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## Indicators of Faculty Research Proficiency: A Systematic Literature Review

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## Introduction

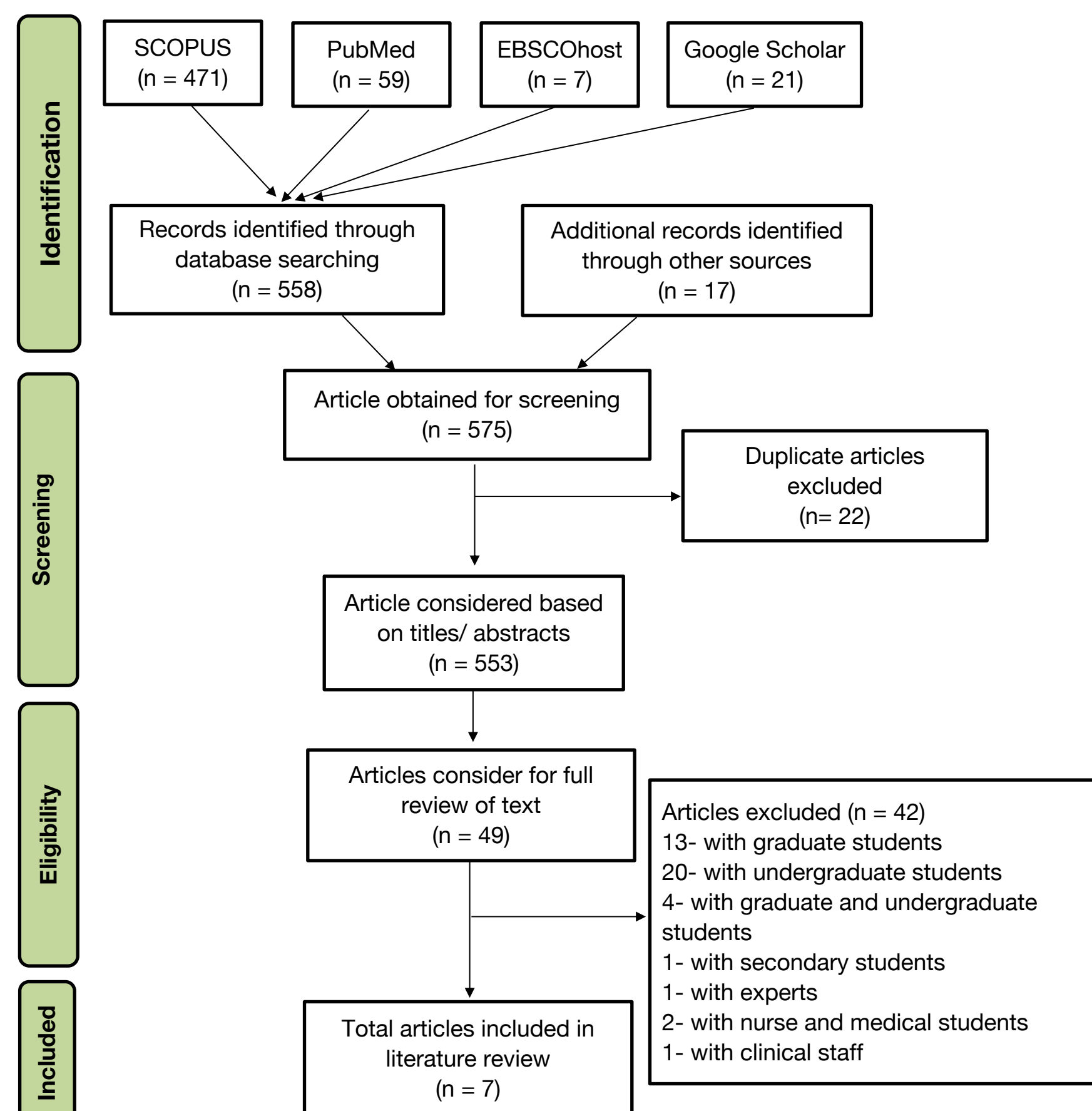
Global formalization of knowledge depends largely upon the research productivity of university faculty; however, the skills that makeup a competent researcher are undefined. The current study aimed to identify the components of faculty research proficiency in the social science domain.

The research questions are:

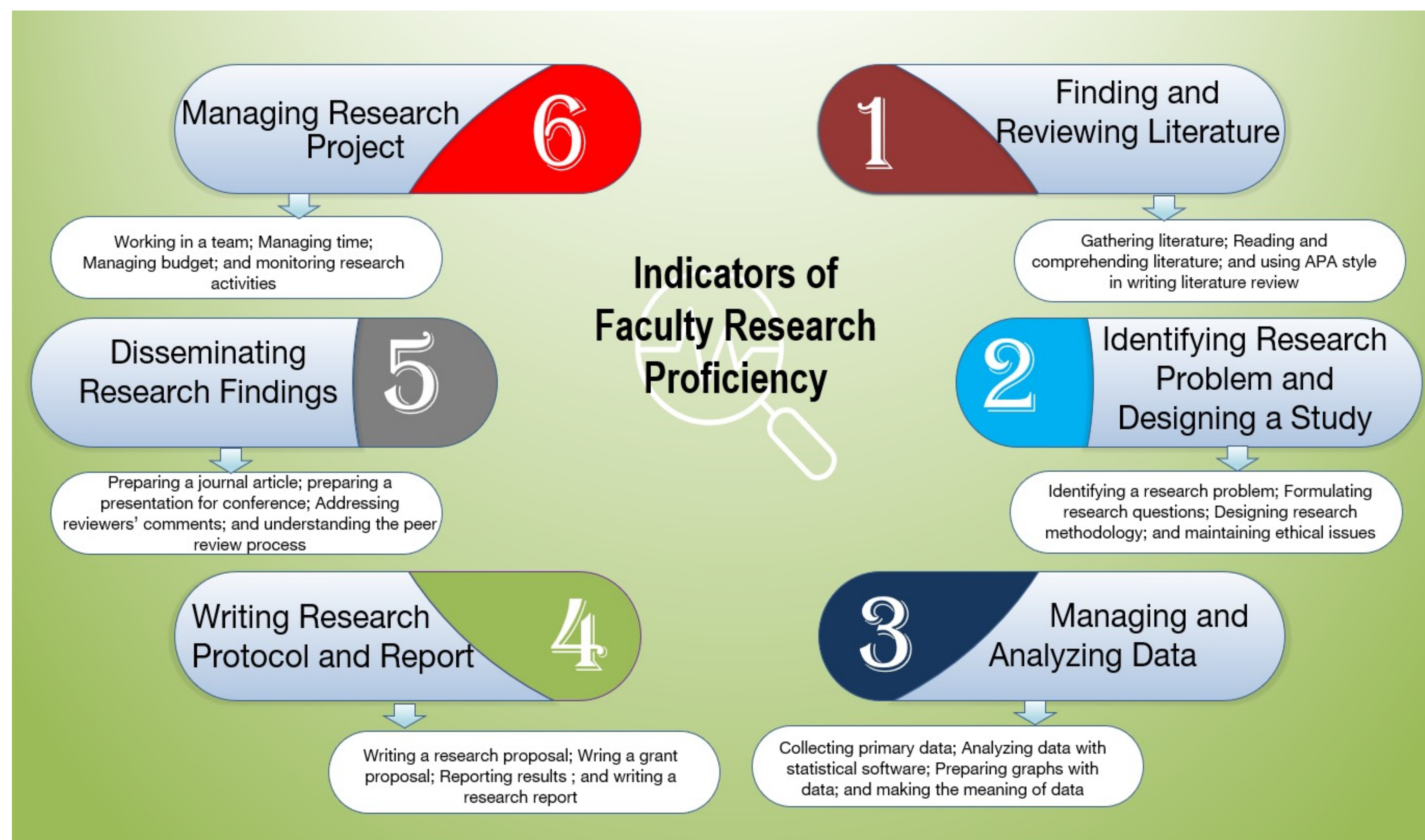
- (1) What research competencies are essential for a faculty member?
- (2) How has faculty research proficiency been measured in the past?

## Methods

A systematic literature review began by identifying 575 peer-reviewed journal articles. Evaluation of titles and abstracts led to 49 papers for considering measures of faculty research competence. The final full-text literature review contained only seven peer-reviewed journal articles published between 2010-2022 considering faculty research.



## Results



## Conclusions

Measures of faculty research competencies were assessed by (Likert types tool) self-reported data. This study identified six indicators of faculty research proficiency. These findings will facilitate the development of a competency-based test for measuring faculty research proficiency..

## References

Behar-Horenstein, et. al. (2018). Perceptions of pharmacy faculty need for development in educational research. *Currents in Pharmacy Teaching and Learning*, 10(1), 34-40.

Farsani, et. al. (2021). Mixed-methods research proficiency for applied linguists: a PLS-path modelling approach. *Quality & Quantity*, 1-26.

Haryati, et. al. (2020). Investigating Existence of Research Skills in Pre-Service Science Teachers' Lesson Plan Document. *Journal for the Education of Gifted Young Scientists*, 8(1), 183-196.

Indicators	Farsani et al., 2021	Tahsildar et al., 2021	Haryati et al., 2020	Koshmaganbetova et al., 2020	Behar-Horenstein et al., 2018	Griffioen et al., 2013	Ulrich et al., 2013
<b>Study Design</b>	Quantitative	Mixed	Qualitative	Quantitative	Quantitative	Quantitative	Qualitative
<b>Participants</b>	Students & Faculty	Faculty	Faculty	Faculty	Faculty	Faculty	Faculty & Staff
<b>Sample Size</b>	175	164	80	90	22	790	80
<b>Instruments</b>	Likert Scale	Likert Scale	Document Analysis	Likert Scale	Likert Scale	Likert Scale	Interview
<b>Country</b>	Multi-countries	Afghanistan	Indonesia	Kazakhstan	USA	Netherlands	Multi-countries
<b>Finding and reviewing literature</b>					X	X	
<b>Identifying research problem and designing a study</b>	X	X	X		X	X	
<b>Managing and analyzing data</b>		X	X	X	X	X	X
<b>Writing research protocol and report</b>		X			X	X	
<b>Disseminating research findings</b>			X	X	X	X	X
<b>Managing research project</b>			X		X		X