

ABSTRACT

Name of Institution : DE LA SALLE UNIVERSITY-DASMARINAS

Address : Dasmariñas, Cavite

TITLE : Five - Year Faculty Development Plan of the  
College of Arts and Sciences at De La Salle  
University - Aginaldo SY 1996-2001

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OBJECTIVES OF THE STUDY :

A. GENERAL :

To develop a five - year faculty development program for the College of Arts and Sciences of De La Salle - Aginaldo starting SY 1996 up to 2001

B. SPECIFIC :

1. To come out with the profile of the faculty of the College of Arts and Sciences of De La Salle University - Aginaldo.

2. To find out their strengths and weaknesses as revealed by the teachers evaluation report.

3. To come out with activities that will be included in the proposed faculty development program.

4. To come out with faculty development design intended for the next five years.

5. To identify the strategies that will be used for the implementation and evaluation of the proposed CAS faculty development program.

**SCOPE AND COVERAGE :**

This study confines itself to the CAS - DLSU-Aguinaldo specifically on faculty profile, their weaknesses and strengths, activities, design and strategies for the faculty development program. Covered in this study are 112 full-time CAS faculty of school year 1996. The time frame of this proposed program is for five years which is from 1996 up to 2001. Respondents of the study will also include the CAS Dean, and Department Chairs of Language; Natural Science; Math & Computer Science and Social Sciences. The intended contents of the proposed CAS faculty development plan consist of three parts : personal/spiritual development, professional development and social/cultural development areas.

**METHODOLOGY :**

Descriptive method of research of the survey, documentary and trend analysis type were used in this study. The participants of this study were 112 full-time faculty members of CAS. Questionnaire and interview guide were prepared as part of its research instruments for data gathering.

In the analysis of data gathered, the mean, percentage, and ranking were the main statistical treatments used in this study.

**MAJOR FINDINGS :**

About 108 faculty members from the five departments of the College of Arts and Sciences were given a chance to participate in the study. However, only about 45 of them became decided to be counted in this research, thus: a) 14-Department of Language; b) 17-Department of Social Sciences; c) 3-Department of Natural Sciences; d) 4-Guidance; e) Department of Mathematics and Computer Science.

FINDINGS

1. The profile of the 45 CAS-DLSU-A faculty members can be summarized as follows: a) as to sex: 23 males, and 22 females; b) as to civil status: 26 married, and 19 single; c) as to religion: 40 Catholics, and 5 non-Catholics; d) as to academic status: 27 probationary and 18 permanent; e) as to age: 20 to 35 yrs. old - 27; and 36 to 51 above - 18; f) as to family income: P5 thousand to P16 thousand - 23; and P17 thousand to P26 thousand up - 22; g) as to academic rank: 22-instructors; 10-assistant professor; and 13-associate professor; h) as to student evaluation: outstanding - 20; above average - 22; fair - 2; and poor - 1; i) as to awards, distinction and honors received they were: magna cum laude, dean's list, honor students, university scholar, Outstanding Leader of the Year, Leadership Award, Best Thesis Adviser, Best in Religion, Most Loved Faculty, and Best Political Adviser; j) as to seminars, conferences attended by the faculty respondents common of which were: Campus Journalism; - Campus Journalism; La Sallian Formation; Teaching Commitment; Classroom Management; Language Development; Educational Technology; Textbook

Writing; Innovation in Teaching; Basic and advanced Photography; Sexual Harassment; Leadership Training; Private Education in Crisis, Socio-Economic for Teachers and Professionals; Purity of Blood; Mental Health; English for Professionals; Rizal Convention, Faculty Development; Anti-VAT; Understanding our Differences; Gender Sensitivity; Recruitment, Selection, Testing; Learning Problems in Children; Math and Computer Seminars and Windows '95.

2. From the teachers evaluation report, the cited weaknesses of the CAS faculty respondents are: a) moody; b) temperamental; c) soft voice; d) talks fast; and e) bangs the table. The strengths identified are: a) good classroom management; b) explains the lesson well; c) good grooming; d) speaks loud; e) bright ideas; f) strict during exams; and g) gives good examples during lecture.

3. The activities given special focus in the proposed faculty development program are those found to have been the weak spots of the faculty participants. For personal/spiritual activities, the following were identified: a) apostolate; b) ecclesiastical; c) prayer meetings, and d) bible study. High interest on the following were noted: a) masses; b) walk for a cause; c)

recollection; and d) retreats. They too, were included as they stimulate spirituality. For the professional activities, the following received low mean ratings: a) research updates; b) faculty dialogues with opinion leaders; c) policy involvement; d) seminars/conferences on latest social practical issues. On the other hand, high mean ratings were recorded in favor of a) ethical standards/professionalism; b) leadership training; and c) team building. With regard to social and cultural activities, attention on the following was called upon: a) "Kapihan sa La Salle"; b) aerobics; c) faculty choir; d) parish activities; and e) dramatics. High mean ratings were given to: a) field trip; b) movie/slide viewing; and excursion.

4. The proposed faculty development program for the CAS-DLSU-A covers SY 1996-2001 where the activities aimed to develop the personal/spiritual; professional; social/cultural well-beingness of the faculty from the Department of Language; Social Sciences; Natural Sciences; Guidance; Mathematics and Computer Sciences. The proposed program is identified by columns like: Objectives, components and methods, time frame, performance indicators, resources: responsible persons

and budgets.

5. The strategies used in implementing the program may be based on the planning document particularizing respondents regarding what to do; with whom to work; how to do it; and when to find it.

6. In evaluating the proposed program, the evaluation criteria will be based on the reaction, learning, behavior and results of the program to the faculty and the university as a whole.

### CONCLUSION

From the findings, the researcher concluded that :

1. The profile of the faculty respondents are impressive and their records reveal their potentialities of shaping the destiny of DLSU-A.

2. The CAS faculty respondents are spiritual, professional, social and are culturally developed but still with a space for improvement.

3. The activities included in the proposed faculty development program are truly responsive to their needs and problems.

4. The success of the implementations of the proposed program will be highly dependent on faculty and administrative support.

RECOMMENDATIONS

1. More deserving faculty members must be hired in order to uplift the image of the University.

2. Sustain the needs of all the faculty to enhance their personal and professional growth.

3. All must extend their utmost cooperation to be able to carry out this honest plan for faculty development.

4. The department chair, college dean and the vice president for academic affairs must lift their hands to make the proposed plan implementable under realistic conditions.

5. The proposed faculty development program is subject to further improvement and enrichment. Anyone may please take the challenge to polish it within the same honest intention.