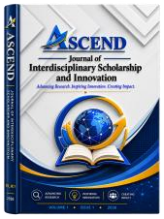
Journal of Interdisciplinary Scholarship and Innovation
Advancing Research. Inspiring Innovation. Creating Impact.
Volume 1 | Issue 1 | September | 2026



FACULTY READINESS AND PROFESSIONAL DEVELOPMENT NEEDS IN A PHILIPPINE LOCAL HIGHER EDUCATION INSTITUTION

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Article History:

Date Submitted: August 15, 2026
Date Accepted: September 1, 2026
Date Published: September 9, 2026

APA 7th Edition Reference:

Apor, E. L. (2026). Faculty readiness and professional development needs in a Philippine local higher education institution. *Ascend: Journal of Interdisciplinary Scholarship and Innovation, 1* (1), 1-26. https://doi.org/10.5281/zenodo.22638831

Abstract. This convergent mixed-methods needs assessment examined self-perceived faculty readiness and professional development needs in an anonymized Philippine local higher education institution. One integrated instrument, content-validated by three validators, combined faculty profile, readiness, development-priority, and open-ended components. Analyses covered 74 profile records, 59 consenting readiness responses (79.7% analytic coverage relative to the roster), and 61 consenting priority and qualitative responses (82.4% analytic coverage). Quantitative analysis used descriptive statistics, 95% confidence intervals, Cronbach's alpha, sensitivity checks, and an exploratory Pearson correlation for 55 matched participants; open-ended responses underwent hybrid thematic content analysis and joint-display integration. Faculty were generally Ready (M = 4.01, SD = 0.58, 95% CI [3.86, 4.16]); the lowest domains were SDG, innovation, and impact documentation (M = 3.77), research capability and utilization (M = 3.81), and community extension (M = 3.88). All six development domains were High Priority (M = 2.92, SD = 0.75, 95% CI [2.73, 3.11]), led by faculty well-being (M = 3.08), career and leadership development (M = 3.07), community extension and industry linkage (both M = 3.03), syllabus development (M = 3.02), and quality-assurance evidence (M = 3.00). The readiness-priority association was negligible, r(53) = −.08, p = .58, 95% CI [−.34, .19], indicating that perceived present capability and continuing development priority are distinct judgments. Qualitative findings converged on pedagogy, diverse learners, workload, resources, mentoring, research, responsible technology use, and community innovation. The evidence supports a continuous, coached, seven-pillar faculty development system evaluated through changes in practice and institutional outputs rather than seminar attendance alone.

Keywords: *Faculty readiness; faculty development; local higher education institution; mixed methods; professional learning; artificial intelligence; quality assurance; institutional improvement*

Introduction

Higher education institutions are expected to demonstrate that their programs, teaching practices, student support systems, and quality assurance processes produce clearly defined outcomes. In the Philippines, Commission on Higher Education Memorandum Order No. 46, series of 2012, established outcomes-based and typology-based quality assurance as a policy framework for higher education. For a local college, this expectation is especially consequential because the institution must remain responsive to community needs while meeting national

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standards for curriculum, faculty qualifications, learning outcomes, documentation, and continuous improvement (Commission on Higher Education [CHED], 2012).

Recent analysis of Philippine local universities and colleges describes persistent governance and capacity pressures associated with dual oversight by local government units and CHED, uneven fiscal resources, and challenges in meeting quality benchmarks for faculty and infrastructure. The same analysis calls for stronger accountability and outcomes-based relevance to the community (Tanpoco, 2026). These pressures make institutional faculty development a strategic function rather than a collection of occasional seminars. A local institution needs reliable evidence about what faculty can already do, what they still need, what conditions enable application, and how professional learning contributes to student, program, and institutional outcomes.

Philippine evidence reinforces the importance of context-sensitive capability building. At a state university, faculty readiness for flexible learning was constrained by uneven competence, familiarity with learning management systems, connectivity, and instructional resources (Cadorna et al., 2022). A study at a local Philippine college likewise found that technological resources and connectivity shaped readiness for hybrid work (Mendoza et al., 2022). These findings caution institutions against treating professional development as training alone; access, technical support, and work arrangements are part of the capability system.

Recent local evidence also supports integrated attention to research, well-being, and quality assurance. Faculty in a Philippine state college identified time, funding, conference selection, journal selection, and the conversion of extension reports into publishable outputs as development concerns (Esguerra et al., 2025). Across local universities and colleges, the implementation of mental health programs depended on management, partnerships, communication, budgets, and relevant activities (Ebro & Mantillas, 2024). A multi-case study that included two high-performing local universities and colleges emphasized adaptable leadership, stakeholder participation, evidence-based decision-making, and continuous quality improvement (Aquino, 2025).

The rapid diffusion of artificial intelligence adds another layer to faculty work. UNESCO's AI Competency Framework for Teachers identifies competencies in a human-centered mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning, organized across progressive levels of development (UNESCO, 2024). The framework emphasizes human agency, ethical safeguards, sustainability, and continuing professional development. This means that AI capability should not be reduced to tool use; it should be integrated with pedagogy, assessment integrity, data privacy, inclusion, professional judgment, and the protection of learners.

Evidence from faculty-development reviews likewise shows that effective programs extend beyond information transfer. Relevant content, experiential learning, feedback, reflection, longitudinal design, communities of practice, workplace application, and institutional support are repeatedly associated with stronger outcomes (Gast et al., 2017; Phuong et al., 2020; Steinert et al., 2016). Lesson study and other collaborative approaches can strengthen lesson design, pedagogical knowledge, and teaching practice, although organizational support remains necessary (Hervas, 2021). These findings support a development model that combines workshops with mentoring, applied projects, peer learning, documentation, and evaluation.

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Although these frameworks explain effective professional learning, they do not provide the participating institution with a locally grounded diagnosis that connects faculty qualifications, self-perceived readiness, development priorities, open-ended experiences, and institutional direction. Institution-specific evidence gaps therefore remained: one coherent assessment was needed to translate faculty profile and needs data into differentiated, measurable, and sustainable development decisions. This study addresses that gap by integrating three components into a single content-validated instrument and using the combined evidence to design a faculty development system aligned with the institutional VMGO and core values.

The participating institution is a local higher education institution in the Philippines. Its institutional philosophy, vision, mission, goals, objectives, and core values emphasize ethical practice, holistic development, responsive, high-quality education, community service, entrepreneurship, work readiness, environmental responsibility, inclusion, and lifelong learning. To reduce deductive disclosure, the institution's name, municipality, province, exact program titles, distinctive vision year, and named value framework are withheld.

Faculty capability is the institutional mechanism through which these commitments become visible in syllabi, classroom interactions, assessment, research, extension, industry partnerships, advising, and quality-assurance evidence. Institutional planning nevertheless requires a distinction between perceived readiness and need. A faculty member may report being ready to take on a responsibility while still viewing development in that area as important, because standards, technologies, learners, or institutional responsibilities are changing. The present study therefore integrates faculty profile, self-perceived readiness, rated development priorities, and open-ended accounts of challenges and support.

Research Questions

The study aimed to assess self-perceived faculty readiness and professional development needs in the participating institution and to translate the evidence into an enhanced faculty development program aligned with the institutional VMGO, core values, and quality-improvement responsibilities.

Specifically, it sought to answer the following questions:

1. What is the institutional faculty profile in terms of program assignment, sex, employment arrangement, nature of work, educational attainment, professional licensure, teaching experience, prior induction, course preparations, training exposure, and graduate-study plans?
2. What is the level of faculty readiness across institutional identity, policies and systems, OBE and assessment, student-centered teaching, inclusion and student welfare, quality assurance, community extension, research, institutional core values integration, interdisciplinary learning, and SDG/innovation documentation?
3. Which professional development domains and individual areas are rated as priorities?
4. What competencies, challenges, institutional support, good practices, improvement areas, and proposed innovations emerge from the open-ended responses?
5. How can the integrated findings and the institutional VMGO and core values inform an enhanced faculty development program?

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Methodology

Design

The study employed a convergent mixed-methods descriptive institutional needs-assessment design. One integrated instrument generated quantitative data on faculty profiles, readiness, and development priorities, as well as qualitative open-ended responses. The strands were analyzed separately and then integrated through a joint display and program-design logic. The design was appropriate because the study did not test an intervention or establish causality; it described the institution's current faculty capacity, perceived needs, and enabling conditions at one point in time (Creswell & Plano Clark, 2018).

Locale, Participants, and Data Sources

The study was conducted at a local Philippine higher education institution offering several undergraduate programs. The sole integrated instrument was operationally administered and stored in three linked components. Section A provided 74 unique faculty-profile records for the institutional roster. Section B contained faculty background and readiness responses; 59 explicitly consenting responses were analyzed, equivalent to 79.7% analytic coverage relative to the roster. Section C contained 83 raw submissions covering development priorities and open-ended needs. After retaining the latest completed response per email address, 16 duplicate submissions and six unique records without explicit voluntary agreement were excluded, leaving 61 responses, equivalent to 82.4% analytic coverage. These percentages reflect the available analytic coverage and should not be interpreted as verified survey response rates, as cross-component linkage was incomplete.

Fifty-five faculty members completed both Sections B and C. Email addresses were used only for deduplication and limited cross-component matching and were not retained in the reporting dataset. Because cross-component linkage was incomplete and some program groups were small, the study used available-case institutional summaries, and one matched descriptive correlation rather than program-level inferential comparisons.

Instrument

The Faculty Readiness and Professional Development Needs Assessment Instrument was the sole research instrument. Section A, Faculty Profile; Section B, Faculty Readiness; and Section C, Professional Development Priorities and Open-Ended Needs Assessment.

Before administration, the instrument underwent content validation by three validators. Their recommendations were incorporated into the wording, organization, and alignment of the three components. Section B consisted of 66 unique self-assessment statements arranged into 11 domains with six items each and used a five-point scale from 1 (Not Yet Ready) to 5 (Highly Ready). Section C comprised 28 development areas grouped into six domains and rated from 1 (Low Priority) to 4 (Very High Priority), along with eight relevant open-ended questions on competencies, challenges, support, innovations, training, good practices, and areas for improvement. The available study record did not include item-level content validity indices;

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therefore, validation is reported as a three-validator expert content review rather than as numerical evidence of construct validity.

Table 1.

Interpretive ranges for readiness and development-priority means

Measure	Mean range	Interpretation
Readiness	4.21–5.00	Highly Ready
Readiness	3.41–4.20	Ready
Readiness	2.61–3.40	Moderately Ready
Readiness	1.81–2.60	Slightly Ready
Readiness	1.00–1.80	Not Yet Ready
Development priority	3.26–4.00	Very High Priority
Development priority	2.51–3.25	High Priority
Development priority	1.76–2.50	Moderate Priority
Development priority	1.00–1.75	Low Priority

Note. Ranges were applied only to descriptive means; they do not imply statistically significant differences.

Data Analysis

Frequencies and percentages summarized the faculty profile and training exposure. Item, domain, and overall means, standard deviations, 95% confidence intervals, and rank ordering summarized readiness and development priorities. Cronbach's alpha estimated internal consistency. For the 55 faculty members who completed both rating components, Pearson's r was reported to describe the linear association between overall readiness and overall development priority; its two-sided p-value and Fisher-transformed 95% confidence interval were also reported. The correlation was exploratory and was not interpreted as causal. Program-level inferential comparisons were not undertaken because several groups were small. Sensitivity analyses excluded respondents who gave identical ratings to all items to examine whether the ordering of needs depended on flat response patterns.

Open-ended responses were anonymized and assigned respondent codes. A documented hybrid deductive-inductive codebook guided thematic content analysis: initial categories reflected the instrument domains, while additional ideas were retained when they emerged from the data. Responses could receive multiple codes; therefore, theme percentages do not total 100%. Brief, template, or extraneous text was disregarded, and only short anonymous excerpts were used for illustration (Braun & Clarke, 2006). Quantitative and qualitative findings were integrated by identifying convergence, expansion, and strategic discrepancies relevant to the institutional VMGO and core values. Because an independent second-coder agreement check and member

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checking were not conducted, the qualitative findings are presented as directional evidence for institutional use.

Ethical Considerations

Only Sections B and C survey records containing explicit voluntary agreement were included. Section A profile information was summarized only at the institutional level. Direct identifiers were removed, academic programs were aggregated into broad clusters, and the institution's name, location, distinctive vision statement, and named value framework were withheld to reduce the risk of deductive disclosure. Small-group results were not reported for ranking or personnel decisions, and all findings are presented in aggregate.

Results and Discussions

Institutional Faculty Profile

Table 2.

Faculty profile from institutional administrative records (N = 74)

Profile area	Category	n	%
Program cluster	General education	17	23.0
	Public-safety-related program	16	21.6
	Teacher-education-related program	12	16.2
	Business, entrepreneurship, hospitality, and tourism cluster	29	39.2
Sex	Female	52	70.3
	Male	22	29.7
Contract	Contract of Service	52	70.3
	Regular	21	28.4
	Job Order	1	1.4
Nature of work	Full-time	69	93.2
	Part-time	5	6.8
Highest attainment	Bachelor's degree	3	4.1
	Master's studies/units	27	36.5
	Master's degree	24	32.4

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Profile area	Category	n	%
	Doctoral studies/units	15	20.3
	Doctorate	5	6.8
Professional status	With reported license	43	58.1
Development intent	Plans further study	46	62.2

Note. Percentages are based on 74 unique profile records. Educational-attainment categories were classified from the reported degree, status, units, and completion-year fields and should be verified against official credentials.

The profile shows a predominantly female (70.3%), full-time (93.2%), and Contract-of-Service (70.3%) faculty workforce. Forty-four faculty members (59.5%) were classified as having completed at least a master's degree or progressed beyond it, while 30 (40.5%) were classified as holding a bachelor's degree or continuing master's studies. Forty-three (58.1%) reported a professional license. Forty-six faculty members (62.2%) indicated plans for further study, suggesting a substantial base for graduate-study support and qualification upgrading.

Table 3.

Professional background of readiness-survey respondents (n = 59)

Profile area	Category	n	%
Higher-education teaching	Less than 1 year	11	18.6
	1–2 years	16	27.1
	3–4 years	16	27.1
	4–6 years	9	15.3
	7 years and above	7	11.9
Service at current institution	New faculty	8	13.6
	Less than 1 year	3	5.1
	1–2 years	22	37.3
	3–4 years	13	22.0
	5–6 years	8	13.6
	7 years and above	5	8.5

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Profile area	Category	n	%
Prior structured induction	None	19	32.2
	Once	8	13.6
	Twice	10	16.9
	More than twice	22	37.3
Course preparations	1–2	38	64.4
	3–4	10	16.9
	Not yet assigned	10	16.9
	5 or more	1	1.7

Note. Only explicitly consenting Part I respondents are included.

More than seven in ten respondents had four years or less of higher-education teaching experience (72.9%). Nineteen respondents (32.2%) reported no previous structured faculty induction outside the institution, while 22 (37.3%) reported more than two prior experiences. Most expected one or two course preparations (64.4%). These results support differentiated development pathways: foundational support for new or less-experienced faculty and advanced, output-oriented pathways for experienced faculty.

Table 4.

Previously attended training areas (n = 59)

Training area	n	%
Teaching, OBE, and assessment	38	64.4
Leadership, well-being, and disaster readiness	27	45.8
Student engagement, advising, and welfare	25	42.4
Research, integrity, and publication	25	42.4
Human rights, inclusion, and mental health	24	40.7
Extension, service-learning, and industry	21	35.6
Digital pedagogy, AI, and data privacy	20	33.9
Core values, interdisciplinary work, SDGs, and impact reporting	17	28.8
Quality assurance and accreditation	16	27.1

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Training area	n	%
No prior training reported	16	27.1

Note. Multiple responses were allowed; percentages do not total 100%.

The widest exposure was in teaching, OBE, and assessment (64.4%). In contrast, only 33.9% reported digital pedagogy, AI, or data-privacy training; 28.8% reported institutional values, interdisciplinary, SDG, or impact reporting training; and 27.1% reported quality assurance or accreditation training. Sixteen respondents (27.1%) selected no prior training. These patterns reinforce the need for systematic institutional coverage rather than reliance on uneven participation in external activities.

Table 5.

Faculty readiness by domain (n = 59)

Readiness domain	M	SD	α	Interpretation
Student-centered teaching and academic support	4.25	0.63	0.954	Highly Ready
Human rights, inclusion, mental health, and due process	4.25	0.58	0.933	Highly Ready
Policies, systems, and institutional coordination	4.24	0.61	0.882	Highly Ready
OBE, curriculum, lesson planning, and assessment	4.05	0.71	0.953	Ready
Interdisciplinary learning and partnerships	4.01	0.67	0.954	Ready
Institutional identity and professional commitment	3.97	0.57	0.855	Ready
Quality assurance and evidence management	3.96	0.69	0.943	Ready
Institutional core-values integration	3.92	0.64	0.945	Ready
Community extension	3.88	0.66	0.966	Ready
Research capability and utilization	3.81	0.79	0.974	Ready
SDG, innovation, and impact documentation	3.77	0.76	0.961	Ready
Overall readiness	4.01	0.58	0.990	Ready

Note. Five-point readiness scale. Overall α = .990. Very high alpha values indicate strong internal consistency but may also reflect item overlap and should not be treated as evidence of construct validity.

Overall self-perceived readiness was interpreted as Ready (M = 4.01, SD = 0.58, 95% CI [3.86, 4.16]). Student-centered teaching, academic support, human rights, inclusion, mental health, and due process jointly recorded the highest domain mean (M = 4.25), followed by policies, systems, and institutional coordination (M = 4.24). These domains represent perceived institutional

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strengths because they concern respectful teaching, student monitoring, policy compliance, referral awareness, and collaborative work.

The lowest means—although still within the Ready range—were recorded for SDG, innovation, and impact documentation (M = 3.77), research capability and utilization (M = 3.81), and community extension (M = 3.88). Core-values integration (M = 3.92) and quality-assurance evidence management (M = 3.96) also remained below the overall mean. These self-reports identify the bridge from competent everyday practice to institutional impact: faculty need stronger capability to translate teaching, research, extension, and innovation into documented outcomes aligned with institutional direction.

Table 6.

Ten lowest-rated faculty readiness statements

Rank	Readiness statement	M	SD
1	I can explain the institution's vision, mission, goals, objectives, and core values in my own words.	3.46	0.88
2	Prepare clear documentation of the problem, innovation, implementation process, partnerships, evidence of results, and lessons learned for external innovation reporting.	3.64	0.85
3	Collaborate with relevant offices and partners to organize credible evidence for institutional SDG reporting, innovation showcases, and possible external innovation reporting.	3.68	0.86
4	Translate research findings into improvements in teaching, institutional policy, community extension, innovation, or student support.	3.69	0.90
5	Write and present a research report or publishable manuscript using appropriate academic structure and citation standards.	3.75	0.90
6	Identify the United Nations Sustainable Development Goals most relevant to my course, research, or community extension work.	3.75	0.76
7	Map relevant institutional core values to course outcomes, topics, learning activities, assessments, and expected student behaviors.	3.78	0.72
8	Explain the institution's core values and their implications for professional practice.	3.80	0.69
9	Establish baseline information and measurable indicators for outputs, outcomes, impact, sustainability, and potential scalability.	3.80	0.80

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Rank	Readiness statement	M	SD
10	I know how to prepare an evidence map showing how my documents contribute to accreditation indicators.	3.81	0.82

Note. Lower rank numbers indicate lower perceived readiness. All ten means remained within the Ready range (3.41–4.20).

The single lowest readiness item was the ability to explain the institutional vision, mission, goals, objectives, and core values in one's own words (M = 3.46). The next lowest items concerned external innovation and impact documentation (M = 3.64), organizing SDG and innovation evidence (M = 3.68), translating research findings into practice or policy (M = 3.69), and writing a publishable manuscript (M = 3.75). In contrast, the highest items were compliance with the no-collection policy and institutional policy (M = 4.47), promoting dignity and non-discrimination (M = 4.41), responding to rights-related concerns (M = 4.39), collegial collaboration (M = 4.36), and applying institutional attendance and classroom policies (M = 4.34). Faculty therefore reported stronger readiness for established conduct and student-protection responsibilities than for strategic identity articulation, research utilization, and impact documentation.

Table 7.

Professional development priorities by domain (n = 61)

Development domain	M	SD	α	Interpretation
Inclusion, student support, accessibility, and well-being	2.94	0.78	0.934	High Priority
Values, interdisciplinary work, mentoring, industry, and leadership	2.94	0.74	0.931	High Priority
Curriculum, pedagogy, assessment, and classroom practice	2.93	0.81	0.973	High Priority
Digital learning, AI, cybersecurity, and data governance	2.92	0.85	0.896	High Priority
Research, extension, innovation, integrity, and service-learning	2.91	0.76	0.960	High Priority
Institutional governance, systems, and quality assurance	2.87	0.79	0.943	High Priority
Overall development priority	2.92	0.75	0.989	High Priority

Note. Four-point priority scale. All six domains were interpreted as High Priority. Overall α = .989.

All development domains were High Priority, with an overall mean of 2.92 (SD = 0.75, 95% CI [2.73, 3.11]) and domain means clustered narrowly from 2.87 to 2.94. Among the 55 faculty members who completed both rating components, overall self-perceived readiness and

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development priority showed a negligible exploratory association, r(53) = −.08, p = .58, 95% CI [−.34, .19]. Thus, higher perceived readiness did not meaningfully correspond to lower development priority. Readiness represents perceived current capability, whereas priority represents the importance of continued learning under changing standards, technologies, learner needs, and institutional responsibilities. The results therefore indicate a broad portfolio of ongoing institutional needs rather than a single isolated deficit.

Table 8.

Ten highest-rated professional development priorities

Rank	Development area	M	SD	Level
1	Faculty well-being, resilience, stress management, workload management, work-life boundaries, and burnout prevention	3.08	0.82	High Priority
2	Faculty career development, leadership, committee management, succession preparation, and professional advancement	3.07	0.85	High Priority
3	Community extension planning, participatory needs assessment, partnership development, sustainability, and impact evaluation	3.03	0.84	High Priority
4	Industry linkage, internship supervision, employability development, entrepreneurship, and work-integrated learning	3.03	0.80	High Priority
5	Syllabus development, course planning, learning-resource selection, and course-policy formulation	3.02	0.83	High Priority
6	Accreditation evidence, quality assurance, outcomes documentation, records management, and portfolio preparation	3.00	0.84	High Priority
7	Outcomes-Based Education, curriculum mapping, constructive alignment, and learning-outcome assessment	2.95	0.85	High Priority
8	Lesson planning, student-centered pedagogy, active learning, and differentiated instructional strategies	2.95	0.86	High Priority
9	Mental health awareness, psychological first response, faculty boundaries, and appropriate student referral	2.93	0.89	High Priority
10	Universal Design for Learning, accessibility, assistive strategies, differentiated instruction, and support for learners with disabilities	2.93	0.87	High Priority

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Note. No individual item reached the Very High Priority threshold of 3.26; rankings should therefore guide sequencing rather than exclusion of lower-ranked areas.

Faculty well-being, resilience, stress and workload management, work-life boundaries, and burnout prevention ranked first (M = 3.08), followed closely by career development, leadership, succession preparation, and advancement (M = 3.07). Community extension and industry/work-integrated learning tied next (M = 3.03). Syllabus and course planning (M = 3.02) and accreditation/quality-assurance evidence (M = 3.00) completed the top six. Responsible instructional use of AI and technology, cybersecurity and data governance, and research capability each had a mean of approximately 2.92 and remained High Priority.

Qualitative Findings

Table 9.

Leading themes from relevant open-ended responses (n = 61)

Question area	Theme	n	%
Competencies to strengthen	Pedagogy, classroom management, student engagement	42	68.9
	Assessment, OBE, curriculum, syllabus, planning	27	44.3
	Technology, digital teaching, AI	20	32.8
Anticipated challenges	Diverse learners, behavior, motivation, engagement	26	42.6
	Balancing teaching, administration, research, and time	18	29.5
	Curriculum, assessment, policy, and compliance	13	21.3
Support needed	Technology, internet, resources, and facilities	35	57.4
	Mentoring, coaching, peer support, and feedback	26	42.6
	Continuing training, workshops, and follow-up	22	36.1
Proposed innovations	Community extension, service-learning, SDGs, and institutional core values	34	55.7
	Research-informed projects and impact documentation	17	27.9
	Industry linkage, immersion, and experiential learning	14	23.0

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Question area	Theme	n	%
Good practices to continue	Student-centered, interactive, and active learning	26	42.6
	Feedback, assessment, consultation, open communication	23	37.7
	Respectful, inclusive, supportive, values-based climate	23	37.7
Areas to improve	Pedagogy, management, engagement, and assessment	35	57.4
	Technology and AI integration	22	36.1
	Communication, mentoring, and professional growth	21	34.4
	Time, organization, documentation, and compliance	21	34.4
	Research, publication, and productivity	20	32.8

Note. Responses were multi-coded; percentages are based on 61 respondents and do not total 100%. Only leading themes are shown.

The qualitative evidence reinforced the quantitative results. Pedagogy, classroom management, and student engagement appeared in 42 responses (68.9%) as competencies to strengthen and in 35 responses (57.4%) as areas to improve. One faculty member wrote, “Before handling my classes this semester, I want to improve my classroom management, teaching strategies, and technology skills” (Participant R006). Another identified the challenge as “Managing diverse student needs while maintaining active participation and quality learning” (Participant R002). These comments show that development must address instructional design, classroom practice, and inclusive engagement together.

Institutional support emerged as more than training attendance. Technology, internet, resources, or facilities were cited by 35 respondents (57.4%); mentoring, coaching, peer support, or feedback by 26 (42.6%); and continuing workshops or follow-up development by 22 (36.1%). One respondent requested “Regular mentoring, technology training, and access to teaching resources” (Participant R002). Another asked for “Continuous mentoring, professional development opportunities, access to updated technology, and regular follow-up sessions” (Participant R007). Professional learning is therefore unlikely to transfer reliably without resources, technical assistance, coaching, and protected time for application.

Faculty also expressed a strong orientation toward service and innovation. Thirty-four respondents (55.7%) proposed community extension, service-learning, SDG, or core-value-aligned projects; 17 (27.9%) proposed research-informed or impact-documentation work; and 14 (23.0%) proposed industry-linked or experiential activities. One participant proposed “a community-based service-learning project that promotes SDGs and student engagement” (Participant R002). At the same time, another wanted “a research and extension initiative that

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integrates SDGs, service-learning, and community-based education to generate meaningful and sustainable impact" (Participant R007). These comments provide a direct foundation for integrating instruction, research, extension, partnerships, and evidence of impact.

Good practices provide assets on which to build. Student-centered, interactive, and active learning was cited by 26 respondents (42.6%); feedback, assessment, consultation, or open communication by 23 (37.7%); and respectful, inclusive, supportive, or value-based classroom climates by 23 (37.7%). One participant summarized these practices as "Encouraging active participation, giving timely feedback, and creating a respectful learning environment" (Participant R002). The institution can use peer demonstration and lesson study to spread these existing strengths.

Faculty improvement priorities extended beyond pedagogy. Technology and AI integration appeared in 22 responses (36.1%), communication and professional growth in 21 (34.4%), time and documentation in 21 (34.4%), and research or publication in 20 (32.8%). The compact comment "Time management, research productivity, and the effective use of educational technology" (Participant R002) illustrates the interdependence of these needs: competence, workload, tools, and output expectations must be addressed as one system.

Workload was a recurring constraint. Eighteen respondents (29.5%) referred to balancing teaching, administration, research, or time. As one faculty member explained, "Balancing teaching, research, extension, and administrative responsibilities while maintaining quality outputs will be my greatest challenge" (Participant R007). This comment strengthens the quantitative finding that faculty well-being was the highest individual development priority and indicates that workload design is an institutional condition of professional growth, not merely an individual time-management issue.

Integrated Findings

Table 10.

Joint display of quantitative, qualitative, and institutional-alignment evidence

Integrated issue	Quantitative evidence	Qualitative evidence	Institutional VMGO/core-value alignment	Institutional implication
Student-centered and rights-based practice	Highest readiness domains: student-centered support and inclusion (both M = 4.25)	Active learning and respectful/inclusive practices were leading themes in good practice.	Holistic development; moral integrity; Excellent Service; gender-sensitive education	Protect and spread existing strengths through peer demonstration and lesson study.

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Integrated issue	Quantitative evidence	Qualitative evidence	Institutional VMGO/core-value alignment	Institutional implication
Institutional identity and core-value enactment	VMGO explanation was the lowest readiness item (M = 3.46); core-values domain M = 3.92	Core-value-aligned projects were frequently proposed	Long-term institutional vision and core values	Embed the institutional VMGO and core values in outcomes, activities, assessment, behavior, and evidence—not only orientation.
Research, SDGs, innovation, and documentation	Research M = 3.81; SDG/innovation M = 3.77; innovation-impact documentation M = 3.64	Research/publication and impact documentation appeared as needs and project ideas.	Responsive quality education; responsible stewardship; wider relevance	Create research teams, writing clinics, utilization pathways, and impact-evidence standards.
Well-being, workload, and career pathways	Well-being ranked first (M = 3.08); career/leadership ranked second (M = 3.07)	Workload/time challenge cited by 29.5%; mentoring requested by 42.6%	Leadership; lifelong learning; work-ready responsible professionals	Link workload review, mentoring, graduate study, recognition, leadership, and succession.
Digital and responsible AI capability	Digital/AI and data-governance domain M = 2.92; only 33.9% reported prior related training	Resources/support cited by 57.4%; AI/technology improvement by 36.1%	Global competence; responsive education; responsible stewardship	Pair AI pedagogy and ethics with connectivity, tools, privacy, cybersecurity, and technical support.

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Integrated issue	Quantitative evidence	Qualitative evidence	Institutional VMGO/core-value alignment	Institutional implication
Extension, industry, and entrepreneurship	Community extension and industry linkage are both among the top priorities (M = 3.03)	55.7% proposed community/service/SDG/core-value projects; 23.0% industry-linked projects	Community service, entrepreneurship, linkages, and employability goals	Use program-specific service-learning, industry immersion, entrepreneurship, and impact evaluation.

Note. The joint display shows how quantitative, qualitative, and institutional-alignment evidence from the components of a single integrated instrument converge on program-design decisions.

Readiness as a Foundation for Continuous Development

The central result is a readiness–development priority gap rather than a contradiction: faculty reported being generally Ready, yet all development domains were High Priority. The negligible and not statistically significant matched association, $r(53) = -.08$, $p = .58$, 95% CI [−.34, .19], reinforces the conclusion that the two scores represent distinct judgments. Perceived readiness reflects what faculty believe they can presently perform, while priority reflects what they believe remains important to deepen, update, document, or sustain. Current capability and future need therefore coexist. This distinction is a scholarly and institutional contribution because it prevents high readiness scores from justifying inaction and prevents high priority scores from being misinterpreted as evidence of faculty deficiency. Frame professional development as continuous institutional capability-building rather than remediation.

The finding supports research that treats faculty development as an ongoing, systemic process whose outcomes should include changes in knowledge, skills, behavior, educational practice, and organizational performance (Phuong et al., 2020; Steinert et al., 2016). A one-off lecture may increase awareness, but the needs identified in this study—research utilization, impact documentation, AI pedagogy, mentoring, industry linkage, and workload management—require sustained application, feedback, resources, and organizational follow-through.

Institutional Strengths and the Identity-to-Evidence Gap

Strong self-perceived readiness for student-centered teaching, inclusion, human rights, policy compliance, and collegial coordination aligns with the participating institution's philosophy and commitment to holistic, ethical, and responsive education. These strengths should be treated as assets that experienced faculty can demonstrate to peers through lesson study, coaching, and communities of practice. Collaborative professional development is particularly appropriate because teaching quality and program compliance are team responsibilities rather than individual accomplishments (Gast et al., 2017; Hervas, 2021).

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At the same time, the lowest item concerned explaining the institutional VMGO and core values. Its related development-priority area was comparatively lower than other items, creating a strategic discrepancy: faculty may not perceive institutional identity as urgent, even though readiness evidence indicates room for improvement. The appropriate response is not another stand-alone recitation exercise. Institutional direction and core values should be embedded in course outcomes, performance tasks, assessment rubrics, student conduct expectations, research agendas, extension designs, faculty portfolios, and quality-assurance evidence. Institutional identity becomes meaningful when it is evident in decisions and outputs.

Research, Innovation, Extension, and Quality Assurance

The lowest self-perceived readiness domains concern research, SDG and innovation work, impact documentation, and community extension. These are the areas through which a local institution can demonstrate responsive education, community service, responsible stewardship, and wider relevance. The findings point to a production gap: faculty need help not only to understand research or extension, but to formulate feasible questions, collect ethical data, write publishable papers, translate findings into practice, establish baselines, document outcomes, and organize evidence for institutional reporting. Esguerra et al. (2025) similarly found that research training did not, by itself, ensure presentation or publication when faculty faced limited time and funding; they recommended technical and financial support for conference and journal selection, peer review, and the conversion of extension reports into publishable outputs.

This gap is highly relevant to outcomes-based quality assurance. CHED Memorandum Order No. 46, series of 2012, requires institutions to articulate outcomes and demonstrate systems for achieving and improving them, while CMO No. 52, series of 2016, provides a national framework for research, innovation, and extension. Faculty development should therefore culminate in usable outputs—mapped syllabi, assessment packages, classroom innovations, research manuscripts, extension plans, evidence of partnerships, impact reports, and faculty portfolios—supported by an institutional pathway from capability building to utilization. The prominence of community and industry proposals in qualitative data creates an opportunity to connect institutional commitments to linkages, entrepreneurship, work readiness, and local development (CHED, 2012, 2016).

AI, Digital Capacity, and Enabling Conditions

Digital learning, responsible AI, cybersecurity, and data governance were High Priority, but the open-ended results show that faculty also need connectivity, equipment, learning resources, and technical support. This distinction is critical: a capability program cannot assume that skill alone resolves access or infrastructure constraints. Philippine studies similarly found that readiness for flexible learning and hybrid work depended on internet stability, digital resources, learning management system competence, and institutional support (Cadorna et al., 2022; Mendoza et al., 2022). CHED Memorandum Order No. 4, series of 2020, and its sustaining addendum, CMO No. 6, series of 2022, make flexible learning an ongoing institutional concern. A responsible approach should therefore pair human-centered AI pedagogy with flexible-learning design, privacy, assessment integrity, copyright and authorship, bias awareness, cybersecurity, learner accessibility, and clear course-level AI policies (CHED, 2020, 2022; UNESCO, 2024).

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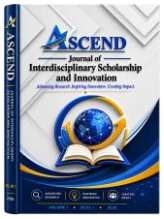

Well-Being, Career Development, and Workforce Sustainability

Faculty well-being was the highest individual priority, and balancing teaching, administration, research, and time was a major qualitative challenge. The profile adds urgency: 70.3% of the institutional roster were Contract-of-Service faculty, while 62.2% planned further study. Professional development must therefore be connected to workload design, mentoring, recognition, graduate-study support, leadership preparation, and transparent advancement pathways. Ebro and Mantillas (2024) found that the implementation of mental health programs across local universities and colleges depended on management, partnerships, communication, budget, and relevant activities. Without these enabling conditions, added training can become another demand rather than a source of professional growth.

CHED's HUSAY and SIKAP initiatives illustrate national mechanisms for short-term upskilling and postgraduate study. Institutionally, these opportunities can be complemented through nominations, schedule flexibility, study-progress monitoring, thesis and dissertation support, research leave where feasible, and recognition of completed outputs. Career development and succession planning are especially important for sustaining program leadership, accreditation work, and institutional memory.

Implications for Policy, Practice, and Research

Institutional governance and quality assurance

The findings imply that faculty development should be governed as an institutional quality system rather than a calendar of isolated seminars. Consistent with CHED CMO No. 46, series of 2012, the governing body and academic leadership should connect annual needs assessment, budgeting, mentoring, course review, student outcomes, research and extension outputs, and quality-assurance evidence. Aquino's (2025) study of high-performing Philippine HEIs, including local universities and colleges, supports an adaptable model based on stakeholder participation, performance evidence, resource alignment, and continuous improvement.

Flexible learning, responsible AI, and infrastructure

CHED CMO No. 4, series of 2020, and CMO No. 6, series of 2022, imply that flexible learning capacity must be sustained beyond emergency conditions. Because only 33.9% reported prior digital pedagogy, AI, or data privacy training and 57.4% requested technology or resource support, institutional policy should combine staged competence standards with connectivity, appropriate platforms, technical support, accessibility, privacy and cybersecurity safeguards, assessment integrity protocols, and clear rules for responsible AI use. This responds directly to the access and competence constraints reported in Philippine state-university and local-college studies (Cadorna et al., 2022; Mendoza et al., 2022).

Research, innovation, extension, and workload

CHED CMO No. 52, series of 2016, gives policy force to the study's recommendation for an integrated research–innovation–extension pipeline. Writing workshops should be paired with workload credits or protected time where feasible, mentoring teams, ethics and methods support, seed funding, journal and conference screening, extension-to-publication pathways, utilization briefs, and impact indicators. The combination of low research and impact-documentation

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readiness, workload comments, and Esguerra et al.'s (2025) findings indicates that output targets without enabling conditions are unlikely to be sustainable.

Faculty well-being and workforce sustainability

Priority assigned to well-being has workforce policy implications. Workload review, psychologically safe supervision, referral pathways, mentoring, recognition, graduate-study support, and leadership succession should be integrated rather than delivered as unrelated activities. For a workforce with a high proportion of Contract-of-Service faculty, development expectations should be matched by transparent opportunities, feasible schedules, and equitable access to institutional support. Well-being indicators should be monitored alongside participation and output indicators.

Implications for future research

The readiness–development priority gap should be tested as a distinct planning construct in larger and multi-institutional samples. Future work should combine self-report with artifact ratings, classroom observation, student outcomes, research and extension outputs, and longitudinal follow-up. A larger sample is also needed for item analysis, factor validation, item reduction, subgroup comparisons, and the examination of whether faculty development participation predicts changes in practice and institutional outcomes.

Limitations

The study is an institutional, cross-sectional needs assessment based largely on self-report and cannot establish causal effects or objective competence. Analytic coverage was substantial but incomplete: 59 of 74 faculty members contributed readiness data, and 61 contributed development-priority and qualitative data, while cross-component matching was available for 55 faculty members. These proportions are analytic coverage relative to the roster, not verified response rates. Small and unequal program groups precluded defensible program-level inferential comparisons, and the anonymized single-institution findings should not be generalized automatically to other colleges.

The instrument underwent expert content review by three validators, and the readiness and priority scales demonstrated extremely high internal consistency. However, item-level content validity indices were not available, and the alpha values may reflect item redundancy or a common response style. Nine of 59 readiness respondents (15.3%) and 15 of 61 priority respondents (24.6%) selected a single rating across all items; sensitivity analysis that excluded these flat patterns retained the same broad ordering of needs. The present sample was not adequate for factor analysis, so future multi-institutional work should examine content and construct validity, item-total performance, and item reduction.

Conclusion

Faculty in the participating institution reported a generally ready profile, especially in student-centered practice, rights-based and inclusive education, institutional policies, and collegial coordination. Nevertheless, the evidence identifies clear development needs in strategic institutional identity, research and publication, SDG and innovation work, impact documentation,

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community extension, responsible AI and digital practice, quality assurance, career development, and faculty well-being. The strongest interpretation is developmental rather than deficit-based: the institution has a capable faculty base that requires a coherent system to deepen, apply, document, and sustain professional competence.

An enhanced faculty development program should connect every activity to the institutional VMGO and core values, applicable CHED policies, actual faculty work, program and community needs, and verifiable outputs. Through differentiated pathways, coaching, resources, research and extension teams, industry engagement, graduate-study support, well-being measures, succession development, and quality-assurance monitoring, faculty development can become a direct institutional strategy for responsive, relevant, and quality education.

Recommendation

1. Adopt the seven-pillar enhanced institutional faculty development program as a year-round cycle linked to strategic planning, program review, budget preparation, and quality assurance.
2. Require an annual individual faculty development plan and e-portfolio, with differentiated pathways for new faculty, experienced faculty, researchers, program leaders, and succession candidates.
3. Prioritize faculty well-being, workload review, mentoring, recognition, and transparent career-development support so that professional learning remains feasible and sustainable.
4. Strengthen graduate qualification upgrading through SIKAP/HUSAY nominations, local scholarship or study support, flexible scheduling where feasible, and structured thesis/dissertation and completion monitoring.
5. Institutionalize research teams, methods and writing clinics, integrity and journal-selection guidance, publication mentoring, and explicit pathways for utilization in teaching, policy, extension, and student support.
6. Pair responsible AI and digital-pedagogy development with adequate connectivity, learning resources, technical assistance, privacy and cybersecurity safeguards, and clear institutional and course-level AI policies.
7. Require every academic cluster to develop needs-based community and industry projects that integrate service-learning, entrepreneurship, SDGs, institutional core values, employability, baseline measures, and documented outcomes.
8. Re-administer the integrated three-component instrument annually; periodically revalidate revised items, document quantitative content-validity evidence where feasible, pilot major revisions, and examine construct structure using a larger multi-institutional sample.

Proposed Enhanced Institutional Faculty Development Program

Based on the integrated findings, the proposed program is a continuous institutional system rather than a seminar calendar. It follows an annual cycle of diagnosis, differentiated planning, development, coached application, documentation, and evaluation. Each faculty member should maintain an individual development plan and an evidence portfolio aligned with program needs, the institutional VMGO and core values, and applicable CHED quality expectations.

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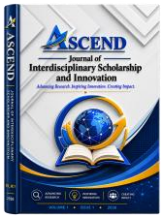

Pillar 1. Institutional Identity, Ethics, and Core-Value Enactment

Focus on explaining the institutional VMGO and core values in one's own words and translating them into syllabus outcomes, learning activities, assessment rubrics, professional conduct, research priorities, extension objectives, and student behavior. Outputs include a course-alignment map, an ethics and professional-commitment statement, and evidence of student application. This pillar supports coherent institutional identity without reducing it to memorization.

Pillar 2. Instructional Excellence, OBE, Assessment, and Inclusive Student Support

Provide modular pathways on constructive alignment, syllabus and lesson design, active and differentiated learning, Universal Design for Learning, classroom management, assessment validity, Table of Specifications, grading integrity, early intervention, advising, mental-health boundaries, and referral. Use peer observation, lesson study, coaching, and review of actual course artifacts. Outputs include revised syllabi, validated assessments, intervention records, and an applied teaching demonstration aligned with CHED's outcomes-based quality-assurance framework.

Pillar 3. Digital Learning, Responsible AI, and Data Governance

Develop staged competence in learning-management systems, flexible and blended learning, generative-AI-supported planning and feedback, prompt and output evaluation, AI literacy, academic integrity, privacy, cybersecurity, secure assessment, accessibility, and course AI policies. Pair training with reliable connectivity, access to appropriate tools, and technical assistance. Outputs include an AI-integrated lesson, a course AI-use statement, and a privacy/security checklist consistent with CHED CMO Nos. 4 (2020) and 6 (2022).

Pillar 4. Research, Publication, Innovation, and Utilization

Organize program-based research teams, problem-formulation clinics, methods and data-analysis support, ethics and integrity sessions, writing circles, journal-selection guidance, intellectual-property orientation, and utilization planning. Require a pathway from proposal to manuscript, presentation, policy or teaching application, extension, and documented impact. Outputs include proposals, manuscripts, dissemination records, and utilization briefs aligned with CHED CMO No. 52, series of 2016.

Pillar 5. Community Extension, Service-Learning, Industry, and Global Relevance

Use participatory needs assessment to design sustainable initiatives with local government units, schools, enterprises, industry partners, and communities. Integrate service-learning, entrepreneurship, employability, industry immersion, SDGs, institutional core values, baseline indicators, beneficiary feedback, and impact documentation. Outputs include partnership plans, evidence of student learning, extension reports, and scalable innovations aligned with CHED CMO No. 52, series of 2016.

Pillar 6. Faculty Career, Leadership, Well-Being, and Succession

Establish mentoring, career conversations, graduate-study planning, scholarship nomination, leadership and committee development, succession preparation, faculty recognition, team building, workload review, stress management, psychological safety, and work-life boundary

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support. Outputs include individual development plans, mentor agreements, study progress records, leadership projects, evidence of recognition, and well-being action plans.

Pillar 7. Quality Assurance, Evidence Management, and Improvement Analytics

Strengthen accreditation literacy, outcomes documentation, faculty portfolios, records management, evidence mapping, program monitoring, and evaluation of faculty-development transfer. Use classroom evidence, student outcomes, research and extension outputs, and follow-up surveys to improve the program annually. Outputs include complete e-portfolios, evidence maps, program dashboards, and annual faculty-development evaluation reports.

Table 11.

Proposed annual implementation cycle

Phase	Suggested timing	Core actions	Expected evidence
1. Diagnose	May–June	Update faculty profile; analyze readiness, priorities, student outcomes, accreditation findings, alumni/industry feedback, and program needs.	Institutional needs report and program-level priority list
2. Plan	June–July	Prepare individual development plans; assign mentors; select foundational, advanced, or leadership pathways; allocate resources.	Approved annual faculty development plan and individual plans
3. Develop	July–October	Conduct sequenced workshops, clinics, industry immersion, research circles, peer learning, and well-being activities.	Completed modules, draft outputs, attendance and participation evidence
4. Apply and coach	August–March	Apply learning in courses, research, extension, and institutional assignments; conduct coaching, lesson study, peer observation, and technical support.	Observed practice, revised artifacts, coaching notes, applied projects
5. Document	Throughout year	Maintain e-portfolios, evidence maps, outcome data, partnership records, research outputs, and impact documentation.	Complete faculty and program evidence portfolios
6. Evaluate and recognize	April–May	Assess reaction, learning, application, outputs, and institutional contribution; recognize achievement; revise next cycle.	Annual evaluation, recognition, improvement actions, next-cycle priorities

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Table 12.

Proposed monitoring indicators for program evaluation

Outcome area	Proposed indicator	Verification source
Institutional VMGO and core values	By the end of Year 1, at least 90% of reviewed syllabi explicitly map relevant institutional VMGO/core-value commitments to outcomes, activities, assessment, and expected behavior.	Annual syllabus audit and faculty portfolio
Instructional application	At least 80% of faculty complete one coached application cycle annually and submit evidence of improved teaching or assessment.	Observation, lesson study, artifact rubric, reflective report
Responsible AI and digital practice	At least 80% of faculty complete responsible AI/digital training, and 100% of courses that use AI include a clear use policy, ethical safeguards, and a documented learning purpose.	Course policy audit, lesson artifacts, privacy/security checklist
Research and utilization	Each degree program advances at least one research output annually from proposal to dissemination, publication, policy application, or teaching utilization.	Research tracker, manuscripts, presentations, utilization briefs
Extension and industry	Each degree program implements at least one needs-based partnership annually with baseline data, outcomes, beneficiary feedback, and a sustainability plan.	MOA/MOU, project report, feedback, impact evidence
Career and well-being	All faculty maintain current individual development plans; mentoring and graduate-study progress are reviewed at least once per semester.	IDPs, mentoring logs, study-progress records, well-being pulse survey
Quality assurance	At least 90% of faculty e-portfolios and all program evidence maps are complete, current, and usable for internal review and accreditation.	Portfolio and evidence-map audit

Note. These are proposed Year 1 targets for institutional approval. Baselines and subsequent targets may be refined after the first audit cycle and annual program review.

Compliance with Ethical Standards

The study observed voluntary participation and informed consent for the readiness, priority, and open-ended survey components. Respondents were free to decline participation. Reporting used anonymized and aggregated data; direct identifiers were removed, academic programs were aggregated into broad clusters, and potentially identifying open-ended quotations were omitted or minimally edited without changing meaning. Electronic files were stored in a

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restricted-access folder, and results were reported only for institutional research and improvement purposes.

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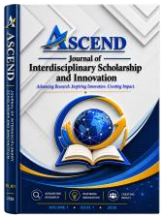

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