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QUALITY ASSURANCE

Version 4.1

iAADS
User Manual

Internal Academic Assessment and
Development System

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MORE INFO

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UNIVERSITY OF THE PHILIPPINES SYSTEM

**INTERNAL ACADEMIC ASSESSMENT AND DEVELOPMENT
SYSTEM (IAADS) MANUAL**

**OFFICE OF THE VICE-PRESIDENT FOR ACADEMIC
AFFAIRS (OVPAA) MARCH 2021**

Background

In December 1999, then President Francisco Nemenzo created a System Committee to propose a common standard for evaluating academic (degree-granting) units. The initial Academic Assessment System (AAS) instrument was pilot-tested in 2000, revised, and retested in 2001. After the presentation of the AAS survey instrument to the President's Advisory Committee (PAC) in 2001, a series of orientations and consultations were conducted in all the Constituent Universities (CUs) by the OVPAA in 2003. Workshops for the members of the Academic Affairs Committee (AAC) were also conducted by the OVPAA in 2008 and 2009.

Rationale

Renamed as Internal Academic Assessment and Development System (iAADS) in 2011, academic assessment of the core academic functions of departments/institutes is part of the commitment of the University of the Philippines System to academic excellence. UP's knowledge development strategic plan is supported by the OVPAA through different mechanisms such as internal self-assessment and external quality certification/accreditation on the national, regional, and international levels. Regular academic assessment is essential for self-improvement for national and global competitiveness.

Academic assessment is systematic, structured, and continuous. All effective academic assessment is designed to demonstrate that the department/institute achieved its stated vision, mission, and goals (VMG). All assessment metrics are further categorized as input, process, and outcome. Input refers to resources, process to programs/services/activities, and outcome to what is actually measured. Improving the quality of the outcome would depend on improving the quality of the processes as well as the quality of the input. Using the information generated by the academic assessment, post-assessment (PA) and strategic planning (SP) ensue to maintain or improve academic quality. The PA/SP will aid in the preparation for external benchmarking and external quality certification and/or accreditation.
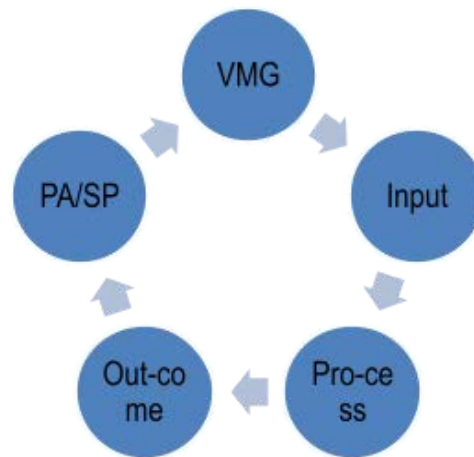
Objectives

Internal academic self-assessment of the core academic functions of each department/institute is a collective responsibility and the process is part of the annual SOPs of the departments/institutes. The core academic functions include teaching, research and creative works, and extension and public service.

Such academic assessment is diagnostic and is intended to enhance academic quality. The primary objective of the iAADS is to assess and improve the core academic functions. The aims of the iAADS are explicitly stated as follows:

1. Gather up-to-date baseline data
2. Improve the academic unit
3. Help the unit to plan more effectively
4. Enable it to benchmark against other units in the UP System or other universities
5. Serve as a basis for evaluating requests for additional resources
6. Serve as a basis for the grant of institutional incentives and awards.
7. Help the academic unit prepare for external benchmarking and external quality certification and/or accreditation

The iAADS starts with data gathering using a document checklist. The VMGs of departments/institutes should be linked to UP's VMGs and strategic priorities. This phase of iAADS can commence immediately.

The iAADS instrument has quantitative and qualitative assessment. Specific instructions are provided prior to the accomplishment of the quantitative assessment, which measures a set of indicators with corresponding values. The quantitative instrument provides preliminary data on five aspects of academic performance. The qualitative self-assessment is undertaken by the department/institute as a whole and should help the department/institute examine its academic performance more thoroughly.

iAADS Process

The iAADS is an automated system. The link to the iAADS is available in the Quality Assurance (QA) section of the Office of the Vice President for Academic Affairs (OVPAA) website (https://qa.up.edu.ph/internal-quality-assurance). Data entry is done online. The user can prepare the data using a spreadsheet, and then copy and paste the data to the online form in the iAADS system. There is an automatic generation of the iAADS quantitative score.

There is a computerized system for the storage of data gathered from the quantitative and qualitative self-assessments and the automatic generation of the iAADS report, which can also be used in subsequent academic self-assessments.

With automatic iAADS report generation, the departments/institutes will be able to benchmark with other departments/units within their college, within the constituent unit, and across constituent units. Administrators would also be made aware of the relative activity levels of departments/institutes with regard to the core academic functions of teaching, research, and extension. This would help administrators understand the natural typology of departments/institutes.

With computerized feedback, the departments/institutes can immediately move forward to post-assessment and strategic planning to be able to attain their VMGs prior to another cycle of academic self-assessment. With data storage, departments/institutes would be able to access background information, generated in the previous academic self-assessment, which is essential for measuring changes that result from interventions or actions or programs decided upon during their strategic planning.

1. Each institute/department shall review its programs on a regular three-year cycle.

2. **Phase 1** consists of data gathering with the following needed documents (Appendix 1):
   a. Mission and vision statement
   b. Academic standards
   c. Teaching performance
   d. Faculty publications/performances/exhibitions
   e. Extension service
   f. Active external linkages
   g. Resources and facilities

3. **Phase 2** starts with the accomplishment of the quantitative assessment. Specific instructions are provided prior to the accomplishment of the quantitative assessment, which measures a set of indicators with corresponding values. The quantitative instrument provides preliminary data on five aspects of academic performance:
   a. Academic credentials
   b. Overall track record
   c. Teaching performance
   d. Research/creative output
   e. Extension service

4. **Phase 3** is qualitative self-assessment. It is undertaken by the department/institute as a whole and should help the department/institute examine its academic performance more thoroughly.

5. After online completion and submission of documents, departments/institutes immediately move forward to post-assessment and strategic planning to be able to attain their VMGs prior to another cycle of academic self-assessment.

Activities	Expected Output	Timeline (Months)											
		1	2	3	4	5	6	7	8	9	10	11	12
Data gathering	a. Mission and vision statement	▓	▓										
	b. Academic standards	▓	▓										
	c. Teaching performance	▓	▓										
	d. Faculty publications/ performances/exhibitions	▓	▓										
	e. Extension service	▓	▓										
	f. Active external linkages	▓	▓										
	g. Resources and facilities	▓	▓										
Quantitative Assessment	a. Academic credentials			▓	▓	▓							
	b. Overall track record			▓	▓	▓							
	c. Teaching performance			▓	▓	▓							
	d. Research/creative output			▓	▓	▓							
	e. Extension service			▓	▓	▓							
Qualitative Assessment	a. Overall missions and plans			▓	▓	▓							
	b. Faculty performance			▓	▓	▓							
	c. Academic programs			▓	▓	▓							
	d. Academic and other processes			▓	▓	▓							
	e. Students			▓	▓	▓							
	f. Resources			▓	▓	▓							
Online data entry	Online completion and submission of documents gathered, quantitative and qualitative assessment						▓						
Automatic generation /feedback	iAADS report						▓						
Post evaluation and strategic planning for next cycle of iAADS	Post-assessment targets and plans							▓	▓	▓	▓	▓	▓

SURVEY INSTRUMENT

I.   Document Checklist
The following documents are needed for the Internal Academic Assessment and Development System. Focus your document submission on your institute/department's policies and guidelines.

1.   Mission and Vision Statement (if any; most recent, indicate date written)

   1.1.   Department/Institute's goals, direction based on mission and vision

   1.2.   Plans and targets for **the next three years** by performance area: Academic Credentials, Overall Track Record, Teaching Performance, Research/Creative Output, and Extension/Public/Community Service

   1.3.   Descriptions and objectives by program (include BS/BA, certificate, diploma, MS/MA, PhD)

2.   Academic Standards

   2.1.   Recruitment, tenure, and promotion criteria and policies

   2.2.   Decision-making process in hiring, grant of tenure and promotion
   You may upload a decision-making flowchart (optional) or describe the process in the space provided.

3.   Teaching Performance

   3.1.   Employment of graduates in **the last two to three years**

   3.2.   Data on drop-out rate, shifting out of and into the program.

   3.3.   Last curricular review. State program(s) and year last reviewed; describe in general the revisions made, if any (e.g. minor changes, new courses or programs instituted, overhaul of curriculum, etc.).

   3.4.   Graduate admission requirements over and above the minimum of the University and the College, if any; describe the selection process (exam, interview, etc.).

   3.5.   Scale of equivalents for student evaluation of teaching (see quantitative survey items 3.4 and 3.6)

4. **Faculty Publications or Performances and Exhibitions** (see quantitative survey items 4.2 and 4.3)

   4.1.   List of refereed publications by regular full-time faculty and REPS faculty in the **last three years**; full bibliographic entries arranged alphabetically by author. Indicate if co-authored.
   - International refereed publications
   - Local referred publications

   4.2.   Annotated list of creative works by regular full-time faculty in visual and performing arts. Indicate co-creations.
   - International refereed publications
   - Local refereed publications

5. **Extension/Public/Community Service**

   List of activities undertaken by the unit as a whole and by individual faculty members in the **last two years**; type of activity, when/where conducted, and partner/beneficiary (see quantitative survey item 5).

6. **Active External Linkages**

   In the **last two years**; name of university, institution/agency, company, professional organization: type of linkage (e.g. exchange program, joint research, etc.), and name of faculty/staff/students involved.

7. **Resources and Facilities**

   7.1.   MOOE **this fiscal year and last fiscal year**

   7.2.   Condition of laboratories and other facilities

   7.3.   Library collection and facilities

   7.4.   Additional grants received from UP (CU or System) apart from MOOE in **last two years**; purpose and amount

   7.5.   Outside (non-UP) grants received in the **last two years**; source, purpose, amount, project period

II.   **Quantitative Instrument**

A.   **Instructions to Department Chair/Institute Director/Division Head**

1. The survey is the first of two documents the department will prepare in the self-assessment exercise. The second document is a qualitative self-appraisal by the department faculty using a separate guide. The purpose of this survey is to provide preliminary data on five aspects of academic performance:

    - Academic credentials
    - Overall track record
    - Teaching performance
    - Research/artistic output
    - Extension service

2. Each area consists of a set of indicators with corresponding values that emphasize academic excellence while recognizing differences among units. For example, the survey assigns a greater value to higher standards but expects units offering ONLY graduate programs to have more publications than units with heavier undergraduate teaching load. The weights of each indicator are as follows:

Performance Indicator	Units with ONLY Graduate Programs	Other Units
Academic credentials	30	25
Overall track record	15	15
Teaching performance*	15	25
Research/artistic output	30	25
Extension service	10	10
Total	100%	100%

*Includes student progress

3. The term **"department"** also refers to degree-granting institutes and divisions. In a College structured around multi-disciplinary divisions instead of (disciplinary) departments, the Dean shall decide in which division to place faculty members who teach courses required by several degree programs (e.g., "service" courses like physics or chemistry), that do not exist as a full-fledged degree program.

4. The time frame referred to in the survey is reckoned in academic years or by semester. **"This year"** means the current academic year at the time the survey is being filled out. **"Last semester/trimester"** refers to the semester/trimester immediately preceding the present one, excluding the midyear term. Semester data always refer to the data from the **1st semester/trimester** of the immediate past school year.

5. Not all items in the survey are included in the calculation of the performance area metrics. Some (such as questions 1.1 Number of Faculty, 1.3 Faculty Distribution by Rank, 3.1 Distribution of Courses Offered, 3.3 Average Class Size) are necessary for background information.

6. All references to PhD and MA/MS degrees include equivalent graduate degrees.

    ● Bachelor of Laws (Ll.B/Juris Doctor) with Supreme Court bar eligibility and Doctor of Medicine with Professional Regulation Commission eligibility are equivalent to Master's Degree as per CHED Resolution No. 038-2001 (132nd meeting, 19 February 2001).
    ● MA/MS or PhD candidates (regardless of the stage they are in) at the time of the survey shall be counted as BA/BS or MA/MS degree holders, respectively

7. Unless otherwise indicated, faculty includes regular full-time, regular part-time, contractual, faculty members with administrative load credit and those on sabbatical, leave, special detail and secondment at the time of the survey. For consistency, use the total in item 1.1.a.b.c.d of the survey in all related questions unless the question specifically excludes certain faculty.

8. Part-time faculty are those who are not full-time regular faculty; they exclude lecturers and teaching associates and fellows.

9. Research faculty are those with appointments as Research Assistant Prof., Research Associate Prof., etc.

10. Lecturers, teaching associates and fellows are not counted among the faculty

11. A service course is an undergraduate course other than GE, which other degree programs require (e.g., calculus, foundation science courses, etc.).

12. If a survey item is not applicable to the unit, write NA.

13. The Chair/Director is responsible for providing accurate information. The number and list of publications, for example, should **exclude** unpublished researches, papers read in conferences, letters to the editor, essays written in newsletters, and publications that were not refereed. An edited published article is not necessarily refereed. The same standard applies to creative work, where the preference is, that it was juried. Self-promoted (self-published, self-produced) works do not pass the test of their peers and must, therefore, be excluded from the list of creative works. The Artist Productivity System (APS) guidelines may be used to determine the juried creative work that can be considered. The rigor of the discipline must, at all times, prevail when preparing the list of scholarly and creative work.

14. No survey is all-encompassing. A unit's responses will no doubt be shaped by the context or specific conditions in which it operates. Hence, after completing the survey and running the formulas, **annotate your results. The qualitative appraisal guide also provides another opportunity for the unit to explain the state of its academic performance in greater depth**.

B. Survey

1. Academic Credentials

1.1. Number of Faculty (1st semester of the **immediate past school year**)

a. Regular full-time faculty (include items b and c)	
a.1 With plantilla items	
a.2 Without plantilla items	
b. Regular full-time faculty on sabbatical, leave, special detail, secondment	
c. Regular full-time with administrative load credit of 6 units or more	
d. Part-time	
d.1 Regular part-time faculty*	
d.2 Clinical faculty or WOC*	
d.3 Faculty Affiliates*	
d.4 REPS with authority to teach*	
d.5 Extension faculty*	
e. Research faculty*	
f. Lecturers*	
g. Visiting professors and adjunct faculty	
h. Teaching Assistants (TA)*	
i. Teaching Fellows (TF)*	

*Based on faculty members from Faculty List

1.2. Faculty Profile (1st semester of the **immediate past school year**)

Highest Degree	Number of Faculty			
	Regular full-time (1.1a)	Regular part-time (1.1d.1)	Research faculty (1.1e)*	Total
Doctoral				
Masters				
Bachelors				
Total				

*Count only faculty members other than full-time with actual teaching load in the past year Exclude lecturers and teaching assistants/associates.

1.3. Faculty Distribution by Rank *(As of the 1st semester of the **previous school year** and to include those with and without plantilla items, refer to 1.1a)*

Position/Rank	No. of Faculty
a. University Professor	
b. Professor	
c. Associate Professor	
d. Assistant Professor	
e. Instructor	

*Based on REGULAR FULL-TIME faculty from Faculty List

1.4. Recruitment

What is your minimum degree entry level for a faculty position?
   a.   __ PhD/equivalent
   b.   __ MA/MS/equivalent
   c.   __ BA/BS

1.5. Tenure

Which of the following is your unit's minimum requirement for tenure:
   a.   __ PhD + satisfactory teaching + refereed publication/creative work
   b.   __ MA/MS + satisfactory teaching + refereed publication/creative work
   c.   __ Other (Specify)
   _____
   _____

1.6. Academic Experience in Foreign Institutions

a. List of faculty who trained abroad: for what purpose (study, visiting professor), where and when

Name of faculty	Purpose, where and when

b. (For the table below) How many faculty members, by degree, have had at least a **total of six (6) cumulative months** of academic experience (*e.g.*, *full study, sandwich/exchange program, double degree program, dual degree program, post-doctoral study, research fellowship, visiting professorship, but excluding study tours, conferences, seminars*) in a reputable university / institution overseas? Count the faculty member only **once** even if he/she has spent several academic stints abroad.

Faculty with Academic Experience Abroad	Number of faculty based on highest degree obtained		Total
	Doctorate	Masters Degree	
Full-time faculty (1.1a)			
Regular Part-time (1.1d 1)			
Research Faculty (1.1e)			
Total			

2.   **Overall Track Record**

2.1.   Years of Teaching Experience

How many of your lull-time/part-time faculty and research faculty (1.1a to e) have served as regular faculty (1.1a, 1.1d.1, 1.1e) for

	1-10 years	11-20 years	21-30 years	>30 years
No. of Faculty				
Percent of Total				

*Count service in other CUs/outside UP prior to joining your unit

2.2.   Teaching Load

Of the total number of regular full-time faculty in the 1st and 2nd semester of the immediate past school year 2016-2017 (excluding those on sabbatical, leave, special detail, secondment and those with administrative load credit of 6 units or more). indicate the number of faculty (1.1a-b-c) who carried the following average actual teaching load:

a. __Less than 9 units/sem
b. __9-12 units/sem
c. __More than 12 units/sem

*Exclude *research and extension load, as well as multiplier for GE and large classes;* include *multiplier for graduate courses.*

2.3. Creative Work/Publication Experience (Exclude proceedings of conferences)

● Count regular full-time faculty **(item 1.1a)** and research faculty **(item 1.1e)** only **once** even if s/he has published/directed/exhibited/performed more than once in either or both categories.
● If his/her experience has been in both categories, count him/her only under column A.

Rank	Number of regular full-time faculty and research faculty who, in their entire academic/professional life have:		Total
	Published in a <u>refereed or indexed</u> international journal or in an indexed local journal, or authored a book/chapter published by a reputable international academic or literary publisher. Or Exhibited, directed or performed in juried international exhibitions, world premieres or broadcasts, international art festivals or competitions. (A)*	Published in a refereed local journal or authored a book/chapter published by a reputable local academic or literary publisher. Or Exhibited, directed or performed in local performances, broadcasts, art festivals or competitions. (B)*	
University Professor			
Professor			
Associate Professor			
Instructor			
Research Faculty			
Total			

*Based on REGULAR FULL-TIME and RESEARCH faculty from Faculty List

2.4.   Papers Read in Conferences

How many of your regular full-time faculty **(item 1.1a)** and research faculty **(item 1.1e)** have presented a paper in a conference in their **entire** academic/professional life?

- Count regular full-time faculty and research faculty only **once** even if s/he has presented a paper more than once in either or both categories.
- If s/he has done so in both categories, count him/her only under (A).

Rank	International Conference (A)	National Conference (B)	Total
a. University Professor			
b. Professor			
c. Associate Professor			
d. Assistant Professor			
e. Instructor			
f. Research faculty			
Total			

2.5.   Awards

How many of your regular full-time faculty **(item 1.1a)** and research faculty **(item 1.1e)** have received award for teaching, research/publication/creative work or public service in their **entire** academic/professional life?

- *Count faculty/research faculty **only once** even if s/he has received several awards in various categories starting with (A).*
- ***Include** awards even outside one's field of specialization/discipline.*
- ***Exclude** research and other grants, scholarships, travel grants, professorial chairs, faculty grants, IPA, and college or department awards.*

Faculty Rank	International Award (A)	National/Regional Award (B)	UP System/CU Award (C)	Total
a. University Professor				
b. Professor				
c. Associate Professor				
d. Assistant Professor				
e. Instructor				
f. Research faculty				
Total				

3. Teaching Performance

3.1. Distribution of Courses Offered

In the **1st semester of the immediate past school year,** how many sections were offered by type of course?

Type of Course	Sections Offered Immediate Past Semester	
	Number	Percent of Total
a. Graduate		
b. Undergraduate (enter your answers in the next		
b.1. GE		
b.2. Service Courses		
b.3. Major and all other courses (exclude GE & Service Course)		
c. Pre Baccalaureate[1,2]		
d. Post Baccalaureate[1,3]		
Total		

[1] *Refer to courses exclusive for the pre- and post-baccalaureate programs*
[2] *Pre-baccalaurate - a stage of post-secondary study usually ranging from one to two years leading to associate/certificate and diploma; a preparatory level of degree programs (CHED Memorandum Order No. 40, series of 2008)*
[3] *Includes Diploma programs which require a Bachelor's degree for admission*

3.2.   Undergraduate Student Academic Advancement

Number of undergraduate students by program (include diploma/certificate programs)

Program Name (Specify)	a. All undergraduate students (head count) **1st semester of the immediate past school year** *(including those in residence and on LOA)*	b. Actually enrolled (**1st semester of the immediate past school year**)	c. Average number of students graduated in the **last 3 academic years**	d. Percent of **last academic year's** graduates who finished on time* *(i.e., within the time prescribed by the curriculum)*

Data may be taken from the College Secretary (%=(graduates who graduated on time/total graduates) x 100)

3.3.   Average Class Size

Average class size of the **1st semester of immediate past school year** by type of course:

Type of Course	1st Semester of the immediate past school year		
	Number of Sections	Total number of students per type of course	Average class size
a. Graduate			
b. Undergraduate (enter your answers in the next			
b.1. GE			
b.2. Service Courses			
b.3. Major and all other courses			
c. Post Baccalaureate (Diploma/Certificate)			
d. Pre Baccalaureate (Diploma/Certificate)			
Total			

3.4.   Undergraduate Teaching Performance

a.   Scale of equivalents for student evaluation of teaching

b.   (For the table) How many of your regular full-time (item 1.1a) and research faculty (item 1.1e) who taught undergraduate courses during the 1st semester of the immediate past school year was rated by their students as follows?

- *If a faculty member was evaluated in several classes, use his/her mean score (weighted average = [SET 1 x # of students] + [SET 2 x # of students] + ... / [total # students]).*
- *In all columns in the table below, count only those who taught undergraduate courses.*

Scale	No. of Regular Full-time Faculty			Total
	With Tenure	Without Tenure	Research Faculty	Faculty
a. Excellent				
b. Very good				
c. Satisfactory				
d. Unsatisfactory				
Total				

3.5.   Senior Faculty Teaching Undergraduate Courses

a.   Number of University Professors, Professors and Associate Professors who taught **1st semester of the immediate past school year**

b.   Of this number (a), how many taught an undergraduate course? _____

c.   Of this number (b), how many taught at least one GE course? _____

3.6.   Graduate Teaching Performance (see Quantitative survey item 3.4 for the scale of equivalents)

How many of your regular full-time faculty (item 1.1.a) and research faculty (item 1.1e) who taught graduate courses during the **1st semester of the immediate past school year** were rated by their students as follows?

- *If a faculty member was evaluated in several classes, use his/her mean score (weighted average= [SET 1 x # students] + SET 2 x # students] + ... /[total # students]).*
- *In all columns, count only those who taught graduate courses.*

Scale	No. of Regular Full-time Faculty		Number of	Total
	With Tenure	Without Tenure	Research Faculty	Faculty
a. Excellent				
b. Very good				
c. Satisfactory				
d. Unsatisfactory				
Total				

3.7.   Graduate Student Selectivity (**1st semester of the immediate past school year**

Graduate Programs (Exclude diploma programs)	Number of Students		Mean UGWA** of Students Admitted
	Applied	Admitted	

* By iAADS definition, graduate students include Doctor of Medicine and Juris Doctor students.
** UGWA - Undergraduate General Weighted Average

3.8.   Graduate Student Academic Advancement

	Number of Graduate Students			
	Post Baccalaureate	Masters	Doctorate	Total
a. All graduate students (head count) this **1st semester of the immediate past school year** *(including those in residence and on LOA)*				
b. Actually enrolled (**1st semester of the immediate past school year**)				
c. On MRR penalty at present or liable for penalty if they were to enroll in the **1st semester of the immediate past school year**				

Except for UPLB: Readmrtted after reaching maximum residence.				
d. Number of graduate students who graduated in the last 3 years who submitted pre-prints (*accepted for publication*)/published articles or equivalent in visual and performing arts prior to graduation				
e. Total number of graduates in **last 3 academic years**				
f. Total number of graduates in **last 3 academic years** ((with thesis)				

3.9.   Performance of Graduates

What percentage of your graduates who took the professional licensure examinations **last year** passed?

Licensure Exam	Number of Examinees	Number of Passers	Percent Passed
Average			

*Include only examiness from your degree program

4.   Research/Artistic Output

4.1.   Level of Intellectual Productivity

In the **past three (3) calendar years**, how many research and/or creative projects did your unit complete (as a unit and as individual or group of faculty members)?

- *Include software, patents and similar outputs.*
- *Exclude publications, actual exhibitions and performances.*

- *Include only those reported in the Faculty Service Record under Research and Creative Work.*

Project Type	Unit/Group Project	Individual Project	Total
Research/Creative Work			
Software Patent			
Other			
Total			

4.2. International Publications, Exhibitions and Performances

a. Faculty Publications or Performances and Exhibitions (Exclude proceedings of conferences)

List of refereed publications by regular full-time faculty and research faculty in the last three years; full bibliographic entries arranged alphabetically by author. Indicate if coauthored. [Authors (year) Title. Journal volume, pages]

List of refereed/indexed international publications and indexed local publications

_____

_____

Annotated list of creative works by regular full-time faculty in visual and performing arts. Indicate co-creations. International performances and exhibitions

_____

_____

b. Number published in last three (3) years (2015-2017) in reputable refereed international academic or literary publications.
- *Include co-authored publications but count each publication only **once**.*

Publication Type	Regular Full-time Faculty	Research Faculty	Total
Journal (full) article			
Book			
Chapter of book			
Total			

c. Number or creative works exhibited, directed, performed or broadcast in the **past three (3) years** by regular full-time and research faculty in recognized institutions outside the country.

- *Include co-creations but count each creative work only **once***

4.3.   Local Publications, Exhibitions and Performances

a. Faculty Publications or Performances and Exhibitions (Exclude proceedings or conferences)

List of refereed publications by regular full-time faculty and research faculty in the **last three years**; full bibliographic entries arranged alphabetically by author. Indicate if coauthored. [Authors (year) Title. Journal volume, pages]

Refereed local publications

_____

_____

Annotated list of juried local creative works by regular full-time faculty and research faculty in visual and performing arts. Indicate co-creations, juried local performances and exhibitions.

_____

_____

b. Number published in **last three (3) years** in reputable refereed local academic or literary publications.

- *Include co-authored publications but count each publication only once.*

Publication Type	Regular Full-time Faculty	Research Faculty	Total
Journal (full) article			
Book			
Chapter of book			
Total			

c. Number of juried creative works exhibited, directed, performed, or broadcast in the **last three (3) years** by regular full-time and research faculty in recognized institutions in the country

- *For co-created creative works involving multiple members of the unit, count each creative work only once*

5.   Service to Larger Community

a.   Extension Service (Exclude NSTP community involvement)

List of activities undertaken by unit as a whole and by individual faculty members in the **last two years**: type of activity, when/where conducted, and partner/beneficiary.

Type of Activity	When/where conducted	Partner/beneficiary

b.   On a scale of 1 to 10, with 10 as the highest, rate **each** of your unit's extension activities/projects in the **past three (3) years** taking into account the following:

Faculty participation (Number of participants; 100% participation of faculty then assign 10 points, if 50% then 5 points, if 10% then 1 point)

Select average rating

*Impact of project in terms of:

- Objectives. *How well does the project follow SMART (specific, measurable, attainable, relevant, time bound)? How much is the project's contribution to the teaching unit's goal mission, vision, mandate?*
- Venue. *The more needy, marginalized & wider the scope, the higher the score.*
- Target beneficiaries. *Number of beneficiaries served: Is It the entire community or the majority? Are all the sectors benefited like women, children, and elderly, needy?*
- Partnerships formed. *Number of partnership formed per sector the more wide ranging the higher, example, you have with NGOs, GOs, LGUs, etc., the higher the score*
- Greater impact means higher score If 100% - 10pts, 50% - 5pts, 10% - 1 pt

Select average rating

Regularity of activity (Frequency per year - semester, quarterly, yearly/bi-annual) (ii done occasional⬜. low score)

Select average rating

*Linkage with larger public *(partnership with SUCs and educational institutions or associations, communities, LGUs, NGOs, government agencies) (with which and howti many of them?)*

Select average rating

* Enhancement of unit's service orientation and contribution to teaching and research functions *(Number of publications in journals or books on the experience generated, at the very least, to discuss the results and outcomes. write-ups in dailies inclusion in syllabus or course outlines of the service experience.)*

Select average rating

Then take the average rating of **all** projects conducted in the **last three years**.

C. Rating Scheme
(Data entries must be consistent with Part B. Survey)

1. Academic Credentials

Criteria	Formula
1.1 Faculty profile *(refer to B.1.2)*	For units with **only** graduate programs: $$A' = \frac{P}{T}$$ For all other units: $$A = \frac{3P + M}{3T}$$ Where: P = Number of Doctoral degree holders M = Number of Master's degree holders T = Total number of regular full-time/ regular part-time/ research faculty [T = 1.1a + 1.1d.1 + 1.1e]

1.2 Recruitment
(refer to B.1.4)
	B = 1 pt. for requirement (a)
	    0.6 pt. for requirement (b)
	    0 for requirement (c)

1.3 Tenure
(refer to B.1.5)
	C = 1 pt. for requirement (a)
	    0.6 pt. for requirement (b)
	    0 for requirement (c)

1.4 Academic Experience in Foreign Institutions *(refer to B.1.6)*	$D = \dfrac{Po + Mo}{T}$ Where: Po = Number of doctoral degree holders with at least **6 months** of academic experience in a reputable overseas institution Mo = Number of master's degree holders with at least **6 months** of academic experience in a reputable overseas institution T = Total number of regular full-time/regular part-time/research faculty with PhDs or Master's (refer to table in B.1.2)
	Note: The maximum value is 1 for each of the following A', A, B, C, or D.

Summary Equation: Academic Credentials Z
For units with purely graduate programs: Total points Z = 4A' + 2B + 2C + 2D

For all other units: Total points Z = 4A + 2B + 2C + 2D

Note: Maximum value for Z is 10

2. Overall Track Record

Criteria	Formula
2.1 Distribution of years of teaching **(refer to B.2.1)**	0.25 pt. for every category that has faculty proportion of 20 to 30% *A = Total points*
2.2 Teaching load **(refer to B.2.2)**	$B \; = \; \dfrac{Number\ of\ regular\ full-time\ faculty\ with\ 9-12\ units}{Total\ regular\ full-time\ faculty\ [1.1a - 1.1b - 1.1c}$
2.3 Creative work/publication experience **(refer to B.2.3)**	$C \; = \; \dfrac{Number\ of\ regular\ full-time\ reseach\ faculty\ with\ publications/productions/performances/exhibits}{Total\ regular\ full-time/research\ faculty\ [1.1a + 1.1e]}$
2.4 Conference papers **(refer to B.2.4)**	$D \; = \; \dfrac{Number\ who\ presented\ papers\ in\ conferences}{Total\ regular\ full-time/research\ faculty\ [1.1a + 1.1e]}$
2.5 Awards received **(refer to B.2.5)**	$E \; = \; \dfrac{Number\ who\ received\ awards}{Total\ regular\ full-time/research\ faculty\ [1.1a + 1.1e]}$
	***Note: The maximum value is 1 for each of the following* A, B, C, D, E**

Summary Equation: Overall Track Record Y

For units that offer only graduate programs: Total points Y = 2A + 4C + 2D + 2E

For all other units: Total points Y = 1.5A + 1.5B + 3C + 2D + 2E

Note: maximum value for Y is 10

3. Teaching Performance

Criteria	Formula
3.1 Undergraduate teaching performance *(refer to B.3.4)*	$$A = \frac{a + 0.75b + 0.5c}{a + b + c + d}$$ Where: a = Total number in category (a): excellent b = Total number in category (b): very good c = Total number in category (c): satisfactory d = Total number in category (d): unsatisfactory
3.2 Number of senior faculty teaching undergrad courses *(refer to B.3.5)*	$$B = \frac{\text{Number of University Prof/Prof/Assoc Prof. teaching undergrad courses } [B3.5b]}{\text{Total No. of Univ Prof/Prof/Associate Prof } [B.3.5a]}$$
3.3 Undergraduate graduation on time *(refer to B.3.2)*	C = Percent (in decimal) of last year's graduates* who graduate on time (average of all programs) [B.3.2d]
3.4 Performance in licensure exams *(refer to B.3.9)*	D = Percent (in decimal) of examinees who passed
3.5 Graduate teaching performance *(refer to B.3.6)*	$$E = \frac{a + 0.75b + 0.5c}{a + b + c + d}$$ Where: a = Total number in category (a): excellent b = Total number in category (b): very good c = Total number in category (c): satisfactory d = Total number in category (d): unsatisfactory
3.6 Graduate student advancement *(refer to B.3.9)*	$$F = \frac{\text{Number enrolled } [B.3.8b] - \text{Number on MRR } [B.3.8c]}{\text{Total number of graduate students } [B.3.8a]}$$

	$$G = \frac{\text{Number with pre–prints / published articles [B3.8d]}}{\text{Total number of MA/MS/PhD graduates* [B3.8f]}}$$ *Include graduates of programs with thesis requirements
	Note: maximum value for each A, B, C, D, E, F, or G is 1

Summary Equation: Teaching Performance X

1. For purely graduate: Total points X = 3E + 3F + 4G

2. For purely undergraduate units
    a. With licensure exams: Total points X = 4A + 2B + 2C + 2D
    b. Without licensure exams: Total points X = 5A + 2.5B + 2.5C

3. For graduate and undergraduate units
    a. With licensure examinations:

        Total points X = 4A + B + C + D + E + F + G

    b. Without licensure examinations

        Total points X = 4A + 2B + C + E + F + G

Note: maximum value for X *is 10*

4. Research/Creative Output

Criteria	Formula
4.1 Level of intellectual productivity *(refer to B.4.1)*	$$A = \frac{Number\ of\ completed\ projects}{Total\ no.\ of\ regular\ full-time/research\ faculty\ [1.1a + 1.1e]}$$ or 1, whichever is smaller
4.2 Publications, exhibitions and performances *(refer to B.4.2 and B.4.3)*	*B = M/T or 1, whichever is smaller* *C = N/T or 1, whichever is smaller* Where: M = Number of internationally published articles/books/ chapters or exhibitions/productions/performances outside country N = Number of locally published articles/books/chapters or exhibitions/productions/performances in country T = Total number of regular full-time/research faculty [1.1a + 1.1e]
	Note: The maximum value is 1 for each of A, B, C
Summary Equation: Research, Publication or Creative Work W Total points W = 2A + 5B + 3C *Note: maximum value for* W is 10	

5. Service to Larger Community

Summary Equation: Service V

Total points V = Average rating of all extension activities/projects, not to exceed 10 points

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Total Survey Score

Z = Academic Credentials
Y = Overall Track Records
X = Teaching Performance
W = Research/Artistic Output
V = Extension

1. For units that offer purely graduate programs

    $3Z + 1.5Y + 1.5X + 3W + V$ (*maximum value is 100*)

2. For all other units:

    $2.5Z + 1.5Y + 2.5X + 2.5W + V$ (*maximum value is 100*)

III. Qualitative Appraisal Guide

The qualitative self-appraisal by the faculty is intended to bring out aspects of the unit's performance that are not questioned by the survey and which will help the unit examine its own performance more thoroughly. The department is expected to undertake the exercise as a whole, through a workshop or through smaller committees that will eventually come together as one. The idea is to encourage as much faculty participation as possible in order to obtain as full a self-image as possible. Discussions with students and graduates of the program would also be useful.

The following discussion guide is suggested. The final choice (and expansion) of questions rests with the department. Aspects of performance not specifically stated in the guide may of course be taken up.

A. Overall Mission and Plans

Aspect	Guide Questions
Mission/vision	• What are your department's/institute's major goals? • Have these goals changed in recent years and how? • How do see your unit in the future? How do you wish to be known? • What major changes, if at all, do you envision with respect to the thrust of your unit?
Goals	• What specific goals have you set so that your unit can ably carry out its mission? • To what extent do you think you have achieved these objectives? What obstacles have stood in your way?
Plans	• Does your unit engage in planning exercises? If yes, who participate and are these exercises organized regularly? • Is there a mechanism for overseeing compliance with the plan? Whose responsibility has this been?
Reputation	• How do you think your unit is seen by others in the University? • Would you say the department is fairly cohesive or that it has been able to resolve internal differences on its own?

B. Faculty Performance

Aspect	Guide Questions
Functions	• In which area would you say your faculty excels and why? Where is the faculty weak? • How might you explain the level and quality of faculty performance in each of these areas?
Scholarship	• Evaluate the level of scholarly activity in your department- the quality and quantity of the faculty's publications, participation in academic conferences, etc. • Has the department/institute produced any significant research or creative work in recent years? What would this be?
Disciplinal Specialization	• What is the balance between scholarly breadth and depth in the faculty, between established views and those taking place at the field/disciplinal frontiers? • Do you see significant gaps in your discipline as represented by faculty specializations? If so, what are these gaps and how do you plan to address them?
Academic Culture	• Would you say that on the whole, faculty attitudes and relations facilitate intellectual growth and scholarship? • What factors encourage or inhibit the development of an academic culture in your department/institute/division?
Response to Change	• Describe your unit's capacity to respond to new directions and developments in your discipline/field. • How do the faculty Keep up with these changes?
Leadership in Profession	• How would you rate the faculty's participation or influence in the academic profession? • What are these forms of participation? How actively do the faculty members engage in them?
Comparison With Others	• How do you think your unit's performance and achievements compare with others in UP? In other universities in the country, the region and the world?

C. Academic Programs (Undergraduate and Graduate)

Aspect	Guide Questions
Curricular Organization and Content	• How is your program concentration organized and what is the rationale tor this organization? • What are your programs' descriptions and objectives? • Does the curriculum reflect the breadth and depth of the discipline? • Are there any gaps in specialized Knowledge required by your discipline and if so, what are these? • Are courses and programs (e g , BA and MA, MA and PhD) clea⊠y differentiated? • Do you think your program is attractive to students? Is ii challenging? How does it fare compared to others in the University? • How much flexibility do faculty have in handling special topics course?
Curriculum Planning	• What efforts have you made to incorporate new knowledge in the discipline/field? Is this effort generally left to individual faculty to introduce in the courses they teach? • What inputs do you consider in planning or redesigning the curriculum? • When did you last review your program? What important change, if any, did you undertake?
Courses in Other Programs	• Does your department depend on courses offered by other units? Do you offer courses required by other programs? • How do you coordinate these needs with the other units?
Teaching	• Aside from student evaluations, how do you assess teaching quality?

	● Are course syllabi circulated? What measures are you taking to improve teaching? ● In general, do the faculty take their consultation hours seriously?

D. Academic and Other Processes

Aspect	Guide Questions
Recruitment, Tenure and Promotion	● How do you evaluate faculty applicants? Are you satisfied with the recent crop of applicants? ● Have you been able to recruit the best or better faculty? What problems stand in the way? ● Does the unit have a policy on recruiting foreign professors? ● Does the unit have a separate hiring policy and selection criteria on lecturers? Does this policy enhance the unit's faculty complement? What is the unit's policy on extension of appointments beyond 65? Given that the University encourages the handling of GE courses by full-time senior faculty, under what circumstances does the unit hire lecturers to handle GE courses? ● What are your current practices in hir1ng TA/TF? Is there an evaluation system to determine effectiveness of hiring TAs/TFs? ● How does the unit's recruitment policy take into account the tenure requirements and the University's goal of improving its faculty graduate profile? ● How do you assess faculty on tenure track? Do you inform them of their progress toward tenure? ● How successful has the unit's faculty been in meeting the tenure requirements? Explain.

	- What mechanisms has the unit instituted, if any, to help faculty satisfy the tenure requirements? - How and by whom are promotions decided? How do you resolve differences in perceptions of individual faculty achievements? - In general, are you satisfied with how these processes are conducted?
Faculty Load	- How are graduate and undergraduate courses assigned? Are these entirely the faculty member's choice? - Is teaching overload monitored at your level? - Are the faculty generally given research loads? On what basis? - What is the unit's policy on overload if research and teaching are to be given somehow equal weight? - What about study load? Who decides what load to give and to whom?
Chairs and Fellowships	- How are professorial chairs and faculty grants awarded? - How are fellowships decided? - What is the unit's policy in the utilization of ROG and FDF? - What is the impact of faculty's participation in conferences in the unit's overall academic performance?
Committee Work	- How are your committees organized? - Have they effectively facilitated the decision-making process?

E. Students

Aspect	Guide Question
Admissions	- Are you attracting the number and quality of students lo meet your unit's needs and expectations? If not, why? - What are the additional requirements for admission? (e.g., Admission tests, and results of these) - How selective are you in your graduate admissions? Are you satisfied with the graduate students you have taken in?
Undergraduate Student Progress	- What is the quality of your majors? Are they better than the majors five or ten years ago? - Are more students transferring out of than into your program? Are you turning away students who want to transfer or shin lo your program? - How do you monitor student progress? Do you think your students do as well as other majors?
Student Advising	- Describe the process and structure of student advising. - How effective has student advising been at the undergraduate and graduate levels?
Graduate Student Progress	- Are you generally satisfied with the performance of your graduate students? Are they better than those you have had before or those in other disciplines? - Do you involve them in faculty research and urge them to publish? What kind of documentation does your unit do on this matter?
Thesis/Dissertation Advising	- How are advisers assigned? - Does the department/institute have a mechanism for monitoring both student progress and advising by the faculty?
Performance of Graduates	Do you think you have prepared your graduates adequately for professional life? Where do your graduates go? Are they able to find jobs?

	• How do the alumni look upon the department?
Teaching Performance	• Should peer evaluation be applied across the system?
	• Should we prescribe a template for the Teaching Portfolio, at least the minimum requirements?
	• What incentives are given to faculty with consistently high SET scores?
	• What do we do with faculty having consistently low SET scores?
	• What is your unit doing lo help low-performing faculty? a) tenured; b) non-tenured?

F. Resources

Aspect	Guide Questions
Teaching Facilities	• Describe and appraise the condition of your classrooms, laboratory and other teaching facilities. • Are your programs sufficiently backed up with materials (print and electronic) in the library?
Research Support	• Evaluate the level of internal and external support for research/creative work in your department/institute. • Does the department/institute pro-actively seek or apply for support? • Is this activity generally left to individual faculty members?
Budget	• Is the unit's staff sufficient to meet its needs and expectations? • For what purposes is the MOOE used? • Rank order your specific and most pressing needs.
External Linkages	• Does the unit make use of exchange agreements with other universities? • Who (faculty, students) have benefited from these exchange programs? • Evaluate the impact of visiting professors on the unit's academic programs and or research projects.
Service to Larger Community	• Is there any plan for sustainability of the partnership forged? Are the benefits to both parties concerned clear? What gains does the university and the unit have out of this partnership? How does the activity empower the people so that after a period of time you can disengage and the transfer of technology has taken place? • How has it transformed the people's attitudes and motivations? How the participants of the university are

	likewise transformed? To what extent is the monitoring and follow up? ● Are there mutual benefits gained? Is the linkage sustainability? What activities are involved in that partnership? Length of time involvement of the unit in each activity? ● What were the lessons learned? What are the recommendations for improvement? Were people's needs met satisfactorily? ● How was the university's mandate fulfilled through such extension services?

IV.　　iAADS Report and Post-Assessment Activities

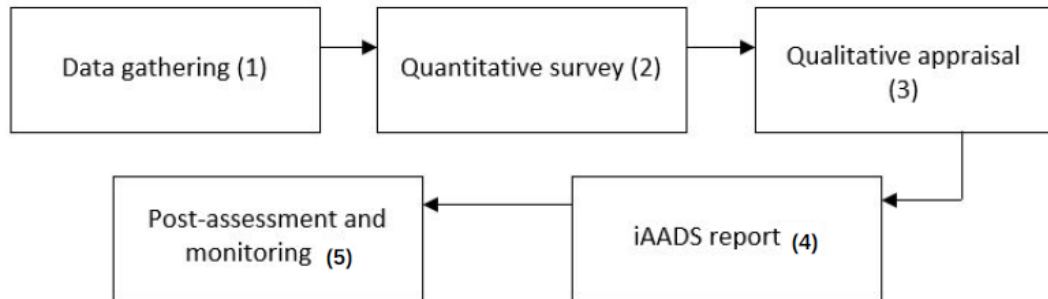After completing the survey and qualitative appraisal, the unit is ready to proceed to the final stages of the iAADS:

Figure 1. iAADS Phases

A.　　iAADS Report

The iAADS report should be the product of a collective faculty effort. The Chair/Director shall sign/submit the report, which consists of the following:

1.　　Brief description of assessment process

- Procedure and tasking
- Degree of faculty involvement
- Interviews with students/alumni
- Role of the Chair/Director

2.　　Documents used in assessment

- Checklist
- Comment on state of documents (e.g., complete, updated, reliable, organized)

3.　　Survey results

- Quantitative results
- Strong and weak points
- Annotation of results, where necessary

4.　　Outcome of qualitative appraisal

- Highlights

- Strong and weak points

5.   Summary of major findings

- Consolidation of quantitative and qualitative findings
- Ranking of issues by order of importance with indication of performance next to each

The report shall be used for the following purposes:

a. To help the unit improve its performance;
b. To enable the unit to plan more effectively;
c. To assist administrators in evaluating requests from units for assistance; and
d. To serve as a basis for granting institutional awards or incentives.

Should a College find it necessary to submit the reports of its departments to an external review, it may do so. The report shall be accessible to UP faculty and administration. An abridged version can be made available for public access if necessary.

B.   Post-Assessment and Monitoring

The final stage of the iAADS calls for the formulation of plans and targets to address the weaknesses and sustain the good practices identified by the report. In particular, the department is expected to:

- Map out specific targets and priority actions to be taken.
- Implement course of action.
- Monitor its implementation.
- Recommend policy changes, if any.

If the unit rates low on an issue of great importance, the department must give priority to the courses of action that will improve its performance on the issue concerned. On the other hand, if the department does well on an issue of relatively low importance, all it has to do is maintain its present practice.
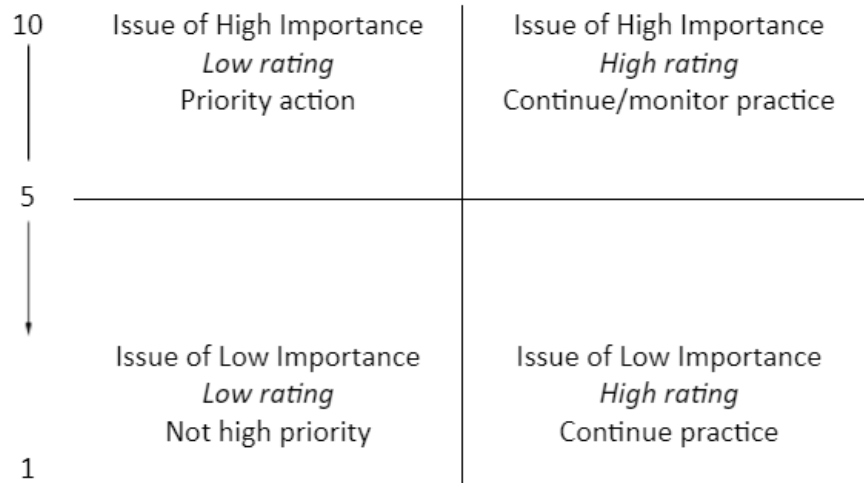
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10    Issue of High Importance        Issue of High Importance
         Low rating                       High rating
      Priority action                 Continue/monitor practice

5  ─────────────────────────────────────────────────────

         Issue of Low Importance      Issue of Low Importance
            Low rating                    High rating
         Not high priority            Continue practice
1
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Figure 2. Sample Response to iAADS Findings[1]

The post-assessment targets and plans shall be put in writing and attached to the iAADS report for the guidance of the faculty. The department must devise its monitoring mechanism. At the College level, the Dean is expected to consolidate the various unit iAADS reports and discuss them individually with each department, if need be, and with the College faculty. As a result of the iAADS, College and CU officials shall take steps to address the weaknesses identified in the report as well as initiate measures designed to improve academic performance. In addition, the iAADS report shall be used to evaluate unit requests for resource and other requests.

Renamed to iAADS and added additional qualitative questions taken from AAS Performance Indicators, November 2011

Revised and Reformatted by the AAC, 2009-2010

Based on the Final Report of VP MSDiokno 6 November 2003

[1] Margaret Preedy, Ron Glatter and Rosalind Levačić (eds.), *Educational Management: Strategy, Quality and Resources* (Buckingham: Open University Press, 1997): 46.

University of the Philippines System
Academic Assessment System
Performance Indicator: 1 Academic Credentials

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
1.1 Teaching Complement						
a. Regular full-time (permanent, temporary, substitute, sabbatical, study leave or sick/medical leave, special detail, secondment and those with 6 ALC or more).	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
a.1 with plantilla items						
a.2 w/o plantilla items						
b. Regular part-time Faculty[2] (includes clinical faculty WOC, affiliate faculty, etc.)	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
c. Full time faculty contractual	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
d. REPS faculty	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		

e. Lecturers	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		Does the unit have a separate hiring policy and selection criteria on lecturers? Does this policy enhance the unit's faculty complement? What is the unit's policy on extension of appointments beyond 65? Given that the University encourages the handling of GE courses by full-time senior faculty, under what circumstances does the unit hire lecturers to handle GE courses?
f. Visiting professor adjunct faculty	Current semester	Number faculty	HRDO, AO of unit	HRDO, unit		
g. Teaching Associatesistants	Current semester	Number faculty	HRDO, AO of unit	HRDO, unit		
h. Teaching Fellows	Current semester	Number faculty	HRDO, AO of unit	HRDO, unit		What are your current practices in hiring TA/TF? Is there an evaluation system to determine effectiveness of hiring TAs/ TFs?
1.2 Faculty Profile	Current semester	Number faculty	HRDO, AO of unit	HRDO, unit		
1.3 Faculty distribution by rank	Current semester	Number faculty	HRDO, AO of unit	HRDO, unit	Count faculty members under item a; this may also be considered by CU's for their regular part-time faculty	
1.4 Recruitment	Current practice	Minimum degreefor entry level	Dept/ Institute	Dept/ Institute Mission and vision	Describe recruitment procedures and selection criteria.	How does the unit's recruitment policy take into account the tenure requirements and the University's

					Does the unit have a policy on recruiting foreign professors?	goal of improving its faculty graduate profile?
1.5 Tenure	Current practice	Minimum requirements for tenure	Dept/ Institute	Dept/ Institute		How successful has the unit's faculty been in meeting the tenure requirements? Explain. What mechanisms has the unit instituted, if any, to help faculty satisfy the tenure requirements?
1.6 Academic Experience in Foreign Institutions	As of the previous semester	Number and percentage of faculty with foreign stints of at least 6 months	Dept/ Institute	Dept/ Institute		

[2]Try out with UPD tri-college

University of the Philippines
Academic Assessment System
Performance Indicator: 2 Track Record

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
2.1 Years of teaching experience*	As of previous semester	Number of years of teaching experience	Dept/ Institute	Dept/ Institute Faculty's CV		
2.2 Teaching Load (without multiplier) Graduate credit = 4.5 Do not include GE multiplier	As of previous semester	Number of teaching load for regular full-time faculty	Dept/ Institute	Service record	Of the total number of regular full-time faculty, how many carried an actual teaching load (include multiplier only for graduate courses).	What is the unit's policy on overload if research and teaching are to be given somehow equal weight?
2.3 Creative Work/Publication Experience	As of previous semester	Number of publications/creative work	Dept/ Institute	CV OVCRD Reports		

2.4 Papers read	As of previous semester	Number of faculty who have read papers in conferences	Dept/ Institute	Dept/ Institute Faculty's CV		What is the unit's policy in the utilization of RDG and FDF? What is the impact of faculty's participation in conferences in the unit's overall academic performance?
2.5 Awards	As of previous semester	Number of faculty who received awards	Dept/ Institute	Dept/ Institute Faculty's CV	Exclude the following: research grants/ fellowships, professorial chairs, scholarships, travel grants, etc. Awards should include those within the discipline.	

University of the Philippines System
Academic Assessment System
Performance Indicators 3: Teaching Performance

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
3.1 Distribution of courses offered					
a. Graduate (Total) a.1 PhD a.2 MA/MS b. Undergraduate (Total) b.1 RGEP/GE b.2 Service Courses c. Post Baccalaureate Diploma/Certificate d. Pre-Baccalaureate Diploma/Certificate (e.g., UPOU AA, Cert in Fine Arts/Music)	Immediate past semester	Number of courses and percent of total	Final list of course offerings	Office of the College Secretary/ Office of the Registrar Office of the Director/ Department/ Division Chair	▪ How are graduate and undergraduate courses assigned? Are these entirely the faculty members' choice? ▪ Is teaching overload monitored at your level? ▪ Describe the process and structure of student advising ▪ How effective has student advising been at the undergraduate and graduate levels?
3.2 Undergraduate Students (excluding Diploma/Certificate programs)					
a. All undergraduate students (inc. those in residence or on LOA) b. Actually enrolled c. Readmitted after reaching maximum residence / On MRR penalty at or liable for penalty if they enrolled	Immediate past semester	Number of students	Final enrollment lists	Office of the Registrar/ College Secretary	

d. BA/BS graduates	Last 3 years	Average number of graduates	List of graduates	Office of the Registrar/ College Secretary	
3.3 Average Class Size (per type of course)[3]					
a. Graduate	Immediate past semester	Average class size (Total number of students divided by total number of sections)	Final class lists	Office of the College Secretary/ Director / Department/ Division Chair	
a.1 PhD					
a.2 MA/MS					
b. Undergraduate					
b.1 RGEP/GE					
b.2 Service Courses					
c. Post Baccalaureate (Dip/Cert)					
d. Pre Baccalaureate (Dip/Cert)					
3.4 Undergraduate Teaching Performance[4]					
a. Regular Full-time Faculty	Immediate past semester	▪ SET or equivalent ▪ Peer evaluation (per dept, across college	▪ SET Reports ▪ Peer Evalua-tion Forms ▪ Portfolio (includes self-assessment, reflection, philosophy of teaching)	Office of the Dean/ Department/ Division Chair/ PET Committee	▪ Should peer evaluation be applied across the system? ▪ Should we prescribe a template for the Teaching Portfolio, at least the minimum requirements? ▪ What incentives are given to faculty with consistently high SET scores? ▪ What do we do with faculty having consistently low SET scores? ▪ What is your unit doing to help low performing faculty? a) tenured; b) non-tenured?
a.1 With tenure					
a.2 Without tenure					
b. REPS Faculty					
c. Total					
3.5 Senior Faculty Teaching Undergraduate Courses[5]					
Senior Faculty	Immediate past semester	Number and percent of	Faculty Service Record	Office of the Dean/ College	

(Professors Emeriti, University Professors, Professors, Associate Professors)		senior faculty teaching UG (GE, first year/sophomore / intro course)		Secretary/ Department/ Division Chair/Institute Director	
3.6 Graduate Teaching Performance[6]					
a. Regular Full-time Faculty a.1 With tenure a.2 Without tenure b. REPS Faculty c. Total	Immediate past semester	▪ SET or equivalent ▪ Peer evaluation (per dept, across college	▪ SET Reports ▪ Peer Evaluation Forms	Office of the Dean/ Department/ Division Chair/Institute Director PET Committee	See questions in 3.2
3.7 Graduate Student Selectivity (excluding Diploma programs)					
Graduate Programs: a. PhD Programs b. MA/MS Programs	Last three years	▪ Number of : - applicants per program - students admitted ▪ Mean UGWA of admitted students	Lists generated by the Office of the Registrar	Office of the Registrar/ College Secretary	▪ What are the additional requirements for admission? (e.g., Admission tests, and results of these) ▪ How selective are you in graduate admissions? Are you satisfied with the graduate students you have taken in?
3.8 Undergraduate Student Academic Advancement [7]					
a. Certificate Programs (by program name) b. Pre-baccalaureate Diploma Programs (by program name) c. BA/BS Programs (by program name)	Last graduation	Percentage of students who graduated on time, per program	BOR-approved graduation list	Office of the Registrar	▪ Are you attracting the number and quality of students to meet your unit's needs and expectations? If not, why? ▪ What is the quality of your majors? Are they better than the majors five or 10 years ago? How? ▪ Are more students transferring out of than into your program?
3.9 Graduate Student Student Academic Advancement					

a. Post Baccalaureate Programs (by program)	Last 3 years	▪ Number of graduates, per program	BOR-approved list of graduates	Office of the Registrar	
b. MA/MS (by program)` c. PhD (by program)	Last 3 years	▪ Number of PhD/MA/MS graduates, excluding non-thesis programs	BOR-approved list of graduates	Office of the Registrar/ College Secretary	▪ How are thesis/dissertation advisers assigned? ▪ Does your unit have a mechanism for monitoring both student progress and advising by the faculty?
d. Total					
3.10 Performance of Graduates					
	Last 3 years	▪ Percent of graduates who took professional licensure exams ▪ Percent who passed	▪ PRC records ▪ Published list of passers	Office of the College Secretary	▪ Do you think you have prepared your graduates adequately for professional life? ▪ Where do your graduates go after graduation? Are they able to find jobs? ▪ How do the alumni look upon the department/institute? Is there a mechanism for getting these alumni data?

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[3] For courses with multiple sections, count number of sections; e.g., 10 sections of Philo1 should be recorded as 10 under GE.

[4]Count only those who taught UG courses last semester. If faculty member was evaluated in several classes, use his/her mean score. [5]Count faculty member only once even if he/she taught more than one UG course

[6]Count only those who taught graduate courses last semester. If a faculty member was evaluated in several classes, use his/her mean score.

[7]Count once if student moved from Certificate to BA/BS program.

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
4.1. Level of Intellectual Productivity	Last 3 years	Number of completed research with terminal report /creative projects with documentation or whatever is required in fulfilment of the contract/grant Number of software adopted Number of patents granted Number of other outputs	Faculty Department/ Division/ Institute	FSR Curriculum Vitae Annual Report List of Completed Research and /or Creative work from: Faculty Dean's Office Office of Research and equivalent	Will the research lead to a commercially viable technology or output? To which body of knowledge is the research or creative output contributing to? What is the nature of the research or creativework? Discipline-related, thematic or multi-disciplinal? List the funding source/ collaborators Cite possible reasons for any significant increase/decrease in output Has the research undergone bioethical clearance?
4.2. International Publications, Exhibitions, and Performances	Last 3 years	a. Number of reputable, refereed, international academic or	Faculty REPS Faculty Department/ Division/Institute	FSR Curriculum Vitae List of Publications/ Creative work outputs from: Faculty	Has the research been published in an ISI indexed or non-ISI journal?

		literary publications Journal article/s, book/s, chapter/sbof books		Dean's Office of Research and other equivalent units	
		b. Number of creative works in recognized institutions outside the country (juried and non-juried) Exhibits Performances Broadcasts			Will the creative output lead to a commercially viable technology or output? To which body of knowledge is the creative output contributing to? What is the nature of the creative work? Discipline-related, thematic or inter/multi/disciplinary? List the funding source/collaborators
4.3. Local publications, exhibitions and performances	Last 3 years	a. Number published in reputable refereed, local academic or literary publications Journal article/s Book/s Chapter/s of books	Faculty Department/ Division/Institute	Dean's Office Office of Research And other equivalent units	
		b. Number of creative works in recognized institutions in			

		the country (juried and non-juried) Exhibits Performances Broadcasts Other CReative Work			

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QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
5.1 Faculty participation					
	Last 3 years	Number of participants; 100% participation of faculty then assign 10 points, if 50% then 5 points, if 10% then 1 point	Department Chair/Institute Director, Unit extension coordinator	Certificate of participation attested to by the agency, institution, GO, NGO. ● Report of the extension work as incorporated in the annual report of the college and university	What kind of involvement does each faculty member have? How much time does each faculty member spend in the project?
5.2 Impact of project in terms of objectives[8], target beneficiaries and partnerships formed (greater impact means higher score)					

5.2.1. Objectives	Last 3 years	How well does the project follow SMART- (specific, measurable, attainable, relevant, time bound)? How much is the project's contribution to the teaching unit's goal mission, vision, mandate	Department Chair/Institute Director Unit extension coordinator	Project report ● Commendations by agencies served ● Recognition by the department/ university that it is in line with its mandate, mission/vision	
5.2.2. Venue - where and when	Last 3 years	The more needy, marginalized & wider the scope, the higher the score	Department Chair/Institute Director Unit extension coordinator		
5.2.3. Target beneficiaries	Last 3 years	Number of beneficiaries served: Is it the entire communityor the majority? Are all the sectors	Department Chair/Institute Director Unit extension coordinator	Project report ● Attestation from the community whose target beneficiaries have been served ● Media report and terminal reports	

		benefited like women, children, and elderly, needy? If 100% - 10 pts 50% - 5 pts 10% - 1 pt.			
5.2.4. Partnership formed	Last 3 years	Number of partnership formed per sector the more wide ranging the higher, example, you have with NGOs, GOs, LGUs, etc., the higher the score	Department Chair/Institute Director Unit extension coordinator	MOA or MOU and all other documents to forge the partnership	Is there any plan for sustainability of the partnership forged? Are the benefits to both parties concerned clear? What gains do the university and the unit have out of this partnership?
5.3. Regularity of activity					
	Last 3 years	Frequency per year (semester, quarterly, yearly/bi-annual)	Department Chair/Institute Director Unit extension coordinator	Certificate of appearance • Reports • Self-assessment reports, vignettes, narratives	How does the activity empower the people so that after a period of time you can disengage, and the transfer of technology has taken place? How has it transformed the people's attitudes and motivations? How are the participants of the university likewise transformed? To what extent is the monitoring and follow-up being done after the rollout of the activity?
5.3. Regularity of activity					
	Last 3 years	Frequency per year (semester, quarterly,	Department Chair/Institute Director	Certificate of appearance • Reports	How does the activity empower the people so that after a period of time you can disengage, and the transfer of technology has taken place?

		yearly/bi-annual)	Unit extension coordinator	• Self-assessment reports, vignettes, narratives	How has it transformed the people's attitudes and motivations? How are the participants of the university likewise transformed? To what extent is the monitoring and follow-up being done after the rollout of the activity?
5.4 Linkage with larger public					
5.4.1. SUCs	Last 3 years	With which SUCs? How many of them?	Department Chair/Institute Director Unit extension coordinator	MOA/MOU/other documents to show the partnership & provisions	Are there mutual benefits gained? Is the linkage sustainable?
5.4.2. Educational institutions or associations	Last 3 years	With which educational institutions? How many of them?	Department Chair/Institute Director Unit extension coordinator	Letters of invitation, MOA/MOU to show partnership and provisions	What are the mutual benefits gained? Is the partnership sustainable? What activities are involved in the partnership? What is the length of time involvement of the unit in each activity?
5.4.3. Communities LGUs, NGOs, government agencies	Last 3 years	Which communities, LGUs, NGO, etc.?	Department Chair/Institute Director Unit extension coordinator	Letters of invitation, MOA/MOU to show partnership and provisions	What are the mutual benefits gained? Is the partnership sustainable? What activities are involved in the partnership? What is the length of time involvement of the unit in each activity?
5.5. Enhancement of units service orientation and contribution to teaching and research functions					
	Last 3 years	Number of publications in journals or	Department Chair/Institute Director Unit extension coordinator	Publications and books • Reports • Self reports • Syllabus	What were the lessons learned? What are the recommendations for improvement? Were people's needs met satisfactorily? How the university's mandate fulfilled through such extension services?

		books generated on the experience, at the very least, to discuss the results and outcomes, write-ups/coverage in formal media outlets inclusion in syllabus or course outlines of the service experience.			

8Refers to the relevance of the project to the mission/vision of the unit.