-FT	2	25	.5	14.29 (1/7)	1.5
<b>TOTAL POINTS</b>		<b>10</b>		<b>7</b>		<b>3</b>

*Legend: VS (Very Satisfactory); FT (Full Time Faculty Members)*

Using the specific criteria of COE/COD on faculty, the performance evaluation result and the faculty profile, the initial evaluation of the researcher is 7 out of 10 points as shown in Table 3.

Note that the MA degree requirement still got a perfect score of 2 points (6 out of 8 faculty or 75 percent) because the target was met already. As stipulated in the CHED CMO No 10 series of 2010, all faculty members teaching in the communication program should have at least an MA degree. Apparently, only two are not yet done with their MA however, the department is still able to achieve the minimum requirement in this area since majority of the

Communication faculty members are MA degree holders already. On the other hand, the score for PhD degree 1-point (1 out of 8 faculty or 12.5 percent) and Faculty Development Program (1.5 points) criteria are workable and can be remedied in the long run. As a matter of fact, there are two faculty members who are currently enrolled in their PhD and are set to graduate in the next two years. They both availed the scholarship grant from the university as part of its faculty development program. Meanwhile, the Faculty Development Plan (FDP) of the college/ department is in place, but the content is generic and is not aligned with the faculty members’ major field of specialization.

As to faculty performance, the department got a score of 2 points based on the overall mean result of 4.32 which was verbally interpreted as Above Average or Very Satisfactory for SY 2014-2015 to SY 2016-2017. Finally, the criteria on Faculty Awards and Recognition received half a point only (1 out of 8 faculty or 14.29 percent) and can still be considered a work in progress given the right avenue and opportunity to receive awards. For instance, only one faculty had the chance to attend and participate in an international research presentation for this school year. Of all the faculty criteria for COE and COD, this needs to be improved and given utmost priority to achieve the target score and requirement in this area.

### **Faculty Needs**

The faculty needs identified in this study emanates from the strategic directions and KRA of the university. It includes teaching, research, and community extension capabilities. Also, this was supported by some inputs from selected Mass Comm faculty in an interview conducted by the researcher.

### **Teaching Competence**

During the interview, most of the faculty commented on the need for upgrading their instructional skills particularly in the use of information technology in teaching. Apparently, there are major subjects included in the curriculum right now which are highly technical and require faculty members to use the latest technology and software like Apple computers, iPad, and Adobe. More so there is also a need for faculty members to understand / upgrade their knowledge in information communications technology (ICT) such as blogging, podcasting, web page development, digital photography, video, and audio production to name a few. The knowledge of these latest trends in teaching major subjects according to them should coincide with the renovation being done in the Media Center which will then help strengthen the program and the quality of instruction in general. One of the professors commented, "All the renovations in the newly installed Media Center will be useless if the faculty himself cannot use it for classroom teaching." Some even proposed to take up short term courses outside the institution so they will gain enough exposure of what is currently practiced in the industry nowadays. To them, this will also be a great avenue for the department to build strong linkages and tie ups with some industry partners for teacher training, student practicum and possibly, for future employment.

As to the need for further studies and continuing education, the faculty expressed their

willingness to enroll in the graduate school. Since majority of the Mass Comm faculty are already MA degree holders, everyone is highly encouraged by the college to pursue and finish their PhD to meet accreditation and other regulatory requirements. Budget constraints, heavy workload in school and complying with graduate school requirements are among those that hinder Mass Com faculty to pursue graduate school. There were some who refused to sign the return service contract or to have some sort of obligation with the school once they avail the school's faculty development program for pursuing graduate studies particularly those who intend to work in the industry and become part time faculty members instead. They are also expecting that the university will soon offer graduate school programs that are related to their field of specialization, so they will not go to Manila anymore just to attend classes every week. There were also some faculty members who expressed their strong desire to take up (Teacher Certificate Program) TCP and pass the LET so eventually, they can teach in the newly installed high school program of the university, in preparation for the K-12 program of the national government. Meanwhile, to foster camaraderie and strong bond with their colleagues, the faculty members also proposed for additional team building seminars in the future. Some even asked for more out of town or international trips at least once a year, during semestral break, Christmas, or summer vacation. This is to ensure continuous learning while on trip through local or international benchmarking and improve their linkages and interpersonal skills as well.

### **Research Competence**

In order to contribute to the research productivity and output of the department, the faculty members asked for specific training in communication research so that their outputs would be aligned to the major subject they are handling. Funding was also an issue to them that is why they asked for assistance not only for those coming from the institution but also for external funding. A faculty commented that for them to be encouraged to conduct action and institutional research related to Mass Comm, "The university should increase the monetary benefits." Another common remark among the faculty is, they also would like to know the process in publishing their research and how the Research Center could possibly help them identify the appropriate organization / venue which they can present their scholarly work later. As much as possible, they also want to present and publish their papers abroad to gain international recognition.

### Community Extension Competence

Although the Communication teachers are actively participating in the community extension program of the school already, they felt like they have to develop a community extension program that is aligned with the goals of the department and the Mass Communication curriculum specifically. According to them, the community extension program of the department is also very generic, and they cannot see the connection of it to the Mass Communication program basically. A faculty commented, “It’s about time to launch reforms in our community extension program that we can claim our very own.” They also asked to have a tie up with the local radio or cable stations in coming up with a proposed plan to conduct a show or program that is developmental in nature. They all

agreed that by doing so, they could be able to maximally use their talents, resources, and own expertise.

### An Enhanced Faculty Development Plan

Following the strategic goal of the university i.e., to strengthen the human resource towards greater productivity, an enhanced faculty development plan is hereby proposed. Table 5 presents the Enhanced Faculty Development Plan for Communication Professors which has the strategic goal of Strengthen the human resource towards greater productivity. The main Key Result Area pertaining to the professional needs which is subdivide in to three: teaching competence research competence and community extension competence.

**Table 5. An Enhanced Faculty Development Plan for Communication Professors (2016 to 2021)**

**A. Teaching Competence**

What will be done?	How will it be done?	Who will be involved or affected?	Where will it be done?	When will it be done?	How will it be monitored and evaluated?
1. Improve the teaching skills of faculty through appropriate teaching strategies, effective communication, and mastery of their respective areas of specialization.	<ul style="list-style-type: none"> <li>Require Mass Comm teachers to attend local and international seminars / conferences / convention.</li> <li>Echo national seminars attended and other appropriate seminars.</li> <li>Encourage teachers to pursue graduate school.</li> <li>Workout possible partnerships/linkages with reputable schools offering relevant graduate school programs.</li> <li>Monitor faculty attending graduate school.</li> <li>Require TCP to non-education graduates.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty</li> <li>DC</li> <li>College Dean</li> <li>EVP/VPAR</li> <li>President</li> <li>Faculty</li> <li>DC</li> <li>Faculty</li> <li>DC</li> <li>Dean</li> <li>Faculty</li> <li>DC</li> <li>Dean</li> <li>PAER</li> <li>DC</li> <li>Dean</li> <li>Faculty</li> <li>DC</li> <li>Dean</li> </ul>	<ul style="list-style-type: none"> <li>Participation in the local and international seminars in Journalism, Film and Communication Media.</li> <li>LPU-B</li> <li>LPU-B</li> <li>Universities in Manila</li> <li>LPU-B</li> <li>Universities in Manila</li> <li>Within the university</li> <li>Within the university</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of seminars attended by faculty and students.</li> <li>Improvement in the faculty profile.</li> <li>Improvement in the quantity and quality of research output.</li> <li>Customer Satisfaction Measurement (CSM) rating.</li> <li>Faculty Performance Evaluation Result.</li> <li>Increase in LET passers for Mass Comm faculty.</li> </ul>
2. Acquire and develop skills of effective and efficient classroom management.	<ul style="list-style-type: none"> <li>Conduct in-house seminars on classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>HR Director</li> <li>College Dean</li> <li>EVP/VPAR</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>Within the university as part of the TIPS or faculty development.</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Dean/DC’s observation.</li> <li>Feedback from the students.</li> <li>Customer Satisfaction</li> </ul>



					Measurement (CSM) rating.
3. Increase knowledge and awareness of new trends in teaching such as the use of information technology in classroom instruction.	<ul style="list-style-type: none"> <li>Conduct in-house training in the use of Apple computers, IPAD and Adobe.</li> <li>Require teachers to enroll short term / diploma courses in Creative Media Arts of the Philippines, ABS-CBN, MOWELL FUND and UP Film Institute.</li> <li>Ask funding / financial assistance from the school for enrollment in the short term or diploma courses.</li> </ul>	<ul style="list-style-type: none"> <li>HR</li> <li>MIS</li> <li>CCS Dean</li> <li>CEAS Dean</li> <li>EVP/VPAR</li> <li>President</li> <li>Faculty</li> <li>DC</li> <li>Dean</li> <li>EVP/VPAR</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>In-house seminars sponsored by the university.</li> <li>Manila</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of seminars attended by faculty and staff.</li> <li>Feedback from the students</li> <li>Faculty Performance Evaluation Result</li> <li>Customer Satisfaction Measurement (CSM) rating.</li> </ul>
4. Gain knowledge in curricular planning and evaluation and acquire skills in preparing test, analyze, interpret, and utilize evaluation results to improve instruction.	<ul style="list-style-type: none"> <li>Allow teachers to participate in the curriculum development and syllabus revision.</li> <li>Require teachers to revise the course syllabus using the Outcomes Based Education format.</li> <li>Monitor teacher made test in respective major subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty</li> <li>DC</li> </ul>	<ul style="list-style-type: none"> <li>Within the college/department.</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty inputs</li> <li>No. of checked and approved OBE syllabus in Mass Comm.</li> <li>Major Exam Monitoring Sheet</li> <li>Table of Specifications</li> <li>Customer Satisfaction Measurement (CSM) rating.</li> </ul>
5. Improve teacher's relational skills.	<ul style="list-style-type: none"> <li>Encourage teachers to become members of professional organization such as PAFTE, APCAS, PACE, COMGUILD, ICCS, PMC and YMC.</li> <li>Organize team building seminars among Mass Comm faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty</li> <li>DC</li> <li>College Dean</li> <li>EVP/VPAR</li> <li>President</li> </ul>	<ul style="list-style-type: none"> <li>Participation in the local and international seminars.</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of seminars attended by faculty.</li> <li>Improvement in the faculty profile</li> <li>Seminar Reports and Re-echo.</li> <li>Feedback from faculty</li> <li>Improvement in the quantity and quality of research output.</li> <li>Customer Satisfaction Measurement.</li> </ul>

**B. Research Competence**

What will be done?	How will it be done?	Who will be involved or affected?	Where will it be done?	When will it be done?	How will it be monitored and evaluated?
1. Equip the faculty with required competence in research.	<ul style="list-style-type: none"> <li>Continuous research capability building seminars to faculty through communication research seminars and workshops every semester.</li> </ul>	<ul style="list-style-type: none"> <li>Research Director and Staff</li> <li>Faculty</li> <li>DC</li> <li>College Dean</li> <li>EVP/VPAR</li> </ul>	<ul style="list-style-type: none"> <li>In-house research seminars sponsored by the university.</li> <li>Participation in the local and</li> </ul>	<ul style="list-style-type: none"> <li>Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Number of seminars attended by faculty.</li> <li>Improvement in the quantity and quality of research output.</li> </ul>

		<ul style="list-style-type: none"> <li>• President</li> </ul>	international research fora.		<ul style="list-style-type: none"> <li>• Customer Satisfaction Measurement rating.</li> </ul>
2. Continuous improvement of research work and expansion of research facilities and manpower.	<ul style="list-style-type: none"> <li>• Request for continuous maintenance / upgrading of computers and library research materials.</li> <li>• Acquire additional computer units (for research work) and printers (publication), LCD projector (for training purposes and research presentations).</li> <li>• Procurement of anti-plagiarism software.</li> <li>• Purchase and installation of computer hub as part of the newly renovated Media Center.</li> <li>• Benchmarking with other University Research Centers both local and abroad focusing on Communication Research.</li> <li>• Coordinate with the Research Center for monitoring of call for papers and seminar and research presentation on Journalism and Communication.</li> <li>• Appoint research consultants /advisers from the pool of Mass Comm Professors.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Director and Staff</li> <li>• Property Office</li> <li>• Purchasing</li> <li>• MADO</li> <li>• MIS</li> <li>• HRMD</li> <li>• EVP/VPAR</li> <li>• President</li> </ul>	<ul style="list-style-type: none"> <li>• In the university premise/ Research Center.</li> <li>• Partner Schools, Lyceum System, De La Salle University, Thailand / Malaysia/ HK universities.</li> </ul>	<ul style="list-style-type: none"> <li>• Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Inventory of Research facilities and equipment.</li> <li>• Improvement in the Research Center (facilities, system, and processes).</li> <li>• Customer Satisfaction Measurement (CSM) rating.</li> </ul>
3. Strengthening the research advocacy program through research productivity and utilization – consistently produce and publish relevant research that can be utilized by the university and the community.	<ul style="list-style-type: none"> <li>• Review and implement the research program/ plan per semester/ year.</li> <li>• Require teachers to submit proposals that is aligned with Mass Communication / Journalism</li> <li>• Continuously review the IRA as to the relevance and responsiveness to the present and future needs.</li> <li>• Monitor and supervise the conduct of ongoing researches.</li> <li>• Publish 100% of completed researches and disseminate</li> </ul>	<ul style="list-style-type: none"> <li>• Research Director</li> <li>• Research Council</li> <li>• Faculty</li> <li>• DC</li> <li>• College Dean</li> <li>• EVP/VPAR</li> <li>• President</li> <li>• Quality Circle</li> <li>• Finance Dept, CHED, PAPSCU, PEARL</li> </ul>	<ul style="list-style-type: none"> <li>• In the university.</li> </ul>	<ul style="list-style-type: none"> <li>• Within the school year (as the need arise).</li> </ul>	<ul style="list-style-type: none"> <li>• 100% monitoring and gap analysis.</li> <li>• Reviewed and approved IRA disseminated to all colleges for use and reference.</li> <li>• No. of research completed.</li> <li>• No. of tracer studies, institutional and action research completed.</li> <li>• No. of publications / research forums attended, participated.</li> </ul>

	<p>research findings and utilization.</p> <ul style="list-style-type: none"> <li>• Strengthen Research Journal Exchange Program.</li> <li>• Hold the annual Research Festival in the department.</li> <li>• Review guidelines for research awardees during convocation night; provisions for action research; criteria for evaluation of research incentives, etc.)</li> <li>• Look for assistance in research funding</li> </ul>				<ul style="list-style-type: none"> <li>• Research publications distributed by the IMC and the Research Center.</li> <li>• Faculty/students' involvement in research activities.</li> <li>• Research and Employee Manual.</li> <li>• Research linkages and coordination with other research organizations &amp; institutional.</li> <li>• Increase in research funding / budget.</li> </ul>
4. Enhance linkages and collaboration on communication research.	<ul style="list-style-type: none"> <li>• Coordinate with universities and other institutions for memberships in organizations and research collaborations.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Director</li> <li>• Faculty</li> <li>• DC</li> <li>• College Dean</li> <li>• EVP/VPAR</li> <li>• President</li> </ul>	<ul style="list-style-type: none"> <li>• Within and outside the university premise.</li> </ul>	<ul style="list-style-type: none"> <li>• All throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased memberships in research organizations and established MOAs on collaborative research in International and National</li> </ul>

**C. Community Extension Competence**

What will be done?	How will it be done?	Who will be involved or affected?	Where will it be done?	When will it be done?	How will it be monitored and evaluated?
1. To acquire and develop community involvement skills and participate actively in the department / school's community extension program.	<ul style="list-style-type: none"> <li>• Involve the teacher in the conceptualization and implementation of community extension projects that is developmental in nature and aligned with the faculty and students' expertise.</li> <li>• Coordinate with public and private agencies and media groups for possible tie ups and external funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Extension Coordinator</li> <li>• Students</li> <li>• Faculty</li> <li>• DC</li> <li>• College Dean</li> <li>• EVP/VPAR</li> <li>• President</li> </ul>	<ul style="list-style-type: none"> <li>• Adopted community.</li> <li>• Within Batangas City / Batangas province.</li> </ul>	<ul style="list-style-type: none"> <li>• Within the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Community Extension Proposal.</li> <li>• Number of Community Extension Projects implemented.</li> <li>• Feedback from the students, faculty, industry linkage, and the community</li> <li>• Faculty Performance Evaluation Result</li> <li>• Customer Satisfaction Measurement (CSM) rating.</li> </ul>

**CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions are hereby drawn: Majority of the Communication faculty members in LPU-B are master's degree holders, teaching 5 years and above, having the rank of Assistant Professor A and with Academic and Industry experience. Also, the faculty evaluation is far above the minimum rating of 88 percent or Above Average or Very Satisfactory. It has been consistent for the past three years. Of all the faculty criteria for COE and COD, the Faculty Awards and Recognition requires great improvement to achieve the target score and comply with the standards under this area. With regard to teaching competence, there is a need for upgrading the instructional skills of Communication faculty particularly in the use of information technology in teaching major subjects. In terms of research, they need training on communication research writing and publication. Funding is also an issue. As to community extension, they wanted to develop a program which is aligned with the goals of the department and the curriculum. A well-conceived faculty development plan which addresses the needs of Communication faculty was proposed.

Based on the conclusions, the following recommendations are forwarded: In line with its upcoming COE/COD or accreditation visit, the department should ensure that the faculty line up for both general and professional subjects in Communication should be 100% MA degree holders and at least 75% for PhD already. The annual consultation with the faculty by the Dean, DC and HRMD Director should be sustained to address the professional, personal as well as the organizational needs of the faculty. The training needs analysis by the HRMD office should be considered as basis for enhancing the faculty development plan of Communication professors. To achieve its goals and to have COE/COD certification in Communication, the department should start working with the other requirements as soon as possible for better institutional standing and positive results. A follow up study is needed to capture more recent year range perhaps before the actual COE/COD visit for plan to be more responsive to the current needs. Also, an empirical approach may be employed by future researchers about the topic, to further validate the results or test other variables that may factor in faculty development such as teacher self-efficacy, professional identity, and motivation.

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