

**Monitoring and Evaluating the Faculty Development Plan of Philippine Christian University College of
Business Administration and Accountancy**

Maricris G. Mangahas

<https://orcid.org/0009-0008-7928-5446>

maricrismangahas@gmail.com

Philippine Christian University – Manila, Philippines

Co-authors:

Christofer A. Mabalay, MBA

<https://orcid.org/000-0002-1127-6112>

cristofer.mabalay@pcu.edu.ph

FEATI University, Philippine Christian University, Manila, Philippines

Dr. Rachele M. Santos, LPT, JD, PD-SML

<https://orcid.org/0000-0002-9176-0827>

rmsantos0107@gmail.com

Philippine Christian University-Manila (PCU), Manila, Philippines

Asian Institute of Maritime Studies (AIMS), Manila, Philippines

Dr. Reynold A. Campo, JD, DBA, PH.D., PD-SML

<https://orcid.org/0000-0002-9499-1436>

reynoldcampo1126@gmail.com

Philippine Christian University-Manila and FEATI University, Manila, Philippines

RANDY D. ENDERINA, MBA

0000-0002-4189-5731

randy.enderina@pcu.edu.ph

Philippine Christian University and STI College, Manila, Philippines

ABSTRACT

In the context of monitoring and evaluating the Faculty Development Plan (FDP) at the Philippine Christian University's College of Business Administration and Accountancy, several research gaps need to be addressed. These gaps highlight the areas where current practices may fall short and where focused research can provide valuable insights to improve the effectiveness and sustainability of the FDP. While most faculty development plans set broad objectives like improving teaching quality or increasing research output, there is often a lack of specific, measurable KPIs to track these goals. For example, it is unclear what metrics should be used to assess instructional efficiency or research engagement effectively. The absence of well-defined KPIs can lead to inconsistent evaluations and a lack of accountability, making it difficult to measure the success of the FDP. Research is needed to identify and validate KPIs that are aligned with institutional goals and faculty development needs. There is a gap in understanding how well FDP initiatives translate into actual faculty improvement. While programs may be in place, the extent to which they enhance teaching quality, foster research engagement, and promote professional growth is often not systematically measured. Evaluating the effectiveness of FDPs requires robust mechanisms to assess whether intended outcomes are achieved and whether the faculty perceives these initiatives as beneficial. Another critical gap lies in the efficient allocation and utilization of resources. The success of an FDP is heavily dependent on how well resources (e.g., budget, time, materials) are managed. However, institutions often face challenges in optimizing these resources, leading to either underfunded initiatives or poorly prioritized activities. Research can explore the relationship between resource management and FDP success, offering insights into how resources can be better aligned with strategic goals. Addressing these gaps require a research approach that combines quantitative and qualitative methods, allowing for a comprehensive analysis of the factors affecting the success of Faculty Development Plans. The study employed the use of quantitative method by conducting a survey to the faculty and staff of Philippine Christian University. To support the method, available resources and information were gathered.

Keywords: Evaluation of Faculty Development Plan, perceived gaps in faculty development, faculty development in HEIs