



## 10.6.6 Support Programs for Underrepresented Groups

The University of the Visayas provides structured programs to strengthen the capacity of both students and employees, particularly those from underrepresented groups. The *Learning and Development: Training Needs Analysis Report (AY 2024–2025)* demonstrates that mentoring and coaching are embedded as core strategies in the University's professional development framework.

Support is offered through mentoring, coaching, and cross-department collaboration, where experienced faculty and staff guide colleagues in areas such as leadership, communication, digital proficiency, and inclusive education. Initiatives like *Mentor the Mentor* workshops and peer evaluation activities strengthen a culture of shared learning and counselling.



Employees who need to improve skills, particularly those who are in underserve sections—whether in digital literacy, AI, or leadership—receive targeted mentoring and coaching to ensure equal access to training. Collaboration across departments and peer support networks allow staff and faculty to learn directly from colleagues with specialized expertise. These efforts break down barriers, empower underrepresented groups, and open pathways for growth and advancement.

By embedding equity-focused mentoring and peer support into its development programs, UV reinforces its commitment to inclusivity while advancing SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).

### Evidence:

- Training Needs Analysis Report, AY 2024-2025

*"An internationally recognized private non-sectarian university committed to academic excellence, transformational, and innovative education."*



University of the Visayas  
HUMAN RESOURCES DEPARTMENT

# Training Needs Analysis Report

Academic Year 2024 - 2025

This report is for the university's Employees. The needs specified in this document are valid for the entire Academic Year 2024 – 2025.



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## 1.0. Summary:

To acquire the training needs of the Faculty Members and Non-Teaching Personnel of the University, the HRD Learning and Development Unit conducted the following processes:

1. Alignment of the Training Needs Analysis planning on the Institutional Learning Outcomes as expected skills for all employees
2. A training Needs Analysis survey was conducted to check the employees' personally identified needs for their preferred training programs within the academic year.

The Training Needs Survey contains the following sections:

- a. Institutional Skills – Skills derived from the University Institutional Learning Outcomes as expected for all employees of the University
- b. Technical Skills – consists of qualities and skills that are expected from the Employees of the University aligned in the implementation of the University's operations continuity plan

### 1.1. Skills Analyzed for Competency Levels

#### **Institutional Skills**

- a. Leadership Skills
- b. Entrepreneurial Skills
- c. Analytical and Critical Thinking Skills
- d. Digital Proficiency
- e. Data Analytics Skills
- f. Communication Skills
- g. Proactive Attitude
- h. Artificial Intelligence Skills

#### **Technical Skills**

- a. Utilization of Digital Tools and Platforms
- b. Research





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### **1.2. Uses of this Document**

Upon identification of Training Needs for the Academic Year through this document, the Graduate School of Allied Health Sciences, in coordination with the HRD Learning and Development Section, may begin with the Learning and Development process of the Faculty Members through the formulation of a training plan. The Department may choose the following strategies in the implementation of the learning process

- A. Training through Classroom Setting Lectures (Webinars, Seminars, Training, Workshop Sessions)
- B. Training through simulated teaching
- C. Mentoring
- D. Coaching

### **1.3. Training Assistance**

Each unit of the University may source external training that is particular to the technical needs of each Specialization. To facilitate University assistance for external training sessions, each Unit may coordinate with the HRD Learning and Development Section for processing.

In turn, both the different units of the University and the HRD Learning and Development Section will ensure the alignment of the Training based on the Training Plan for the Academic Year.

### **2.0. Introduction**

The University of the Visayas prepares our personnel to become well-rounded and competent in knowledge, skills, and attitude. This Training Needs Report, along with the Training Plan for the Academic Year 2023-2024, is a guide for each Unit and HRD Office to help our employees enhance their personal and professional proficiency.

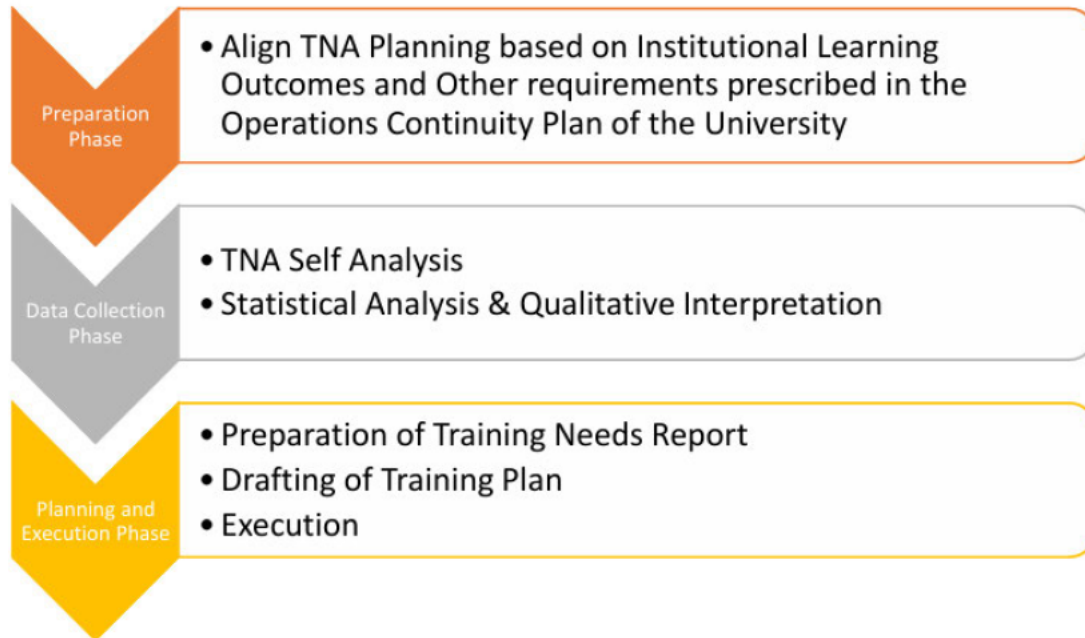






## University of the Visayas HUMAN RESOURCES DEPARTMENT

### 3.0. Training Needs Analysis and Training Planning Process



### 4.0. Statistical Analysis for the TNA Self-Analysis

The Self-Analysis uses a Descriptive Statistical Method using Frequency. The Survey asked our employees to evaluate their skills based on the following levels: Novice (1), Beginner (2), Competent (3), Proficient (4), and Expert (5). The strategy wants to ensure that employees will receive adequate Training for each area based on the employees' identified needs for enhancing their skills.

The following are the results of the gathered data for Self-Analysis:





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## Skills Analyzed for Competency Levels

### Institutional Skills

Skill	Mean	Skill Level	SD	Descriptor	Priority Level
Leadership Skills	3.29	Competent	0.73	3 out of 10 employees need advanced leadership training (30%)	2 - Medium Priority
Analytical and Critical Thinking	3.40	Proficient	0.71	4 out of 10 employees require additional problem-solving training (40%)	2 - Medium Priority
Communication Skills	3.44	Proficient	0.74	2 out of 10 employees need communication enhancement (20%)	1 - Low Priority
Proactive Attitude	3.35	Proficient	0.75	3 out of 10 employees need structured mindset development (30%)	2 - Medium Priority





# University of the Visayas

## HUMAN RESOURCES DEPARTMENT

### Artificial Intelligence (AI) Skills

AI Proficiency Level	Descriptor	Priority Level
Proficient	1 out of 10 employees need advanced AI applications (10%)	1 - Low Priority
Competent	1 out of 10 employees need AI specialization training (10%)	2 - Medium Priority
No Training	6 out of 10 employees need AI foundational training (60%)	3 - High Priority
With Training	1 out of 10 employees need AI intermediate training (10%)	2 - Medium Priority

### Technical Skills

Skill	Descriptor	Priority Level
Digital Tools	9 out of 10 employees need further training (90%)	3 - High Priority
Technical Competency 2	Department-specific technical skills training required	2 - Medium Priority
Technical Competency 3	Consistent but mid-level expertise; needs improvement	2 - Medium Priority
Technical Competency 8	Specialized technical training required due to variance	2 - Medium Priority





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## Stratified Training Approach and Detailed Targets

### AI Training Pathway

Level	Target Employees	Training Description	Outcome
<b>Foundational AI Training</b>	Employees with no AI training (60%)	Introduction to AI concepts, ethics, and basic applications	Employees develop a fundamental understanding of AI principles
<b>Intermediate AI Training</b>	Employees who previously had basic AI training (10%)	AI in education, data science applications, and automation	Employees can integrate AI tools in research and administration
<b>Advanced AI Training</b>	Employees proficient in AI (10%)	Machine Learning, AI-driven decision-making, AI programming	Employees develop expertise to lead AI initiatives at UV

### Leadership Training Pathway

Level	Target Employees	Training Description	Outcome
<b>Basic Leadership Development</b>	Employees needing foundational leadership skills (30%)	Communication, conflict resolution, strategic leadership basics	Employees can lead small teams effectively
<b>Advanced Leadership Training</b>	Mid-level leaders needing enhanced management skills (20%)	Organizational decision-making, leadership coaching	Employees manage larger teams with strategic vision
<b>Executive Leadership Training</b>	Senior leaders seeking institutional impact	Transformational leadership, institutional policy-making	Leaders shape the long-term vision of the university



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## Digital and Technical Training Pathway

Level	Target Employees	Training Description	Outcome
<b>Basic Digital Literacy</b>	Employees struggling with digital tools (90%)	Productivity software, collaboration tools, and cybersecurity	Employees effectively utilize digital tools for work
<b>Technical Specialization</b>	Employees with specific technical needs (50%)	Advanced technical training per department specialization	Departments achieve specialized expertise
<b>Industry-Aligned Digital Training</b>	Employees working in high-tech roles (20%)	AI-enhanced data management, cloud computing	Employees apply modern technologies effectively







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## Non-Training Requirements with Specific Goals

Initiative	Description	Target Outcomes by End of Academic Year	Priority Level
<b>AI Policy Implementation</b>	Develop clear guidelines for responsible AI usage and integration	All employees should be aware of AI policies and demonstrate ethical AI application	3 - High Priority
<b>Digital Transformation Strategy</b>	Encourage and support digital adoption initiatives across all university units	80% of departments should implement at least one digital transformation initiative	3 - High Priority
<b>Cross-Department Collaboration</b>	Establish mentorship programs where proficient employees train others in digital and AI skills	50% of employees should engage in mentorship programs, either as mentors or mentees	2 - Medium Priority
<b>Leadership Shadowing</b>	Assign leadership mentors to employees needing skill enhancement	At least 30 employees should complete leadership shadowing programs	2 - Medium Priority
<b>Strategic Communication Coaching</b>	Provide one-on-one coaching for employees with identified communication gaps	2 out of 10 employees should show improvement in professional communication effectiveness	1 - Low Priority

Prepared by:

**Mark Antony L. Ruiz**  
HR Learning and Development Director





# University of the Visayas HUMAN RESOURCES DEPARTMENT

## WorkShop

Title: Come Assessment Instruments Documentation Part 1

When: September 5, 2024

Where: Briefing and De-Briefing Room (4th floor Old Admin Bldg.)

Participant: All COME Faculty Old and New


Purpose:

To Refresh and Orient, Current and New faculty respectively on the...

1. Content of each part of COME Course Package (Part A, B, C, D, E and F).
2. Process of creating an Assessment Instrument (referencing 1. Annex E of JCMMC 01 s2023 "Assessment Manual, 2. Annex F JCMMC 01s2022.

Time	Topic	Description
1300-1330	STCW Table of Competence	STCW Functions, Competence, KUP's, Method of Assessing Competence and Assessment Criteria
1330-1400H	The COME Course Package Contents	Orientation and use of Course Package Part A, B, C, D, E and F in relation to JCMMC 01 s2023 and STCW 95' as amended
1400 – 1500H	The Plan Scenario Design and Development Plan (PSDDP)	Pre-PSDDP activities, PSDDP Activities, Post PSDDP activities documentations and review Prelim Assessment PSDDP. For each Laboratory courses
1500-1530	Break	
1530-1600	<b>Presentation of workshop outputs per Course</b>	Presentation of the Prelim reviewed Current Plan Scenario Design Development Plan (PSDDP) with accomplished Pre to Post Documentation
1600-1700	<b>Live Assessment Process using the completed PSDDP</b>	Demonstration of Assessment process and documentation of the completed PSDDP

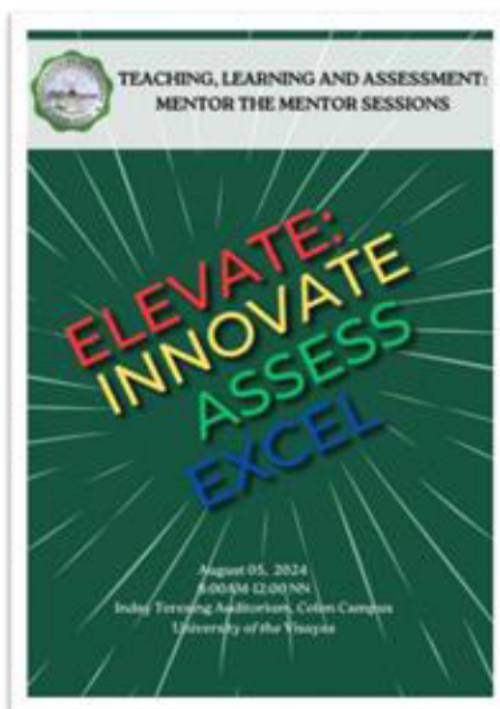
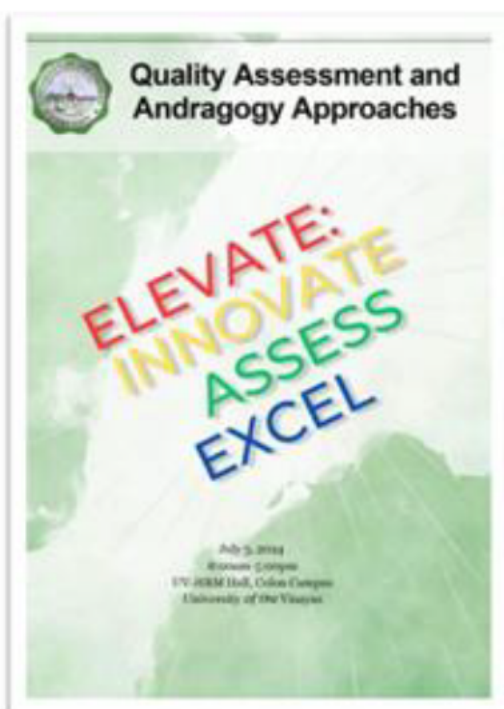
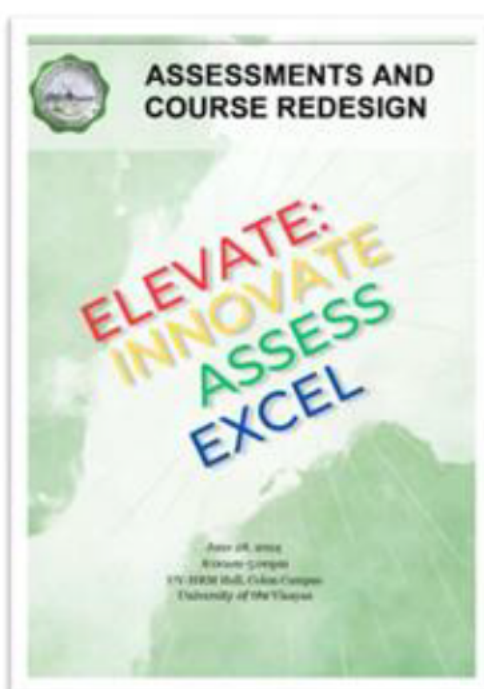
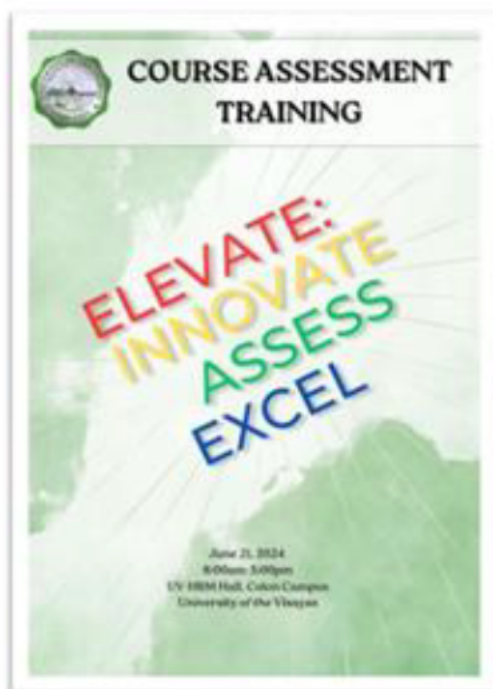
Prepared by:

  
**Dr. Robert M. Maluya** – Dean, College of Maritime Education



University of the Visayas  
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# SPECIAL PERIOD LEARNING AND DEVELOPMENT SESSIONS







# University of the Visayas HUMAN RESOURCES DEPARTMENT

## SESSION 1: Course Assessment

The Special Period Faculty Training Session took place from June 21, 2024, to August 5, 2024, with the goal of enhancing faculty members' teaching competencies in course assessment, course redesign, quality assessment, and andragogical approaches to teaching and learning.

The first session focused on course assessment, where faculty participants from various colleges and campuses learned how to align assessments effectively and measure the achievement of course outcomes. In the afternoon, Dr. Anna Lou C. Cabuenas, Vice President of Academic Affairs, led a retooling session on course redesign, providing faculty with strategies to improve their course structures. Participants were given time to prepare and present their outputs, followed by a feedback and evaluation session.

The day's training concluded with closing remarks from Dr. Ramie L. Bulaybulay, Dean of the College of Arts and Sciences



PROGRAM OF ACTIVITIES Course Assessment Friday, June 21, 2024 10th floor, DND Building	
8:00 am	Registration
8:30 am	Invocation (JAP) National Anthem (JAP)
	Welcome Remarks: Mr. Mark Anthony L. Ros HR Manager (JAP)
	Acknowledgment of Participants House Rules
9:15 am	Training Overview: Dr. Anna Lou C. Cabuenas VP Academic Affairs
9:30 am	Ice Breaker Activity I: Ms. Jade Tagala
9:45 am	Course Assessment: Ms. Gloria May A. Arceo Specialist, HR
10:00 am	Course Assessment Workshop Proper
11:15 am	Presentation of Outputs: Per Cluster
12:00 PM	Lunch
1:00 pm	Lightning Talk 1: Enhancing Learning Through Effective Course Assessment
1:15 pm	Creation of Course Blueprint: Dr. Anna Lou C. Cabuenas VP Academic Affairs
2:00 pm	Ice Breaker Activity II: Ms. Jade Tagala
2:30 pm	Presentation of Outputs: Per Cluster
4:15 pm	Q&A/Reflection Session
4:45 pm	Feedback and Evaluation Survey: Mr. Mark Anthony L. Ros HR Manager (JAP)
4:55 pm	Closing Remarks: Dr. Ramie L. Bulaybulay Dean, College of Arts and Sciences
	Mr. Mark Anthony L. Ros Moderator





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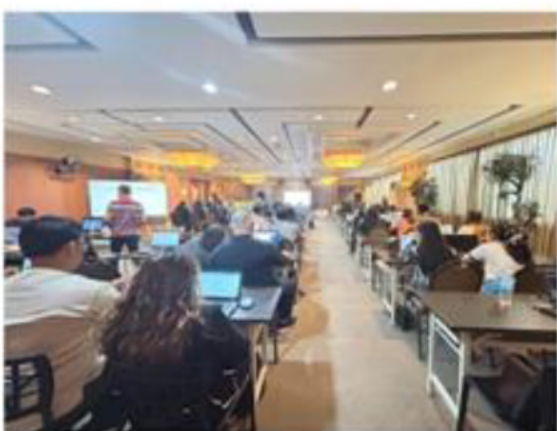
# SESSION 2: Assessment and Course Redesign

PROGRAM OF ACTIVITIES Assessments and Course Redesign Friday, June 28, 2024 Hotel Maki, 20th Building		
8:00 AM	Registration	
8:30 AM	Invocation National Anthem	(JMP) (JMP)
	Welcome Remarks	Mr. Anthony G. Tan Admin Director, College of Education
9:15 AM	Training Overview	Ms. Jade Tagala Headman
9:30 AM	Assessment Design and Alignment	Dr. Zosima A. Pañares Research Director
10:05 AM	Assessment Workshop Proper	Ms. Ma Fe A. Camaso Dean, College of Education
12:00 PM	Presentation of Outputs	Per Cluster
12:00 PM	Lunch	
12:30 PM	Ice Breaker Activity I	Ms. Rose A. Mendez Research Specialist, HRD Ms. Johanna E. Pinar Research Specialist, HRD
1:00 PM	Course Redesign	Dr. Anna Lou C. Cabuenas Vice President for Academic Affairs Ms. Aring T. Aunon Specialist, HRD
2:00 PM	Ice Breaker Activity II	Ms. Rose A. Mendez Research Specialist, HRD Ms. Johanna E. Pinar Research Specialist, HRD
3:00 PM	Presentation of Outputs	Per Cluster
3:15 PM	Feedback and Evaluation Survey	Mr. Mark Anthony L. Ruff HR Assistant, HRD
4:15 PM	Closing Remarks	Dr. Aileen C. Costas Dean, College of Education
Dr. Stella Marie Baltazar Moderator		

The second session of the training, "Assessments and Course Redesign," was held on June 28, 2024. Dr. Zosima A. Pañares, Research Director at the University of the Visayas, delivered a lecture on designing assessments and aligning them with course outcomes. Ms. Maria Fe Camaso, Dean of the College of Education, led a session on quality assessments, focusing on guidelines for creating effective test questions. Participants were tasked with enhancing their test questions based on these guidelines and presenting their revised versions to the class.

In the afternoon session, Dr. Anna Lou C. Cabuenas, Vice President for Academic Affairs, led a retooling session on syllabus construction. Participants engaged in a peer evaluation of their current syllabi and were tasked with presenting their enhanced syllabi as the final output of the session.

The training concluded with a feedback survey, followed by closing remarks from Dr. Aileen C. Costas, Dean of the College of Education at the main campus,







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# SESSION 3: Quality Assessment & Andragogy Approaches

The third session of the training, "Quality Assessment and Andragogical Approaches," was held on July 5, 2025.

In the morning session, Ms. Jade Tagab, faculty member from the College of Education – Main Campus, delivered a lecture on constructing a Table of Specifications. Ms. Almira May Aunzo then led a discussion on Item Analysis, guiding participants in analyzing their test questions using the Item Analysis tool. Participants were also tasked with refining their test questions based on the guidelines from the previous session and presenting their revised versions to the class.

In the afternoon, Ms. Maria Fe Camaso conducted a lecture on andragogical approaches, followed by Dr. Richie L. Labajo, who gave a talk on Inclusive Education.

PROGRAM OF ACTIVITIES	
Quality Assessment and Andragogy Approaches Friday, July 05, 2024 UVH-EdU, 3rd Floor Building	
8:00 AM	Registration
8:30 AM	Invocation National Anthem Welcome Remarks
8:30 AM	Training Overview
9:15 AM	Introduction Number
9:30 AM	TSS Construction
10:00 AM	Assessment Data Analysis
11:00 AM	Workshop Proper
11:00 AM	Lunch
12:00 PM	Introduction Number
1:00 PM	Presentation of Outputs
2:00 PM	Ice Breaker Activity 1
2:15 PM	Travels in Andragogy Approach
3:00 PM	Selfie Evaluation and Feedback
4:15 PM	Feedback and Evaluation Survey
4:30 PM	Closing Remarks

Ms. Maria Fe Camaso  
Dr. Richie L. Labajo  
Mr. Anthony S. Teo  
Mr. Jose A. Mendoza  
Moderator



The training concluded with participants reflecting on their key takeaways, completing a feedback survey, and closing remarks delivered by Mr. Anthony S. Teo, Campus Administrator of UV-Dalaguete Campus.



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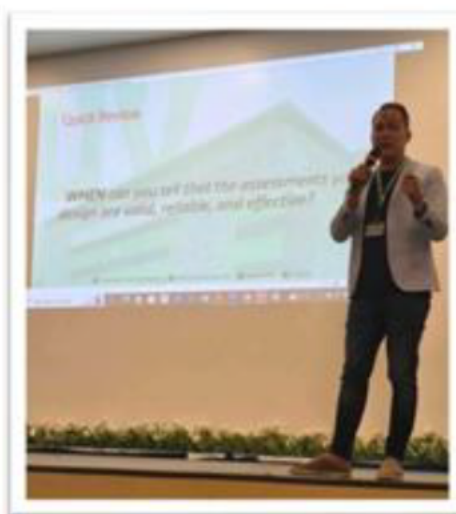
# SESSION 4: Teaching, Learning, & Assessment: Mentor the Mentor Sessions

The fourth session of the training program, "Teaching, Learning, and Assessment: Mentor the Mentor Sessions," was held on August 5, 2025.

Dr. Junifer Abatayo, a professor at Bahrain Teachers College, University of Bahrain, delivered a lecture on reflective practice in teaching and learning. He encouraged participants to reflect critically on their current teaching methods and assessment strategies. As part of the session, Dr. Abatayo asked participants to review their syllabi and test questions, conduct a self-assessment, and share their insights with the group.

The session also featured an engaging question-and-answer segment in which participants actively contributed to the discussion.

The training concluded with the presentation of a certificate of appreciation to the speaker, followed by closing remarks from Dr. Ramie L. Bulaybulay, Dean of the College of Arts and Sciences.



PROGRAM OF ACTIVITIES	
Teaching Learning, and Assessment: Mentor the Mentor Sessions	
Tuesday, August 18, 2025	
Inday Tansing Auditorium, Inday Posing Building	
7:30 AM	Registration
8:00 AM	Invocation (JVP)
	National Anthem (JVP)
	Welcome Remarks Introduction of Speaker
8:30 AM	Teaching Learning, and Assessment: Mentor the Mentor Sessions Reflective Practice I
9:45 AM	Health Break
10:00 AM	Continuation Teaching Learning, and Assessment: Mentor the Mentor Sessions Reflective Practice II
11:40 AM	Presentation of Certificate of Appreciation Feedback and Evaluation Survey
11:50 AM	Closing Remarks
Ms. Johanna Estrera- Pinar Moderator	





University of the Visayas  
HUMAN RESOURCES DEPARTMENT

## RESEARCH PRESENTATION DAY

The poster for the Research Colloquium 2024 features a background image of a modern university building with green architectural accents. The text is overlaid in white and green. The title "RESEARCH COLLOQUIUM 2024" is in large, bold, white letters with a green outline. Below it, a green banner contains the subtitle "Bridging Theory and Practice: Faculty Research in Action". The date "18th OCTOBER 2024" is displayed in large white letters. At the bottom, a white banner with green text reads "INDAY TERESING AUDITORIUM" and "Face-to-Face".

**RESEARCH  
COLLOQUIUM  
2024**

Bridging Theory and Practice: Faculty Research in Action

**18th** OCTOBER  
2024

**INDAY TERESING AUDITORIUM**  
● Face-to-Face



# University of the Visayas HUMAN RESOURCES DEPARTMENT

## ATTENDEES

