

Outcomes-Based Faculty Performance Evaluation in Research

Jake M. Laguador

Lyceum of the Philippines University, Capitol Site, Batangas City, Philippines 4200

***Corresponding Author:**

Jake M. Laguador

Email: jakelaguador@gmail.com

Abstract: The implementation of Outcomes-based Education (OBE) is a systematic approach to strengthen the processes and capability of Higher Education Institutions to meet the standards of ASEAN Integration and its objectives also reflect to the performance of the faculty members through measuring objectively their research outputs. Regularity of performance in terms of production, presentation, publication, membership to local, national and international research organizations and editorial board of peer-reviewed journals will be considered in the revised appraisal instrument through assigning weights to the level of achievement and computing the cumulative points from each category to reach the highest evaluation score. All points are cumulative. Faculty members may only require to reach the maximum of 5 points for the faculty performance evaluation in research as perfect score. But scores that may exceed 10 points (for Faculty – 2 semesters) and 7.5 points (for Admin-1 year) will qualify as candidate for the Award of Recognition for faculty Member/Admin Personnel with the Most Active Research Involvement.

Keywords: Performance Evaluation, Outcomes-Based, Research Productivity

INTRODUCTION

Implementation of Outcomes-Based Education (OBE) is the main thrust of most Higher Education Institutions in the Philippines today to go along with the standards of foreign universities all over the world [1]. A performance evaluation which is an outcomes-based provides a holistic approach in education to determine the actual accomplishment and attainment of outputs among faculty members based on their documented and submitted records and reports. This is one of way of eliminating biases and subjectivity in giving performance ratings. It aims to exercise fairness and transparency in making the evaluation process more reliable and truthful.

Evaluators must be provided with relatively detailed rubrics [2]. The question of accuracy and reliability of results of evaluation is always at stake if the rubric will not be presented clearly. Dedicated focus is needed to ensure that adopted evaluation measures are sensitive to the specific expertise reflected in the practices of specialty teachers and valid for use [3].

The criteria for evaluation must always be well formulated and disseminated to obtain the actual performance of people being assessed. Making it validated and presented to the concerned employees is necessary before implementation in order for them to react and comment on some areas they find ambiguous and confusing. Especially in academic institutions

where performance is being highly valued due to the nature of teaching profession, determining the way teachers' provide services to students and to the organization is an utmost concern for continuous improvement.

Research as one of the functions of higher education institution is already part of the responsibility of the faculty members to sustain and support the delivery of quality instruction and development for the organization. Assessing the contribution of each faculty member in research will serve as small building blocks towards the achievement of the university's vision and mission.

OBJECTIVES

This short communication aims to present an outcomes-based faculty evaluation instrument measuring the performance particularly in the area of research. The corresponding points and weights shall be assigned on each research activity based on its level either national or international; authorship either sole or multiple; and position in the committee or editorial board. It also aims to provide certain provisions on how to implement this new instrument.

DISCUSSION

To make the evaluation process comprehensive, specific points will be assigned on each proof of research activity and all gathered point will be

summed up to reach the maximum performance rating of 5. The researcher identified the areas of research evaluation based on its relevant measure of outcomes in the university: Production, Presentation, Publication and Membership.

Outcomes of the research production will be measured in three categories based on source of funding: External Grant, Institutional and Personal. Percentage of participation is also considered in the scoring for multiple authorships while 100 percent is given to sole authorship. Points in the evaluation will also be allotted based on its progress either on-going or completed research for external grant and institutional researches. Only completed researches will be given points for personally funded research.

Dissemination of research is another important area of evaluation wherein faculty members orally present the findings of their research outputs in international, national or regional research conferences. This is another measure of their outcomes as product of commitment to represent the university in the conference.

Another way of disseminating research outputs is through publication either in international or national refereed journals. This is another measure of their outcomes as result of their contribution to the attainment of university's vision and mission to increase the number of published research papers and be cited by other scholars.

Membership in various organizations is also being encouraged to widen their linkages and networks of academic community. Editorial board membership also helps the university to be recognized the efforts of its human resource to provide their expertise in refereeing research papers before publication to the journals. Participation in various college and working committee as well as being judge in the research contests or speaker in research seminars are also being given scores in the evaluation.

Faculty Performance Evaluation in Research has the following provisions:

1. Assigned points are computed on the basis of per research paper or per activity.
2. Externally, institutionally and personally funded research works will be considered under research production.
3. Personally funded researches may be accepted based on its significance to the intended community/group, content, coherence,

usefulness of findings and format and the evaluation will be done by the Research Director.

4. Only approved on-going researches during the period of evaluation will be given appropriate point/s.
5. Completed researches during the period of evaluation regardless of the approval date will be given appropriate point/s.
6. Only authors who presented the paper will be given corresponding point/s.
7. Report of research presentation must be submitted to the Research Center (RESC)
8. Two years of validity will be given to International Presentation and Publication while two consecutive semesters for the National level.
9. Hard and soft copies of the published research paper must be submitted to the RESC with attached letter clarifying the assigned corresponding percentage of participation with multiple authorships.
10. Corresponding points will be given for the college research committee per minutes of the meeting submitted to the RESC with maximum of two (2) points.
11. Certificate/ID of membership to research organizations must be submitted to the RESC. Validity of the points will be based on the validity of the membership card/certificate issued by the research organization
12. Certificate or copy of the screen shot from the website where the faculty member is an editorial board member or Editor-in-Chief of the national or international research journal must be submitted to the RESC
13. All points are cumulative. Faculty members may only require to reach the maximum of 5 points for the faculty performance evaluation in research as perfect score. But scores that may exceed 10 points (for Faculty – 2 semesters) and 7.5 points (for Admin-1 year) will qualify as candidate for the Award of Recognition for faculty Member/ Admin Personnel with the Most Active Research Involvement.
14. In case, there is a good number of candidates only Top 10 (for Faculty) and Top 5 (for Admin) will be given the award while the remaining candidates will be given certificates of recognition for active research involvement.
15. Awards will be given in the most appropriate venue or occasion.

Faculty Performance Evaluation Rubric for Research

Production	Assigned Points
Externally Funded	
- Sole Authorship (completed)	3.00
- With co-authors (completed)	(% of participation x 3.00)
- Sole Authorship (on-Going)	1.50
- With co-authors (on-going)	(% of participation x 1.50)
Institutionally/Personally Funded	
- Sole authorship (completed)	2.00/1.00
- With co-authors (completed)	(% of participation x 2.00/1.00)
- Sole authorship (on-Going)*	1.00
- With co-authors (on-going)*	(% of participation x 1.00)
Presentation	
- International – Presenter/Attendee	2.00 / 1.00
- National/Regional - Presenter/Attendee	1.00 / 0.75
Publication	
- International (Sole Authorship)	2.00
- National (Sole Authorship)	1.50
- With co-author/s (level: int'l/nat'l)	(% of participation x level)
- Thesis adviser	(0.25 x Level – Int'l/Nat'l)
- Book/Manual /Scholarly Work (with copyright, patent and trademark)	(% of participation x 2.00)
Membership to Research Organization & Committees	
Research Organization	
- International: Officer / Member	2.00 / 1.00
- National: Officer / Member	1.00 / 0.50
Editorial Board	
- International Journal: Editor-in-Chief / Member	1.00 / 0.75
- National Journal: Editor-in-Chief / Member	0.75 / 0.50
College Research Committee	
- Chair	0.50
- Vice Chair	0.40
- Member	0.30
- Attendee	0.20
Working Committee for Research Related Activities	
- Chair	0.50
- Vice Chair	0.40
- Member	0.30
Each Reviewed Paper	0.50

* Not applicable for personally funded research

CONCLUSION

This Outcomes-Based Faculty Performance Evaluation in Research is formulated based on the vital areas of research activities where faculty members can demonstrate and enhance their expertise through research production, presentation, publication and membership. Cultivating the research culture to become competent leaders in the academic community is one way of sustaining and empowering the research-based delivery of instruction [4]. This is now being utilized in Lyceum of the Philippines University-Batangas, Philippines and it has been used for only one semester since its approval. The effectiveness of this instrument should be measured at least after two (2) semesters of implementation, if it really encourages involvement and more participation in research since every aspect of

research activities is already presented with clarity on how teachers shall be given corresponding points.

This instrument also aims to motivate and educate faculty members to become active researchers. Encouraging research mentoring among the faculty members must be integrated in the research culture [5] of the university to fulfil the vision of the university.

REFERENCES

1. Laguador JM, Dotong CI; Knowledge versus Practice on the Outcomes-Based Education Implementation of the Engineering Faculty Members in LPU. International Journal of Academic Research in Progressive Education and Development, 2014; 3(1):63-74.

-
2. Kimball SM, Milanowski A; Examining teacher evaluation validity and leadership decision making within a standards-based evaluation system. *Educational Administration Quarterly*, 2009; 45(1):34-70.
 3. Woolf SB; Special Education Professional Standards How Important Are They in the Context of Teacher Performance Evaluation?. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 2014.
 4. Laguador JM, Dotong CI, De Castro EA; The Experience of Lyceum of the Philippines University-Batangas in Getting Ahead of Accreditation and Certification. *International Journal of Social Sciences, Arts and Humanities*, 2014; 2(2):56-61.
 5. Bay Jr BE, Clerigo MEC; Factors Associated with Research Productivity among Oral Healthcare Educators in an Asian University. *International Education Studies*, 2013; 6(8):124.