REPUBLIC OF THE PHILIPPINES
UNIVERSITY OF THE SOUTHERN MINDANAO
KABACAN, COTABATO

# College of Science and Mathematics

## BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

### LEVEL I
### OCTOBER 26 - 30, 2026




# AREA II
## Faculty

## PARAMETER A – ACADEMIC QUALIFICATIONS AND PROFESSIONAL EXPERIENCE

### 1. SYSTEM-INPUTS AND PROCESSES

The University places strong emphasis on ensuring that its faculty members possess the appropriate academic qualifications, professional experience, and competencies necessary to fulfill their teaching and other academic responsibilities effectively. To uphold the quality of instruction and academic services, the University adheres to established national policies and institutional guidelines, particularly the qualification standards of the Civil Service Commission (CSC), National Budget Circular (NBC) No. 461, and relevant policies and standards of the Commission on Higher Education (CHED).

In the recruitment and appointment of faculty members, the University observes applicable CSC Qualification Standards, including CSC Memorandum Circular No. 3, s. 1997, as amended by MC No. 22, s. 2016, where applicable. These standards guide the assessment of applicants' educational attainment, relevant experience, training, and other professional credentials in relation to the requirements of their respective positions.

For the Bachelor of Science in Applied Mathematics (BSAM) program, the University specifically observes CHED Memorandum Order (CMO) No. 48, s. 2017, entitled Policies, Standards and Guidelines for the Bachelor of Science in Mathematics (BS Math) and Bachelor of Science in Applied Mathematics (BS Applied Math) Programs. This policy provides the program-specific standards for faculty qualifications and teaching assignments. Under Article IV, Section 14 of the CMO, faculty members teaching in the BS Applied Mathematics program must possess at least a master's degree in Mathematics or an allied field. Furthermore, undergraduate mathematics courses beginning in the second year of the recommended program of study must be taught by faculty members who hold at least a Master of Science degree in Applied Mathematics. Specialized courses, such as actuarial science, computing, operations research, and statistics, must be handled by faculty members with at least a master's degree in the appropriate field or by experts with equivalent qualifications, as provided in the CMO. These requirements help ensure that faculty members possess the necessary disciplinary knowledge and specialized expertise to deliver the program's intended learning outcomes effectively.

The University also implements NBC No. 461 and its applicable guidelines in evaluating faculty members for academic rank classification, reclassification, and promotion. Faculty advancement is assessed based on established criteria, including educational qualifications, teaching effectiveness, research and scholarly productivity, extension engagement, and other relevant professional accomplishments. Through this system, the University promotes merit-based career progression, recognizes faculty contributions, and encourages continuous improvement in academic and professional performance.

In addition, the University adheres to relevant CHED policies and program-specific standards in determining faculty qualifications and teaching assignments. For the BS Applied Mathematics program, faculty assignments are aligned with the requirements of CMO No. 48, s. 2017, as well as the educational background, area of specialization, and professional expertise of individual faculty members. This ensures that courses are handled by appropriately qualified instructors, particularly those requiring advanced mathematical knowledge and specialized competencies in applied mathematics, statistics, computing, operations research, and related fields.

The University also encourages faculty members to pursue advanced degrees, participate in seminars and training programs, undertake research and extension activities, and engage in other professional development opportunities. These initiatives enable faculty

members to update their knowledge, strengthen their competencies, and respond effectively to developments in mathematics, applied mathematics, and related disciplines.

To support the verification and evaluation of faculty qualifications, the University maintains appropriate records and supporting documents. These include appointment papers, Personal Data Sheets (PDS) or curricula vitae, academic credentials, certificates of training and seminar participation, professional licenses where applicable, and documentation of research, extension, publications, and other professional accomplishments. These records serve as references in assessing faculty members' compliance with applicable qualification standards, evaluating their professional achievements, and determining their eligibility for appointment, promotion, and other academic opportunities.

Faculty performance and professional development needs are also monitored through established evaluation mechanisms. The results of these evaluations provide information on faculty effectiveness, identify areas for improvement, and guide decisions regarding appropriate training, mentoring, and capacity-building interventions. For the BS Applied Mathematics program, these mechanisms also support the continuous assessment of faculty preparedness to deliver specialized courses and achieve the program's intended learning outcomes.

Through these policies and practices, the University seeks to maintain a faculty complement that is academically qualified, professionally competent, and committed to continuous improvement. It recognizes that faculty development is an ongoing process requiring sustained institutional support. Accordingly, the University promotes opportunities for advanced education, professional training, research, extension, and academic collaboration to enable faculty members to respond effectively to the changing demands of higher education and deliver meaningful, relevant, and quality learning experiences.

Overall, the University's policies and practices on faculty qualification, appointment, evaluation, promotion, and professional development demonstrate its commitment to maintaining high academic standards and strengthening faculty competence. By implementing the applicable CSC qualification standards, NBC No. 461, relevant CHED policies, and the specific faculty qualification requirements under CMO No. 48, s. 2017, for the BS Applied Mathematics program, the University reinforces its capacity to provide quality instruction, advance research and innovation, expand extension services, and fulfill its institutional mission and commitment to excellence in higher education.

### A.1 Copy of Qualification Standards

**Based on CMO 48 s. 2017**

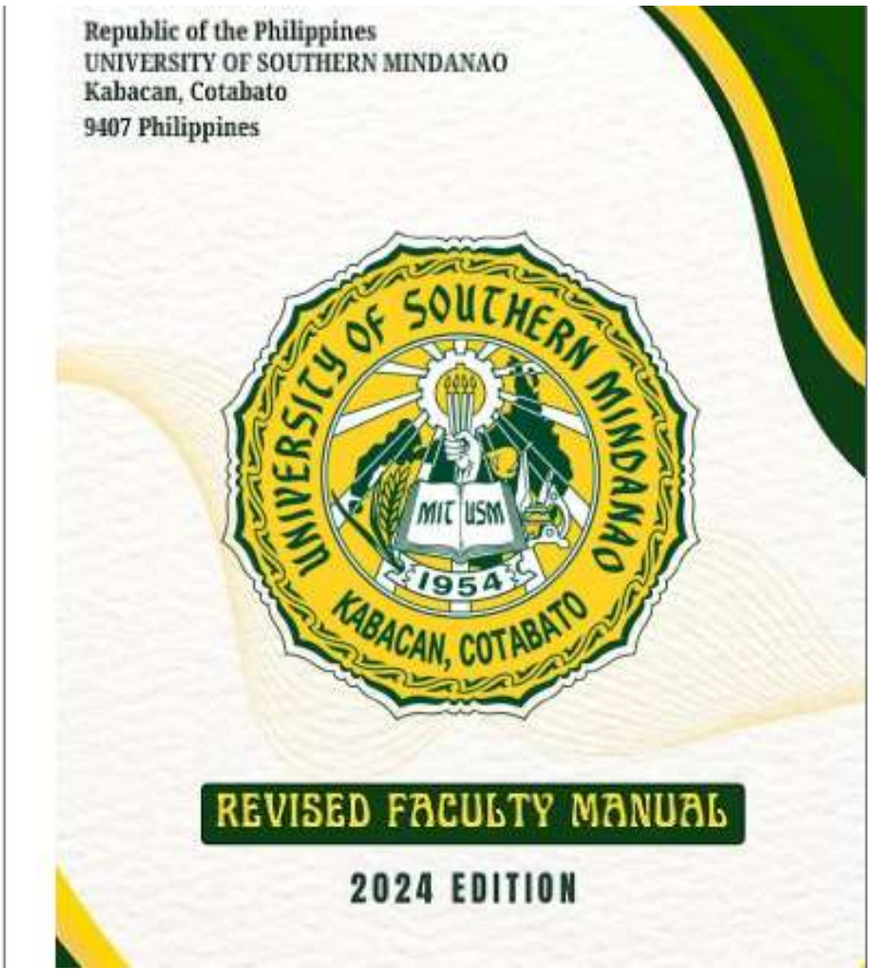
**Section 14. Faculty**

**14.1 Qualification of faculty**

a. Faculty teaching in a BS Mathematics/ BS Applied Mathematics program must be at least a master's degree holder in mathematics or in an allied field (cf. Section 5.5).

b. All undergraduate mathematics courses in the recommended program of study for the BS Mathematics/ BS Applied Mathematics program starting from the 2nd year must be taught by at least an MS degree holder in Mathematics/ Applied Mathematics. Specialized courses in the program (e.g. actuarial science, computing, operations research, and statistics) must be taught by at least an MS degree holder in the appropriate field, or by an expert with equivalent qualifications (e.g. Fellow / Associate of the Actuarial Society of the Philippines).

**Based on USM Faculty Manual p. 18-22**




**Chapter 5**

## 5. FACULTY RECRUITMENT, SELECTION, APPOINTMENT, AND PROMOTION

**5.1. General Policy** (BOR Resolution No. 32, s 2024)

USM adheres to the merit and fitness principle and to uphold professional transparency in the recruitment, promotion, reclassification and other human resource actions of its academic personnel to ensure that justice and fairness are applied to all concerned. The selection of faculty members shall be based on their relative qualifications, competence to perform the duties and responsibilities of the position, and alignment to the strategic priorities and goals of the University. There shall be no discrimination in the selection of teaching staff on account of age, sex, sexual orientation, gender identity and expression, civil status, disability, religion, ethnicity or political affiliation.

This Merit Selection Plan shall apply to the closed career positions of the University. These are positions or ranks in the faculty such as the following:

| Faculty Ranks | Sub-Rank |
|---|---|
| Instructor | I-III |
| Assistant Professor | I-IV |
| Associate Professor | I-V |
| Professor | I-VI |
| University Professor | |

## 5.2. Faculty Recruitment, Selection, and Placement Systems and Standards

5.2.1. Qualification Standards

The qualification standards for appointment and other personnel actions for faculty shall be those provided under CSC MC No. 1, s. 1997 as amended by MC 22 s 2016 and such other issuances that may henceforth be issued.

Hereunder are the minimum qualification standards for appointment to faculty positions/ranks provided under MC No. 1, s. 1997 and amended by MC No. 22, s 2016.



| CSC MC No.1, s. 1997 as amended by MC 22., s 2016 |
|---|
| **INSTRUCTOR I TO II**<br><br>Education : Masters' Degree in the area of specialization or its allied/related fields<br>Experience : None required<br>Training : None required<br>Eligibility : None required<br>RA 1080 (For programs requiring BAR of Board eligibility)<br><br>**INSTRUCTOR III**<br><br>Education : Masters' Degree in the area of specialization or its allied/related fields<br>Experience : 1 year of relevant experience<br>Training : 4 hours of relevant training<br>Eligibility : None required<br>RA 1080 (For programs requiring BAR of Board eligibility) |

**ASSISTANT PROFESSOR I**

Education : Masters' Degree in the area of specialization or its allied/related fields

Experience : 2 years of relevant experience

Training : 4 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)



**ASSISTANT PROFESSOR II-IV**

Education : Masters' Degree in the area of specialization or its allied/related fields

Experience : 2 years of relevant experience

Training : 8 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)

**ASSOCIATE PROFESSOR I-III**

Education : Masters' Degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO PSG

Experience : 2 years of relevant experience

Training : 8 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)

**ASSOCIATE PROFESSOR IV- V**

Education : Masters' Degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO PSG

Experience : 3 years of relevant experience

Training : 16 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)



**PROFESSOR I**

Education : Masters' Degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO

Experience : 4 years of relevant experience

Training : 24 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)

**PROFESSOR II-III**

Education : Masters' Degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO

Experience : 5 years of relevant experience

Training : 32 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)

**UNIVERSITY PROFESSOR**

Education : Relevant doctorate degree

Experience : 5 year of relevant experience

Training : 32 hours of relevant training

Eligibility : None required

RA 1080 (For programs requiring BAR of Board eligibility)

Education refers to the formal academic studies that will enable the candidate to successfully perform the duties and responsibilities indicated in the Position Description Form (PDF) (DBM-CSC Form No. 1, Revised 2017) of the position to be filled.

A graduate of the master's or doctoral degree aligned to the academic program offered and its allied programs as defined by the respective CHED CMO PSGs shall be considered to have met the master's or doctoral degree requirement for purposes of meeting the education requirement for faculty members.

Experience refers to the previous faculty jobs in either the SUC, private higher education institutions (HEIs), research institutes, and extension agencies, whether full-time or part-time, which, as certified by the Human Resource Management Officer or authorized officials of the previous employer, are functionally related to the duties in the PDF of the position to be filled. For this purpose, relevant job includes teaching, research, extension and production. Relevant experience may be acquired through:

a) a Job Order or Contract of Service covered by a contract or a Memorandum of Agreement.
b) volunteer work, on full time basis, as certified by the Human Resource Management Officer or authorized officials
c) a designation covered by an Office or Memorandum Order may be considered for meeting the experience requirement.

Training refers to formal or non-formal training courses and HRD interventions such as coaching, mentoring, job rotation, seminars, workshops, and others that are part of the employee's Individual Learning and Development Plan. These trainings/learning and development interventions are intended to enable the candidate to successfully perform the duties and responsibilities as indicated in the PDF or Job Description (JD) of the position to be filled. These are evidenced by the Learning and Development Plan/Coaching and Mentoring Program approved by the University President and Certificates issued by

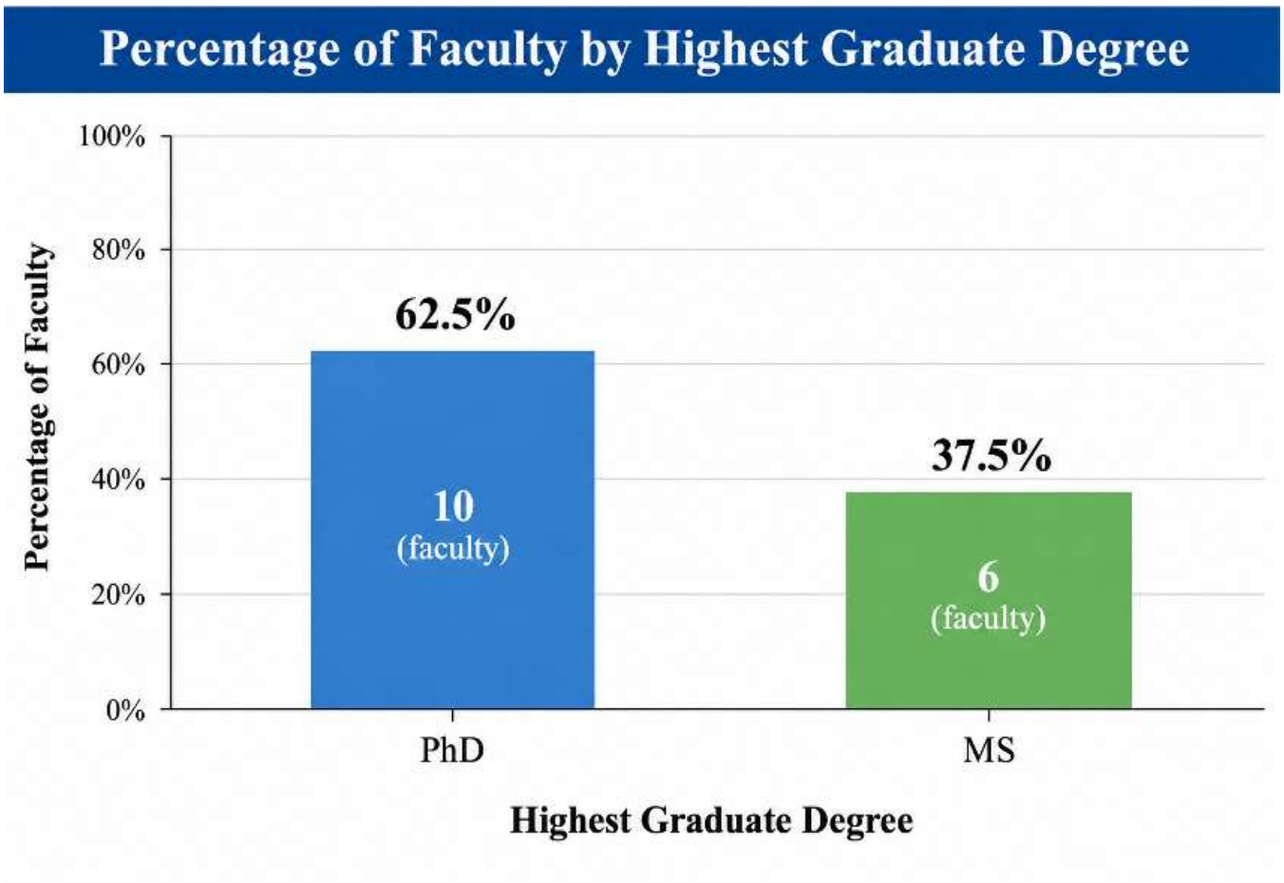
## 2. IMPLEMENTATION

The faculty members involved in the program possess academic qualifications and fields of specialization aligned with the requirements of CHED Memorandum Order (CMO) No. 48, series of 2017, and the established policies and standards of the University. Their academic ranks, educational attainment, and areas of expertise reflect their qualifications to perform their academic responsibilities and contribute to the effective delivery of the program. The University ensures that faculty appointments and assignments are consistent with applicable CHED policies and institutional guidelines to uphold academic quality and excellence.

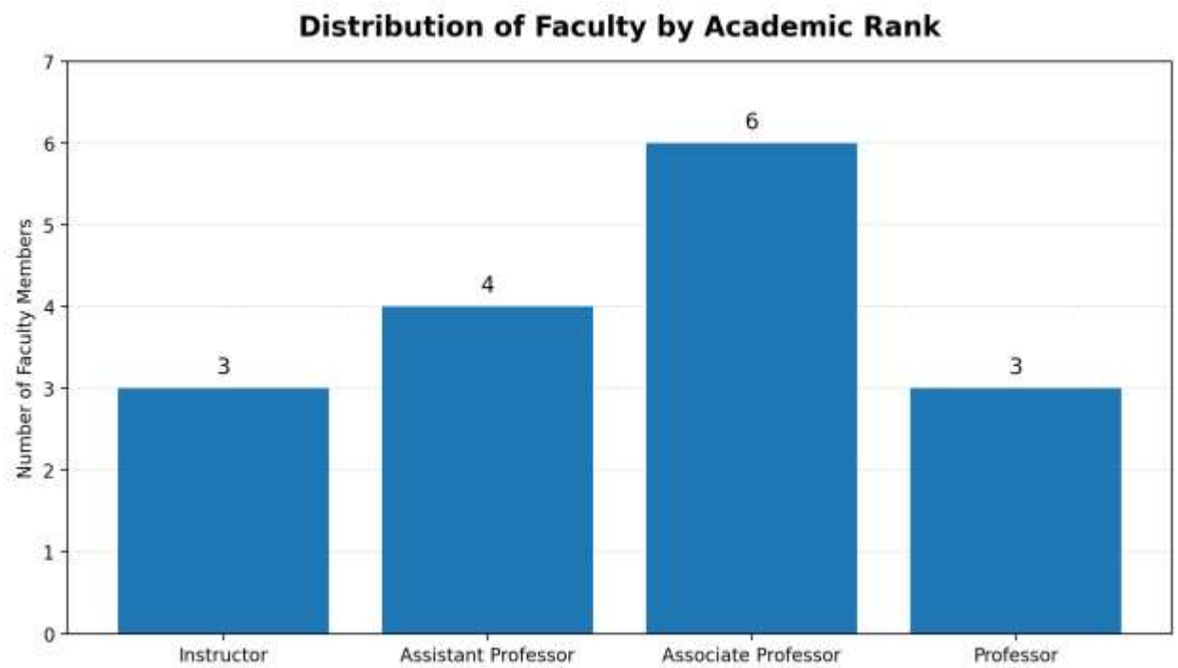



| # | Faculty | Academic Rank | Educational Attainment (Masteral/Doctorate) | Field of Specialization | School Enrolled/ Graduated From | Licensure Examinations Passed | Length of Teaching Experience | Faculty Involvement or Other Designation | Status of Appointment (Permanent, Temporary, Contractual) | Subjects Handled |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **Benjamin, Philip Lester P.** | Associate Professor V | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Mathematics (Topology) | • MSU-IIT (PhD, MS)<br>• MSU-GSC (BS) | LET | 13 years | GS DEAN | Permanent | • Calculus I<br>• Calculus II<br>• Calculus III<br>• Advanced Calculus<br>• Linear Algebra |
| 2 | **Garcia, Anna Jean G.** | Associate Professor III | • PhD Education major in Mathematics<br>• Master of Applied Statistics<br>• BS Applied Mathematics | Applied Mathematics / Applied Statistics / Mathematics Education | • USM (PhD)<br>• MSU-IIT (MAS)<br>• UP Mindanao (BS) | | 18 years | GS Research Coordinator | Permanent | • Theory of Interest<br>• Statistical Theory<br>• Applied Statistics |
| 3 | **Licaros, Jeaneth** | Associate Professor V | • PhD Science Education major in Mathematics<br>• MA Mathematics<br>• BSE Mathematics | Mathematics Education | • DLSU (PhD)<br>• USM (MA, BSE) | LET | 20 years | | Permanent | • Mathematics of Investment<br>• Mathematics in the Modern World |
| 4 | **Macalisang, Jead** | Instructor I | • MS Mathematics<br>• BS Mathematics | Mathematical Modelling | • MSU-IIT | | 4 years | | Permanent | • Mathematical Modelling |
| 5 | **Macalisang, Rona Jane** | Assistant Professor I | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Mathematics (Graph Theory) | • MSU-IIT | | 4 years | Department Research Coordinator | Permanent | • Discrete Mathematics<br>• Advanced Calculus<br>• Thesis |
| 6 | **Mamon, Daryl Mae C.** | Associate Professor V | • PhD Education major in Mathematics<br>• Master of Applied Statistics<br>• MST Mathematics<br>• BS Statistics | Applied Statistics / Mathematics Education | • USM (PhD, MST)<br>• MSU-IIT (MAS, BS) | | 19 years | | Permanent | • Statistical theory<br>• Probability<br>• Applied Statistics<br>• Time Series Analysis |
| 7 | **Nanding, Sandra** | Assistant Professor I | • MS Mathematics<br>• BS Mathematics | Mathematics (Graph Theory) | • MSU-IIT (MS, BS) | | 6 years | Department Chairperson | Permanent | • Mathematics in the Modern World<br>• Calculus I<br>• Calculus II<br>• Calculus III<br>• Differential Equations |
| 8 | **Paleta, Leonard M.** | Associate Professor V | • PhD Mathematics<br>• MST Mathematics<br>• BS Applied Mathematics | Applied Mathematics / Mathematics Education / Mathematics (Graph Theory) | • MSU-IIT (PhD)<br>• USM (MST)<br>• UP Visayas (BS) | | 20 years | CSM Dean | Permanent | • Fundamental Concepts in Mathematics<br>• Numerical Analysis<br>• Graph Theory and Applications<br>• Differential Equations<br>• Operations Research I |
| 9 | **Pilongo, Jupiter G.** | Assistant Professor III | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Mathematics (Abstract Algebra, Coding) | • UP Diliman (PhD)<br>• MSU-IIT (MS, BS) | | 14 years | | Permanent | • Linear Algebra<br>• Abstract Algebra<br>• Elective (Coding Theory)<br>• Mathematics in the Modern World |
| 10 | **Pimentel, Jonald L.** | Professor VI | • PhD Psychometrics<br>• MS Biostatistics<br>• MS Mathematics<br>• BS Mathematics | Mathematics/Statistics, Biostatistics/Psychometrics | • University of Twente (PhD)<br>• Hasselt University (MS Biostatistics)<br>• MSU-IIT (MS Math, BS) | | 31 years | University President | Permanent | • Mathematical Modelling<br>• Probability<br>• Time Series Analysis<br>• Elective (Item Response Theory) |
| 11 | **Tamulak, Fitzmee Ann** | Instructor I | • MS Mathematics<br>• BS Mathematics | Mathematics (Graph Theory) | • MSU-IIT | | 4 years | | President | |
| 12 | **Tandog, Leorence C.** | Professor VI | • PhD Science Education major in Mathematics<br>• MAED Mathematics<br>• BS Mathematics | Mathematics Education / Mathematics | • UP Diliman (PhD)<br>• NDU (MAED, BS) | LET (PBET) | 38 years | Vice President for Academic Affairs | Permanent | • Abstract Algebra |
| 13 | **Toledo, Arnel** | Associate Professor III | • Master of Mathematics<br>• BS Civil Engineering | Mathematics | • MSU-IIT (MOM)<br>• NDU (BS) | CELE | 38 years | BAC Member | Permanent | • Calculus I<br>• Calculus II<br>• Calculus III<br>• Differential Equations |
| 14 | **Verzosa, Debbie Marie B.** | Professor VI | • PhD Education<br>• MS Mathematics<br>• BS Mathematics | Mathematics / Mathematics Education | • Macquarie University (PhD)<br>• ADMU (MS, BS) | LET | 23 years | Vice President for Research, Development, and Extension | Permanent | • Advanced Calculus<br>• Real Analysis<br>• Differential Equations |
| 15 | **Yabes, Lawton John** | Instructor I | • MS Applied Mathematics<br>• BS Applied Mathematics | Applied Mathematics | • USEP (MS)<br>• UP Visayas (BS) | | 4 years | | Permanent | • Discrete Mathematics<br>• Operations Research I |
| | **AFFILIATE FACULTY (from College of Engineering and Information Technology)** | | | | | | | | | |
| 16 | **Flores, Danilyn A.** | Assistant Professor | • Master in Information Technology<br>• BS Computer Science | Information Technology | • USM (MIT, BS) | | 18 years | | Permanent | • Fundamentals of Computing I<br>• Fundamentals of Computing II |

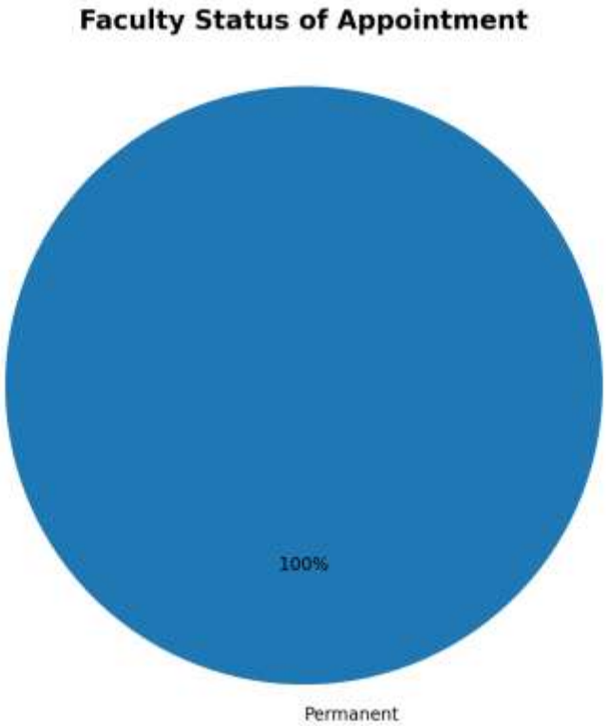
All (100%) faculty members handling the Bachelor of Science in Applied Mathematics (BSAM) program hold at least a master's degree or its equivalent, with 62.5% (10 faculty members) possessing a PhD and 37.5% (6 faculty members) holding an MS degree as their highest graduate qualification.



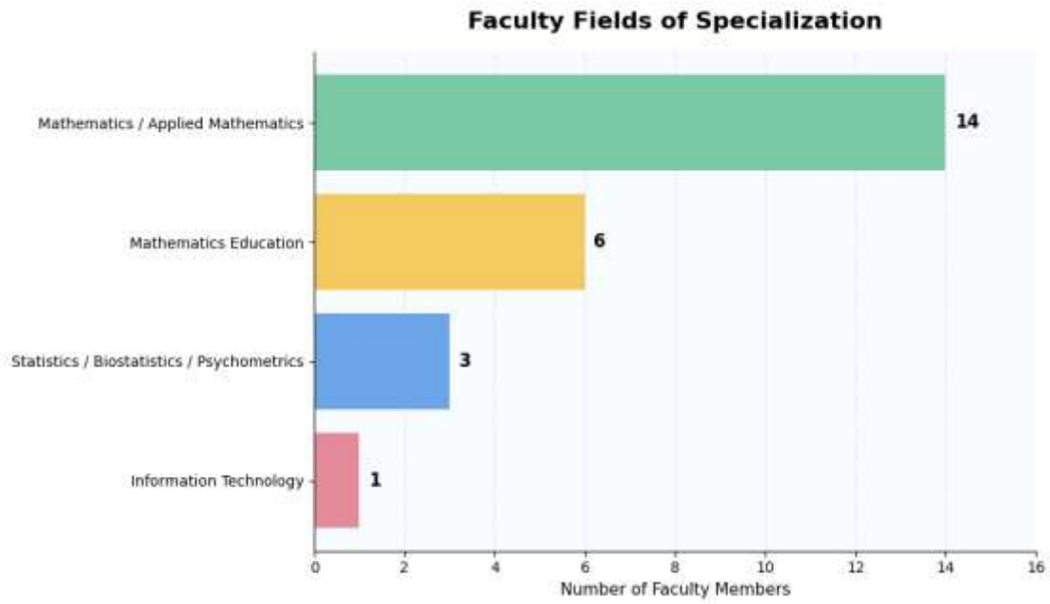

Based on academic ranks, the faculty members involved in the program ranges from Instructor to Professor levels.



All faculty members are in permanent status.




The faculty members demonstrate diverse fields of specialization aligned with the academic requirements of the program. Most specialize in Mathematics and Applied Mathematics, followed by Mathematics Education, Statistics, Biostatistics, and Psychometrics, while Information Technology is represented by the affiliate faculty. It is important to note that some faculty members have multiple fields of specialization; therefore, the counts in the graph are not mutually exclusive and may exceed the total number of faculty members. This diversity of expertise supports the delivery of specialized courses and contributes to the quality of instruction across the program's mathematical and related disciplines.



- Consolidated names of faculty who have prepared instructional materials and indicate if it is approved by the University/College Instructional Materials Committee.

| Title of Instructional Material | Authors | Instructional Materials Developed (Print/Model/Electronic) |
|---|---|---|
| Mathematics in the Modern World | Philip Lester Benjamin, Anna Jean Garcia, Jeaneth Licaros, Rowel Madio, Daryl Mae Mamon, Sandra Nanding, Leonard Paleta, Jennifer Pama, Jonald Pimentel, Jupiter Pilongo, Leorence Tandog, Arnel Toledo, Roel Valenton, Honey Vincent Valle, Debbie Marie Verzosa | Module |
| Mathematical Biology | Jead M. Macalisang, Rona Jane F. Macalisang | Module |
| Graph Theory and Applications | Rona Jane F. Macalisang | Module |
| Applied Statistics | Philip Lester Benjamin, Anna Jean Garcia, Jeaneth Licaros, Rowel Madio, Daryl Mae Mamon, Sandra Nanding, Leonard Paleta, Jennifer Pama, Jonald Pimentel, Jupiter Pilongo, Leorence Tandog, Arnel Toledo, Roel Valenton, Honey Vincent Valle, Debbie Marie Verzosa | Module |
| Calculus I | Philip Lester Benjamin, Rowel Madio, Sandra Nanding, Jupiter Pilongo, Arnel Toledo, Rona Jane Macalisang, Jead Macalisang, Lawton John Yabes | Module |
| Comprehensive Mathematics | Philip Lester Benjamin, Rowel Madio, Sandra Nanding, Jupiter Pilongo, Arnel Toledo, Fitzmee Ann Tamulak, Roel Valenton, Lawton John Yabes | Module |
| Discrete Mathematics | Lawton John A. Yabes | Module |
| Linear Programming | Lawton John A. Yabes | Module |
| Theory of Interest | Anna Jean S. Garcia | Module |
| Fundamental Concepts of Mathematics | Fitzmee Ann D. Tamulak | Module |
| Calculus for Biological Sciences | Fitzmee Ann D. Tamulak | Module |

| | | |
|---|---|---|
| History of Mathematics | Debbie Marie B. Verzosa | Module |
| Number Theory | Debbie Marie B. Verzosa | Module |
| Geometry | Debbie Marie B. Verzosa | Module |
| Problem Solving, Mathematical Modeling and Investigation | Debbie Marie B. Verzosa | Module |
| Foundations of Mathematics | Debbie Marie B. Verzosa | Module |
| Teaching Mathematics in the Intermediate Grades | Debbie Marie B. Verzosa | Module |

- Consolidate names of faculty who have conducted and/or are conducting research/es relevant to the Program

| Research Title | Time Frame | Date of Completion | Research Cost | Funding Source | Researcher/s |
|---|---|---|---|---|---|
| 1. Generalized E-torsion Graph; Forcing Subsets for perfect Roman dominating sets in graphs; Convex Graph induced by a Function and a Finite Set | 1 year | December 2025 | 107,000.00 | Research and Development Office (Fund 01) | **MR. LEONARD M. PALETA**<br>**MR. JUPITER G. PILONGO**<br>**MR. PHILIP LESTER P. BENJAMIN** |
| 2. Statistical Tool Selector(Stat Select): A Mobile App for Faculty, Students and Researchers | 1 year | December 2023 | 270,000.00 | Research and Development Office - College Based | **Anna Jean S. Garcia, Honey Vincent Valle, Daryl Mae Mamon, Leonard Paleta, Jupiter Pilongco, Roel Valenton, Jeaneth Licaros, Jonald Pimentel, Philip Benjamin, Rowel Madio, Leorence Tandog, & Debbie Marie Verzosa** |

| | | | | | |
|---|---|---|---|---|---|
| 3. USM LIFER Project: USM & Ligawasan Marsh Fish & Meat-Based Enhanced Ready-to-Eat (RTE) Products | | 2022 | 600,000.00 | Fund 101 | Pia Amabelle Flores<br>**Jonald Pimentel**<br>Rowell Nitafan<br>Pia Amabelle Flores<br>Vic Laurence Oliva<br>Leanne Jay Manceras<br>Bryan Llolyd Bretaña<br>Mary Joy S. Cañolas |
| 4. **STUDY**: Genetics or Environment: Tracing the Root Cause of Increasing Homosexual Population | | 2019 | | USM Fund 101 | Jonald L. Pimentel, Anna Jean S. Garcia |
| 5. Study: Educational Innovations in Rural And Remote Communities: A Multi-Dimensional Approach | 1 year | 2021 | 200,000.00 | Research and Development Office | **Leorence C. Tandog**<br>**Debbie Marie B. Versoza**<br>Astrofil Hyde M. Alcala<br>Shandra C. Gonsang<br>Joy Gloria P. Sabutan<br>Mitzi Aileen M. Alba<br>Benedict Entera<br>Eimer M. Estilloso |

| | | | | | |
|---|---|---|---|---|---|
| 6. Analysis of the Alignment Between USM's Mathematics Programs the Students' Present Academic or Future Professional Needs | 1 year | 2018 | 150,000.00 | USM Fund 101 | Debbie Marie Verzosa and Philip Lester Benjamin |
| 7. Water Quality Assessment and Characterization of Liguasan Marsh in Cotabato Province: A Comprehensive Analysis of Physico-Chemical Parameters, Heavy Metal Contamination, and Biological Assessment | 1 year | 2024 | 1,594,296.00 | | Project Leader: Lydia C. Pascual, PhD. Project Staff: **Debbie Marie B. Verzosa, PhD.** Project Members: Hanna Lou B. Diez, and Lemuel Jon P. Gabuay |
| 8. PRODUCT DEVELOPMENT AND COMMERCIALIZATION OF INDIGENOUS CROP AND FISH PRODUCTS (MINSUPALA-IRDC Project Phase 3) | | ongoing | | | Lydia C. Pascual<br>Jennet R. Mag-aso<br>Leonila V. Papalid<br>Romiel P. Basan<br>**Debbie Marie B. Verzosa**<br>Carlito P. Basay |

- Consolidate names of faculty who are actively involved in Extension activities relevant to the Program

| Name of Faculty | Extension Activity/ Project | Location | Time frame | Funding Source | Number Clientele Served | Status |
|---|---|---|---|---|---|---|
| * Benjamin, Philip Lester<br>* Garcia, Anna Jean<br>* Licaros, Jeaneth<br>* Madio, Rowel<br>* Mamon, Daryl Mae<br>* Nanding, Sandra<br>* Paleta, Leonard<br>* Pilongo, Jupiter<br>* Rubio, Meriam<br>* Tandog, Leorence<br>* Tamon, Florie Jane<br>* Valenton, Roel<br>* Verzosa, Debbie Marie<br>* Yabes, Lawton John | Strengthening mother-tongue based education of elementary teachers in DepEd Cotabato/MBHTE BARMM through instructional materials development and validation | Nangaan Elementary School, DepEd Cotabato | 2023 – 2024 (One Year) | USM Fund | 15 | Completed |

| | | | | | | |
|---|---|---|---|---|---|---|
| * Benjamin, Philip Lester<br>* Garcia, Anna Jean<br>* Licaros, Jeaneth<br>* Macalisang, Jead<br>* Madio, Rowel<br>* Mamon, Daryl Mae<br>* Nanding, Sandra<br>* Paleta, Leonard<br>* Pilongo, Jupiter<br>* Tandog, Leorence<br>* Tamulak, Fitzmee Ann<br>* Valenton, Roel<br>* Verzosa, Debbie Marie<br>* Yabes, Lawton John | Strengthening Barangay High Schools: Validation and Implementation of Representation -Based Learning Materials for Independent Study of Mathematics in Remote Schools | Salvacion High School, Matalam, Cotabato | 2025 – 2026<br><br>(One Year) | USM Fund | 70 | Completed |
| * Benjamin, Philip Lester<br>* Garcia, Anna Jean<br>* Licaros, Jeaneth<br>* Macalisang, Jead<br>* Macalisang, Rona Jane<br>* Madio, Rowel<br>* Mamon, Daryl Mae<br>* Nanding, Sandra<br>* Paleta, Leonard<br>* Pilongo, Jupiter<br>* Tandog, Leorence<br>* Valenton, Roel<br>* Verzosa, Debbie Marie<br>* Yabes, Lawton John | Strengthening Barangay Schools (Phase 2): Sustaining Mathematics Learning through Teacher Mentoring and Weekly Student Learning Support | Rubio Elementary School and Salvacion High School, Matalam, Cotabato | 2026 – 2027<br><br>(One Year) | USM Fund | 15 | On-Going |
| * Benjamin, Philip Lester<br>* Garcia, Anna Jean<br>* Licaros, Jeaneth<br>* Macalisang, Jead<br>* Macalisang, Rona Jane<br>* Madio, Rowel<br>* Mamon, Daryl Mae<br>* Nanding, Sandra<br>* Paleta, Leonard<br>* Palmos, Hannah<br>* Pilongo, Jupiter<br>* Tandog, Leorence<br>*Tamulak, Fitzmee Ann<br>* Valenton, Roel<br>* Verzosa, Debbie Marie<br>* Yabes, Lawton John | BlOnihan Para sa Karunungan in Columbio: Strengthening Pedagogical Excellence through Model Lesson Plans and Contextualized Learning Resources for Mathematics | Schools in Columbio, Sultan Kudarat | 2027 – 2028<br><br>(One Year) | USM Fund | To be identify | Approved |

- Consolidate names of faculty who are handling Production Projects

| Name of Faculty | Production Activity/Project | Volume or Area of Production | Average Annual Income Generated |
|---|---|---|---|
| * Benjamin, Philip Lester<br>* Garcia, Anna Jean<br>* Licaros, Jeaneth<br>* Macalisang, Jead<br>* Macalisang, Rona Jane<br>* Madio, Rowel<br>* Mamon, Daryl Mae<br>* Nanding, Sandra<br>* Paleta, Leonard<br>* Pilongo, Jupiter<br>* Tandog, Leorence<br>* Tamulak, Fitzmee Ann<br>* Valenton, Roel<br>* Verzosa, Debbie Marie<br>* Yabes, Lawton John | Production and Distribution of Workbooks (GE04, Stat 01, Calculus 1, Comprehensive Math) | 6,927copies of printed/distributed | 587,565.00 |

- Scholarship awards/grants received by the faculty involved in the Program

| **Faculty Grantee/Recipient** | **Scholarship Award/Grant** | **Granting Agency** | **Level (Int'l, Nat'l, Reg'l, Local)** |
|---|---|---|---|
| 1. Benjamin, Philip Lester P. | PCASTRD-DOST;<br>ASHRDP-DOST | DOST | National |
| 2. Garcia, Anna Jean G. | CHED FDP | CHED | National |
| 3. Mamon, Daryl Mae C. | CHED FDP | CHED | National |
| 4. Nanding, Sandra | ASHRDP-DOST | DOST | National |
| 5. Paleta, Leonard M. | CHED K-12 | CHED | National |
| 6. Pilongo, Jupiter G. | PCASTRD-DOST;<br>CHED K-12 | DOST;<br>CHED | National |
| 7. Pimentel, Jonald L. | BADC Scholarship | | International |
| 8. Tandog, Leorence C. | DOST | DOST | National |
| 9. Toledo, Arnel | CHED FDP | CHED | National |
| 10. Verzosa, Debbie Marie B. | UB/MORES | | National |
| 11. Macalisang, Jead | ASHRDP-DOST | DOST | National |
| 12. Macalisang, Rona Jane | ASHRDP-DOST | DOST | National |

## 3. OUTCOMES

The effective implementation of faculty qualification standards and professional development programs has contributed significantly to the continuous improvement of the institution's academic services. These initiatives go beyond compliance with prescribed national and institutional requirements; they reflect the institution's commitment to enhancing faculty members' academic qualifications, professional competencies, and instructional practices to ensure the effective delivery of quality education.

One significant outcome is the increasing number of faculty members who have earned or are currently pursuing doctoral degrees. This development demonstrates the institution's sustained commitment to advancing faculty expertise, strengthening its pool of highly qualified educators, and promoting a culture of lifelong learning. The institution supports faculty development by encouraging and providing opportunities for advanced studies, professional training, seminars, conferences, and other activities that enhance disciplinary knowledge, pedagogical competence, and professional specialization. These opportunities enable faculty members to remain responsive to emerging developments in their respective fields and the evolving needs of higher education.

The distribution of faculty members across academic ranks also reflects opportunities for professional growth and career advancement in accordance with the applicable provisions of National Budget Circular (NBC) No. 461. Through established classification and promotion mechanisms, faculty members are encouraged to strengthen their academic credentials, improve their professional performance, and contribute to instruction, research, extension, and other institutional activities. This promotes a structured pathway for career progression while helping the institution maintain a competent and appropriately qualified faculty complement.

The appointment of permanent faculty members is another important indicator of institutional stability. A stable and committed faculty workforce supports continuity in academic program implementation, strengthens student support services, and promotes consistency in instructional delivery. Permanent faculty members are also better positioned to contribute to long-term institutional initiatives, including curriculum development and enhancement, research and innovation, extension services, academic advising, and quality assurance activities. These contributions help sustain institutional effectiveness and support the achievement of the institution's educational goals.

Faculty performance is systematically monitored and evaluated through established institutional mechanisms, including the NBC No. 461 Qualitative Contribution Evaluation (QCE), the Strategic Performance Management System (SPMS), and the Merit System and Promotion Plan (MSPP), as applicable. These mechanisms provide structured bases for assessing faculty performance, professional contributions, productivity, and participation in institutional activities. Evaluation results inform decisions concerning promotion, recognition, and professional development while helping identify areas requiring improvement, additional training, mentoring, or other forms of institutional support.

Furthermore, the institution utilizes the results of faculty performance evaluations and professional development activities as inputs for continuous quality improvement. Identified competency gaps and development needs are considered in planning targeted training programs, advanced study opportunities, mentoring initiatives, and other capacity-building interventions. This approach ensures that faculty development is an ongoing and responsive process rather than a one-time compliance requirement. By linking performance evaluation with professional development planning, the institution strengthens the alignment between individual faculty growth and institutional priorities.

The positive developments in faculty qualifications, academic rank progression, employment stability, and performance evaluation demonstrate the institution's continuing commitment to maintaining a competent, productive, and responsive faculty workforce. More importantly, these initiatives foster a professional culture that values lifelong learning, accountability, merit-based advancement, and continuous improvement. Through sustained investments in faculty development, the institution enhances its capacity to maintain high instructional standards, strengthen academic programs, respond to emerging educational needs, and provide students with meaningful, relevant, and quality learning experiences.

Overall, these outcomes demonstrate that the institution's faculty qualification, development, evaluation, and career advancement mechanisms function as interconnected components of its quality assurance system. The systematic monitoring of faculty performance, combined with sustained support for advanced education and professional growth, enables the institution to identify development priorities and implement appropriate improvement measures. These efforts contribute to the sustainability of quality academic programs, the continuous enhancement of educational services, and the fulfillment of the institution's commitment to academic excellence.

- Faculty according to their academic ranks based on duly approved/attested appointment by the Civil Service Commission.

| NAME OF FACULTY | EDUCATIONAL ATTAINMENT | ACADEMIC RANK |
|---|---|---|
| 1. **Benjamin, Philip Lester P.** | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Associate Professor V |
| 2. **Garcia, Anna Jean G.** | • PhD Education<br>• Master of Applied Statistics<br>• BS Applied Mathematics | Associate Professor III |
| 3. **Licaros, Jeaneth** | • PhD Science Education<br>• MA Mathematics<br>• BSE Mathematics | Associate Professor V |
| 4. **Macalisang, Jead** | • MS Mathematics<br>• BS Mathematics | Instructor I |
| 5. **Macalisang, Rona Jane** | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Assistant Professor I |
| 6. **Mamon, Daryl Mae C.** | • PhD Education<br>• Master of Applied Statistics<br>• MST Mathematics<br>• BS Statistics | Associate Professor V |
| 7. **Nanding, Sandra** | • MS Mathematics<br>• BS Mathematics | Assistant Professor I |
| 8. **Paleta, Leonard M.** | • PhD Mathematics<br>• MST Mathematics<br>• BS Applied Mathematics | Associate Professor V |
| 9. **Pilongo, Jupiter G.** | • PhD Mathematics<br>• MS Mathematics<br>• BS Mathematics | Assistant Professor III |
| 10. **Pimentel, Jonald L.** | • PhD Psychometrics<br>• MS Biostatistics<br>• MS Mathematics<br>• BS Mathematics | Professor VI |
| 11. **Tamulak, Fitzmee Ann** | • MS Mathematics<br>• BS Mathematics | Instructor I |
| 12. **Tandog, Leorence C.** | • PhD Science Education<br>• MAED Mathematics<br>• BSE Mathematics | Professor VI |
| 13. **Toledo, Arnel** | • Master of Mathematics<br>• BS Civil Engineering | Associate Professor III |
| 14. **Verzosa, Debbie Marie B.** | • PhD Education<br>• MS Mathematics<br>• BS Mathematics | Professor VI |
| 15. **Yabes, Lawton John** | • MS Applied Mathematics<br>• BS Applied Mathematics | Instructor I |
| 16. **Flores, Danilyn A.** | • Master in Information Technology<br>• BS Computer Science | Assistant Professor I |

## 4. BEST PRACTICES

The University implements systematic, transparent, and merit-based processes for faculty recruitment, selection, appointment, and promotion in accordance with the standards and guidelines of the Civil Service Commission (CSC), NBC 461/JC3, and the Commission on Higher Education (CHED). These processes ensure that faculty members possess the necessary academic qualifications, professional competencies, and field of specialization appropriate to their teaching assignments and program requirements.

To maintain and enhance faculty competence, the University provides continuous opportunities for professional development through seminars, workshops, training programs, graduate studies, conferences, scholarships, and professional grants. Faculty development needs are identified through performance evaluations, competency assessments, and other institutional mechanisms, enabling the University to implement relevant capacity-building interventions. Mentoring and peer support are likewise encouraged to strengthen collaboration, professional growth, and knowledge sharing among faculty members.

The University also ensures the proper maintenance of updated and comprehensive faculty records, including Personal Data Sheets (PDS), academic credentials, certificates of training and participation, and other relevant supporting documents. These records facilitate effective personnel management, promote transparency and accountability, and ensure compliance with institutional and regulatory requirements.

Faculty performance is regularly monitored and evaluated through established institutional assessment mechanisms. The results serve as bases for recognizing accomplishments, determining professional development needs, supporting career advancement, and identifying areas for improvement. Faculty members are also encouraged to develop instructional materials, adopt innovative teaching strategies, and integrate appropriate educational technologies to improve instructional delivery and enhance student learning outcomes.

In addition to their teaching responsibilities, faculty members are encouraged to participate actively in research, extension, community engagement, and other institutional undertakings. These activities strengthen the University's tri-fold functions and provide opportunities for faculty members to apply their expertise, contribute to knowledge generation, and address relevant institutional and community needs.

The University further promotes professional growth by providing opportunities for promotion, scholarships, research grants, and other forms of recognition for faculty achievements. These initiatives encourage continuous improvement, enhance faculty competencies, and reinforce their commitment to institutional goals. Moreover, the results of faculty evaluations, professional development activities, and identified competency gaps are utilized as inputs in planning subsequent programs and interventions. This feedback mechanism supports continuous quality improvement and ensures that faculty development initiatives remain aligned with institutional priorities and emerging academic and professional requirements.

At the program level, the BSAM program also engages qualified faculty members whose educational qualifications, professional credentials, and relevant work experience are aligned with the subjects they handle. Their involvement brings practical industry knowledge, technical expertise, and current workplace practices into the classroom. This provides students with opportunities to connect theoretical concepts with actual professional applications, develop relevant industry competencies, and gain insights into the demands of the management

accounting profession. Such practice strengthens the program's responsiveness to industry developments and supports the delivery of relevant, practical, and outcomes-based instruction.

Overall, these institutional and program-level practices reflect the University's commitment to developing and sustaining a qualified, competent, productive, and professionally engaged faculty workforce. Through merit-based personnel processes, continuous professional development, systematic performance evaluation, proper documentation, and active faculty involvement in the University's various functions, the institution ensures the continued enhancement of academic program quality and promotes a culture of excellence, accountability, and continuous improvement.

## PARAMETER B – RECRUITMENT, SELECTION AND ORIENTATION

### 1. SYSTEM-INPUTS AND PROCESSES

The University recognizes that the quality of its academic programs and educational services is significantly influenced by the competence, commitment, and professionalism of its faculty members. To ensure the recruitment, selection, appointment, and advancement of qualified personnel, the University maintains an institutionalized and systematic process guided by Board of Regents (BOR)-approved policies, the Faculty Manual, and the Civil Service Commission (CSC)-compliant Merit Selection and Promotion Plan (MSPP). These policies establish clear qualification standards, procedures, and evaluation criteria for faculty employment and career progression, covering applicable appointment types, including permanent, temporary, contractual, and substitute appointments. Through this framework, the University promotes compliance with institutional policies and relevant government regulations while ensuring that personnel decisions are based on merit, qualifications, and organizational needs.

The recruitment and selection process follows a merit- and competency-based approach designed to identify applicants who possess the academic credentials, professional expertise, and personal attributes necessary for effective teaching and other academic responsibilities. Applicants are assessed against the prescribed qualification standards and established evaluation criteria, taking into account relevant competencies, potential for professional growth, commitment to institutional goals, and capacity to contribute to academic excellence. The Faculty Selection and Promotion Board (FSPB) plays a vital role in overseeing the evaluation and selection process, helping ensure that decisions are objective, transparent, consistent, and supported by appropriate documentation. This structured process strengthens the University's ability to recruit faculty members whose qualifications and competencies are aligned with the requirements of their respective positions and academic programs.

In addition to recruitment and selection, the University implements established procedures for faculty appointment, promotion, and career advancement. These procedures provide a systematic basis for evaluating faculty members' qualifications, professional accomplishments, performance, and eligibility for higher academic ranks or other employment opportunities. By adhering to approved policies and prescribed standards, the University promotes fairness, accountability, and consistency in personnel decisions. The system also encourages faculty members to pursue advanced degrees, enhance their professional competencies, engage in research and extension activities, and demonstrate sustained contributions to the University. Consequently, faculty advancement serves not only as recognition of individual achievement but also as a mechanism for strengthening the University's overall academic capacity.

The University also recognizes the importance of orientation and re-orientation in supporting faculty members' effective integration into the academic community. Newly appointed faculty members undergo institutional orientation to familiarize themselves with the University's vision, mission, core values, organizational structure, policies, procedures, responsibilities, employee benefits, and performance expectations. The orientation also provides relevant information on applicable government regulations and standards, including those issued by the CSC, the Professional Regulation Commission (PRC), and the Department of Budget and Management (DBM), as appropriate to their positions and responsibilities. These activities help new faculty members understand their institutional roles, clarify professional expectations, and transition effectively into their assigned duties.

Similarly, re-orientation activities for existing faculty members provide opportunities to reinforce their understanding of institutional policies, update their knowledge of administrative and academic procedures, and respond to emerging institutional priorities and regulatory requirements. These initiatives promote consistency in the implementation of university policies, strengthen professional accountability, and encourage faculty members to remain informed about developments affecting their academic and administrative responsibilities. By sustaining orientation and re-orientation activities, the University reinforces a shared understanding of institutional values, standards, and expectations among its faculty workforce.

Overall, the University's systems for faculty recruitment, selection, appointment, promotion, and orientation demonstrate its commitment to maintaining a competent, qualified, and mission-driven academic workforce. Through clearly established policies, merit-based assessment, the active participation of the FSPB, and continuing orientation initiatives, the University promotes fairness, transparency, accountability, and professional development. These mechanisms extend beyond compliance with government and institutional requirements; they form an integral part of the University's quality assurance efforts to ensure that faculty members are appropriately qualified, adequately informed, professionally supported, and committed to delivering quality instruction and contributing to research, extension, and other academic endeavors. Ultimately, these practices strengthen institutional effectiveness and support the University's continuing pursuit of academic excellence.

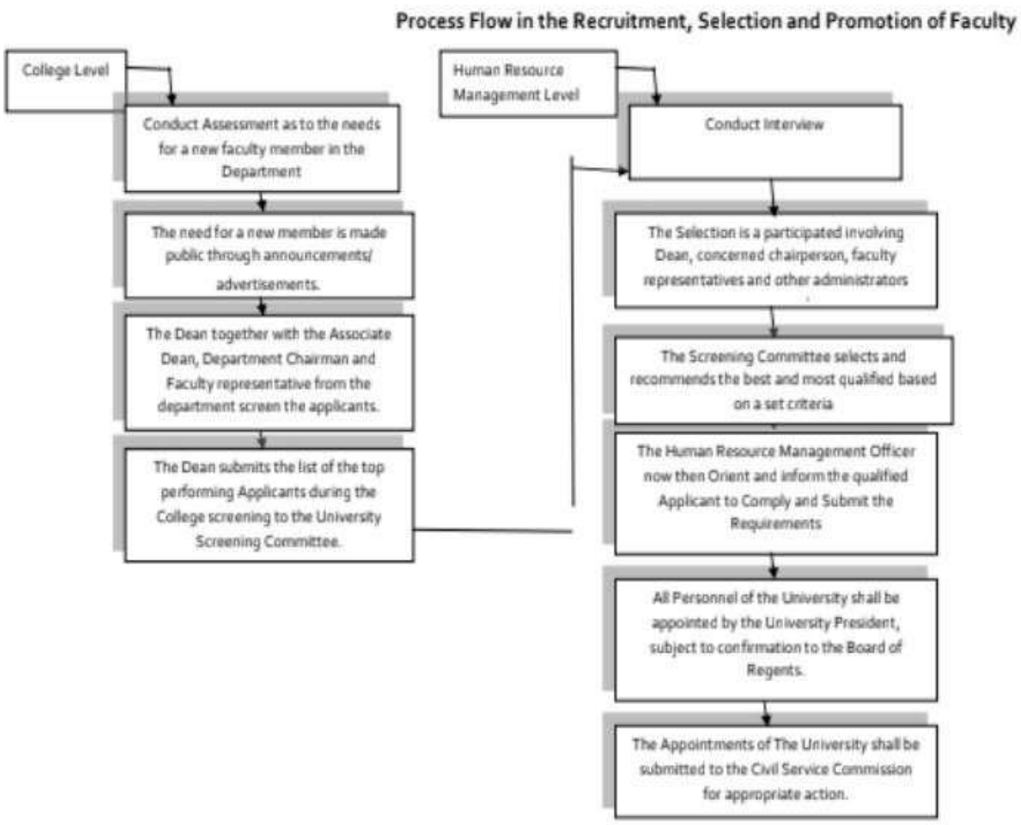
- Present the Institution’s BOR/BOT and CSC approved system and procedures in the Recruitment, Selection and Promotion of Faculty – (Merit Selection & Promotion Plan for Faculty including the approved Criteria for Selection Used and the Composition of Faculty Selection and Promotion Board).

**CHAPTER 15 (USM CODE)**
**RECRUITMENT AND APPOINTMENT OF PERSONNEL**

All appointments at USM shall be made according to merit and fitness. The selection of employees shall be based on their qualifications, competence to perform the duties and responsibilities of the position, in accordance with the policies, rules and procedures laid down in the Merit System and Promotion Plans for the faculty and for the non-teaching personnel whichever may be applicable, pursuant to the rules of the Civil Service Commission and such other evaluation criteria as may be adopted by USM. There shall be no discrimination in the selection of employees on account of gender, civil status, disability, religion, ethnicity, or political affiliation. Vacant positions in USM shall be filled-up through chain promotion as the need arises. Preference shall be given to the qualified next-in-rank employee, provided that all the requirements for promotion as prescribed by laws and regulations are satisfactorily met and none of the disqualifications. Appointments of University officials and personnel shall be made in accordance with law. The University President shall appoint personnel to plantilla positions and designate key administrative officials, subject to the confirmation of the Board of Regents. The terms and conditions of appointment or designation shall be stated in writing. All personnel of the University shall be appointed by the University President, subject to the confirmation of the Board of Regents. The precise terms and conditions of every appointment shall be stated in writing. Whenever required, the appointments of University personnel shall be submitted to the Civil Service Commission for appropriate action.

The following procedures for recruitment and selection of faculty are allowed:

1. The Department Chairperson together with the Dean of the College shall conduct assessment as to the need for a new faculty member in that Department.
2. The need for a new faculty member shall be made public through announcements/advertisements. Such announcements are made to allow open competition in the selection of the most qualified applicant.
3. The Dean, together with the Associate Dean, Department Chairperson, and faculty representatives from the department, screen the applicants. The applicants are asked to have teaching demonstrations.
4. The Dean submits the list of top performing applicants during the college screening to the University Screening Committee uses the following criteria:



## 5.4. Recruitment, Selection, Appointment and Promotion

### 5.4.1. Recruitment, Selection, and Appointment

5.4.1.1. Recruitment shall be limited to those who meet the minimum requirements prescribed for the rank.

5.4.1.2. Transferees from other state or local universities and colleges, research institutes, and practice-related government agencies may be admitted at their present faculty or equivalent rank in the absence of qualified insider faculty members in USM subject to assessment described herein.

5.4.1.3. If a faculty member is appointed as USM President, he/she loses his/her faculty rank. However, if it is a designation, he/she retains his/her

faculty rank. This is without prejudice to a possible appointment to a fallback faculty position as the Board of Regents may decide.

5.4.1.4. The statuses of appointment for the members of the faculty are the following:

1. **Permanent** appointment shall be issued to a person who meets the qualification standards established for the faculty rank and who shall have successfully completed the probationary period of two years or four regular semesters.

2. **Temporary** appointment shall be issued to a person who meets all the minimum requirements except the education but only in the absence of applicants who possess the minimum educational qualification, as certified by the University President. He/she may be appointed not exceeding twelve months, reckoned from the date it was issued but the appointee may be replaced sooner if a qualified eligible who is willing to accept the appointment becomes actually available. The temporary appointment shall be limited to five (5) times only.

Appointees under temporary status do not have security of tenure and may be separated from the service, with or without cause. As such, they shall not be considered illegally terminated and hence, not entitled to claim back wages and/or salaries and reinstatement to their positions.

The employment or services of appointees under temporary status may be terminated without necessarily being replaced by another. Temporary appointees may also be replaced within the twelve-month period by qualified eligible or even by non-eligible. A temporary appointment to a position which involves practice of profession may be issued to a person who lacks the required experience or training but only in the absence of an applicant who meets all the qualification requirements of the position as certified by the appointing authority.

When there are no available qualified faculty candidates in the region, place or locality, as certified by the appointing officer/authority, temporary appointments may be issued until the required Master's degree is met/complied with in pursuant to CSC MC 25 s 2017.

A 30-day written notice signed by the appointing authority shall be given to the temporary appointee prior to termination of service/removal or replacement.

3. **A contractual** appointment may be issued to a faculty member when the exigency of the service requires, subject to existing policies. Such appointment is for a limited period not to exceed one school year. The appointing authority shall indicate the inclusive period covered by the appointment for crediting services.

A contractual appointment should not be confused with contract of service since the service under the latter is not considered as government service. Contract of service does not give rise to employer-employee relationship between the individual and the government, as opposed to a contractual appointment.

4. A **part-time** appointment may be issued to a regular plantilla position, either as permanent, if the requirements of the position are met; or as temporary, if one of the requirements is not met.

Part-time appointment to a regular plantilla position is different from part-time teaching covered by a contract of service or a job order. The former is submitted to the CSC as it involves appointment to a regular plantilla position, only that the work is part-time.

Service under a part-time appointment is government service and forms part of the faculty member's service record.

**5. Substitute** – an appointment issued when the regular incumbent of a position is temporarily unable to perform the duties of the position as when the incumbent is on an approved leave of absence, under suspension, on a scholarship grant or is on secondment. This is effective only until the return of the incumbent.

5.4.1.5. **Contract of Service (COS)** Faculty is not covered by this selection plan. COS Faculty refers to learning service provider to undertake instruction/ teaching activities for a semester of academic workload. Part-time teaching covered by a contract of service does not give rise to employer employee relationship between USM and the person hired, and it is stipulated in the contract that services rendered cannot be accredited as government service. Furthermore, the teaching staff member covered by a contract of service or a job order is not entitled to benefits enjoyed by government employees. Hiring through COS shall be governed by the relevant provisions of RA 9184 and CSC-DBM-COA Joint Circular 1 series of 2017 as amended by Joint Circular 1 series of 2018 or other applicable issuances hereinafter promulgated.

5.4.1.6.10. The HRMDO Analytics team shall coordinate with the Chief Learning Architect of the Linang Tao Academy to generate data for DYCAS on the following framework:

| Assessment Domain | Point Allocation | Assessment Strategies |
|---|---|---|
| Potential of the Candidate | | |
| Ability | 30 | Workplace simulation and competency demonstration through SINTIDO 1.0 recruitment boot camps |
| Aspiration | 30 | Motivational Factors and Behavioral Indicators as observed during SINTIDO 1.0 recruitment boot camps |
| Engagement | 30 | Current and Future Engagement Capital as observed in SINTIDO 1.0 recruitment boot camp |

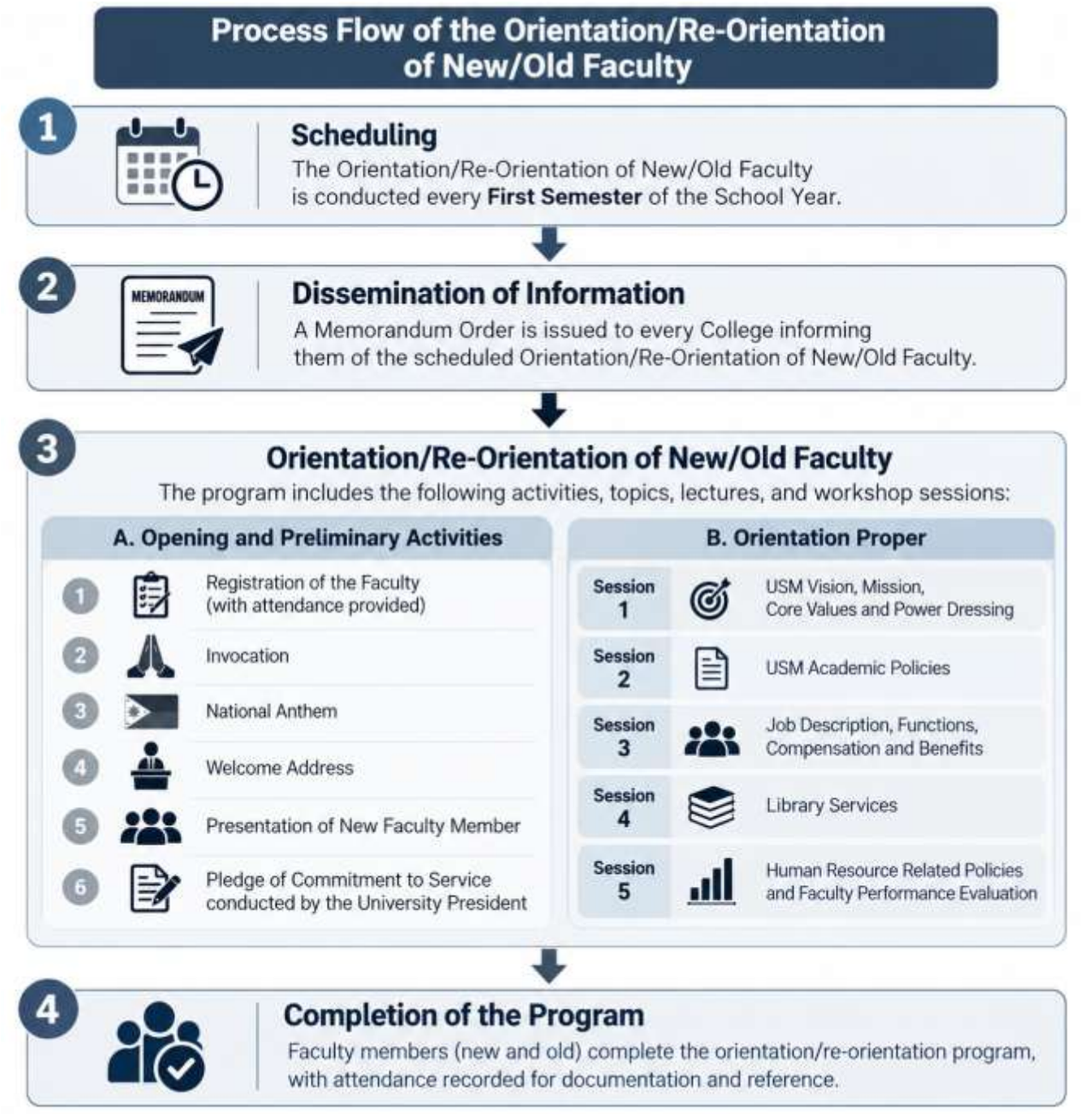
| | | |
|---|---|---|
| Performance of the Candidate | | |
| Individual Performance | 30 | Individual SINTIDO Project Score |
| Performance Contribution | 30 | Individual contribution to SINTIDO Group Project score |
| Exemplary Performance | 30 | Awards, performance prior recruitment |

- Present the Institution's system of Conducting Orientation/Re-orientation of New/Old Faculty

**Evidence/s of the Orientation Program for newly hired faculty.**

The University through the Human Resource and Development Office conducts Orientation Seminar for New Faculty Members both Permanent and Contract of Service at the beginning of the school year. The Orientation Proper of the program usually presents the following: USM Academic Policies, Human Resource Related Policies and Faculty Performance Evaluation, Job Description, Functions, Compensation and Benefits, Library Services, Teachers' Professional Code of Ethics and Teaching Strategies. This is a mandatory orientation. Based on the Faculty Manual of the University stated that, all old and newly hired faculty members have to attend an orientation on the USM Vision Mission, Goals and Objectives; academic policies, policies on student's performance and grading system, jobs description and functions, compensation and benefits, civil service-related policies and enhancing commitment to the public service.

**Faculty USM Manual – Chapter III section 5, pg. 10.**



## 2. IMPLEMENTATION

- Describe the Institution's systems and procedure in the Recruitment, Selection and Promotion of Faculty as embodied in the BOR/BOT & CSC approved Merit Selection & Promotion Plan for Faculty and other institution guidelines in terms of mandatory and/or optional criteria; open competition and in breeding policy.

The implementation of the University's recruitment, selection, and promotion system follows the provisions of the BOR/BOT- and CSC-approved Merit Selection and Promotion Plan (MSPP), together with other institutional guidelines. Faculty vacancies are announced through open and competitive recruitment, with opportunities widely disseminated through official postings and announcements of the Human Resource Management and Development Office (HRMDO). Applicants are required to submit complete and appropriate credentials, including Personal Data Sheets, transcripts of records, and other supporting documents. This process ensures that qualified individuals are given equal opportunity to apply and that selection decisions are based on established mandatory and relevant criteria.

The Faculty Selection Board and Screening Committee implement the evaluation process using a structured assessment tool covering areas such as aspiration, behavioral indicators, ability, engagement, and performance. Through this approach, applicants are assessed not only on their educational qualifications but also on their competencies, potential, professional behavior, and capacity to contribute to the University. The Screening Committee then recommends the most qualified candidates for approval, ensuring that recruitment and promotion decisions are merit- based, transparent, and consistent with institutional policies. The University also promotes an open competition and anti-inbreeding practice by encouraging the recruitment of qualified faculty from diverse academic backgrounds and institutions, while recognizing exceptional cases such as outstanding academic achievers.

The University also implements a structured orientation program for newly hired faculty members to help them understand the institution and transition smoothly into their roles. The program includes lectures, workshops, and interactive sessions facilitated by university officials and resource persons. Topics generally cover the University's history, vision, mission, core values, academic policies, faculty responsibilities, code of conduct, administrative procedures, library services, research and extension functions, and faculty benefits. These sessions provide new faculty with practical information and opportunities to clarify concerns, understand institutional expectations, and become familiar with the people and offices they will work with. For existing faculty members, re-orientation activities are conducted to refresh their understanding of institutional policies, procedures, and emerging academic and administrative requirements.

These activities also provide opportunities for faculty members to share experiences, strengthen communication and collaboration, and continuously develop professionally. Through the implementation of these recruitment, selection, promotion, and orientation practices, the University ensures that its faculty complement remains qualified, diverse, competent, and aligned with institutional goals while creating a supportive environment where faculty members can grow and contribute meaningfully to student learning and the University community.

USM HRMDO
July 24, 2024 ·

Be part of the CTI family!
WE ARE HIRING!... See more

# WE ARE HIRING!

**Contract of Service (COS)**

- **AUTOMOTIVE INSTRUCTOR (1)**
- **DRAFTING INSTRUCTOR (1)**
- **ELECTRICAL INSTRUCTOR (2)**

**APPLY NOW!**

**JOB DESCRIPTION:**

- Graduate of 4-year Technical Education related course
- Strong understanding of the specialization
- Demonstrate ability to teach
- Excellent communication and interpersonal skills
- Has good moral character

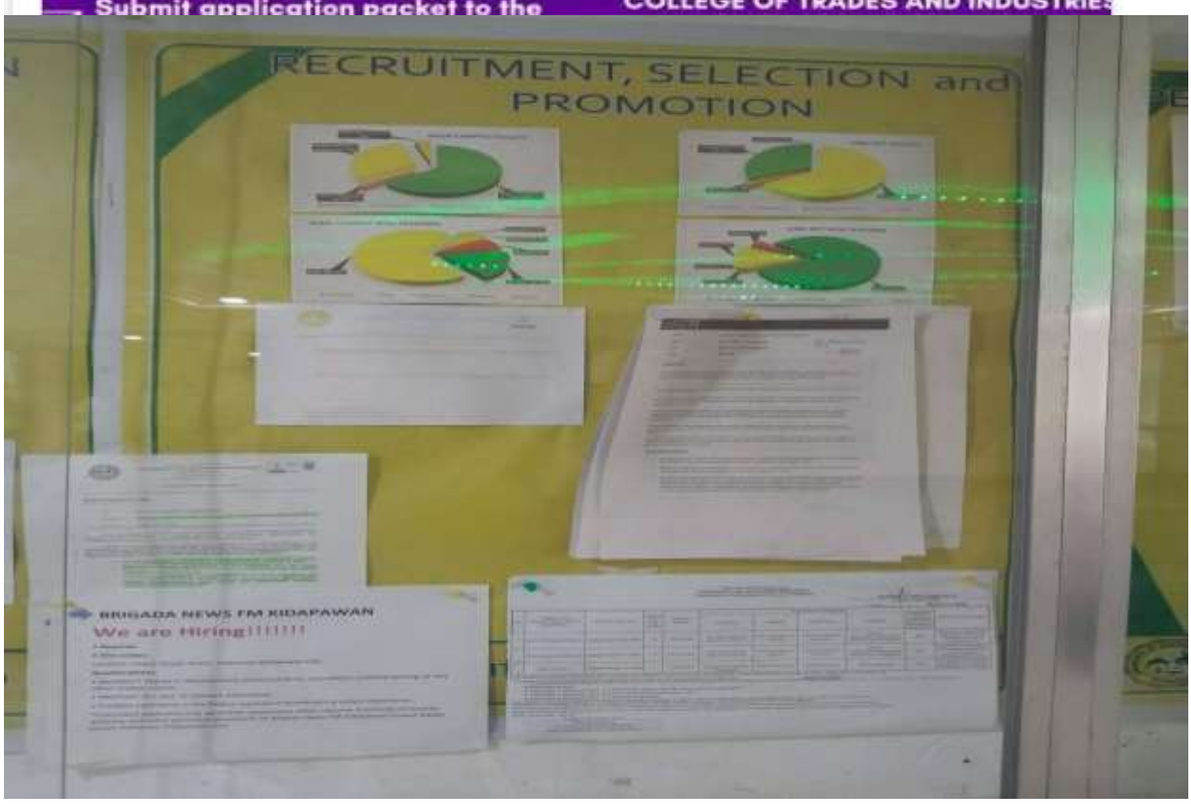
**REQUIREMENTS:**

- Updated personal data sheet
- Transcript of Records
- Diploma
- Application letter should be addressed to:

**FRANCISCO GIL N. GARCIA, PhD**
SUC President IV
University of Southern Mindanao
Kabacan, Cotabato

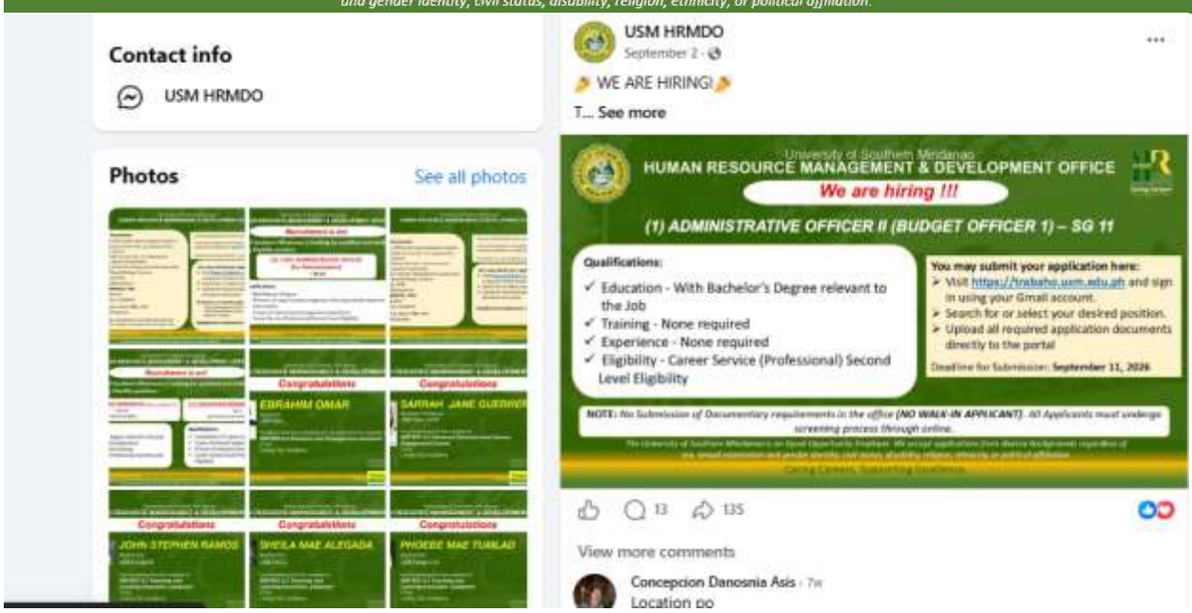
**Thru: MANUEL J. TAYONG, PhD**
College Dean
College of Trades and Industries
University of Southern Mindanao
Kabacan, Cotabato

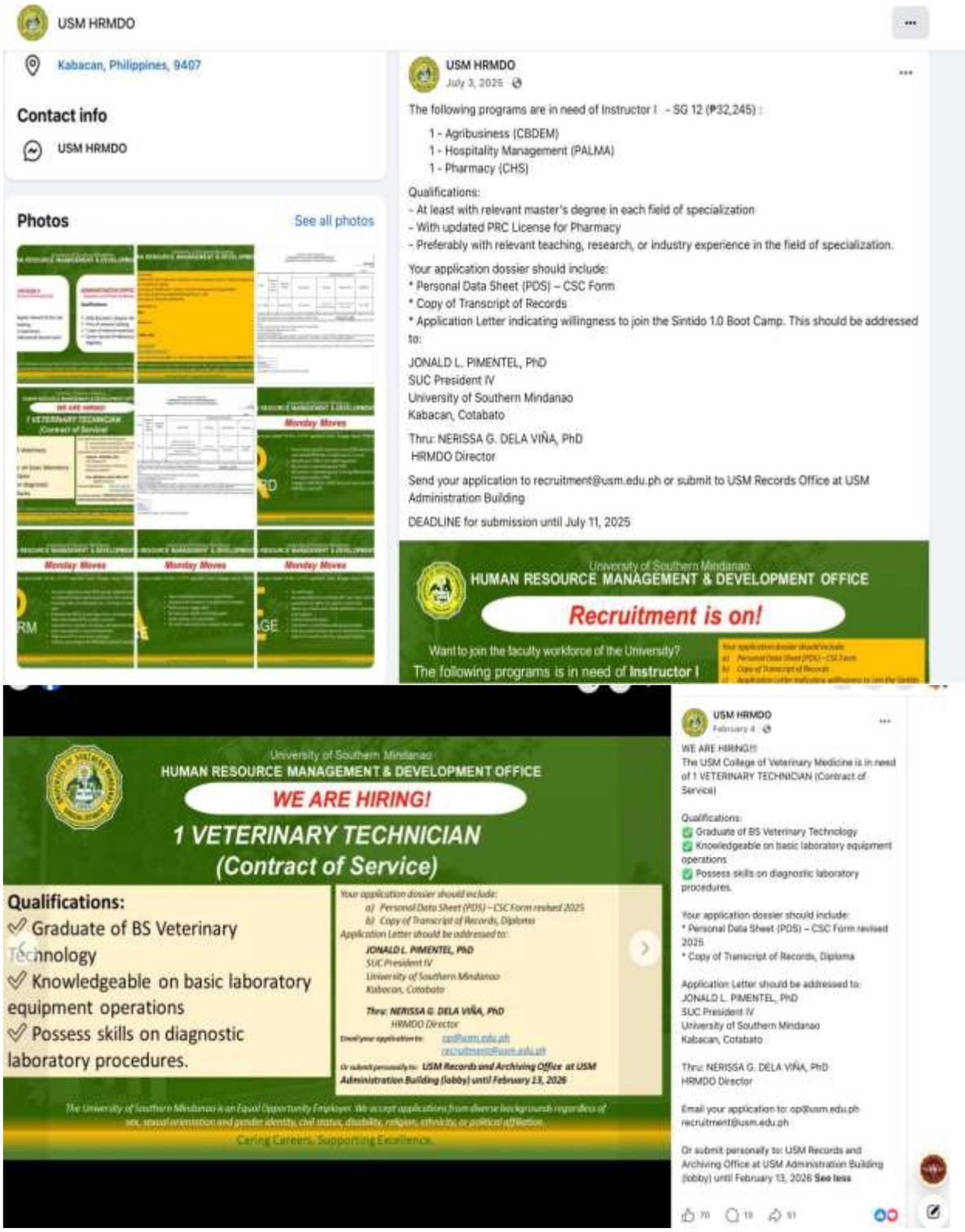
Submit application packet to the **COLLEGE OF TRADES AND INDUSTRIES**




University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
Caring Careers
Required Application Documents:
✓ Personal Data Sheet (PDS) with recent passport-sized or unfiltered digital picture (CS Form No. 212, Revised 2025; digitally/electronically signed)
✓ Work Experience Sheet (CS Form No. 212 Attachment; digitally/electronically signed) (if applicable)
✓ Performance Rating in the last rating period (if applicable)
✓ Proof of Eligibility / Board Rating / License
✓ Transcript of Records (TOR)
✓ Application Letter addressed to:
JONALD L. PIMENTEL, PhD
SUC President IV
USM Kabacan, Cotabato
Thru: NERISSA G. DELA VIÑA, PhD
HRMDO Director
View job specifications here: https://csc.gov.ph/career
•Interested applicants are highly encouraged to enroll in Linang Tao Academy at https://linangtao.usm.edu.ph/
and inform us thru email at hr.training@usm.edu.ph
You may submit your application here:
➢ Visit https://trabaho.usm.edu.ph and sign in using your Gmail account.
➢ Search for or select your desired position.
➢ Upload all required application documents directly to the portal
Deadline for Submission: October 26, 2026
Caring Careers. Supporting Excellence.
The University of Southern Mindanao is an Equal Opportunity Employer. We accept applications from diverse backgrounds regardless of sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation.
University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
Caring Careers
Recruitment is on!
The University of Southern Mindanao is looking for qualified and dedicated applicants for the following Plantilla positions:
(1) ADMINISTRATIVE OFFICER III (Record Officer II)
– SG 14
- for Records Office
Qualifications:
✓ With Bachelor's degree relevant to the job
✓ 2 years of relevant experience
✓ 8 hours of relevant training
✓ Career Service (Professional) Second Level Eligibility
(1) EDUCATION RESEARCH ASSISTANT I
SG 9
- for Director for Instruction Office
Qualifications:
✓ Completion of 2 years studies in College
✓ 1 year of relevant experience
✓ 4 hours of relevant training
✓ Career Service (Sub-Professional) First Level Eligibility
Caring Careers. Supporting Excellence.
The University of Southern Mindanao is an Equal Opportunity Employer. We accept applications from diverse backgrounds regardless of sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation.


University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
Recruitment is on!
The University of Southern Mindanao is looking for qualified and dedicated applicants for the following Plantilla position:
(1) CHIEF ADMINISTRATIVE OFFICER
(for Administration)
– SG 24
Qualifications:
✓ With Master's Degree
✓ 40 hours of supervisory/management learning and development intervention
✓ 4 years of supervisory/management experience
✓ Career Service (Professional) Second Level Eligibility
Caring Careers. Supporting Excellence.
The University of Southern Mindanao is an Equal Opportunity Employer. We accept applications from diverse backgrounds regardless of sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation.


Contact info
USM HRMDO
Photos
See all photos
USM HRMDO
September 2
WE ARE HIRING!
T... See more
University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
We are hiring !!!
(1) ADMINISTRATIVE OFFICER II (BUDGET OFFICER 1) – SG 11
Qualifications:
✓ Education - With Bachelor's Degree relevant to the Job
✓ Training - None required
✓ Experience - None required
✓ Eligibility - Career Service (Professional) Second Level Eligibility
You may submit your application here:
Visit https://hrdaho.usm.edu.ph and sign in using your Gmail account.
Search for or select your desired position.
Upload all required application documents directly to the portal
Deadline for Submission: September 11, 2026
NOTE: No Submission of Documentary requirements in the office (NO WALK-IN APPLICANT). All Applicants must undergo screening process through online.
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View more comments
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Location po


USM HRMDO
Kabacan, Philippines, 9407
Contact info
USM HRMDO
Photos
See all photos
USM HRMDO
July 3, 2025
The following programs are in need of Instructor I - SG 12 (₱32,245) :
1 - Agribusiness (CBDEM)
1 - Hospitality Management (PALMA)
1 - Pharmacy (CHS)
Qualifications:
- At least with relevant master's degree in each field of specialization
- With updated PRC License for Pharmacy
- Preferably with relevant teaching, research, or industry experience in the field of specialization.
Your application dossier should include:
* Personal Data Sheet (PDS) – CSC Form
* Copy of Transcript of Records
* Application Letter indicating willingness to join the Sintido 1.0 Boot Camp. This should be addressed to:
JONALD L. PIMENTEL, PhD
SUC President IV
University of Southern Mindanao
Kabacan, Cotabato
Thru: NERISSA G. DELA VIÑA, PhD
HRMDO Director
Send your application to recruitment@usm.edu.ph or submit to USM Records Office at USM Administration Building
DEADLINE for submission until July 11, 2025
University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
Recruitment is on!
Want to join the faculty workforce of the University?
The following programs is in need of Instructor I
University of Southern Mindanao
HUMAN RESOURCE MANAGEMENT & DEVELOPMENT OFFICE
WE ARE HIRING!
1 VETERINARY TECHNICIAN
(Contract of Service)
Qualifications:
✓ Graduate of BS Veterinary Technology
✓ Knowledgeable on basic laboratory equipment operations
✓ Possess skills on diagnostic laboratory procedures.
Your application dossier should include:
a) Personal Data Sheet (PDS) – CSC Form revised 2025
b) Copy of Transcript of Records, Diploma
Application Letter should be addressed to:
JONALD L. PIMENTEL, PhD
SUC President IV
University of Southern Mindanao
Kabacan, Cotabato
Thru: NERISSA G. DELA VIÑA, PhD
HRMDO Director
Email your application to: op@usm.edu.ph
recruitment@usm.edu.ph
Or submit personally to: USM Records and Archiving Office at USM Administration Building (lobby) until February 13, 2026
The University of Southern Mindanao is an Equal Opportunity Employer. We accept applications from diverse backgrounds regardless of sex, sexual orientation and gender identity, civil status, disability, religion, ethnicity, or political affiliation.
Caring Careers, Supporting Excellence.
USM HRMDO
February 4
WE ARE HIRING!!!
The USM College of Veterinary Medicine is in need of 1 VETERINARY TECHNICIAN (Contract of Service)
Qualifications:
✓ Graduate of BS Veterinary Technology
✓ Knowledgeable on basic laboratory equipment operations
✓ Possess skills on diagnostic laboratory procedures.
Your application dossier should include:
* Personal Data Sheet (PDS) – CSC Form revised 2025
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Email your application to: op@usm.edu.ph
recruitment@usm.edu.ph
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Republic of the Philippines
**UNIVERSITY OF SOUTHERN MINDANAO**
Kabacan, Cotabato
Tel No. 63 (64) 572 - 2138
email address: op@usm.edu.ph
**OFFICE OF THE PRESIDENT**

**Special Order No. 700**
Series of 2024

TO: **VPAA** - *Chairman*
**HRMDO Director** - Secretariat
**USMFAI Representative** -
**University Professor chosen by the President** -
**Director for Instruction** - *(For the Teaching and Learning Pathway)*

SUBJECT: **COMPOSITION OF REGULAR MEMBERS OF USM FACULTY SELECTION BOARD (FSB)**

DATE: **Friday, August 30, 2024**

Pursuant to CSC MC 19, s. 2005 and for the best interest of the University, you are hereby constituted to compose the **Regular Members of USM Faculty Selection Board (FSB)** with VPAA as Chairperson, in addition to your appointive positions effective immediately.

You will be joined by three (3) provisional members to include the College Dean, Department Chairperson and the highest ranking professor in the department where the vacancy exist.

As such, you will assist the University President in appointing the most qualified candidate for hiring, promotion, secondment, transfer and other personnel actions as stipulated in the Strategic Competency-based Merit Selection Plan of the University.

You are also expected to promote and observe honesty, integrity, efficiency, responsiveness, and courtesy in your unit and help create a working climate conducive to public and accountability in consonance with existing laws and regulations.





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OFFICE OF THE PRESIDENT

This designation shall remain in force and in effect on **September 02, 2024 until September 01, 2025** otherwise the same is revoked by the undersigned or by a higher competent authority.

FRANCISCO GLEN N. GARCIA, ABE, PhD
SUC President IV

Conforme:
_____
Copy Furnished:
____ Records
____ HRMDO Cross File
____ File
____ COA Site
____ Board Secretary



"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."
USM-SYS-Fyo-Rev 1 2020-07-14

**Policy on In-Breeding**

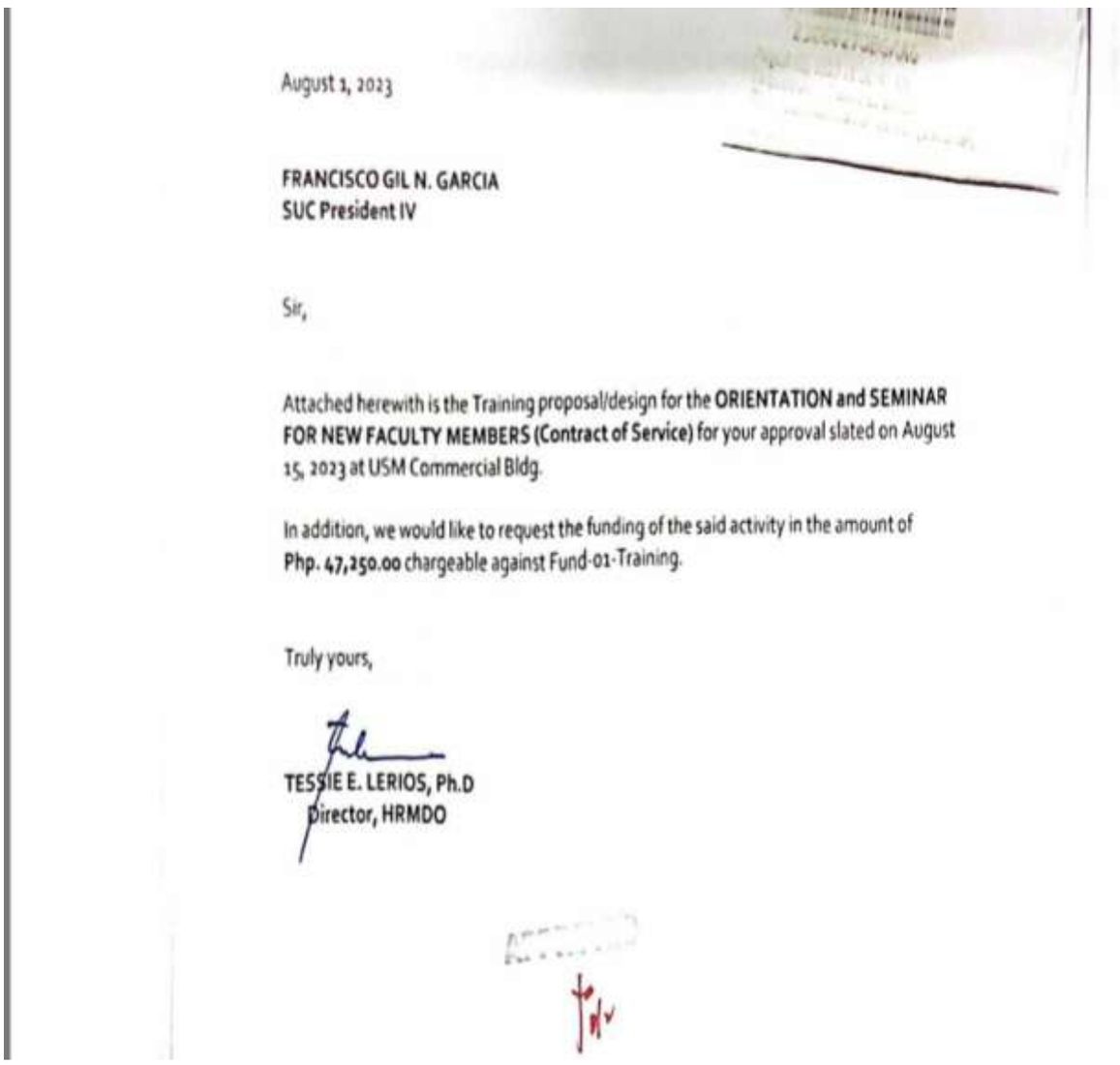
- In-breeding is a recruitment practice where universities hire their own students after Graduation, who subsequently remain at the institution to work for their own students after graduation, who is subsequently remain at the institution to work for their entire career.

a. Applicants who have obtained their baccalaureate degree from the university will normally not be considered for recruitment, except where the applicant has graduated SUMMA CUM LAUDE, MAGNA CUM LAUDE or CUM LAUDE.
b. Applicants who are pursuing or has pursued a higher degree in the University.

c. In special cases where the department (at the time of short listing) or the Hiring/ Selection Committee feels that the exception needs to be made (or reason such as severe Shortage of faculty in a given academic field or exceptionally brilliant candidate), the reason for such exceptions are to be recorded in writing.

d. On the Civil Service Commission in the Omnibus Rules Implementing Book V of Executive Order No. 292 and other Pertinent Civil Service Laws Rule IV Qualifications Standards.

- Describe the Institution's practice/system of conducting the Orientation/Re-Orientation of New/Old Faculty (to include the topic, lectures, workshop sessions during the Orientation Program).



August 1, 2023

FRANCISCO GIL N. GARCIA
SUC President IV

Sir,

Attached herewith is the Training proposal/design for the **ORIENTATION and SEMINAR FOR NEW FACULTY MEMBERS (Contract of Service)** for your approval slated on August 15, 2023 at USM Commercial Bldg.

In addition, we would like to request the funding of the said activity in the amount of **Php. 47,250.00** chargeable against Fund-01-Training.

Truly yours,

TESSIE E. LERIOS, Ph.D
Director, HRMDO

**ORIENTATION and SEMINAR FOR NEW FACULTY MEMBERS (Contract of Service)**

**Rationale:**

Orientation is important because it lays a foundation for the new employee's entire career with the department. First impressions are important since they establish the bases for the deliverables from their end. Without orientation, a new employee sometimes feels uncomfortable in his/her new position and takes longer to optimize his/her full potential.

Orientation is important because it:

- Provides the new employee with concise and accurate information to make him/her more comfortable in the job;
- Encourages employee's confidence and help the new employee adapt faster to the job;
- Contributes to a more effective, efficient and productive workforce;
- Improves employee retention; and
- Promotes communication between the administrators and the new employee.

**Objective:**

1. To orient new faculty members on the policies, roles and responsibilities both to their students and the University.

**Expected Output:**

1. A more productive and effective faculty member.

| | |
|---|---|
| Venue: | USM Commercial Bldg. |
| Schedule: | Tuesday, August 15, 2023 |
| Time: | 7:00 am – 5:00 pm |
| Speakers: | USM personnel |
| Attendees: | 128 New faculty members |
| | 12 resource persons |
| | 2 secretariat |
| | 8 support staff |

**TOPICS and RESOURCE PERSONS:**

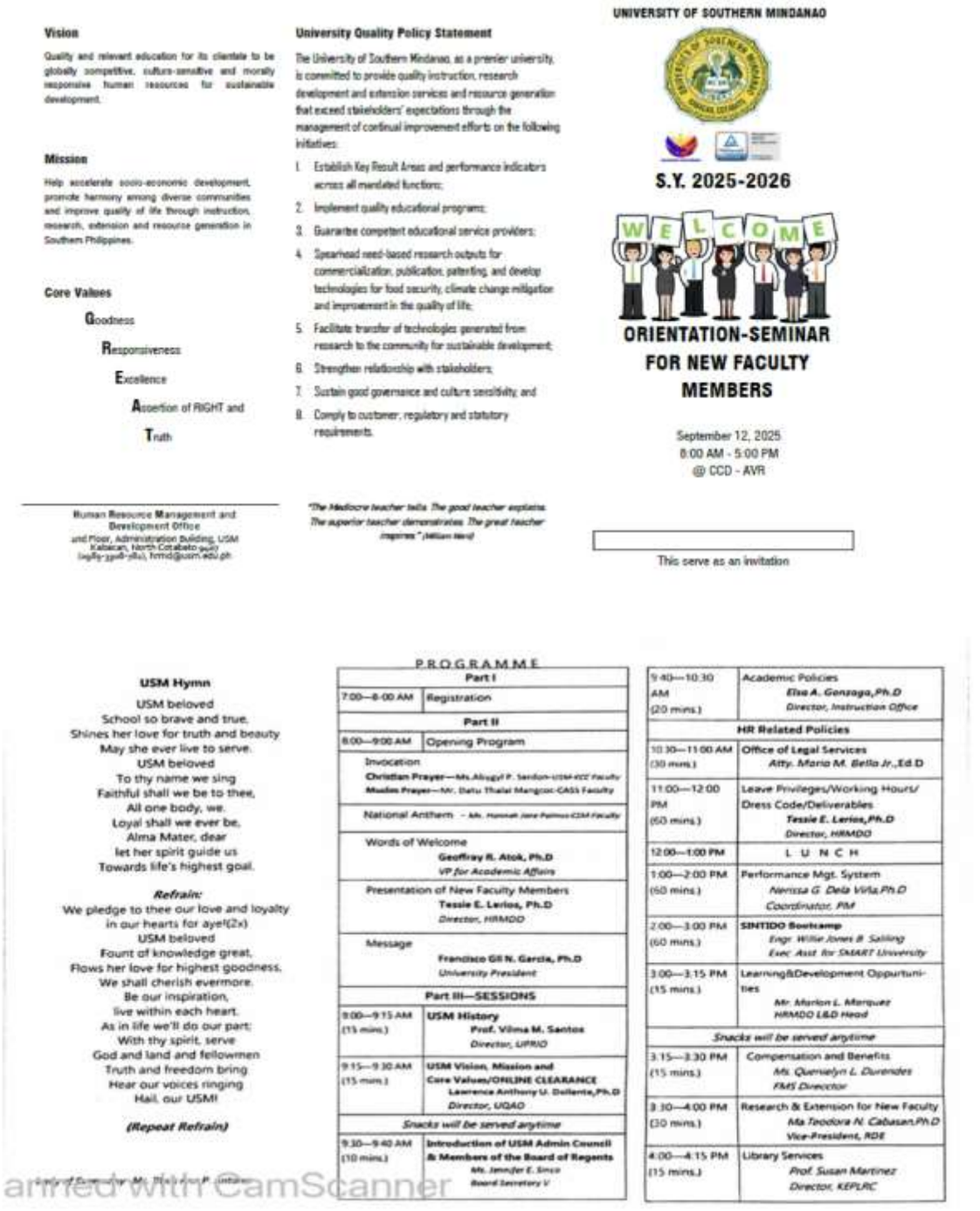
| | |
|---|---|
| 1. USM History | - Prof. Vilma M. Santos |
| 2. USM Vision, Mission and Core Values | - Dr. Lawrence Anthony U. Dollente |
| 3. Introduction of USM Admin Council and Members of the Board of Regents | - Ms. Jennifer E. Sinco |
| 4. Academic Policies & Academic Load | - Dr. Elsa A. Gonzaga |
| 5. Office of Legal Services | -Atty. Mario M. Bello Jr. |
| 6. HR Related Policies | |
| -Performance Mgt.System | - Dr. Nerissa G. Dela Viña |
| -Leave Privileges/Working Hours/ Dress Code/Deliverables | –Dr. Tessie E. Lerios |
| -SINTIDO Bootcamp | -Engr. Willie Jones B. Saliling |
| -Learning & Dev't Oppurtunities | -Mr. Marlon L. Marquez |
| 7. Compensation and Benefits | - Ms. Quenielyn L. Durendes |
| 6. Research & Extension for New Faculty | -Dr. Ma.Teodora N. Cabasan |
| 8. Library Services | - Prof. Susan S. Martinez |
| 9. Security Mgt. Services | -Prof. Orlando B. Forro |

**BUDGETARY REQUIREMENT:**

| | |
|---|---|
| Snacks (AM) (75X150) | Php. 11,250.00 |
| (PM)(75x150) | Php. 11,250.00 |
| Lunch (165x150) | Php. 24, 750.00 |
| **TOTAL** | **Php 47,250.00** |

**Prepared by:**

**MS. RHEA ANN P. ANTONIO**
**HRMD Staff**



**Vision**

Quality and relevant education for its clientele to be globally competitive, culture-sensitive and morally responsive human resources for sustainable development.

**Mission**

Help accelerate socio-economic development, promote harmony among diverse communities and improve quality of life through instruction, research, extension and resource generation in Southern Philippines.

**Core Values**

**G**oodness
**R**esponsiveness
**E**xcellence
**A**ssertion of RIGHT and
**T**ruth

**University Quality Policy Statement**

The University of Southern Mindanao, as a premier university, is committed to provide quality instruction, research development and extension services and resource generation that exceed stakeholders' expectations through the management of continual improvement efforts on the following initiatives:

1. Establish Key Result Areas and performance indicators across all mandated functions;
2. Implement quality educational programs;
3. Guarantee competent educational service providers;
4. Spearhead need-based research outputs for commercialization, publication, patenting, and develop technologies for food security, climate change mitigation and improvement in the quality of life;
5. Facilitate transfer of technologies generated from research to the community for sustainable development;
6. Strengthen relationship with stakeholders;
7. Sustain good governance and culture sensitivity; and
8. Comply to customer, regulatory and statutory requirements.

Human Resource Management and Development Office
2nd Floor, Administration Building, USM Kabacan, North Cotabato (064) [illegible], hrmd@usm.edu.ph

*"The Mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." (William Ward)*

UNIVERSITY OF SOUTHERN MINDANAO

S.Y. 2025-2026

**ORIENTATION-SEMINAR FOR NEW FACULTY MEMBERS**

September 12, 2025
8:00 AM - 5:00 PM
@ CCD - AVR

This serve as an invitation

**USM Hymn**

USM beloved
School so brave and true,
Shines her love for truth and beauty
May she ever live to serve.
USM beloved
To thy name we sing
Faithful shall we be to thee,
All one body, we.
Loyal shall we ever be,
Alma Mater, dear
let her spirit guide us
Towards life's highest goal.

***Refrain:***
We pledge to thee our love and loyalty
in our hearts for aye!(2x)
USM beloved
Fount of knowledge great,
Flows her love for highest goodness.
We shall cherish evermore.
Be our inspiration,
live within each heart.
As in life we'll do our part;
With thy spirit, serve
God and land and fellowmen
Truth and freedom bring
Hear our voices ringing
Hail, our USM!

***(Repeat Refrain)***

PROGRAMME

| | |
|---|---|
| **Part I** | |
| 7:00—8:00 AM | Registration |
| **Part II** | |
| 8:00—9:00 AM | Opening Program |
| Invocation<br>**Christian Prayer**—Ms. Abugyl P. Sendon-USM-ICC Faculty<br>**Muslim Prayer**—Mr. Datu Thalal Mangcoc-CASS Faculty | |
| National Anthem - Ms. Hannah Jane Palmos-CSM Faculty | |
| Words of Welcome<br>**Geoffray R. Atok, Ph.D**<br>*VP for Academic Affairs* | |
| Presentation of New Faculty Members<br>**Tessie E. Larios, Ph.D**<br>*Director, HRMDO* | |
| Message<br>**Francisco Gil N. Garcia, Ph.D**<br>*University President* | |
| **Part III—SESSIONS** | |
| 9:00—9:15 AM (15 mins.) | **USM History**<br>**Prof. Vilma M. Santos**<br>*Director, UPRIO* |
| 9:15—9:30 AM (15 mins.) | **USM Vision, Mission and Core Values/ONLINE CLEARANCE**<br>**Lawrence Anthony U. Dullente,Ph.D**<br>*Director, UQAO* |
| *Snacks will be served anytime* | |
| 9:30—9:40 AM (10 mins.) | **Introduction of USM Admin Council & Members of the Board of Regents**<br>*Ms. Jennifer E. Sinco*<br>*Board Secretary V* |
| 9:40—10:30 AM (20 mins.) | Academic Policies<br>***Elsa A. Gonzaga,Ph.D***<br>*Director, Instruction Office* |
| **HR Related Policies** | |
| 10:30—11:00 AM (30 mins.) | **Office of Legal Services**<br>*Atty. Mario M. Bello Jr.,Ed.D* |
| 11:00—12:00 PM (60 mins.) | Leave Privileges/Working Hours/ Dress Code/Deliverables<br>***Tessie E. Larios,Ph.D***<br>*Director, HRMDO* |
| 12:00—1:00 PM | L U N C H |
| 1:00—2:00 PM (60 mins.) | Performance Mgt. System<br>*Nerissa G. Dela Vila,Ph.D*<br>*Coordinator, PM* |
| 2:00—3:00 PM (60 mins.) | **SINTIDO Bootcamp**<br>*Engr. Willie Jones B. Salling*<br>*Exec. Asst. for SMART University* |
| 3:00—3:15 PM (15 mins.) | Learning&Development Opportunities<br>*Mr. Marion L. Marquez*<br>*HRMDO L&D Head* |
| *Snacks will be served anytime* | |
| 3:15—3:30 PM (15 mins.) | Compensation and Benefits<br>*Ms. Quenielyn L. Durendes*<br>*FMS Director* |
| 3:30—4:00 PM (30 mins.) | Research & Extension for New Faculty<br>*Ma Teodora N. Cabusan,Ph.D*<br>*Vice-President, RDE* |
| 4:00—4:15 PM (15 mins.) | Library Services<br>*Prof. Susan Martinez*<br>*Director, KEPLRC* |

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## 3. OUTCOMES

The effectiveness of the University's recruitment and selection system is reflected in the quality and qualifications of the faculty members appointed to its academic programs. The use of a structured comparative assessment allows the Faculty Selection and Promotion Board to evaluate applicants based on established criteria such as aspiration, ability, engagement, behavioral indicators, and performance. This evidence-based process ensures that faculty appointments are based on merit and fitness, resulting in a faculty complement that meets institutional and academic requirements.

The implementation of the Merit Selection and Promotion Plan has also strengthened transparency and fairness in faculty recruitment and promotion. Through open competition, documented evaluation, and the participation of the appropriate selection bodies, the University

is able to identify and recommend candidates who demonstrate the competencies and potential needed for effective teaching and other academic responsibilities. The resulting faculty complement supports the University's instructional, research, extension, and community engagement functions.

The orientation and re-orientation programs have likewise contributed to the effective integration and professional readiness of faculty members. Through lectures, workshops, and information sessions on institutional policies, academic responsibilities, administrative procedures, research and extension, and faculty benefits, newly hired faculty members gain a clearer understanding of their roles and expectations. These activities help them adjust to the University environment, strengthen their sense of belonging, and become more confident in carrying out their responsibilities.

The outcomes demonstrate that the University's systems for recruitment, selection, promotion, and faculty orientation contribute to maintaining a competent, qualified, and professionally prepared faculty workforce. These practices have strengthened faculty readiness, institutional alignment, and productivity, ultimately supporting the delivery of quality instruction and the effective implementation of the University's research and extension mandates.

- Present the Comparative Assessment utilized by the Faculty Selection & Promotion Board to draw the Ranking List and endorsed to the BOR/BOT where the most qualified faculty are recommended/selected for approval.



Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato

**COMPARATIVE ASSESSMENT TEACHING (PERMANENT)**

October 24, 2024
Date

Position INSTRUCTOR I (1SLOT) Permanent

ASSIGNMENT: COLLEGE OF SCIENCE AND MATHEMATICS

| | NAME OF CANDIDATE | ASPIRATION ASSESSMENT | ABILITY ASSESSMENT | ENGAGEMENT ASSESSMENT | PERFORMANCE ASSESSMENT | TOTAL POINTS | REMARKS |
|---|---|---|---|---|---|---|---|
| 1 | KITZMEE ANN D. TAMULAK | 27.13 | 25.66 | 27 | 0 | 79.79 | Master of Science in Mathematics, MSU-IIT |
| | ***Nothing follows*** | | | | | | |

Prepared by:

NERISSA G. DELA VIÑA, Ph.D.
Director, HRMDO
Regular Member

Certified Correct:

LEORENCE C. TANDOG, Ph.D.
Director for Instruction
Regular Member

JONALD L. PIMENTEL, Ph.D.
USMFAI, President
Regular Member

PHILIP LESTER P. BENJAMIN, Ph.D.
Dean, CSM
Provisional Member

APPROVED:

FRANCISCO GIL N. GARCIA, Ph.D.
President

## 4. BEST PRACTICES

The University demonstrates a strong commitment to transparent, competitive, merit-based, and systematic recruitment and selection practices. One of its notable best practices is the use of multiple communication channels to ensure that vacant positions are widely announced and made accessible to qualified applicants. Vacancies are publicly disseminated through **the** USM Radio, official bulletin boards, and the Human Resource Management and Development Office (HRMDO) Facebook Page, providing equal opportunities for interested and qualified individuals to participate in the recruitment process.

The University also implements a structured and comprehensive screening process to ensure that applicants meet the required qualifications and are fit for the responsibilities of the position. Applicants undergo appropriate stages of evaluation, including interviews, health examinations, and psychological assessments. These measures enable the University to assess applicants not only in terms of their educational qualifications and technical competencies but also their overall suitability and readiness for public service.

Another notable practice is the University's adherence to the rules and regulations of the Civil Service Commission (CSC) in the hiring and appointment of qualified personnel. Recruitment and selection decisions are guided by established standards and documented procedures, promoting fairness, objectivity, transparency, and meritocracy. This ensures that appointments are based on qualifications and competence rather than personal considerations. The University's commitment to sound human resource management is further affirmed by its Bronze Award under the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)**.** The recognition reflects the University's efforts to strengthen merit-based human resource systems and promote excellence in public service through appropriate mechanisms for reward, recognition, empowerment, and continuous personnel development**.**

All of these practices demonstrate that the University has established a recruitment and selection system that is open, systematic, competency-based, and compliant with government standards.

More importantly, these practices contribute to building a competent and qualified workforce capable of supporting the University's institutional goals and sustaining the quality of its academic programs, including the Bachelor of Science in Applied Mathematics (BSAM)

## PARAMETER C – FACULTY ADEQUACY AND LOADING

### 1. SYSTEM-INPUTS AND PROCESSES

- Present the BOR/Bot Approved Policies/Guidelines on Faculty Workload including institutional policies on Equivalent Teaching Load (ETL).

**FACULTY MANUAL**

Chapter 4

4. FACULTY TEACHING LOAD AND WORKING HOURS

4.1. Teaching Load/Overload

4.1.1. Teaching Load (without designation)

The normal teaching load of each regular faculty without designation in the undergraduate level in the tertiary level of the University shall be observed as follows (USM Code, Article 170, Section 7):

| Number of preparations | Normal Teaching Load |
|---|---|
| 3 or more | 15 units |
| 1-2 | 18 units |

In team teaching, the workload credits shall be divided proportionately among the concerned parties.

Any excess in the normal teaching load of a faculty member is considered an overload (USM Code, Article 170, Section 8). Beyond the normal workload or full-time equivalent (FTE) per week, a faculty may be granted an honorarium for overload of not more than three (3) units per semester or a total of six (6) per academic year, subject to the availability of funds, and may be paid at the end of the academic year.

4.1.2. Teaching Load (with designation)

The basic function of a faculty member in the academe is instruction. All regular faculty of the University shall be required to handle at least one (1) course every semester which may be complemented by any of such additional functions such as: administrative duties, research work, extension services, and production activities (USM Code, Article 86, Section 4).

The President may designate faculty members to render full-time services for any of the functional areas in administrative leadership, research, extension, resource generation and in other projects/programs as regular and or special designations. The faculty members with regular and special designations shall enjoy teaching load displacement as follows:

4.1.2.1. Faculty with regular designations (USM Code, Article 171, Section 1):

| Designation | Load Displacement |
|---|---|
| Vice President | 15 units |
| Chancellor | 15 units |
| Director | 12 units |
| Dean/Campus Dean | 12 units |
| Campus Director | 6 units |
| Chairperson | 6 units |

4.1.2.2. Faculty with special designations (USM Code, Article 171, Section 2):

| Designation | Load Displacement |
|---|---|
| College Secretary/Associate Dean | 9 units |
| 2 or more program leaderships | 9 units |
| Program Leader | 6 unit |
| 2 or more project leaderships | 6 units |
| Project Leader | 3 units |
| 2 or more study leaderships | 3 units |
| Regular College Coordinator | 3 units |

Faculty members with special designations who receive honorarium by virtue of special contract or external fund source shall not enjoy load displacement (USM Code, Article 171, Section 3).

Every faculty member with designated functions shall have at least three (3) units teaching load. If the accumulated teaching load displacement arising from regular and/or special designations is in excess of the normal teaching load, such faculty member shall still be assigned (3) units of teaching load (USM Code, Article 171, Section 4) in undergraduate courses.

POLICY GUIDELINES Number: 1400454

Re: Computation on Leave Without of Salary Payof an EmployeePromulgated :1 MAR 2014

## RESOLUTION

WHEREAS, Section 12 (2), Chapter 3, Subtitle A, Title l, Book V of Executive Order No. 292 conferred on the Civil Service Commission the power and function to "prescribe, amend and enforce rules and regulations for carrying into effect the provisions of the Civil Service Law and other pertinent laws";

WHEREAS, it is the Commission's mandate to formulate rules and regulations on the entitlement to leave of absence of officers and employees in the civil service;

WHEREAS, the Commission, in Memorandum Circular No. 16 s. 1991 dated 26 April 1991 (CSC Policy on Leave of Absence Without Pay on a Day Immediately Preceding or Succeeding Saturday, Sunday or Holiday), adopted and promulgated the policy that when an employee, regardless of whether he/she has leave credits, is absent on a day immediately preceding a Saturday, Sunday or Holiday, he/she shall not be considered absent on said days;

WHEREAS, CSC MC No. 16, s. 1991 was further clarified in CSC Memorandum Circular No. 16-A., s. 1991 dated July 11, 1991 which provides that said policy shall be applicable only to intermittent or broken absences incurred by an employee but not to continuous or uninterrupted absences without pay for a longer period of time;

WHEREAS, in the case of Peralta vs. CSC, 212 SCRA 425 dated August 10, 1992, the Supreme Court ruled in favor of petitioner Maynard R. Peralta and declared that R.A. No. 2625 specifically provides that government employees are entitled to fifteen (15) days vacation leave of absence with full pay and fifteen (15) days sick leave with full pay, exclusive of Saturdays, Sundays and Holidays in both cases. Thus, the law speaks of the granting of a right and does not provide for a distinction between those who have accumulated leave credits and those who have exhausted their leave credits in order to enjoy such right.



Further, government employees, whether they have accumulated leave credits, are not required by law to work on Saturdays, Sundays and Holidays andi thus, they cannot be declared absent on non-working days; consequently, they cannot and should not be deprived of their salary corresponding to said non-working days just because they were absent without pay on the day immediately prior to, or after said non-working days;

- Consolidate the Program's Faculty Workload/ETL according to their academic ranks in the last 6 Academic terms.

| Name of Faculty | Academic Rank | 1st Semester (2026-2027) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Instruction | | Res. | Ext'n | Prod'n | ETL | TOTAL |
| | | No. of Prep | No. of Hours | | | | | |
| Macalisang, Jead | Instructor I | 3 | 21 | | | | | 21 |
| Tamulak, Fitzmee Ann | Instructor I | 3 | 20 | | | | | 20 |
| Yabes, Lawton John | Instructor I | 3 | 21 | | | | | 21 |
| Macalisang, Rona Jane F. | Assistant Professor I | 3 | 21 | | | | | 21 |
| Nanding, Sandra A. | Assistant Professor I | 3 | 13 | | | 6 | | 19 |
| Pilongo, Jupiter | Assistant Professor III | 4 | 21 | | | | | 21 |
| Garcia, Anna Jean G. | Associate Professor III | 3 | 14 | | | 6 | | 20 |
| Toledo, Arnel | Associate Professor III | 2 | 8 | | | 12 | | 20 |
| Benjamin, Philip Lester P. | Associate Professor V | 2 | 7 | | | 12 | | 19 |
| Licaros, Jeaneth R. | Associate Professor V | 2 | 21 | | | | | 21 |
| Mamon, Daryl Mae C. | Associate Professor V | 3 | 20 | | | | | 20 |
| Paleta, Leonard M. | Associate Professor V | 2 | 6 | | | 12 | | 18 |
| Pimentel, Jonald L. | Professor VI/University President | | | | | | | 0 |
| Tandog, Leorence C. | Professor VI | 1 | 3 | | | 15 | | 18 |
| Verzosa, Debbie Marie B. | Professor VI | 1 | 3 | | | 15 | | 18 |

| Name of Faculty | Academic Rank | 2nd Semester (2025-2026) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Instruction | | Res. | Ext'n | Prod'n | ETL | TOTAL |
| | | No. of Prep | No. of Hours | | | | | |
| Macalisang, Jead | Instructor I | 5 | 15 | | | | | 15 |
| Tamulak, Fitzmee Ann | Instructor I | 4 | 19 | | | | | 19 |
| Yabes, Lawton John | Instructor I | 4 | 18 | | | | | 18 |
| Macalisang, Rona Jane F. | Assistant Professor I | 4 | 18 | | | | | 18 |
| Nanding, Sandra A. | Assistant Professor I | 4 | 12 | | | 6 | | 18 |
| Pilongo, Jupiter | Assistant Professor III | 3 | 18 | | | | | 18 |
| Garcia, Anna Jean G. | Associate Professor III | 2 | 12 | | | 6 | | 18 |
| Toledo, Arnel | Associate Professor III | 2 | 8 | | | 12 | | 20 |
| Benjamin, Philip Lester P. | Associate Professor V | 2 | 7 | | | 12 | | 19 |
| Licaros, Jeaneth R. | Associate Professor V | 3 | 18 | | | | | 18 |
| Mamon, Daryl Mae C. | Associate Professor V | 4 | 18 | | | | | 18 |
| Paleta, Leonard M. | Associate Professor V | 2 | 6 | | | 12 | | 18 |
| Pimentel, Jonald L. | Professor VI/University President | | | | | | | |
| Tandog, Leorence C. | Professor VI | 1 | 3 | | | 15 | | 18 |
| Verzosa, Debbie Marie B. | Professor VI | on leave | | | | | | |

| Name of Faculty | Academic Rank | 1st Semester (2025-2026) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Instruction | | Res. | Ext'n | Prod'n | ETL | TOTAL |
| | | No. of Prep | No. of Hours | | | | | |
| Macalisang, Jead | Instructor I | 3 | 21 | | | | | 21 |
| Tamulak, Fitzmee Ann | Instructor I | 2 | 20 | | | | | 20 |
| Yabes, Lawton John | Instructor I | 3 | 21 | | | | | 21 |
| Macalisang, Rona Jane F. | Assistant Professor I | 3 | 18 | | | | | 18 |
| Nanding, Sandra A. | Assistant Professor I | 2 | 12 | | | 6 | | 18 |
| Pilongo, Jupiter | Assistant Professor III | 3 | 12 | | | 6 | | 18 |
| Garcia, Anna Jean G. | Associate Professor III | 3 | 18 | | | 3 | | 21 |
| Toledo, Arnel | Associate Professor III | 5 | 18 | | | | | 18 |
| Benjamin, Philip Lester P. | Associate Professor V | 3 | 10 | | | 12 | | 22 |
| Licaros, Jeaneth R. | Associate Professor V | 2 | 21 | | | | | 21 |
| Mamon, Daryl Mae C. | Associate Professor V | 3 | 21 | | | | | 21 |
| Paleta, Leonard M. | Associate Professor V | 3 | 9 | | | 12 | | 21 |
| Pimentel, Jonald L. | Professor VI/University President | | | | | | | |
| Tandog, Leorence C. | Professor VI | 2 | 6 | | | 15 | | 21 |
| Verzosa, Debbie Marie B. | Professor VI | 1 | 3 | | | 15 | | 18 |

| Name of Faculty | Academic Rank | 2nd Semester (2024-2025) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Instruction | | Res. | Ext'n | Prod'n | ETL | TOTAL |
| | | No. of Prep | No. of Hours | | | | | |
| Tamulak, Fitzmee Ann | Instructor I | 3 | 18 | | | | | 18 |
| Yabes, Lawton John | Instructor I | 3 | 18 | | | | | 18 |
| Nanding, Sandra A. | Assistant Professor I | 5 | 15 | | | | | 15 |
| Pilongo, Jupiter | Assistant Professor III | 2 | 12 | | | 6 | | 18 |
| Garcia, Anna Jean G. | Associate Professor III | on study leave | | | | | | |
| Toledo, Arnel | Associate Professor III | 4 | 17 | | | | | 17 |
| Benjamin, Philip Lester P. | Associate Professor V | 2 | 6 | | | 12 | | 18 |
| Licaros, Jeaneth R. | Associate Professor V | 3 | 18 | | | | | 18 |
| Mamon, Daryl Mae C. | Associate Professor V | on study leave | | | | | | |
| Paleta, Leonard M. | Associate Professor V | 3 | 18 | | | | | 18 |
| Pimentel, Jonald L. | Professor VI | 5 | 15 | | | | | 15 |
| Tandog, Leorence C. | Professor VI | 2 | 6 | | | 12 | | 18 |
| Verzosa, Debbie Marie B. | Professor VI | 1 | 3 | | | 15 | | 18 |

| Name of Faculty | Academic Rank | 1st Semester (2024-2025) | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Instruction | | Res. | Ext'n | Prod'n | ETL | TOTAL |
| | | No. of Prep | No. of Hours | | | | | |
| Tamulak, Fitzmee Ann | Instructor I | 2 | 27 | | | | | 27 |
| Yabes, Lawton John | Instructor I | 2 | 18 | | | | | 18 |
| Nanding, Sandra A. | Assistant Professor I | 2 | 23 | | | | | 23 |
| Pilongo, Jupiter | Assistant Professor III | 3 | 15 | | | 6 | | 21 |
| Garcia, Anna Jean G. | Associate Professor III | on study leave | | | | | | |
| Toledo, Arnel | Associate Professor III | 4 | 20 | | | | | 20 |
| Benjamin, Philip Lester P. | Associate Professor V | 2 | 8 | | | 12 | | 20 |
| Licaros, Jeaneth R. | Associate Professor V | 3 | 18 | | | | | 18 |
| Mamon, Daryl Mae C. | Associate Professor V | on study leave | | | | | | |
| Paleta, Leonard M. | Associate Professor V | 4 | 18 | | | | | 18 |
| Pimentel, Jonald L. | Professor VI | 5 | 12 | | | 6 | | 18 |
| Tandog, Leorence C. | Professor VI | 2 | 6 | | | 12 | | 18 |
| Verzosa, Debbie Marie B. | Professor VI | 1 | 3 | | | 15 | | 18 |

- Consolidate the Faculty-Student ratio of the Program in the last 6 Academic terms.

| Lecture | | Faculty: Student Ratio | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1st (2026-2027) | | 2nd (2025-2026) | | 1st (2025-2026) | | 2nd (2024-2025) | | 1st (2024-2025) | |
| Name of Faculty | Academic rank | General | Specialization | General | Specialization | General | Specialization | General | Specialization | General | Specialization |
| Macalisang, Jead | Instructor I | 1:42 | 1:31 | | 1:30 | 1:43 | 1:18 | | | | |
| Tamulak, Fitzmee Ann | Instructor I | 1:46 | | 1:38 | | 1:43 | | | 1:40 | 1:45 | 1:41 |
| Yabes, Lawton John | Instructor I | 1:40 | 1:28 | 1:39 | 1:31 | 1:47 | 1:35 | 1:45 | 1:27 | 1:45 | 1:28 |
| Macalisang, Rona Jane F. | Assistant Professor I | 1:33 | 1:24 | 1:31 | 1:33 | 1:35 | 1:20 | | | | |
| Nanding, Sandra A. | Assistant Professor I | 1:43 | | 1:33 | | 1:47 | | 1:42 | 1:35 | 1:49 | |
| Pilongo, Jupiter | Assistant Professor III | 1:47 | | 1:38 | 1:32 | 1:40 | 1:40 | 1:34 | 1:35 | 1:40 | 1:19 |
| Garcia, Anna Jean G. | Associate Professor III | 1:36 | 1:29 | 1:25 | | 1:35 | 1:35 | SL | SL | | |
| Toledo, Arnel | Associate Professor III | 1:45 | | 1:6 | 1:7 | 1:37 | 1:35 | 1:30 | 1:7 | 1:50 | 1:30 |
| Benjamin, Philip Lester P. | Associate Professor V | 1:28 | 1:50 | | 1:8 | 1:33 | 1:35 | 1:40 | 1:23 | | 1:35 |
| Licaros, Jeaneth R. | Associate Professor V | 1:44 | | 1:41 | | 1:39 | | 1:45 | 1:18 | 1:42 | |
| Mamon, Daryl Mae C. | Associate Professor V | 1:40 | 1:41 | 1:39 | 1:26 | 1:37 | 1:26 | SL | SL | | |
| Paleta, Leonard M. | Associate Professor V | | 1:47 | 1:34 | | 1:25 | 1:33 | 1:39 | 1:21 | 1:40 | 1:28 |
| Pimentel, Jonald L. | Professor VI/University President | | | | | | | | 1:21 | | 1:24 |
| Tandog, Leorence C. | Professor VI | 1:29 | | 1:29 | | 1:41 | | | 1:35 | | 1:24 |
| Verzosa, Debbie Marie B. | Professor VI | 1:52 | | | | | | | 1:19 | | 1:25 |

## 2. IMPLEMENTATION

The University implements a systematic faculty workload system through the preparation and review of teaching assignments every academic term. Workloads are determined based on the approved curriculum, faculty qualifications, number of preparations, faculty-student ratio, and established University guidelines to ensure appropriate and manageable teaching assignments.

Academic units review faculty schedules to provide sufficient time for instruction, assessment, consultation, and other academic responsibilities. The University also implements the **Equivalent Teaching Load (ETL)** system to recognize faculty contributions to research, extension, production, and administrative functions through appropriate workload credits.

Faculty workload records are consolidated and reviewed by Program or Department Heads, Deans, the Director for Instruction, and concerned offices for monitoring and documentation. Adjustments are made as necessary to accommodate changes in enrollment, schedules, and faculty assignments. These practices ensure that faculty workloads are **fair, manageable, properly documented, and aligned with institutional standards**, supporting quality instruction and effective faculty performance.

- Describe the Program's Faculty workload system including the administrative and the other quasi assignments with equivalent teaching-load (ETL) and its process of equitable and fair distribution of workload along the following;

The BSAM Faculty Workload System abides by the USM Manual Code Article 86 re Faculty Workload. On the USM Code, BOOK II Article 86. Sec. 13.

Officially approved research, extension, and/ or production activities for which a faculty does not receive any honorarium shall be entitled to the following workload credits or Quasi Teaching -Assignments (QTA) equivalent.

a. One (1)program 9 units
b. One (1) projects 6 units
c. One (1) study 3 units

Provided: that where one faculty is designated to undertake research, extension and /or production activities at the same time in one given period , his/ her workload credits shall not exceed on overall total of nine (9) units. Faculty members assigned to handle /coordinate practice teaching / practicum on the job training shall be given load credit of three (3) units per thirty (30) students, but not exceeds in 12 units provided that the load credits shall be prorated , if the number of students involved less than 30; and provide further that such an assignment is not of the course/ subject requirements.

The equivalent workload credits for duly-designated administrative duties/ leadership shall be as follows:

a. Vice President 15 units
b. Line/Staff Director
College Dean
Institute Director
University Registrar 12units
c. College/Institute Secretary
Head of Non- Academic Unit
Faculty Physician 9 units
d. Department Chairman,

Executive Assistant, Faculty 6 units
unitsNurse/Pharmacist/ Medical Technologist/Nutritionist Dietitian/ Guidance Counselor
(per 500students; prorated if less)
e. Laboratory In-Charge 3 units

Provided that, in case of multiple administrative designation, the faculty member concerned shall be granted load credits in only one designation , whichever is the highest ; and also provided that the load credits for administrative including those for the quasi –teaching assignments (QTA) in research, extension , production etc., if a faculty any granted to a faculty , who is designated to a position of Vice President, Dean and Director , or to any similar position with an honorarium or RATA shall be excluded in the computation of his/her overload pay.

Thesis / dissertation advisement fee in the graduates level shall be paid by the student advisee in accordance with the rates , as approved by the Board of Regents . In the undergraduate level, the rate of the thesis advisement fee amounting 500.00/ student shall also be paid by the student advisee in two (2) equal installments: the 1st P250 before the thesis defense and the remaining
P250.00 after a thesis is satisfactory defended.
The prime Hourly Teaching Rate (PHTR) shall be computed on the basis the following formula, as mandated by the Department of Budget and Management (DBM):
a. For undergraduate Program: k
PHTR = 0.007181 x annual Rate (AR)
b. For Graduate Program 1. For Instructor with BS Degree
PHTR – 0.0012 x Annual Rate (AR)
2. For Instructors with Master's Degree PHTR – 0.0014 x Annual
Rate (AR)
3. For Instructors with Doctor 's Degree PHTR –
0.0015 x Annual Rate (AR)
• Compatibility of specializations/experience on teaching assignments
✓ Teaching Function of Faculty
✓ Syllabi Preparation
✓ Teaching Resources
✓ Examination
✓ Proctorship
✓ Submission of Grades
• Substitution/remedial policies (whenever a faculty is on leave/on or on official business)
Exchange Professor / lecturers shall be governed by the memorandum of
Agreements (MOA's) or contractual appointments as required by law and
shall be paid by the hour according to exist policies and guidelines.

**3. OUTCOMES**

- Illustrate the congruence of faculty loading with compliance of faculty to all academic policies such as timely submission of required academic reports.

The implementation of the faculty workload system has resulted in organized, balanced, and manageable faculty assignments. Teaching loads are aligned with faculty qualifications and expertise, number of preparations, faculty-student ratio, and other academic responsibilities, allowing sufficient time for instruction, assessment, preparation, and student consultation.

The system has also strengthened faculty accountability and compliance with academic requirements. Proper workload planning and monitoring support the timely submission of grades, class records, syllabi, and other instructional documents. Furthermore, the **Equivalent Teaching Load (ETL)** system recognizes faculty contributions to research, extension, production, and administrative functions, promoting a more equitable distribution of responsibilities.

Overall, regular monitoring and review of faculty workloads by Program Heads, Deans, and concerned offices help ensure proper documentation, timely adjustments, and alignment between assigned workloads and faculty responsibilities. These outcomes contribute to effective academic management, quality instruction, and the University's commitment to excellence in education.

- Cite all activities to show that faculty are effective and efficient as a result of effective faculty loading

Effective faculty workload management enables faculty members to contribute to classroom instruction and other academic and institutional activities. A balanced workload provides opportunities for professional development and meaningful participation in the University's core functions.

- **Research Engagement.** Faculty members participate in research activities that promote knowledge development, professional growth, and scholarly productivity.
- **Extension and Community Engagement.** Faculty members contribute to community development by sharing their expertise through extension programs and activities.
- **Student and Institutional Support.** Faculty members serve as advisers to student organizations and research projects, coach students for academic and extracurricular competitions, and participate in university committees and institutional activities.

These engagements demonstrate how effective faculty workload management supports the efficient performance of teaching, research, extension, student support, and institutional responsibilities, contributing to the University's overall goals and commitment to quality education.

4. BEST PRACTICES

- Cite as many best practices as you can on Parameter C such as effective and efficient faculty loading.

The Bachelor of Science in Applied Mathematics (BSAM) program ensures that qualified faculty members handle courses aligned with their educational qualifications, specialization, and professional expertise. This practice promotes effective instruction and quality learning in mathematics and its applications.

Faculty workload distribution follows BOR-approved policies that recognize teaching, research, extension, production, and administrative responsibilities through appropriate workload credits. Faculty loading matrices and schedules are maintained to promote transparency, equitable workload distribution, and accountability. Provisions for substitution, overload, and appropriate compensation are also observed when necessary.

The University further supports faculty development and workforce management through performance evaluation, workload monitoring, and personnel actions consistent with Civil Service Commission rules and regulations. Faculty assignments are managed to provide sufficient time for class preparation, student consultation, assessment, and other academic responsibilities.

These practices demonstrate the BSAM program's commitment to faculty adequacy, fair workload distribution, and quality instruction. By aligning teaching assignments with faculty expertise and recognizing their varied responsibilities, the program fosters an environment conducive to effective teaching, student learning, and the achievement of its academic objectives.

## PARAMETER D – RANK AND TENURE

### 1. SYSTEM-INPUTS AND PROCESSES

The University implements an established system for faculty ranking, appointment, promotion, tenure, and retirement, guided by national policies and institutional regulations, including Civil Service Commission (CSC) rules, National Budget Circular (NBC) No. 461, and Republic Act No. 8291, or the GSIS Act of 1997. These policies are incorporated into the University Code and Faculty Manual, providing guidelines for faculty recruitment, advancement, and retirement.

The Merit Selection and Promotion Plan for Faculty (MSPP) promotes fair, transparent, and merit-based faculty advancement by considering educational qualifications, work experience, training, performance ratings, and competencies. The University also implements the CSC-approved Strategic Performance Management System (SPMS) to assess faculty performance in instruction, research, extension, and production. Furthermore, the NBC 461 evaluation system, through the Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE), provides a basis for evaluating faculty qualifications, achievements, and contributions to the University. An approved Supplemental Plantilla also supports faculty promotion and reclassification, subject to applicable requirements and available positions.

In addition, the University implements the **Joint Circular No. 3 (JC No. 3)** of the Department of Budget and Management (DBM) and the Commission on Higher Education (CHED), as applicable, in managing faculty compensation, position classification, and related personnel policies in state universities and colleges. This complements existing institutional mechanisms for faculty appointment, promotion, and workforce management.

For retirement and related employment benefits, the University adheres to Republic Act No. 8291, which governs the retirement benefits of government employees under the Government Service Insurance System (GSIS).

Overall, these policies and mechanisms demonstrate the University's commitment to merit-based faculty advancement, recognition of performance and institutional contributions, protection of employment rights, and compliance with applicable government regulations.

**5.4. Recruitment, Selection, Appointment and Promotion**

5.4.1. Recruitment, Selection, and Appointment

5.4.1.1. Recruitment shall be limited to those who meet the minimum requirements prescribed for the rank.

5.4.1.2. Transferees from other state or local universities and colleges, research institutes, and practice-related government agencies may be admitted at their present faculty or equivalent rank in the absence of qualified insider faculty members in USM subject to assessment described herein.

5.4.1.3. If a faculty member is appointed as USM President, he/she loses his/her faculty rank. However, if it is a designation, he/she retains his/her



faculty rank. This is without prejudice to a possible appointment to a fallback faculty position as the Board of Regents may decide.

5.4.1.4. The statuses of appointment for the members of the faculty are the following:

1. **Permanent** appointment shall be issued to a person who meets the qualification standards established for the faculty rank and who shall have successfully completed the probationary period of two years or four regular semesters.

2. **Temporary** appointment shall be issued to a person who meets all the minimum requirements except the education but only in the absence of applicants who possess the minimum educational qualification, as certified by the University President. He/she may be appointed not exceeding twelve months, reckoned from the date it was issued but the appointee may be replaced sooner if a qualified eligible who is willing to accept the appointment becomes actually available. The temporary appointment shall be limited to five (5) times only.

Appointees under temporary status do not have security of tenure and may be separated from the service, with or without cause. As such, they shall not be considered illegally terminated and hence, not entitled to claim back wages and/or salaries and reinstatement to their positions.

The employment or services of appointees under temporary status may be terminated without necessarily being replaced by another. Temporary appointees may also be replaced within the twelve-month period by qualified eligible or even by non-eligible. A temporary appointment to a position which involves practice of profession may be issued to a person who lacks the required experience or training but only in the absence of an applicant who meets all the qualification requirements of the position as certified by the appointing authority.

When there are no available qualified faculty candidates in the region, place or locality, as certified by the appointing officer/authority, temporary appointments may be issued until the required Master's degree is met/complied with in pursuant to CSC MC 25 s 2017.

A 30-day written notice signed by the appointing authority shall be given to the temporary appointee prior to termination of service/removal or replacement.



3. **A contractual** appointment may be issued to a faculty member when the exigency of the service requires, subject to existing policies. Such appointment is for a limited period not to exceed one school year. The appointing authority shall indicate the inclusive period covered by the appointment for crediting services.

A contractual appointment should not be confused with contract of service since the service under the latter is not considered as government service. Contract of service does not give rise to employer-employee relationship between the individual and the government, as opposed to a contractual appointment.

4. A **part-time** appointment may be issued to a regular plantilla position, either as permanent, if the requirements of the position are met; or as temporary, if one of the requirements is not met.

Part-time appointment to a regular plantilla position is different from part-time teaching covered by a contract of service or a job order. The former is submitted to the CSC as it involves appointment to a regular plantilla position, only that the work is part-time.

Service under a part-time appointment is government service and forms part of the faculty member's service record.

5. **Substitute** – an appointment issued when the regular incumbent of a position is temporarily unable to perform the duties of the position as when the incumbent is on an approved leave of absence, under suspension, on a scholarship grant or is on secondment. This is effective only until the return of the incumbent.

5.4.1.6.10. The HRMDO Analytics team shall coordinate with the Chief Learning Architect of the Linang Tao Academy to generate data for DYCAS on the following framework:

| Assessment Domain | Point Allocation | Assessment Strategies |
|---|---|---|
| Potential of the Candidate | | |
| Ability | 30 | Workplace simulation and competency demonstration through SINTIDO 1.0 recruitment boot camps |
| Aspiration | 30 | Motivational Factors and Behavioral Indicators as observed during SINTIDO 1.0 recruitment boot camps |
| Engagement | 30 | Current and Future Engagement Capital as observed in SINTIDO 1.0 recruitment boot camp |

| | | |
|---|---|---|
| Performance of the Candidate | | |
| Individual Performance | 30 | Individual SINTIDO Project Score |
| Performance Contribution | 30 | Individual contribution to SINTIDO Group Project score |
| Exemplary Performance | 30 | Awards, performance prior recruitment |

5.4.1.6.11. The FSB shall submit a comprehensive evaluation report of all the candidates screened for appointment so that the appointing authority will be guided in choosing the one who can efficiently perform the duties and responsibilities of the position to be filled. This evaluation report should not only specify whether the candidates meet the qualification and competency standards of the position but should also include observations and comments on the candidates' competence and other qualifications that are important in the performance of the duties and responsibilities of the position to be filled including potential in doing research, extension, and resource generation. The evaluation report shall specify the placement



5.4.1.6.12. The HRMDO shall also conduct background investigation of the star candidates and form part of the report to be submitted to the appointing authority. The report shall include personal circumstances of the candidates that have bearing on the equal opportunity principles or they're being a PWD, Solo Parent, and Indigenous Peoples groups (IPs).

5.4.1.6.13. The Board of Regents or the USM President, as the case may be, shall assess the merits of the FSB's evaluation report of candidates screened for appointment and in the exercise of sound discretion, shall select, in so far as practicable, from among the star candidates deemed most qualified for appointment to the vacant position.

5.4.1.6.14. The Board of Regents or the USM President, as the case may be, shall issue the appointment in accordance with the provisions of this Merit Selection Plan as approved by the Board of Regents, and submitted to the CSC.

5.4.1.6.15. The HRMO shall post a notice announcing the appointment of an employee in three (3) conspicuous places in USM for at least ten (10) days, immediately a day after the issuance of the appointment. The date of posting should be indicated in the notice.

5.4.1.6.16. Instructor I to Instructor III and Assistant Professor I to IV shall be appointed by the USM President and confirmed by the Board of Regents. For faculty positions with a Salary Grade of 19 and above, including University Professor, Professor I to VI with Salary Grade of 19 and above, and Associate Professor I to V, appointments shall be made by the Board of Regents.

5.4.1.6.17. The USM President may use the DYCAS points (e.g. High Potential, High Performer or Star Candidates) as basis for hiring or issuing an original appointment to a new faculty member to any position from Instructor II to Assistant Professor IV provided that vacant items are available and minimum requirements are met.

5.4.1.6.18. The Board of Regents may also opt to appoint recruits for Associate Professor I to Professor VI on meritorious cases (e.g. leading expert in the industry/profession or with high PROFESS accreditation system scores) provided minimum requirements are met and vacant items are available.

5.4.1.6.19. The President may appoint faculty members in meritorious cases (e.g. board exam topnotchers, etc.) from Instructor I to Assistant

5.4.3.1.7. A faculty member who is on local or foreign scholarship or training grant or on maternity leave or on secondment may be considered for promotion.

For this purpose, the performance ratings to be considered shall be the two ratings immediately prior to the scholarship or training grant or maternity leave or secondment.

If promoted, the effectivity date of the promotional appointment, including those on secondment, shall be after the scholarship or training grant or maternity leave or upon assumption to duty.

5.4.3.1.8. Promotions may be considered to faculty members who obtained a significant score in the Dynamic Candidates Assessment System (DYCAS) but shall put mechanism placing premium to qualified next-in-rank.

5.4.3.1.9. In the case of professorial appointments, candidates should pass the Productivity and Results-Oriented Framework for Sustained and Impactful Scholarship (PROFESS) System as defined herein. The Linang Tao Academy shall provide support in the formulation of the professorial portfolio through an appropriate course or coaching session.

5.4.3.1.10. Non-teaching insider staff of the university may be transferred and/or promoted to a vacant faculty position of an equivalent rank or higher, provided that the personnel concerned satisfies the minimum requirements as stated in Section 6 of this Merit Selection Plan with significant DYCAS and PROFESS scores, whichever is applicable. He/she must have completed a SINTIDO course appropriate for the faculty position

5. 4.3.2. The USM Promotion Procedure are as follows:

5.4.3.2.1. The HRMDO upon approval of the President shall cause the publication and posting of all vacant positions or ranks to be filled indicating the campus and the differentiated career pathway.

5.4.3.2.2. The HRMDO through its HR Analytics team shall cause continuous evaluation of faculty members and interested insider non-teaching staff incorporated in the DYCAS using the data from the Learning and Performance Journal (LEAPER), Strategic Performance Management System (SPMS), learning and development activities, Gawad Uliran sa Serbisyong Mahusay (Gawad USM) from January to December of the year prior to the promotional ranking.

| Assessment Domain | Point Allocation | Assessment Strategies |
|---|---|---|
| Potential of the Candidate | | |
| Ability | 30 | Competency demonstration, Learning Agility mainly data from Linang Tao L&D Management System |
| Aspiration | 30 | Motivational Factors and Behavioral Drivers mainly data from the Learning and Performance Journal |
| Engagement | 30 | Current and Future Engagement Capital as observed in the workplace mainly data from the Learning and Performance Journal |
| Performance of the Candidate | | |
| IPCR Score | 30 | Strategic, Routine, Support Functions, Untargeted IPCR Success Indicators from the Strategic Performance Management System (SPMS) |
| Individual contribution to unit performance | 30 | Contribution to OPCR Success Indicators; contribution to university performance in AO25, crisis and disruption management; complaints and conflict resolution; sustainable development goals; licensure examination success contribution factor |
| Exemplary Performance | 30 | PROFESS Innovation Performance; Gawad USM Nomination Scores; Institutional Performance and Awards |

Professor IV provided vacant positions exist and the minimum requirements are adhered to.

5.4.2 Appointment

The precise terms and conditions of every appointment shall be stated in writing. In case of non-renewal of a probationary appointment, the person concerned shall be informed in writing at least sixty days before the termination date. Any appointment with tenure may be terminated by resignation, retirement, or removal for cause/major offense, after following the necessary procedure (The Revised Administrative Code of 1987 on the Civil Service Commission, Chapter 7, Section 47).

If a faculty member is appointed as USM President, he/she loses his/her faculty rank. However, if it is a designation, he/she retains his/her faculty rank. This is without prejudice to a possible appointment to a fallback faculty position as the Board of Regents may decide.

5.4.3. Promotion

5.4.3.1. The USM Promotion Policies are the following:

5.4.3.1.1. A faculty member may be considered for promotion to a higher faculty rank/sub-rank on the basis of the minimum requirements (education, training, experience, and DYCAS scores) of the position, including performance rating (IPCR) of at least Very Satisfactory during the last two (2) rating periods.

5.4.3.1.2. In cases where the potential and performance of two or more faculty members are comparatively at par, preference shall be given to the candidate in the department where the vacancy exists or if the promotion will result to a significant improvement of a particular department's faculty profile.

5.4.3.1.3. Whenever possible and through promotions, each academic department should have at least one faculty member belonging to the professorial ranks as an indicator of a strong faculty profile.

5.4.3.1.4. The filing and pendency of an administrative case against a faculty member shall not constitute a disqualification from promotion. A faculty member may be disqualified from promotion if found guilty as stipulated in the 2017 RACCS.

5.4.3.1.5. Promotion within six (6) months prior to compulsory retirement shall not be allowed except as otherwise provided by law.

5.4.3.1.6. Faculty positions are exempted from the three-salary grade limitation on promotion.

**STRATEGIC COMPETENCY-BASED**
**MERIT SELECTION PLAN**
*for*
**FACULTY MEMBERS**
*of the*
**UNIVERSITY OF SOUTHERN MINDANAO**

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Based on the strategic directions of the university and aligned with its vision and mission, faculty goes beyond the usual instruction function. With the demands of the industry and society, faculty members have to shift paradigms to answer the needs of the society through research, extension, and resource generation.

Pursuant to the provisions of Rule IX of the Omnibus Rules on Appointments and other Human Resource Actions (ORAOHRA) dated June 16, 2017 and revised in July 3, 2018; Item No. 2, Section 7, Book V of Executive Order No. 292, also known as the Administrative Code of 1987; Memorandum Circular No. 38, s. 1993 dated September 10, 1993; and Memorandum Circular No. 40, s. 1998 dated December 14, 1998, CSC Memorandum Circular No. 15, s. 1999, CSC Memorandum Circular No. 03, s. 2001, CSC MC 19 s. 2005 and in consonance with CHED Circulars, DBM Circulars, and the USM Code, this Strategic Merit Selection Plan for Faculty Members of the University of Southern Mindanao (henceforth, to be referred to as the USM Faculty SMSP) is hereby promulgated for the guidance of all concerned.

The first version of this merit selection plan was promulgated on November 20, 2019 through Resolution 114 s 2019 and amended through Resolution 126 s 2020.

On October 18, 2022, CHED and DBM jointly issued Guidelines of the Reclassification of Faculty Positions in State Universities and Colleges (SUCs). Section 3.2 to 3.3 of the CHED-DBM Joint Memorandum Circular 3 s 2022 stipulated a separate "institutional faculty merit and promotion system as approved by the Civil Service Commission". Further, the said reclassification guidelines states that "Faculty who were promoted through the institutional faculty merit and promotion system may still be eligible for reclassification but the credential used for his/her institutional promotion shall no longer earn points". As such, there is a need to promulgate a merit selection plan that considers other accomplishments and criteria not covered by JMC 3 s 2022 but is strategic to the performance of the university. The 2024 Merit Selection Plan shall revise the earlier merit selection plans (BOR Resolutions 114 s 2019 and 126 s 2020).

A copy of the approved USM Faculty Merit Selection Plan shall be furnished the Civil Service Commission Regional Office XII (CSC RO XII) and CSC Field Office – North Cotabato (CSC FO – North Cotabato) to serve as guide for the expeditious approval or attestation of appointments.

[D.2 Copy of Merit System and Promotion Plan.pdf]

National Budget Circular No. 461

REVISED SPECIFIC CCE GUIDELINES

COMMON CRITERIA EVALUATION (CCK) SPECIFIC GUIDELINES

A. CCE APPLICATIONS

All supporting documents shall be certified by the head of agency or his authorized representative as

- True photocopy and e Relevant

B. CRITERIA AND POINT SYSTEM

f.o Educational Qualification.._____. ...85 pts.

1.1 Highest relevant academic degree or educational attainment

N.B In case of research-work graduate program, certified true copy of diploma and periodic evaluation of research from the supervisor/adviser shall be presented.

1.1.1 Doctorate.....85

1.1.2 Master's Degree.....65

1.1.3 LLB and MD... .65

N. B.: MD is considered a doctorate if holder is licensed and teaching in a College of Medicine. LLB is considered a Master's Degree if holder is a bar passer and teaching professional subject.

1.1.4 Diploma Course (Above a Bachelor's Degree). ... . 55

N.B. Diploma in line with the field of specialization

1.1.5 Bachelor's Degree

a. Four years _____ 45

b. Exceeding four years _____ 45 plus 5 pts for every year over 4 yrs

NB Graduates of DVM, Engineering and DDM programs are considered bachelor's degree holders with additional points for years beyond 4

1.1.6 SPECIAL COURSES

a. 3- years post secondary course.....30

b. Special Courses egree).....25 (Non- degree).

1.2 Additional equivalent degree earned related to the present position

1.21 Master'sDegree.....4.0

1.2.2 Bachelor's Degree. ..... .....3.0

NB: An additional equivalent and relevant degree earned related to the present position refers to another degree on the same level as the advanced degree that the faculty has already earned.

Relevance is the applicability of the degree to teaching and to the subjects the faculty is teaching, or the duties and functions other than teaching which the faculty perfoms, this also refers to the appropriate provisions from the CSC-MC and CMO of the respective programs

| Suppofting Document(s): |
|---|
| a. Transcript of Records and b, Diploma/Certificate |
| Sveeiæi Order (in case of those who graduated in Private Nigher figher Education Institutions) |

1.3 Additional credits earned (maximum of 10 pts)

1.3.1 For every 3-unit credit earned towards an approved higher degree course.....1.0

N.B Reports of grades will only be accepted in cases where the school does not issue Transcript of Records for uncompleted programs.

Supporting Document(s):

a. Transcript of Records or Report of grades duly certified by the University Registrar

2.0 Experience and Length of Service. .....25pts.

2.1 Academic Experience

2.1.1 For every year of full-time academic service in a state institution of higher learning.... .1.0

N.B -Academic service refers to teaching in college or doing research and extension functions. State institution of higher learning refers to a chaffered SUC or TESDASupervised TEI whose main function and responsibility is tertiary education and which offers degree program.

2.1.2. For every year of full-time academic sewice in an institution of higher learning other than SUCs, CHED-Supervised and TESDA Schools; service in a public or private research institution... .... ..._____ 0.75

Supporting Document(s):

a. Service Record

b. Appointment/Contract

2.2 Administrative Experience

For every full-time year of administrative experience as:

a. President.... ..... .....3.0

b. Vice President... ..... ..... 25

c. Dean/Director/School Superintendent..... 2.0 d. Principat/SupeMsor/Department Chairperson/

Head ofUnit..... 1.5

N.B.: The experience and sen/jces of a faculty designated to an administrative position like Vice President, Dean, Director, etc., shall be credited only once , whichever is highest, within the period of his/her designation.

The credit for administrative experience is given to a faculty — rank holder designated to any administrative or supervisory position with line authority over at least four staff and programs. Campus directors/administrators shall be classified as Service Directors. If the administrative experience is in a private institution of higher learning, multiply the credit point by 0.75. Associate Deans/ Assistant deans,

performing exactly the same responsibilities as the deans shall be given the same point as deans.

Supporting Document(s):

a. Service Record

b. Appointment and lor designation

c. Organizational Structure which least 4 subordinates sinews desVyee has at

2.3.1 For every year of relevant full-time professional and technical experience as:

a. Manager/Entrepreneur/Consultant..... 1.50

b. Supervisor/Head of Unit..... . 1.0

c. Rank and File 0.5 N.B. The experience should be prior to his entry into the academe.

Supporting Document(s):

a. Service Record/t;eg-vice Cetit.yact

b. Appointment andl or designation

c. SEC/DTI registration for entrepreneur

2.3.2 For every year of experience in the public and private basic institution:

a. Cooperating Teacher..... .....0.75

b. Basic Education Teacher.... .....0.50

Supporting Document(s):

a. Appointment/Designation
b. Service Record for Basic Education Teachers

3.0 Professional Development Achievement and Honors.....90 pts.

3.1 Discoveries, patented inventions, innovations, publications and other works (maximum of 30 points)

3.1.1. For every cost and time saving 'innovation, patented invention and creative work as well as discovery of an educational, technical, scientific and/or cultural value... .... .... .....2 to 7pts.

Sub-categories under 3.1.1 are as follows:

A. Inventions

These are original patented works which have direct contribution to education, science and technology.

| Supporting Document(s): | |
|---|---|
| a. | Patent Certificate |
| b. | IJtility Model Certificate |

N.B. Credit points are divided equal/y among two or more individuals claiming credit for the same invention

| | | |
|---|---|---|
| If patented | 7 | points for Philippine Intellectuai Property Office registered |
| Utility Model (UM) | 5 | points for Philippine Intellectual Property Office registered |

B. Discoveries

A discovery must be the first of its kind or not of common knowledge. It shaft be the result or product of the research of an individual or a group of faculty.

| Criteria | Points |
|---|---|
| 1. Originality, educational impact, documentation | 60% of 7 (.6 x 7) |
| 2. Evidence of wide dissemination | 40% of 7 x 7) |

e.g. exhibits, publication

N.B.: Where there are more than one proponent, the points are to be divided equally among them. If only one factor (e.g., is satisfied, credit is awarded only for that facton

Supporting Document(s):

a. Full description of the discovery

b. Confirmation of an international or national agency/ organization/association of experts

c. Evidences of dissemination and utilization

C. Creative work has to satisfy one or more of the following criteria:

| | |
|---|---|
| 1. Originality | 25% of 2-7 pts. |
| 2. Acceptability and recognition | 25% of 2-7 pts. |
| 3. Relevance and value | 25% of 2-7 pts. |
| 4. Documentation and evidence of dissemination | 25% of 2-7 pts. |

Supporting Document(s):

a. Full description of the creative work

b. Evidences that shall satisfy the criteria for evaluation

c. Appropriate certification from the duly organized committee establishing the value of the output

N. B.: The scale of 2- 7 is distributed on the basis of competitiveness, thus-

| | |
|---|---|
| International | 7 |
| National | 5 |
| Institutional | 2 |

Credits are divided among two or more claimants. Examples of creative works are published articles, literary items, musical compositions and /or arrangement, painting sculpture and other petforming arts.

D, Research results and innovations consist of improvements / modifications made on existing design, process or product.

The criteria for rating and the points for each criterion are:

1. Use of indigenous materials of 2 - 7 pts.
2. Relevance and value to education, 20% of 2 - 7 pts. science and technology
3. Cost/time/energy/saving20%of 2 - 7 pts.
4. Acceptability of peers20%of 2 - 7 pts.
5. Dissemination/documentation 20% of 2 - 7 pts.

Supporting Document(s):

a. Fuli description of research/innovation

b. Evidences that shall satisfy the criteria for evaluation

3.1.2. For every published book: original, edited or compiled, copy righted/ published within the last ten years, 2nd editions and succeeding editions will be credited like the original book if there is a major revision of the contents of the book evidenced by the granting of new copy right and new ISBN

a. As author/s..... . 3-7

c. As translator.....

d. As editor.... ..... ..... .....,.1-3

e. As compiler.... ..... ..... .. . .....1-2

The factors and their weights are:

1. Textbooks, including Science and Technology and References

| Role | | High School | Elementary |
|---|---|---|---|
| Author/s | 7 pts. | 5 pts. | 3 pts. |
| Rev ewe r | 4 | 2 | 1 |
| Translator | 4 | 2 | 1 |
| Editor | 3 | 2 | 1 |
| Compiler | 2 | 1 | |

N.B. The credit points should be given based on the date when the copyright and the ISBN were awarded. In case of group role, the total credits shall be equally divided among the members

Supporting Document(s):

a. Copy of the book with copyright and ISBN

3.1.3 For every scholarly research/ monograph/Educationai technical articles in a technical/Scientific/professiona\ journal including electronic and digital journals included in the lists of CHED, ISi, Harvard, SCOPUS and other journals of ster\ing reputation for international and national. Local journals refer to institutional research-based publications a- International.....5

b. National. . . . . 3

c. Local.....2

N.B. Articles must be research-based. Commentaries, opinions, editorials are not credited Publications in Magazines, news papers/ bulletins of information, annual reports are not accepted. Published research should onfy be credited once.

Supporting Documents:

a. Copy of the journal with ISSN

b. Proof of circulation for local journals

3.1.4 For every instructional manual/ audio-visual.....1 (max. of 10 pts)

Credits are divided among two or more claimants.

Supporting Document(s):

a. Copy/ sample of material

b. Certificate of utilization

Course Syllabus

Evidence of circulation such as receipts of sale, IP(C) clearance for institutional circulation, approval for institutional use by the

d. instructional material review body

Under this items are modules, laboratory manuals, and operation manuals, work books, course books approved by department or coiiege for instructional purposes. Also included in this category are software, prototypes and Computer aided instructional materials. Submission under this category should cover the course content per syllabus. Excluded from this category of outputs are compilation of lecture notes, lesson plans, powerpoint presentations, transparencies, handouts, and other materials not particularly included.

3.2 For expert services, training and active participation in professional/technical activities (maximum of 30 points)

3.2.1 Training and seminars (maximum of 10 points)

3.2.1.1 For every training course with a duration of at least one month not to exceed the full credit (P=No. of days/30)

a. International.....5

b. National.....3

c. Local.....2

3.2.1.2 For participation in conferences, seminars, workshops (must be relevant to one's assignment/field)

Supporting Document(s):

a. Gertific.ate cf Attendanc,e/ Appreciatior±/ Participation

N.B. Participation under this item is based on five working days and points are pro-rated as follows:

International 0.6/day not to exceed 3 points

National/Regional 0.4/day not to exceed 2 points

Local 0.2/day not to exceed 1 point

Less than a day(half day) training cannot be considered as seminar

3,2.2 Expert service rendered (maximum of 20 points)

3.2.2,1 For serving as a short-term consultant /expevt in an activity of an educational, technoiogical professional scientific or cultural nature (foreign or local) sponsored by government or other agencies.

international ..... 5
..... 3
National... ... Local.... ... ..... 2

Supporting Document(s):

a. Memorandum of Agreement or contract between the institution and the contracting party, or office order pertaining to the consultancy work

b. Acknowledgment of output

3.2.2.2 For services rendered as trainer, coordinator, lecturer, resource person or guest speaker in conferences, workshops, and/or training courses for professionals

International.....5
National.....3
Local.....2

*N.B. For tertiary or higher level only.*

Supporting Documents:

a. Certificate of appreciation/recognition
b. List of Participants
c. Invitation and copy of the program
d. Lecture

NB For new entrants, certificate of appreciation/recognition can suffice

3.2.2.3. For expert services as adviser in doctoral dissenation, master's and undergraduate thesis, or their equivalents as requirement's for the completion of academic programs (maximum of 10 points)

Doctoral dissertation.....1.00

Master's thesis.....0.50

Undergraduate thesis.....0.25

Suppofting Documents:

a. Approval Sheet
b. Cærtiicate of Teaching

N.B. Equivalent requirement such as case study, feasibility study, terminal research paper, project study should be a terminal requirement for the degree.

N.B. Setvices as adviser is credited only if advising is outside the full-time equivalent (FTE) load of the adviser as cettified by the Registrar/ Dean. An undergraduate thesis should be a degree requirement. A copy of the faculty load sheet signed by the Dean shall serve as a supporting document

3.2.2.4. For certified services as member of the Board of Examiners in the Professional Regulations Commission (PRC) or in the Civil Service Commission (CSC)...

1.00

| Supporting Document(s): a. Appointment or contract<br>b. Identification card |
|---|

3.2.2.5. For expen services in accreditation/ quality assurance work as member of the Board of Director, Accreditor, Member of the Technical Committee or Consultant Group in regional or national agencies..... .. _____ 1.00

| Supporting Document(s):<br>Appointment;designation/invitation from the accrediting body<br>b. identification Card |
|---|

NB This correspond to a year of expert service

3.2.2.6 For every year of expert service as testing officer/assessor in trade skills certification.... _____ .....l.oo

Supporting Document(s):

a. Certificate of Trade Skiii Examiner

Results of ihe examinations condi.;cied

3.2.2.7. For every year of services as coach [trainer of the students in official activities and adviser of accredited students organization not to exceed 1 point per year.... ... _____ ..l.oo

N.B. For purposes of pro-rating, a year is at least 251 days, not to exceed 12 months. Intramurals and other school-wide activities are not considered. The credit points are given only for inter-institutional or inter-agency competition.

| Supporting Doœment(s).<br>a. Office Order' |
|---|

| |
|---|
| b. PR)0i cf output |

3.3. Membership in professional organizations/honor societies and honor received (maximum of 10 pts.)

g.g.4 . For current individual membership in relevant professional organization(s)

a. Learned society

Full member... .. .....2

Associate member... ber.....1

b. Honor society.... ..... .... .....l.o

c. Scientific society... ..... .... .....l.o

d. Professional

Officer .....1.0
Member.....0.5

N.B. Membership will be credited only once per organization.

Learned society is an organization where the members are chosen by invitation and in recognition of their being considered learned in a scientific area of knowledge, e.g. National Research Council

Honor Society is a society of academic scholars, e.g. Phi Delta Kappa, Gamma Sigma Delta

Professional/ Scientific organizations are national bodies or professional practitioners in a specific field or science, e.g. Philippine Inventors Society of Mechanical Engineers, Philippine Institute of Chemical Engineers

Faculty association is included.

The PDS of the faculty shall be filed for the purpose of checking if the membership was already credited.

| |
|---|
| Supporting Document(s); R}entiiicatioa card or Official |
| a. Certificate of membersh;p |
| ?eceipt of rnemhershio |

3.3.2. For academic honors earned:

3.3.2.1. Undergraduate Degree

a. Summa cum Laude....,. .. . . . . .. . . . . ...5

b. Magna cum Laude.... ..... , . . . . . .3

c. Cum Laude.....1

3.3.2.2. Graduate Degree

a. Highest Honors/ With Distinction.

Or equivalent. .... ....._____ . . . ...3

Supporting Document(s):

a. A certificate or copy of a permanent record of the school

3.3.3. Scholarship/ Fellowship. This may be degree or non- degree granting.

a. International, competitive

Doctorate..... . . . . . .....5 Master's..... .. Non-degree... ..... . .....4

.....3

b. International, non- competitive

Doctorate..... . . . . . ....3

.....2

Master's... ..... .. Non- .....1 degree....

c. National/Regional, competitive Doctorate....

.....3

Master's.... ..... ... _____ .....2

Non-degree. .... .... ..... .....

d. National/ Regional, non-competitive

Master's.....

e. Local, competitive or

Non- competitive.... ..... .....

N.B.: Competitive means the use of a selection/screening process or scheme for awarding a scholarship.

Supporting Document(s):

a. Certificate of scholarship/ fellowship award

b. Proof of completion of fellowship program or activity/ Transcript of Records

Scholarship contract; agreement

3.4 Awards of distinction received in recognition of achievement in relevant areas of specialization/profession and/or assignment of faculty concerned

| | |
|---|---|
| International | 5 |
| National/ Regional | 3 |
| Local | 2 (institution-wide) |

Supporting Documents:

a. Plaque of Recognition or copy of citation

b. Criteria for the selection

c. Proof of competition

N.B.: There should be evidence of search/ competition. The award-giving body must have recognized mandate to search and confer the award or recognition.

Service awards are considered local awards. The credits are given for 10, 15, 20 25, 30, 35 and 40 years of service per circular of the Civil Service Commission

The awards of distinction granted by organizations like NSTP, GSP, BSP, Red Cross, Barangay Offices and other Civic, Cultural, Religious Community, including NonGovernment Organizations are classified as Community Outreach.

The awarding body must be recognized, reputable organization relevant to the field of specialization/ assignment of the awardees.

3.5 Community Outreach (maximum of 5 points)

3.5.1 For every year of participation in serviceoriented projects in the community, .....

Supporting Document(s):

a. An Office Order pertaining to the services rendered

b. Ceftificate/ Acknowledgement of Completion of project or activity

These are activities related to participation in community projects on top of official duties and are voluntary in nature, with no additional compensation received. One year is operationalized to be equivalent to at least 251 days, not to exceed 12 months per program per clientele.

**JC3**



DEPARTMENT OF BUDGET AND MANAGEMENT
COMMISSION ON HIGHER EDUCATION
JOINT CIRCULAR NO. 01, series of 2026
Date: May 18, 2026

TO : HEADS OF STATE UNIVERSITIES AND COLLEGES (SUCs); DEPARTMENT OF BUDGET AND MANAGEMENT (DBM) REGIONAL OFFICES; COMMISSION ON HIGHER EDUCATION (CHED) CENTRAL AND REGIONAL OFFICES; AND ALL OTHERS CONCERNED

SUBJECT : ENHANCED IMPLEMENTING GUIDELINES OF DBM-CHED JOINT CIRCULAR (JC) NO. 3, SERIES OF 2022

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Pursuant to DBM-CHED JC No. 3, series of 2022, and CEB Resolution No. 061-2026, and with the concurrence of the Department of Budget and Management, the following enhanced implementing guidelines are hereby promulgated and adopted:

**ARTICLE I**
**GENERAL PROVISIONS**

**Section 1. Background**

DBM-CHED JC No. 3, series of 2022 (JC3), titled "Guidelines on the Reclassification of Faculty Positions in State Universities and Colleges (SUCs)," prescribes the rules and regulations governing the reclassification of faculty positions, superseding the long-standing National Budget Circular No. 461 (NBC 461). Its initial implementation in 2023 covered the evaluation period from July 1, 2019 to July 30, 2023, with the Commission on Higher Education (CHED) assuming direct oversight of the evaluation process.

Feedback from the initial implementation highlighted variations in the interpretation and application of criteria and guidelines among SUCs, indicating the importance of enhancing clarity, consistency, and transparency moving forward. To strengthen the process, the CHED conducted post-implementation assessments with the evaluation committees. These assessments surfaced key areas for improvement, such as clarifying certain provisions, ensuring consistent interpretation of criteria, addressing challenges in producing and validating evidence, and streamlining procedures. Stakeholders also contributed concrete recommendations to further enhance the system.

In light of these findings, the DBM and CHED deem it imperative to enhance the implementing guidelines of JC3. The enhancements aim to clarify procedures, align evaluation criteria with current academic and institutional contexts, and streamline processes to ensure a consistent, transparent, and evidence-based approach to faculty classification and promotion across SUCs.

1

**Section 2. Objectives**

The Enhanced Implementing Guidelines of (JC3), are issued to:

1. Provide clear and uniform guidance on the interpretation and application of JC3 provisions, including definitions, evaluation criteria, procedures, examples or indicators, and required documentation.

2. Ensure consistent and transparent assessment of faculty accomplishments across all SUCs through the application of standardized criteria and processes.

3. Promote efficiency in faculty reclassification by establishing reasonable timelines for evaluation and review at the level of institutional, regional, and central committees.

**Section 3. Scope and Coverage**

1. This JC shall apply to all faculty members holding permanent plantilla positions in SUCs, except those in the University of the Philippines (UP) System and the Mindanao State University (MSU) System.

2. This JC shall cover the evaluation period from August 1, 2023 to July 31, 2026, and subsequent cycles. Succeeding cycles shall follow the same three-year coverage period, unless otherwise determined by CHED and DBM.

## ARTICLE II
## GUIDING PRINCIPLES

**Section 4. Statement of Principles**

The following principles shall guide the evaluation and decision-making processes for faculty reclassification in SUCs. These are intended to ensure consistency, fairness, and alignment with the objectives of this JC.

1. The reclassification process shall be conducted in a fair, transparent, and merit-based manner, ensuring equal opportunity for all qualified faculty members.

2. All participants in the reclassification process shall uphold the highest standards of integrity, professionalism, and ethical conduct.

3. Faculty members are strongly encouraged to conduct an honest self-assessment based on the criteria and guidelines in this JC. They should then decide whether to proceed with their application or defer it, bearing in mind that documents from an unsuccessful application may not be used in the next cycle.

4. Only performance and accomplishments within the prescribed evaluation period shall be considered. Accomplishments from a previous evaluation cycle shall be accepted only if the faculty member is applying for reclassification for the first time or did not apply in the previous cycle.

5. All outputs and accomplishments should be aligned with the faculty member's field of specialization or allied field, unless otherwise provided under a specific criterion or indicator in these guidelines.

6. All faculty outputs involving students may be considered if the SUC has Governing board–approved institutional guidelines specifying the conditions for such outputs (e.g., co-publication of research articles, co-development of systems, co-invention of patents). In the absence of such guidelines, the outputs shall not be considered.

7. Faculty members appointed to a vacant position or promoted to a higher faculty rank through the SUC's institutional merit and promotion system may still be eligible for reclassification; however, documents used for such appointment or promotion shall not be reused for reclassification purposes.

8. There shall be no double counting of points. A document that has already been used in one indicator may not be used in another indicator, unless otherwise provided under the specific criterion or indicator in these Guidelines.

9. Administrative designations of faculty shall be given corresponding points. However, accomplishments that are inherent to these administrative designations shall not be counted as separate achievements, as they form part of the duties and responsibilities attached to the designation.

10. The governing board of the SUC, consistent with the best practices of leading HEIs in the Philippines and abroad, and/or as part of internationalization policies, may impose stricter minimum educational qualifications and standards.

11. The governing board of the SUC shall have the final authority to decide on the reclassification of faculty members, including the extent of reclassification.

## ARTICLE III
## KEY RESULT AREAS, CRITERIA, AND INDICATORS

### Section 5. KRA I – INSTRUCTION

A faculty member can earn a maximum of 100 points across Criterion A, B, and C, with the following point distribution:

| Criterion | Points |
|---|---|
| Criterion A | 60 |
| Criterion B | 30 |
| Criterion C | 10 |
| **Total** | **100** |

### Section 6. Criterion A - Teaching Effectiveness (60 points)

This criterion evaluates a faculty member's ability to design and implement instructional strategies that enhance student learning and academic excellence. It includes organizing

teaching and learning processes, employing effective pedagogical methods, and integrating appropriate technologies to maximize student potential

Teaching effectiveness is assessed from two perspectives: students provide firsthand feedback on instructional methods, engagement, and learning experiences, while supervisors offer an objective evaluation of professional competencies, content expertise, pedagogical effectiveness, and adherence to institutional standards. This approach ensures a well-rounded assessment that supports faculty development and promotes high-quality instruction.

**Section 7. Weights Distribution of Points**

| Faculty Teaching Effectiveness | Weights |
|---|---|
| 1. Student Evaluation of Teachers (SET) | 60% |
| 2. Supervisor's Evaluation of Faculty (SEF) | 40% |

**Section 8. Evaluation Instruments**

1. For Academic Years 2023-2024 and 2024-2026, the results of student and supervisor evaluations using the NBC 461 Qualitative Contribution Evaluation (QCE) Instrument for Teaching Effectiveness shall continue to be recognized. SUCs shall submit a copy of the final report on student and supervisor evaluation ratings per academic term, including the corresponding transmutation of ratings from the 25-point scale to the 100-point scale. The report shall be duly certified by the authorized official of the SUC.

2. Starting the First Semester of Academic Year 2025-2026, all SUCs may begin implementing **CMO No. 19 series of 2025**, titled "*Revised Guidelines and Instruments for Evaluating Faculty Teaching Effectiveness in State Universities and Colleges (SUCs) Pursuant to DBM-CHED Joint Circular No. 3, series of 2022.*" However, mandatory implementation shall take effect in the **second semester of AY 2025-2026 onward**. The required document for submission shall be the Faculty Evaluation and Development Acknowledgement Form (FEDAF).

**Section 9. Computation of Overall Points for Teaching Effectiveness**

1. **SET Points**
   The SET points shall be computed using the following formula:

   **SET Points = (OSETR ÷ 100) x 36**

   Where: **OSETR** = Overall SET Rating
   **100** = Highest Possible Rating
   **36** = Maximum Points (equivalent to 60% of 60)

**Sample Computation for SET Points**

| Academic Year | AY – 01 | | AY – 02 | | AY – 03 | |
|---|---|---|---|---|---|---|
| Academic Term | 1st Sem | 2nd Sem | 1st Sem | 2nd Sem | 1st Sem | 2nd Sem |
| *Ave. SET Rating/Term | 95 | 89 | 88 | 92 | 94 | 85 |

** For SUCs with a trimestral academic system, the SET rating is the average of nine (9) terms.*

Step 1: Compute the Overall SET Rating
(95 + 89 + 88 + 92 + 94 + 85) ÷ 6 = **90.50**

Step 2: Apply the Formula

*(OSETR ÷ 100) x 36 = SET Points*
*(90.50 ÷ 100) x 36 = SET Points*
*0.905 x 36* = ***32.58 SET Points***

**2. SEF Points**

The SEF points shall be computed using the following formula:

SEF Points = (OSEFR ÷ 100) x 24

Where: **OSEFR** = Overall SEF Rating
**100** = Highest Possible Rating
**24** = Maximum Points (equivalent to 40% of 60)

**Sample Computation for SEF Points**

| Academic Year | AY – 01 | | AY – 02 | | AY – 03 | |
|---|---|---|---|---|---|---|
| Academic Term | 1st Sem | 2nd Sem | 1st Sem | 2nd Sem | 1st Sem | 2nd Sem |
| *SEF Rating/Term | 90 | 92 | 94 | 90 | 91 | 95 |

** For SUCs with a trimestral academic system, the SET rating is the average of nine (9) terms.*

Step 1: Compute the Overall SEF Rating
(90 + 92 + 94 + 90 + 91 + 95) ÷ 6 = **92**

Step 2: Apply the Formula

*(OSEFR ÷ 100) x 24 = SEF Points*
*(92 ÷ 100) x 24 = SEF Points*
*0.92 x 24* = ***22.08 SEF Points***

**3. Teaching Effectiveness Points**

The Teaching Effectiveness Points (TEP) shall be computed using the following formula: **TEP = SET Points + SEF Points**

**Sample Computation for TEP:**

| Teaching Effectiveness Points | Points |
|---|---|
| SET Points | 32.58 |
| SEF Points | 22.08 |
| **TOTAL** | **54.66** |

**Section 10. Evaluation Guidelines for Faculty with Special Status or Circumstance**

1. **Newly Appointed Faculty Members**

   a. Newly appointed faculty members from non-academic institutions who joined the SUC within the evaluation period may choose to apply for reclassification or wait for the next evaluation period. Should they choose to apply, only the SET and SEF ratings obtained after their appointment as faculty in the SUC shall be considered. However, the divisor used in computing the average rating shall remain at six (6) semesters.
   b. If the newly appointed faculty member was previously teaching in the same SUC on a non-permanent status, either as a probationary or part-time faculty, their student and supervisor evaluation results obtained prior to their permanent appointment shall be considered in the evaluation.
   c. If the newly appointed faculty member transferred from another SUC, whether on a non-permanent status, their SET and SEF results prior to the transfer shall be considered.
   d. If the newly appointed faculty member comes from a local university or college (LUC), a private higher education institution, or an institution supervised by the Technical Education and Skills Development Authority (TESDA) or the Department of Education (DepEd), their SET and SEF results prior to their appointment in the SUC shall not be considered.

2. **Faculty Members on Official Study Leave**

   a. Faculty members who took a full-time official study leave, duly approved by the governing board, but served for at least one semester during the evaluation period may choose to apply for reclassification or wait for the next evaluation period. If they opt for reclassification, the divisor used to compute their points for Teaching Effectiveness shall be based solely on the semesters in which they have SET and SEF results.
   b. Faculty members who were on full-time study leave for the entire evaluation period may choose to apply for reclassification or wait for the next evaluation period. If they opt for reclassification, the faculty will not receive points for Teaching Effectiveness.

3. **Faculty Members on Maternity Leave**

   Faculty members who go on approved maternity leave shall be granted one semester without SET, specifically the semester during which the maternity leave was taken. This semester without SET shall be excluded from the divisor when computing the points for Teaching Effectiveness.

4. **Faculty Members on Sabbatical Leave**

   A faculty member who took a Sabbatical Leave, duly approved by the governing board, during the evaluation period shall be evaluated in the same manner as a faculty member on official study leave.

5. **Faculty Members Teaching in SUC Laboratory Schools**

   a. Only SETs from undergraduate and graduate students shall be considered. SET results from basic education students in SUC Laboratory Schools shall not be included in this evaluation.
   b. Cooperating Teachers (CTs) in Laboratory Schools shall be evaluated by undergraduate teacher education students assigned to them for practice teaching, using the prescribed SET instrument.

**Section 11. Criterion B – Development of Instructional Materials and New Academic Degree Programs (30 points)**

This criterion evaluates a faculty member's ability to develop and innovate instructional materials and learning resources that enhance teaching effectiveness and student learning. It also includes contributions to the development, revision, and continuous improvement of academic programs to ensure their relevance, quality, and alignment with institutional goals, accreditation standards, and industry needs.

**Section 12. Instructional Materials Developed and Approved for Use**

1. Instructional Material (IM) refers to digital or printed resources developed by faculty to support teaching and enhance student learning. These include textbooks, modules, laboratory manuals, workbooks, and course books designed for instructional purposes. Additionally, IM includes software, prototypes, and computer-aided instructional tools that facilitate the implementation of flexible learning systems to support diverse learning modalities.

2. All instructional materials (IMs) claimed by faculty shall be available in the library holdings and shall be listed as references in the duly approved course syllabus of the faculty members teaching the course.

3. The following are mandatory requirements in order to maintain the quality and academic rigor of instructional materials:

   a. All IMs must be the original work of the faculty. A mere compilation/compendium of various materials into one instructional material will not be considered.
   b. All IMs must undergo a formal review process by the SUC's Instructional Materials Development Committee (IMDC) or its equivalent and approved by the academic affairs officials or its equivalent. Documentary evidence, such as evaluation reports, approval certificates, or meeting minutes, must be available to validate the review and approval.
   c. The subject matter of the IM developed must be aligned with the faculty member's field of specialization. Only IMs that demonstrate clear relevance to the faculty's academic qualifications and/or shall be considered. IMs that fall outside the faculty's expertise will not be eligible for consideration.

4. For IMs developed collaboratively by two (2) or more authors, the following guidelines must be observed:

a. All authors of the IM, including students contributors, must be declared in the prescribed **Certificate of Contribution Form_IM (Annex C)**, regardless of their current affiliation, whether they are still with the SUC, have transferred to another institution, retired from service, or are deceased.
b. The names of the authors appearing in the IM must be identical to those indicated in the prescribed form.
c. The prescribed form must list, for each author, their name, position, institutional affiliation, and area of specialization, together with a clear statement of their specific contributions to the IM and the corresponding percentage share.

**Sample Distribution of Contribution:**

| IM Type | Total Points | Name of Co-Authors | *Position/ Institutional Affiliation | Specialization | Specific Contribution | % | Points earned |
|---|---|---|---|---|---|---|---|
| Textbook | 30 | Faculty A | Professor II ABC University | Pure Mathematics | Developed the lesson content for algebra and geometry, created problem sets, and reviewed all chapters for technical accuracy | 60% | **18 pts.** (30 x 60%) |
| | | Faculty B | Professor I DEF University | Applied Mathematics | Designed real-life application exercises and handled layout and formatting of instructional activities | 40% | **12 pts.** (30 x 40%) |

*Notes:*
- *Indicate the position and institution at the time the IM was written.*
- *If a co-author was a faculty member of an SUC but was serving in the capacity of a graduate student at the time the IM was prepared, the position 'Graduate Student' shall be indicated in the prescribed form in lieu of their faculty affiliation.*

d. All authors must mutually agree on the distribution of their percentage contributions. This agreement shall be documented by affixing their signatures on the prescribed form, which serves as official proof of consent and prevents disputes regarding authorship and recognition.
e. In cases where a contributor is deceased, the remaining contributors shall collectively determine the fair and equitable percentage allocation of the deceased author's contribution. The final agreement must be reflected in the prescribed form and signed by all remaining contributors to ensure fairness and maintain the integrity of the process.
f. For IMs developed by a group of faculty members from different disciplines, the percentage of contribution shall be recognized, provided that each faculty member's contribution aligns with their respective field of specialization or expertise. Contributions that do not fall within a faculty member's field of specialization or expertise shall not be considered in the evaluation.
g. In the succeeding evaluations, all instructional materials (IMs) submitted to the Instructional Materials Development Committee (IMDC) or its equivalent must already include the names of all contributors, their specific contributions and the corresponding percentage of contribution.

**Section 13. Types of Instructional Materials**

**1. Textbook**

a. A textbook is a book which is an exposition of generally accepted principles in one (1) subject, intended primarily as a basis for instruction in a classroom or pupil-book-teacher situation (Item b, Section 3 of RA 8047).

Republic of the Philippines
**UNIVERSITY OF SOUTHERN MINDANAO**
Kabacan, Cotabato

## OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

**MEMORANDUM No. 101**
**Series of 2026**

**TO** : **FACULTY JC-3 APPLICANTS**

**FROM** : **THE VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**SUBJECT** : **CHED-DBM JC3 ANNOUNCEMENT**

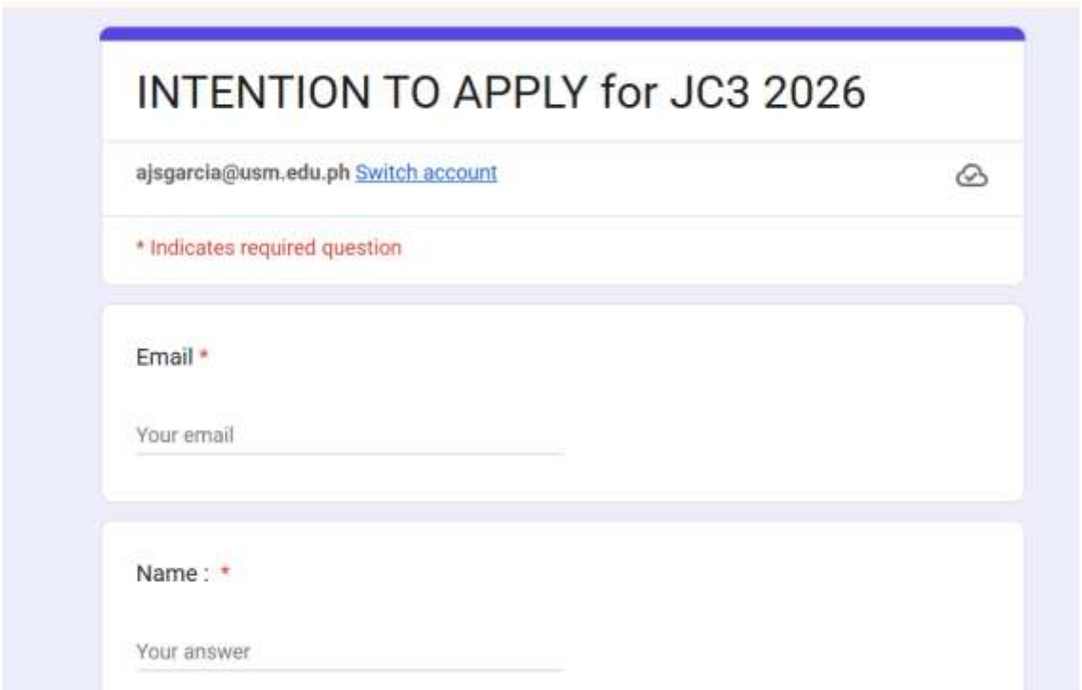
**DATE** : **OCTOBER 6, 2026**

Please be informed that the ISS printing is scheduled for tomorrow, **October 7, 2026**. All additional documents and other concerns related to JC-3 applications must be settled today.

Please note that once printed, the ISS will be considered final. The IEC will no longer accept additional documents or attachments, and no further changes will be entertained thereafter.

Thank you for your cooperation and compliance.

**LEORENCE C. TANDOG**
VP for Academic Affairs/ USM IEC Chair




**GSIS**

4. GOVERNMENT SERVICE INSURANCE SYSTEM (GSIS)

The Government Service Insurance System Act of 1977 (RA 8292) provides compulsory membership to all government employees receiving monthly compensation and who have not reached the compulsory retirement age, irrespective of employment status. Is is a mandatory for government employee and employer covered by this Act to pay monthly contribution of 12% and 9 respectively, of their monthly compensation.

Among the benefits derived from membership in the system are:

a. Separation benefits
b. Unemployment or involuntary separation benefits
c. Retirement benefits
d. Disability benefits
e. Survivorship benefits
f. Funeral benefits
g. Life Insurance benefits
h. Availment of Loans

## 3.RETIREMENT BENEFITS

in addition to the benefits granted under existing laws, retired members of the teaching shall be afforded the privilege to participate in major university programs and activities.

Subject to the provisions of applicable laws and regulations and the approval of the Board of Regents, a retired faculty member with the rank of full professor may be appointed Professor Emeritus, provided that the following requirements are met:

a. He/she must have rendered at least 20 consecutive years of active and faithful service to the University.
b. He/she must have achieved marked distinction as a productive scholar, scientist, artist or educators or is widely acknowledged as an effective and dedicated teacher; and
c. He/she must be a holder of doctoral degree and preference shall be made in favor of those who have served the University as, at least, Dean or Directors

A special committee shall be constituted by the President of the University from among the senior faculty members of the discipline where the retired professor belongs and shall be responsible in evaluating the credentials of the nominee for emeritus appointment. The Committee shall submit its recommendation to the President for endorsement to, and approval by the Board of Regents.

The special committee shall be composed of Vice President for Academic Affairs as Chairperson, the Dean where the nominee belongs, as Vice Chairperson, and three (3) senior faculty of the discipline as members.

**2. IMPLEMENTATION**

# Faculty Rank, Promotion, Tenure, and Retirement

The University implements established policies and procedures governing faculty appointment, ranking, promotion, changes in employment status, separation, and retirement. Faculty promotion in rank and salary is guided by National Budget Circular (NBC) No. 461 and applicable institutional policies, supported by Board of Regents (BOR) resolutions approving appointments and promotions. Faculty members are evaluated based on their qualifications, Individual Performance Commitment and Review (IPCR) ratings, and competency assessments to ensure that career advancement is fair, transparent, and merit-based.

The promotion process begins with identifying available positions and opportunities for advancement. Applicants are evaluated under the Merit Selection and Promotion Plan for Faculty (MSPP) and NBC 461 criteria. The Faculty Selection Board reviews the candidates' Common Criteria for Evaluation (CCE), Qualitative Contribution Evaluation (QCE), competency assessment results, and performance ratings. Candidates are ranked based on the prescribed evaluation system, and recommended promotions are submitted to the BOR for approval.

The evaluation system applies the following weighting scheme: CCE (35%), competency assessment (30%), performance rating (30%), and length of service (5%). This approach recognizes academic qualifications, professional competencies, actual performance, and contributions to the University.

The University also follows established procedures for changes in employment status, including reclassification and the conversion of temporary appointments to permanent positions, subject to applicable policies and requirements. Faculty members must satisfy the required qualifications, probationary period, and relevant Civil Service Commission (CSC) regulations before permanent appointment. Official appointments, promotions, and changes in employment status are communicated through the Human Resource Management and Development Office (HRMDO) and other authorized University offices.

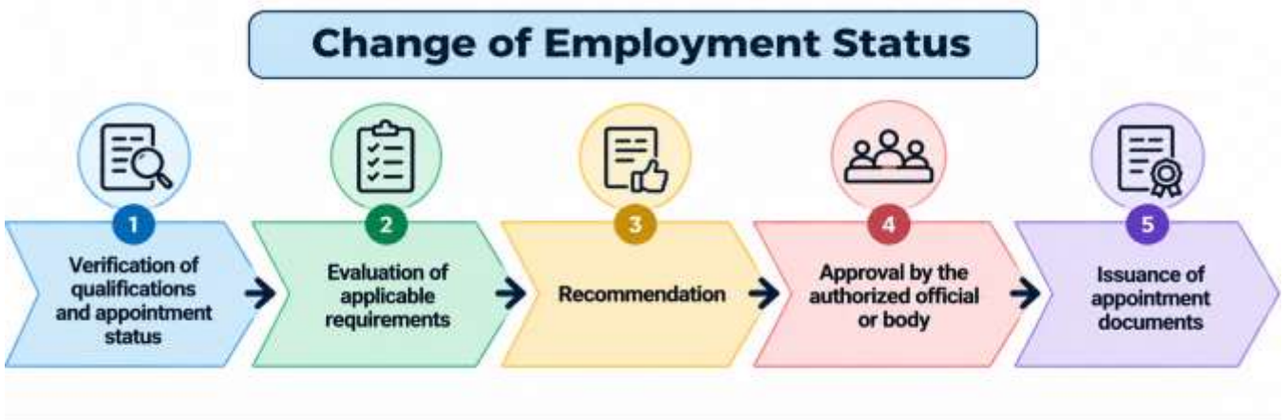
For separation and retirement, the University adheres to applicable CSC and Government Service Insurance System (GSIS) regulations. Faculty members may avail themselves of optional or compulsory retirement, subject to the applicable eligibility requirements. Retirement benefits are processed in accordance with Republic Act No. 8291 and other relevant regulations.

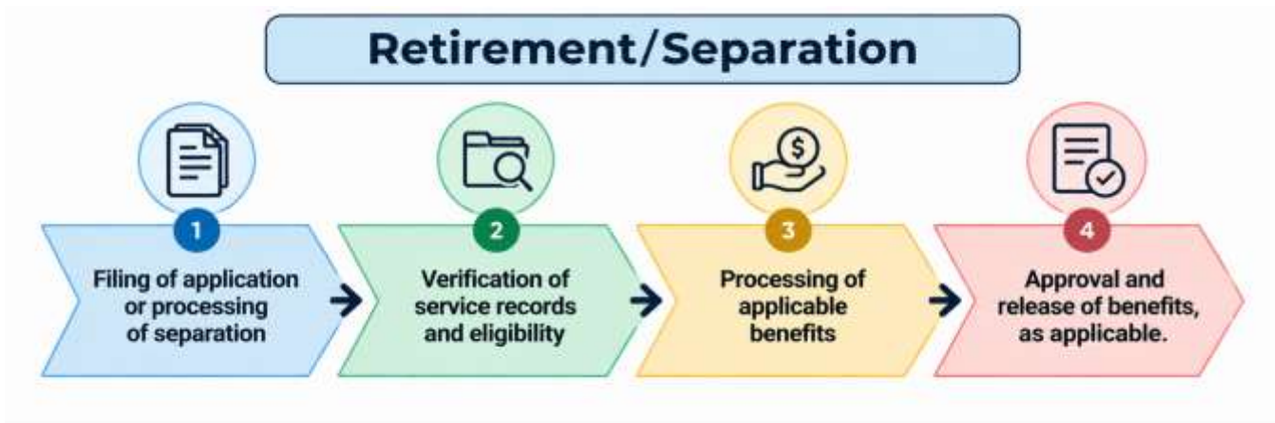
These procedures promote fairness, transparency, accountability, and compliance with government regulations in managing faculty careers. They also provide a structured mechanism

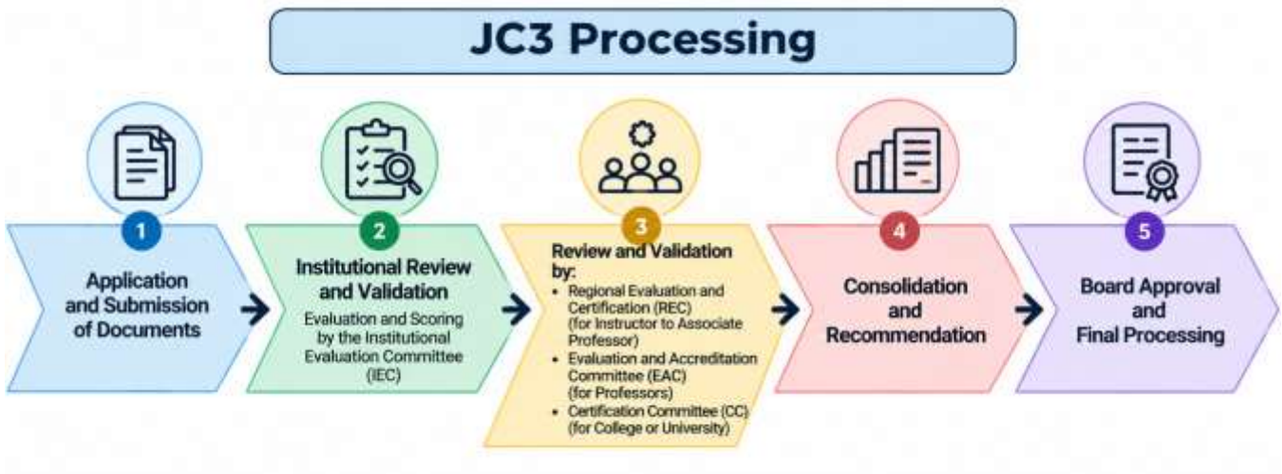
for professional advancement, employment security, and the proper administration of separation and retirement benefits.

**Summary of Faculty Personnel Processes**






Where applicable, **Presidential discretion (PD)** in faculty promotion is exercised only in accordance with the relevant NBC 461 or JC3 provisions and other governing regulations. All promotion decisions remain subject to the applicable eligibility requirements, documentary evidence, and authorized approval processes.

## 3. OUTCOMES

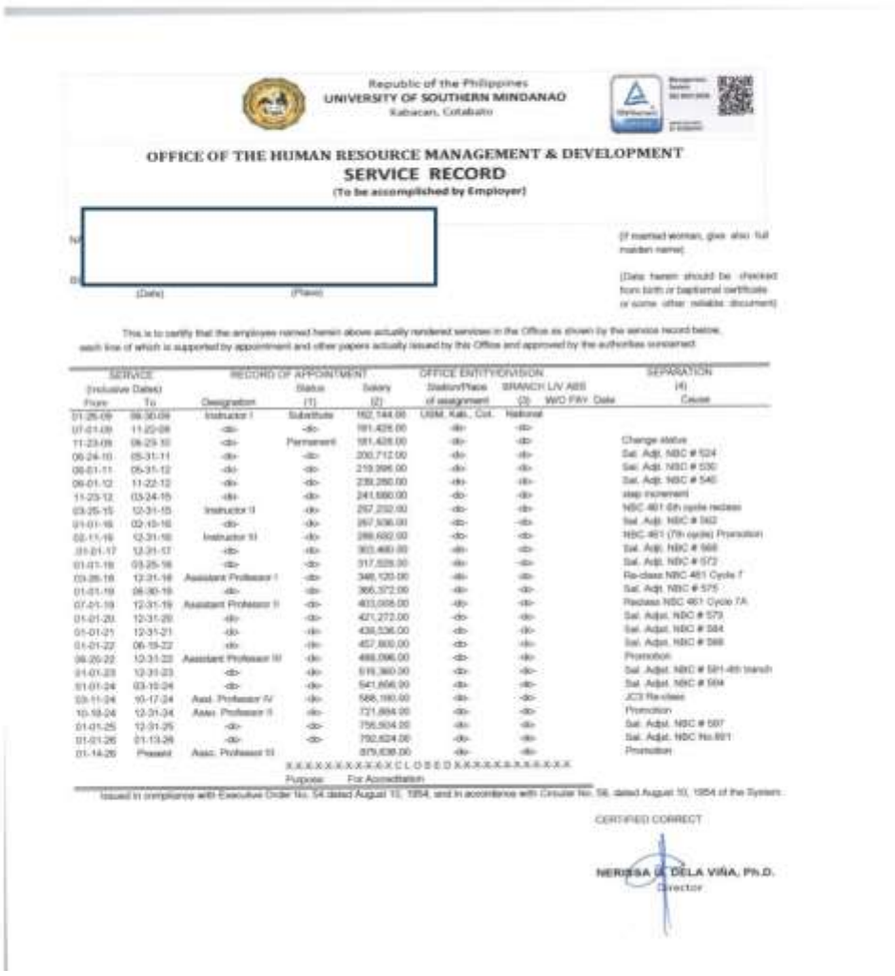
The implementation of the University's policies on faculty rank and tenure ensures the fair, transparent, and systematic management of faculty appointments, promotions, and changes in employment status. Faculty members are evaluated based on their qualifications, performance, competencies, and professional contributions, in accordance with the applicable provisions of NBC 461, the Merit Selection and Promotion Plan for Faculty (MSPP), and relevant government rules and regulations.

These policies provide faculty members with equitable opportunities for career advancement and professional development. Established evaluation, ranking, and approval procedures uphold the principles of merit, fairness, and accountability in personnel decisions. They recognize faculty achievements, encourage continuous improvement in teaching and other academic responsibilities, and support the professional growth of faculty members. Moreover, the granting of permanent appointments to qualified faculty members promotes employment security and stability, contributing to faculty commitment and retention.

The University also adheres to applicable Civil Service Commission (CSC) and Government Service Insurance System (GSIS) regulations in processing faculty separation, retirement, and related benefits. These procedures help ensure the proper management of personnel records, the protection of faculty members' rights and benefits, and compliance with government requirements.

Overall, the effective implementation of these policies strengthens the University's personnel management system, promotes transparency and accountability, and supports the development of a qualified, competent, and motivated faculty. These practices contribute to the continuous improvement of academic services and the effective delivery of the Bachelor of Science in Applied Mathematics (BSAM) program.

***Evidence of satisfaction in rank and employment status.***



Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato

OFFICE OF THE HUMAN RESOURCE MANAGEMENT & DEVELOPMENT

SERVICE RECORD

(To be accomplished by Employer)

(Date) (Place)

(If married woman, give also full maiden name)

(Data herein should be checked from birth or baptismal certificate or some other reliable document)

This is to certify that the employee named herein above actually rendered services in this Office as shown by the service record below, each line of which is supported by appointment and other papers actually issued by this Office and approved by the authorities concerned.

| SERVICE (Inclusive Dates) From | To | RECORD OF APPOINTMENT Designation | Status (1) | Salary (2) | OFFICE ENTITY/DIVISION Station/Place of assignment | BRANCH (3) | L/V ABS WO PAY | Date | SEPARATION (4) Cause |
|---|---|---|---|---|---|---|---|---|---|
| 01-25-09 | 06-30-09 | Instructor I | Substitute | 162,144.00 | USM, Kab., Cot. | National | | | |
| 07-01-09 | 11-22-09 | -do- | -do- | 181,428.00 | -do- | -do- | | | |
| 11-23-09 | 06-29-10 | -do- | Permanent | 181,428.00 | -do- | -do- | | | Change status |
| 06-24-10 | 05-31-11 | -do- | -do- | 200,712.00 | -do- | -do- | | | Sal. Adjt. NBC # 524 |
| 06-01-11 | 05-31-12 | -do- | -do- | 219,996.00 | -do- | -do- | | | Sal. Adjt. NBC # 530 |
| 06-01-12 | 11-22-12 | -do- | -do- | 239,280.00 | -do- | -do- | | | Sal. Adjt. NBC # 540 |
| 11-23-12 | 03-24-15 | -do- | -do- | 241,680.00 | -do- | -do- | | | step increment |
| 03-25-15 | 12-31-15 | Instructor II | -do- | 257,232.00 | -do- | -do- | | | NBC 461 6th cycle reclass |
| 01-01-16 | 02-10-16 | -do- | -do- | 257,536.00 | -do- | -do- | | | Sal. Adjt. NBC # 562 |
| 02-11-16 | 12-31-16 | Instructor III | -do- | 288,692.00 | -do- | -do- | | | NBC 461 (7th cycle) Promotion |
| 01-01-17 | 12-31-17 | -do- | -do- | 303,480.00 | -do- | -do- | | | Sal. Adjt. NBC # 568 |
| 01-01-18 | 03-25-18 | -do- | -do- | 317,928.00 | -do- | -do- | | | Sal. Adjt. NBC # 572 |
| 03-26-18 | 12-31-18 | Assistant Professor I | -do- | 348,120.00 | -do- | -do- | | | Re-class NBC 461 Cycle 7 |
| 01-01-19 | 06-30-19 | -do- | -do- | 366,372.00 | -do- | -do- | | | Sal. Adjt. NBC # 575 |
| 07-01-19 | 12-31-19 | Assistant Professor II | -do- | 403,008.00 | -do- | -do- | | | Reclass NBC 461 Cycle 7A |
| 01-01-20 | 12-31-20 | -do- | -do- | 421,272.00 | -do- | -do- | | | Sal. Adjt. NBC # 579 |
| 01-01-21 | 12-31-21 | -do- | -do- | 438,536.00 | -do- | -do- | | | Sal. Adjt. NBC # 584 |
| 01-01-22 | 06-15-22 | -do- | -do- | 457,800.00 | -do- | -do- | | | Sal. Adjt. NBC # 588 |
| 06-20-22 | 12-31-22 | Assistant Professor III | -do- | 488,096.00 | -do- | -do- | | | Promotion |
| 01-01-23 | 12-31-23 | -do- | -do- | 519,360.00 | -do- | -do- | | | Sal. Adjst. NBC # 591-4th tranch |
| 01-01-24 | 03-10-24 | -do- | -do- | 541,656.00 | -do- | -do- | | | Sal. Adjst. NBC # 594 |
| 03-11-24 | 10-17-24 | Asst. Professor IV | -do- | 568,180.00 | -do- | -do- | | | JC3 Re-class |
| 10-18-24 | 12-31-24 | Asso. Professor I | -do- | 721,884.00 | -do- | -do- | | | Promotion |
| 01-01-25 | 12-31-25 | -do- | -do- | 756,924.00 | -do- | -do- | | | Sal. Adjst. NBC # 597 |
| 01-01-26 | 01-13-26 | -do- | -do- | 792,624.00 | -do- | -do- | | | Sal. Adjst. NBC No.601 |
| 01-14-26 | Present | Asso. Professor III | | 875,639.00 | -do- | -do- | | | Promotion |

XXXXXXXXXXXXXXCLOSEDXXXXXXXXXXXXX

Purpose: For Accreditation

Issued in compliance with Executive Order No. 54 dated August 10, 1954, and in accordance with Circular No. 58, dated August 10, 1954 of the System.

CERTIFIED CORRECT

NERISSA U. DELA VIÑA, Ph.D.
Director

The University recognizes and acknowledges the contributions of faculty members involved in producing scholarly materials by providing proper authorship attribution and recognition of their work. Published outputs, instructional materials, and copyright documents serve as evidence of faculty contributions.



## Profile of Core Faculty according to Specialization

| | Faculty | Position | Rank | Specialization | Status of Appointment |
|---|---|---|---|---|---|
| 1. | **Benjamin, Philip Lester P.** | Graduate School Dean | Associate Professor V | Mathematics (Topology) | Permanent |
| 2. | **Garcia, Anna Jean G.** | Faculty | Associate Professor III | Applied Mathematics/Applied Statistics/ Mathematics Education | Permanent |
| 3. | **Mamon, Daryl Mae C.** | Faculty | Associate Professor V | Applied Statistics/ Mathematics Education | Permanent |
| 4. | **Nanding, Sandra** | Math and Stat Department Chair | Assistant Professor I | Mathematics (Graph Theory) | Permanent |
| 5. | **Paleta, Leonard M.** | College of Science and Mathematics OIC Dean | Associate Professor V | Applied Mathematics/Mathematics Education/ Mathematics (Graph Theory) | Permanent |
| 6. | **Pilongo, Jupiter G.** | DOST Coordinator, CSM IT Coordinator, Honors Committee Member | Assistant Professor III | Mathematics (Abstract Algebra, Coding) | Permanent |
| 7. | **Pimentel, Jonald L.** | SUC President IV | SUC President IV | Mathematics/Statistics, Biostatistics/ Psychometrics | Permanent |
| 8. | **Tandog, Leorence C.** | Vice President of Academic Affairs | Professor VI | Mathematics Education/Mathematics | Permanent |
| 9. | **Toledo, Arnel** | Project Monitoring Officer Director | Associate Professor III | Mathematics | Permanent |
| 10. | **Verzosa, Debbie Marie B.** | Vice President of Research and Extension | Professor VI | Mathematics/Mathematics Education | Permanent |
| 11. | **Yabes, Lawton John** | CSM Document Control Officer | Instructor I | Applied Mathematics | Permanent |
| 12. | **Flores, Danilyn A.** | Faculty | Assistant Professor III | Information Technology | Permanent |



## 4. BEST PRACTICES

The University demonstrates good practices in managing faculty rank and tenure by upholding fairness, transparency, accountability, and professional excellence. It implements the Merit Selection and Promotion Plan for Faculty (MSPP), the Strategic Performance Management System (SPMS), and the applicable provisions of NBC 461 to evaluate faculty qualifications, performance, and professional contributions. Through the integration of the Common Criteria for Evaluation (CCE) and Qualitative Contribution Evaluation (QCE), the University considers both measurable accomplishments and the quality of faculty members' contributions to instruction, research, extension, and other academic and institutional functions.

The University also recognizes JC3 promotion as part of its faculty career advancement initiatives, providing opportunities for qualified faculty members to progress in their academic careers in accordance with the applicable policies, qualification standards, and approval procedures. This initiative reinforces the University's commitment to recognizing faculty achievements, supporting professional growth, and providing equitable opportunities for advancement.

Another good practice is the involvement of the Board of Regents (BOR) in approving faculty appointments and promotions, as provided under applicable laws and institutional policies. This governance mechanism strengthens accountability and ensures that personnel decisions undergo the appropriate evaluation and approval processes. Furthermore, the availability of an approved plantilla and established promotion guidelines provides faculty members with a clearer understanding of career progression pathways and the requirements for advancement.

The University further supports faculty development through scholarships, training programs, and study leave opportunities that enable faculty members to enhance their academic qualifications, professional competencies, and teaching effectiveness. Awards, incentives, and other forms of recognition are also provided to acknowledge faculty accomplishments, encourage continuous professional development, and foster a culture of excellence.

In addition, the University ensures that faculty members are informed of promotion results, appointments, and changes in employment status through official communication channels. It also observes applicable national laws and regulations governing faculty benefits, retirement, and separation from service, including Republic Act No. 8291, or the Government Service Insurance System Act of 1997, which provides the legal framework for GSIS benefits.

Overall, these practices demonstrate the University's commitment to effective, transparent, and merit-based faculty management. Through systematic evaluation, JC3 promotion opportunities, professional development support, recognition of achievements, and compliance with established policies, the University promotes faculty career advancement, employment stability, and professional satisfaction. These initiatives contribute to maintaining a competent, motivated, and qualified faculty in support of the University's academic goals and the effective delivery of its academic programs.

## PARAMETER E. FACULTY DEVELOPMENT

### 1. SYSTEM-INPUTS AND PROCESSES

The University of Southern Mindanao (USM) implements a Board of Regents (BOR)-approved Faculty Development Program (FDP) for 2022–2031, which provides a comprehensive and sustainable framework for enhancing faculty competencies in instruction, research, extension, and production. The program is aligned with the University's institutional goals and strategic priorities, demonstrating its commitment to the continuous professional growth of faculty members and the improvement of academic quality.

The FDP identifies key development priorities, including increasing the number of faculty members holding doctoral degrees, enhancing teaching effectiveness, strengthening research productivity and engagement, and improving faculty competencies across academic and institutional functions. It also supports data-driven recruitment, competency-based promotion, and institutional accreditation to ensure that faculty qualifications and performance meet established academic standards and applicable policies of the Commission on Higher Education (CHED).

At the departmental level, the Department of Mathematics and Statistics implements faculty development initiatives that complement and support the University-wide FDP. These initiatives address the specific academic and professional needs of faculty members in mathematics, applied mathematics, statistics, and mathematics education. Priority areas include pursuing graduate and postgraduate studies, participating in seminars, symposia, conferences, and specialized training, conducting research, publishing scholarly outputs, and presenting research papers in academic conferences. Regular in-service training and other professional development activities also provide opportunities for faculty members to update their knowledge, strengthen their pedagogical competencies, and adopt relevant developments in their respective fields.

The Department's faculty development initiatives further emphasize research productivity, scholarly publication, instructional material development, continuing professional education, and participation in professional organizations. Faculty members are encouraged to engage in research aligned with departmental and institutional priorities, develop innovative instructional materials, and contribute to academic conferences through lectures and research presentations. Appropriate support for graduate studies, including scholarships, fellowships, research grants, and teaching-load adjustments for thesis or dissertation work, may also be provided in accordance with University policies and available resources. These initiatives aim to develop well-trained, competent, and research-oriented faculty members who are committed to supporting the Department's academic programs and institutional projects.

The University Code and Faculty Manual provide the policy foundation for faculty development through established provisions on scholarships, fellowships, training, and faculty recognition. These are complemented by Human Resource Development guidelines specifying procedures for scholarship applications, prioritization of beneficiaries, service obligations, and monitoring of faculty scholars. Such mechanisms promote transparency, accountability, and the effective implementation of faculty development initiatives while ensuring that institutional resources are directed toward identified professional development needs.

To sustain these efforts, USM provides financial support through its Programs' Responsibility Expenditure (PRE) and corresponding budget allocations for training, travel,

seminars, conferences, and other professional development activities. At the departmental level, faculty development priorities and activities are aligned with institutional objectives and implemented subject to approved plans, available funding, and applicable policies. The University also maintains mechanisms for scholarships, incentives, faculty recognition, and linkages with local and international institutions that facilitate advanced studies, specialized training, research collaboration, and professional exchange.

Overall, the University-wide and Department of Mathematics and Statistics faculty development initiatives demonstrate USM's commitment to continuous professional growth, equitable development opportunities, research excellence, and improved teaching effectiveness. Through coordinated planning, institutional and departmental support, and sustained investment in human resource development, the University strengthens its capacity to maintain a qualified, competent, and productive faculty. These efforts contribute to the continuous enhancement of instruction, research, extension, and the effective delivery of quality academic programs, including those under the Department of Mathematics and Statistics.

University of Southern Mindanao

# Faculty Development Program

2022 – 2031

## Introduction

Faculty Workforce is the core human resource component of the university. To date, the University has 532 positions (516 for Higher Education and 16 for Advanced Education Services). These faculty members are expected to facilitate teaching and learning of undergraduate students, conduct high-impact research, socially relevant extension and public service engagement, and generate intellectual assets and products that propel growth of the industry and society.

This faculty development program intends to plot a comprehensive menu of services and chart the direction of actions to achieve the strategic goals. This institutional development program serves as a guide for the colleges to craft its unit faculty development program contextualized in its circumstances. The

## Goals

By 2031:

a) 20% faculty members have professorial ranks
b) 50% of the faculty members have doctoral degrees
c) 90% of the faculty members have at least very satisfactory teaching effectiveness evaluation
d) 40% of the faculty members are actively involved in any research, extension, and production activities
e) 10% of the faculty members have received any reward and recognition

## Recruitment, Selection, Placement

*Instituting a data-driven candidates assessment system*

The university shall institute data-driven candidate assessment system that account the performance and potential of a candidate for recruitment and promotion. This selection system is digitally connected to the university's Enhanced Daily Time Record, learning and competency journals. This candidate assessment system shall also serve as Talent Bank with real-time assessment scores for easy retrieval once vacancy occurs.

*Aggressive recruitment of faculty members with advanced degrees and necessary competencies*

Recruitment of new faculty members will give preference to those with at least masters degree. To make the recruitment aggressive and competitive, candidates shall be subject to a learning boot camp to observe and for the candidate to demonstrate his/her competencies. The entry position of the candidate will depend on the outcome of the competency assessment.

Institutional Promotion via competency-based assessment

Promotion will be subject to the data-driven candidates assessment system. This assessment system assess the candidate's potential and performance. Performance is dependent on the Individual Performance Commitment Rating (IPCR) dissected into strategic and routine assessment and individual's contribution to the university performance. Exemplary performance is also assess as evidenced by awards. Potential of the candidates is dependent on the aspiration, engagement, and ability of the candidate. Data derived from EDTR, learning journals serves as input to the assessment of potential.

*Instituting a local professorial accreditation system*

Once the new CHED-DBM guidelines is in effect, we shall institute an institutional professorial accreditation system to replace the old CCE point system. We intend to use a Differentiated Career Pathways like the Malaysian Higher Education System (AKEPT). In this way, we envision that the CHED-DBM guidelines shall accredit a generic professor while our merit selection shall accredit professors based on identified professorial career pathways (teaching, research, extension, leadership, etc.).

For the next ten years, the university need to accredit steadily more professors to ideally cope with the expected increased of faculty members.

| | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Academic | 532 | 727 | 780 | 780 | 780 | 780 | 780 | 790 | 800 | 820 | 915 |
| Ideal Professor Ratio | 106 | 145 | 156 | 156 | 156 | 156 | 156 | 158 | 160 | 164 | 183 |

This strategy is proposed to harmonize with CHED and DBM directions while strengthening the strategic advantage of the university.

## Performance Management

*Review of performance management system to support reclassification*

The university will provide the activities of the candidates so we will be able to have better chances for reclassification under the new CHED-DBM guidelines. This means our performance management system should jive with the requirements of the said reclassification guidelines. We are now on the process of improving our performance management system to support the desires of CHED and DBM.

*Development of Real-Time IPCR*

A web-based IPCR shall be developed to ensure that faculty are abreast of their performance real-time. This shall be linked to the EDTR platform.

## Learning and Development

*SINTIDO – Progressive Layering Workplace L&D*

A learning and development shall be implemented based on progressive layering approach – System Initiative for Nurturing Teaching and Learning Innovation and Development of Knowledge (SINTIDO). This L&D is embedded in the workplace, to wit:

| **SINTIDO Type** | **Intended Faculty** |
|---|---|
| SINTIDO 1.0 Boot Camp | intended for prospective applicants, contract of service faculty, and neophyte faculty members. |
| SINTIDO 2 Series | intended for Instructors and Assistant Professors |
| SINTIDO 3 Series | intended for Assistant and Associate Professors |
| SINTIDO 4 Series | intended for Associate and Full Professors |

*Strategic Graduate Programs*

Graduate Program Scholarships are screened by the Faculty Training and Development Committee taking into account the performance of the graduate school and expected skills needs of the academic program.

## Rewards and Recognition

Through the Gawad Uliran sa Serbisyong Mahusay Gawad USM PRAISE system, faculty members are regularly monitored with their performance as gleaned from EDTR, learning journals, and IPCR.

Republic of the Philippines
**UNIVERSITY OF SOUTHERN MINDANAO**
Kabacan, Cotabato
**COLLEGE OF SCIENCE AND MATHEMATICS**

*Department of Mathematics and Statistics*



# Five-Year Faculty Development Plan

# for the BS in Applied Mathematics Program

**2025**

## Introduction

To ensure the delivery of quality instruction, research productivity, and global competitiveness of the Bachelor of Science in Applied Mathematics program, this Faculty Development Plan outlines a structured five-year strategy for enhancing faculty qualifications, competencies, and engagement.

## Objectives

1. To improve faculty academic qualifications by supporting graduate studies aligned with the Applied Mathematics program.
2. To enhance faculty teaching competencies through continuing professional development and specialized training.
3. To strengthen research capabilities and increase scholarly outputs.
4. To promote active involvement in professional organizations and academic leadership.

| **A. Faculty Qualifications** | |
|---|---|
| **Target** | **Action Plans** |
| 90% of faculty members with earned or ongoing Ph.D. in fields relevant to Applied Mathematics by 2030. | ➢ Encourage faculty to enroll in recognized doctoral programs.<br>➢ Provide institutional support (scholarships, flexible loads, study leave).<br>➢ Facilitate mentorship from senior faculty and external experts. |
| **B. Instructional Competence** | |
| **Target** | **Action Plans** |
| 100% of faculty complete at least one (1) SINTIDO program. | ➢ Require completion of SINTIDO learning modules on teaching strategies, curriculum design, and technology integration.<br>➢ Enroll in online or face-to-face training in Python, R, and relevant tools via Coursera or partner institutions.<br>➢ Attend at least one (1) teaching-related seminar/workshop per year. |

| C. Research and Publication | |
|---|---|
| **Target** | **Action Plans** |
| Minimum of two (2) research publications per year. | ➢ Faculty to undergo training on research methods, data analysis, and academic writing.<br>➢ Submit research proposals aligned with the institutional agenda.<br>➢ Present papers in conferences; collaborate with colleagues within and outside the institution. |
| **D. Conference Participation** | |
| **Target** | **Action Plans** |
| 100% of faculty to attend at least one (1) academic conference per year, with university funding. | ➢ Secure budget for national or international conference participation.<br>➢ Require submission of conference reports and post-activity reflections. |
| **E. Professional Engagement and Leadership** | |
| **Target** | **Action Plans** |
| Active membership in professional organizations (e.g., MSP) and at least one leadership involvement per faculty member over the 5 years. | ➢ Encourage participation in MSP, MTAP-TL, and similar bodies.<br>➢ Assign leadership roles in departmental committees, research teams, and training events.<br>➢ Organize at least one academic workshop/conference in partnership with other schools. |

## Timeline

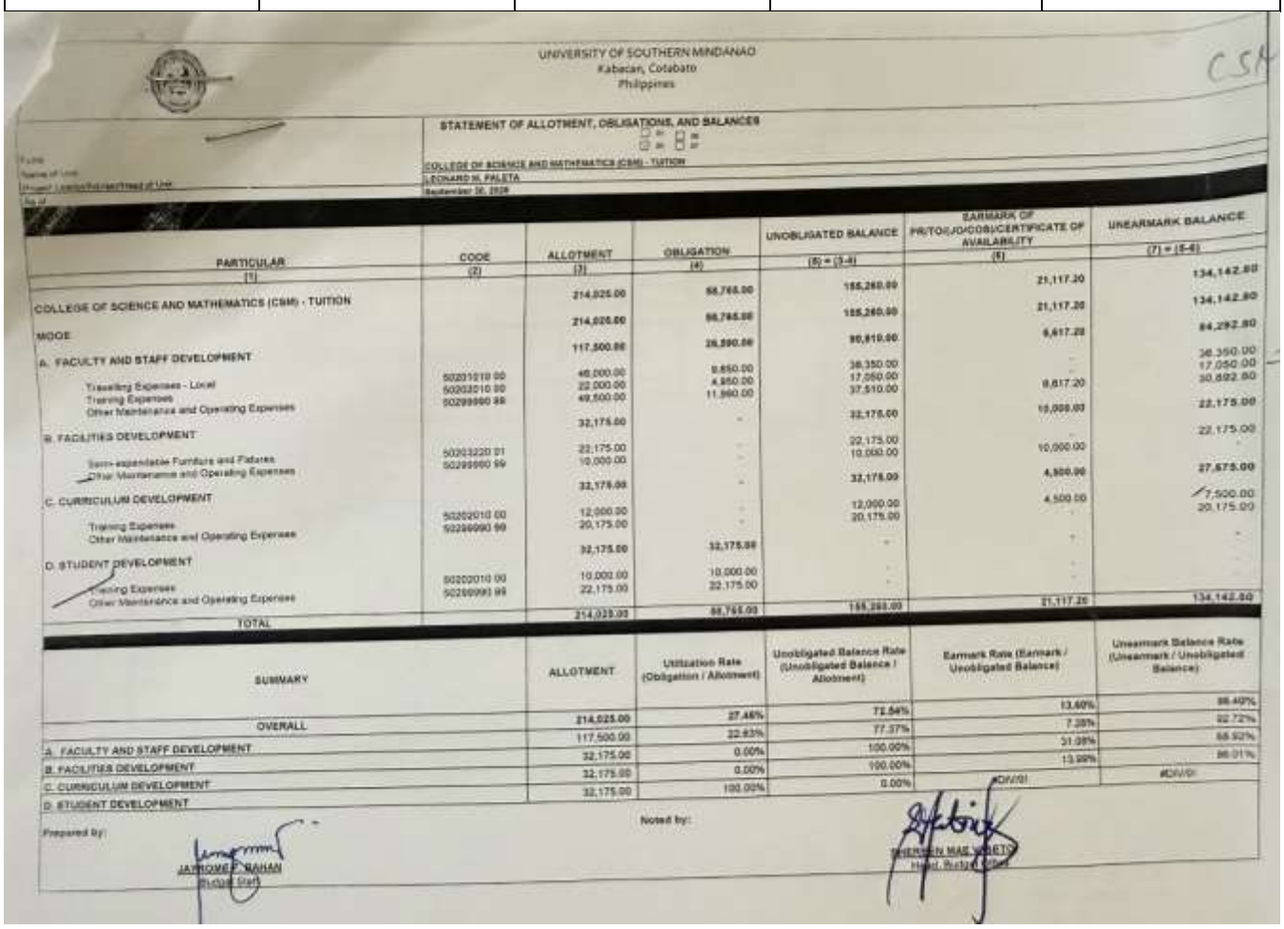
| Year | Target Outcomes |
|---|---|
| **2025 - 2026** | ➢ Curriculum and specialization review;<br>➢ All faculty begin SINTIDO;<br>➢ Enroll at least 2 faculty in Ph.D. programs |
| **2026 - 2027** | ➢ 2 publications;<br>➢ 1 local conference hosted; |
| **2027 - 2028** | ➢ Full SINTIDO compliance;<br>➢ 100% conference attendance;<br>➢ 2 research presentations; |

| | |
|---|---|
| **2028 - 2029** | ➢ Start international research collaboration;<br>➢ 1 regional conference/seminar organized;<br>➢ publish in CHED-recognized journal |
| **2029 - 2030** | ➢ 90% of faculty with Ph.D. (earned or ongoing);<br>➢ sustain publication and training goals; |

Prepared by:

**SANDRA A. NANDING, MS**
Chair

**Budgetary allocation for faculty development**

| | | | | |
|---|---|---|---|---|
|  | | | | |

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Philippines

CSM

STATEMENT OF ALLOTMENT, OBLIGATIONS, AND BALANCES

COLLEGE OF SCIENCE AND MATHEMATICS (CSM) - TUITION
LEONARD M. PALETA
September 30, 2024

| PARTICULAR | CODE | ALLOTMENT | OBLIGATION | UNOBLIGATED BALANCE | EARMARK OF PR/TO/JO/COS/CERTIFICATE OF AVAILABILITY | UNEARMARK BALANCE |
|---|---|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) = (3-4) | (6) | (7) = (5-6) |
| COLLEGE OF SCIENCE AND MATHEMATICS (CSM) - TUITION | | 214,025.00 | 55,765.00 | 155,260.00 | 21,117.20 | 134,142.80 |
| | | 214,025.00 | 55,765.00 | 155,260.00 | 21,117.20 | 134,142.80 |
| MOOE | | 117,500.00 | 26,590.00 | 90,910.00 | 5,617.20 | 84,292.80 |
| A. FACULTY AND STAFF DEVELOPMENT | | | | | | |
| Traveling Expenses - Local | 50201010 00 | 46,000.00 | 9,650.00 | 36,350.00 | - | 36,350.00 |
| Training Expenses | 50202010 00 | 22,000.00 | 4,950.00 | 17,050.00 | - | 17,050.00 |
| Other Maintenance and Operating Expenses | 50299990 99 | 49,500.00 | 11,990.00 | 37,510.00 | 5,617.20 | 30,892.80 |
| | | 32,175.00 | - | 32,175.00 | 10,000.00 | 22,175.00 |
| B. FACILITIES DEVELOPMENT | | | | | | |
| Semi-expendable Furniture and Fixtures | 50203220 01 | 22,175.00 | - | 22,175.00 | 10,000.00 | 22,175.00 |
| Other Maintenance and Operating Expenses | 50299990 99 | 10,000.00 | - | 10,000.00 | | |
| | | 32,175.00 | - | 32,175.00 | 4,500.00 | 27,675.00 |
| C. CURRICULUM DEVELOPMENT | | | | | | |
| Training Expenses | 50202010 00 | 12,000.00 | - | 12,000.00 | 4,500.00 | 7,500.00 |
| Other Maintenance and Operating Expenses | 50299990 99 | 20,175.00 | - | 20,175.00 | - | 20,175.00 |
| | | 32,175.00 | 32,175.00 | - | - | - |
| D. STUDENT DEVELOPMENT | | | | | | |
| Training Expenses | 50202010 00 | 10,000.00 | 10,000.00 | - | - | - |
| Other Maintenance and Operating Expenses | 50299990 99 | 22,175.00 | 22,175.00 | - | - | - |
| TOTAL | | 214,025.00 | 55,765.00 | 155,260.00 | 21,117.20 | 134,142.80 |

| SUMMARY | ALLOTMENT | Utilization Rate (Obligation / Allotment) | Unobligated Balance Rate (Unobligated Balance / Allotment) | Earmark Rate (Earmark / Unobligated Balance) | Unearmark Balance Rate (Unearmark / Unobligated Balance) |
|---|---|---|---|---|---|
| OVERALL | 214,025.00 | 27.46% | 72.54% | 13.60% | 86.40% |
| A. FACULTY AND STAFF DEVELOPMENT | 117,500.00 | 22.63% | 77.37% | 7.28% | 92.72% |
| B. FACILITIES DEVELOPMENT | 32,175.00 | 0.00% | 100.00% | 31.08% | 68.92% |
| C. CURRICULUM DEVELOPMENT | 32,175.00 | 0.00% | 100.00% | 13.99% | 86.01% |
| D. STUDENT DEVELOPMENT | 32,175.00 | 100.00% | 0.00% | #DIV/0! | #DIV/0! |

Prepared by:
JAYROME P. BAHAN
Student Staff

Noted by:
SHERWIN MAE VIBETO
Head, Budget Office

## 2. IMPLEMENTATION

- □ Towards a Higher Degree (Doctoral/Master's)

| Name of Faculty | Degree Program to be Pursued | Schedule/Year (inclusive) | School to Enroll in | Funding Source |
|---|---|---|---|---|
| Nanding, Sandra A. | PhD Applied Mathematics | 2028 – 2031 | UP - Los Banos | DOST/ Self-Funded |
| Palmos, Hannah Jane Faith A. | MS Applied Mathematics | 2024 – 2027 | USeP | Self-Funded |
| Tamulak, Fitzmee Ann D. | PhD Applied Mathematics | 2028 – 2031 | UP - Los Banos | DOST/ Self-Funded |
| Yabes, Lawton John | PhD Applied Mathematics | 2028 – 2031 | UP - Los Banos | DOST/ Self-Funded |
| Macalisang, Jead M. | PhD Mathematics | 2022 - 2027 | MSU - IIT | DOST/ Self-Funded |

□ Seminar/Workshops/Training relevant to the Program attended by the Faculty

| Seminar/Training | Inclusive Dates | Venue | Sponsoring Agency | Faculty Participants |
|---|---|---|---|---|
| A. International | | | | |
| 1. The 2nd International Online Conference on Mathematics and Applications | June 10-12 2026 | Online | IOCMA 2026 | Rona Jane G. Fortosa-Macalisang |
| 2. CIMPA School Philippines 2022 on Mathematical Modeling Ecosystem | August 22,2022-September 2. 2022 | Caraga State University, Ampayon, Butuan City | CIMPA and CARSU | Jead M. Macalisang |
| B. National | | | | |
| 1. 12th ASTHRDP Graduate Scholar's Conference | September 12-13, 2024 | Dusit Thani Mactan Cebu Resort, Lapu-Lapu City | Department of Science and Technology Science Education Institute | Rona Jane G. Fortosa-Macalisang |
| 2. Data Analytics for the Future (DAF X): A 5-Day Crash Course | September 16-20,2024 | University of Southern Mindanao, Kabacan, Cotabato | UPLB DAF-X | Anna Jean S. Garcia<br><br>Debbie Marie Verzosa |
| 3. Training on Advanced Methods for Impact Assessment of R&D and Technology Transfer Programs in Agriculture, Aquatic, and Natural resources | August 11-15, 2025 | Technopark Hotel, Sta Rosa City | Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (DOST-PCAARRD) | Anna Jean S. Garcia |
| 4. Training on Fundamental Methods for Impact Assessment of R&D and Technology Transfer Programs in Agriculture, Aquatic, and Natural resources | June 23-27, 2025 | Tagaytay, Country Hotel, Tagaytay City | Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (DOST-PCAARRD) | Anna Jean S. Garcia |

| | | | | |
|---|---|---|---|---|
| 5. Lectures in Optimization | November 24, 2020 | Online | USTP, USEP, CARSU, USTSP, MSU-IIT | Jead Macalisang |
| 6. Optimal Vaccination Control for COVID-19 in a Metapopulation Model with Mobility | May 14,22,29 | Online | Mathematical Society of the Philippines | Jead Macalisang |
| C. Regional | | | | |
| 1. 2021 Research WebCon in Mathematics and Statistics | July 9, 2021 | MSU-IIT, Iligan City | Mathematics Society of the Philippines region 10,12 and ARMM | Rona Jane G. Fortosa-Macalisang |
| 2. 16th Annual Convention in honor of Prof. Dr. Julius V. Benitez | October 27-28, 2022 | MSU-IIT, Iligan City | Mathematics Society of the Philippines region 10,12 and ARMM | Rona Jane G. Fortosa-Macalisang |
| 3. 17th Annual Convention in honor of Prof. Dr. Sergio R. Canoy, Jr. | November 8-10,2023 | Musuan, Maramag, Bukidnon | Mathematics Society of the Philippines region 10,12 and ARMM | Rona Jane G. Fortosa-Macalisang |
| 4. Workshop on Data Assimilation and Machine Learning for Environmental Problems | October 10-19, 2023 | Caraga State University, Butuan City | SIAM and CARSU | Jead M. Macalisang |
| 5. 16th Annual Convention in honor of Prof. Dr. Julius V. Benitez | October 27-28, 2022 | MSU-IIT, Iligan City | MSU-IIT, Iligan City | Jead M. Macalisang |
| 6. 17th Annual Convention in honor of Prof. Dr. Sergio R. Canoy, Jr. | November 8-10, 2023 | CMU, Musuan, Maramag, Bukidnon | CMU, Musuan, Maramag, Bukidnon | Jead M. Macalisang |
| D. Local/Institutional | | | | |
| 1. 2020 Virtual Complex Systems Day Mini-Conference | December 1, 2020 | MSU-IIT | MSU-IIT | Rona Jane G. Fortosa-Macalisang |
| 2. Lectures in Analysis | February 16, 2021 | Online | MSU-IIT | Rona Jane G. Fortosa-Macalisang |

| | | | | |
|---|---|---|---|---|
| 3. Convex Roman Dominating Functions in Graphs | May 10, 2023 | MSU-IIT | MSU-IIT | Rona Jane G. Fortosa-Macalisang |
| 4. SPF/LAV In-House Training | November 10-11, 2017 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 5. Lecture Series on Current Trends in Graph Theory – Session 2 | November 26, 2021 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 6. Lecture Series on Current Trends in Graph Theory – Session 2 | January 21, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 7. Graphs and Memories: A Webinar in Honor of Prof. Dr Rowena T. Isla | February 9, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 8. Lecture Series on Current Trends in Graph Theory – Session 4 | February 23, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 9. Lecture Series on Current Trends in Graph Theory – Session 5 | March 25, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 10. MSU-IIT Lecture Series in Mathematics Modelling | April 25, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 11. The eDNA-based approach to ecological complexity: A challenge of ANEMONE | November 8, 2022 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 12. The Lifshitz-Slyozov equation with nucleation | January 24, 2023 | MSU-IIT | MSU-IIT | Jead M. Macalisang |
| 13. Mathematical Modeling of Infectious Diseases | March 25, 2024 | UPLB | UPLB | Jead M. Macalisang |
| 14. 16th Annual Convention in honor of Prof. Dr. Julius V. Benitez | October 28, 2022 | PRISM, MSU-IIT | PRISM, MSU-IIT | Jead M. Macalisang |

- Describe in flow chart form the measures adopted in sending faculty of the program to attend training programs.

    - Faculty's affiliation in professional/scientific organizations and honor societies relevant to the Program.

| Faculty | Organization/Honor Society | Position |
|---|---|---|
| ➢ Philip Lester P. Benjamin, PhD | National research Council of the Philippines | Associate member |
| ➢ Sandra Abo Nanding, MS | Professional Organization of Researchers and Educators of the Philippines | Active Member |
| | Mathematics Teachers Association of the Philippines tertiary level, Inc. (MTAP-TL) | Active Member |
| | Mathematical Society of the Philippines | Active Member |
| ➢ Debbie Marie Verzosa, PhD | Philippine Council of Mathematics Teacher Educators (MATHTED), Inc. | National Board Member |
| ➢ Lawton John E. Yabes, MS | Mathematics Teachers Association of the Philippines tertiary level, Inc. (MTAP-TL) | Active Member |
| | Mathematical Society of the Philippines | Active Member |
| ➢ Anna Jean S. Garcia, PhD | Mathematics Teachers Association of the Philippines tertiary level, Inc. (MTAP-TL) | Active Member |
| ➢ Daryl Mae C. Mamon, PhD | Mathematics Teachers Association of the Philippines tertiary level, Inc. (MTAP-TL) | Active Member |
| ➢ Rona Jane F. Macalisang | Mathematical Society of the Philippines | Active Member |

## 3. OUTCOMES

The implementation of the University's Faculty Development Program (FDP), together with the initiatives of the Department of Mathematics and Statistics, has contributed to improving faculty qualifications, competencies, and professional growth.

Evidence of these improvements includes:

- Higher Academic Qualifications: More faculty members pursue and complete graduate and postgraduate degrees.
- Professional Development: Faculty members participate in national and international conferences, seminars, and training programs.
- Research Productivity: Faculty members conduct research, present papers, and publish in indexed journals.
- Professional Engagement: Faculty members actively participate in professional organizations and academic networks.
- Recognition of Achievements: Awards and incentives recognize faculty accomplishments and contributions.
- Career Advancement: Faculty development opportunities and promotion policies support career growth and job satisfaction.

Overall, these initiatives demonstrate the University's commitment to faculty development, career advancement, and employment stability, contributing to improved academic performance and the quality of its educational programs.

## 4. BEST PRACTICES

- Cite as many best practices as you can on Parameter E. (Faculty Development)

The University of Southern Mindanao's Long-Term Faculty Development Plan (2022–2031) supports the continuous professional growth of faculty members and the improvement of the BSAM program through the following initiatives:

- Faculty Development Planning: Align faculty development activities with University goals and BSAM program needs.
- Competency-Based Training: Provide training in applied mathematics, mathematical modeling, computation, and data analysis based on identified faculty needs.
- Scholarships and Fellowships: Support faculty members pursuing master's and doctoral degrees.
- Financial Support: Allocate funds for training, seminars, conferences, and other professional development activities through approved budgets and PRE.
- Professional Training: Encourage participation in seminars, workshops, and conferences relevant to applied mathematics.
- Research Development: Promote research, publications, and the integration of research into instruction and extension.
- Academic Linkages: Provide opportunities for national and international collaboration and professional exchange.
- Professional Memberships: Encourage participation in mathematics and statistics organizations.
- Faculty Orientation and Mentoring: Guide newly hired faculty through orientation and mentoring programs.
- Career Advancement and Recognition: Support faculty promotion and recognize achievements through established policies and the PRAISE incentive system.
- Monitoring and Evaluation: Monitor faculty development activities and assess training effectiveness through the HRMDO.
- Policy Compliance: Ensure adherence to applicable CHED, DBM, CSC, and University policies.

These initiatives aim to strengthen faculty qualifications and competencies, improve teaching and research, and ensure quality education for BSAM students.

## PARAMETER F. PROFESSIONAL PERFORMANCE AND SCHOLARLY WORKS

### 1. SYSTEM-INPUTS AND PROCESSES

#### Institutional Policies on Professional Performance and Scholarly Works

The University of Southern Mindanao (USM) provides as its policy basis for evaluating faculty on professional performance and scholarly works.

#### Professional Performance

Araw ng Parangal / Gawad USM awards system. USM recognized employees, researchers, academic programs, and units at Araw ng Parangal on September 29, 2026, at the University Commercial Building, Kabacan, Cotabato. Awards fell under five categories: *Gawad Pamumuno, Special Awards, Gawad Karunungan, Ulirang Kawani,* and *Ulirang Sangay.* Recipients included former Board of Regents members (Gawad Pamumuno), academic units with strong licensure-examination performance (Special Awards), and faculty cited for contributions to the body of knowledge (Gawad Karunungan).

PRAISE awards. A separate recognition program, PRAISE, honored faculty and staff for research publications and intellectual property outputs at the PRAISE Special Awards on September 21, 2026, and again in the *Araw ng Parangal* announcement of September 29, 2026.

Faculty Manual, Chapter 7 — Awards. Section 7.3 governs awards, with 7.3.1.1 Policies, 7.3.1.2 Institutionalization of the Gawad USM System, and 7.3.1.3 Gawad USM Awards and Incentives — covering National Awards, Outstanding Work Performance, Exemplary Ethical Behavior, Other Awards, *Gawad Uliran ng Serbisyong Mahusay (Gawad USM)*, and *Dangal ng Pamantasan*, plus 7.3.1.4 Forms of Incentives.

Exemplary Performance assessment (B3). Under the promotion cycle, Exemplary Performance is assessed by the candidate's PROFESS score and awards received by the candidate and their affiliated unit (maximum of 30 points), gathered through a B3 Performance form and Assessment of Exemplary Performance Self-Survey.

#### Scholarly Works

Publication Incentive scheme. The Board of Regents approved a new scheme offering higher incentives for publications in higher-impact journals, in USM-managed journals, or for locally-funded studies. Applications and awards are made twice per year — call in February with an award in March, and call in August with an award in September. Contact is *usmvprde@usm.edu.ph* (USM Research, Development & Extension).

PROFESS. The *Productive and Results-Oriented Framework for Evaluating Supervised and Impactful Scholarship (PROFESS)* is the local process of accreditation for professional ranks. Evaluation adopts the criteria of the Malcolm Baldrige Award, assessing how the candidate manages innovation, systems, processes, technology and other knowledge assets. Upgrading the PROFESS assessment is automated, and PROFESS scores are transferrable to 10 points. Candidates for professorial appointments must pass the PROFESS System, with the Linang Tao Academy supporting portfolio formulation through a course or coaching session. Faculty are encouraged to build their PROFESS portfolio early, as it is a cumulative record of their career at USM.

Research productivity in evaluation reports. When the Faculty Selection Board screens candidates for appointment, its evaluation report must go beyond qualification and competency standards to include observations on candidates' competence and potential in research, extension, and resource generation.

**Related Systems That Feed the Evaluation**

The document places these inputs inside a larger human-resource architecture: the DYCAS (Dynamic Candidates Assessment System), which scores candidates on Potential (Ability, Aspiration, Engagement — 30 points each) and Performance (Individual Performance, Performance Contribution, Exemplary Performance — 30 points each); the Linang Tao Academy and its Learning and Development Management System; and SINTIDO 1.0 recruitment boot camps. Faculty Manual Chapter 7 also covers privileges (leave, study/sabbatical, scholarship grants) and benefits that support scholarly work

## 2. IMPLEMENTATION

The BS Applied Mathematics faculty integrate relevant research findings and new knowledge into their teaching materials and instructional practices. Research-based outputs, statistical applications, and updated learning resources are incorporated into classroom discussions and activities to ensure that instruction remains relevant, evidence-based, and aligned with developments in the discipline.

| Name of Faculty | Subject | ICT Resources Utilized | Instructional Materials Used |
|---|---|---|---|
| Philip Lester Benjamin, Anna Jean Garcia, Jeaneth Licaros, Rowel Madio, Daryl Mae Mamon, Sandra Nanding, Leonard Paleta, Jennifer Pama, Jonald Pimentel, Jupiter Pilongo, Leorence Tandog, Arnel Toledo, Roel Valenton, Honey Vincent Valle, Debbie Marie Verzosa | Mathematics in the Modern World | Virtual Learning Environment, StatSelect | Module |
| Jead M. Macalisang, Rona Jane F. Macalisang | Mathematical Biology | Phyton | Module |
| Rona Jane F. Macalisang | Graph Theory and Applications | Latex | Module |
| Philip Lester Benjamin, Anna Jean Garcia, Jeaneth Licaros, Rowel Madio, Daryl Mae Mamon, Sandra Nanding, Leonard Paleta, Jennifer Pama, | Applied Statistics | Online Free Stat Software, Jamovi | Module |

| | | | |
|---|---|---|---|
| Jonald Pimentel, Jupiter Pilongo, Leorence Tandog, Arnel Toledo, Roel Valenton, Honey Vincent Valle, Debbie Marie Verzosa | | | |
| Philip Lester Benjamin, Rowel Madio, Sandra Nanding, Jupiter Pilongo, Arnel Toledo, Rona Jane Macalisang, Jead Macalisang, Lawton John Yabes | Calculus I | | Module |
| Philip Lester Benjamin, Rowel Madio, Sandra Nanding, Jupiter Pilongo, Arnel Toledo, Fitzmee Ann Tamulak, Roel Valenton, Lawton John Yabes | Comprehensive Mathematics | Geogebra | |
| Lawton John A. Yabes | Discrete Mathematics | | Module |
| Lawton John A. Yabes | Linear Programming | Exel Solver, Geogebra | Module |
| Anna Jean S. Garcia | Theory of Interest | Exel | Module |
| Fitzmee Ann D. Tamulak | Fundamental Concepts of Mathematics | | Module |
| Fitzmee Ann D. Tamulak | Calculus for Biological Sciences | | Module |
| Debbie Marie B. Verzosa | History of Mathematics | | Module |
| Debbie Marie B. Verzosa | Number Theory | | Module |
| Debbie Marie B. Verzosa | Geometry | | Module |
| Debbie Marie B. Verzosa | Problem Solving, Mathematical Modeling and Investigation | | Module |
| Debbie Marie B. Verzosa | Foundations of Mathematics | | Module |

The following table presents the consolidated list of faculty members who have served as consultants, resource persons, or lecturers in their respective fields of specialization and other related disciplines, demonstrating their expertise and contribution to knowledge sharing and professional development.

| **Name of Faculty** | **Nature of Involvement** | **Name of Seminar/Training/ Field of Specialization** |
|---|---|---|
| Philip Lester P. Benjamin | Facilitator | Division Virtual Enhancement Training for Non-Specialist Mathematics Teachers Through Content |
| | Resource Person | Retooling Faculty Research Advisers on Basic Statistical Techniques |
| | Presenter | 2024 USM Annual Planning and Workshop |
| | Discussant | SPARK Conference Series (Scholars Presenting Advanced Research Knowledge) |
| Anna Jean S. Garcia | Resource Person | Training on Content to Context: Advancing Mathematics Teaching Across Grade Levels in SDO Cotabato |
| | Resource Person | Community-Based Monitoring System (CBMS) Training on Basic Statistics for Local Government Units |
| | Resource Person | Seminar-Workshop on Empowering Educators: Crafting Learning Materials and Implementing Design-Based Action Research |
| | Facilitator | Development of Learning materials for Elementary Mathematics |
| | Resource Person | Training on FinancialPlanning and Management |
| | Editorial Assistant for Statistics | Journal of Agricultural Research, Development, Extension and Technology (JARDET) |
| | Resource Person | Training on Research Design, Statistics, and Research Design for Social Science |
| | Resource Person | Retooling Faculty Research Advisers on Basic Statistical Techniques |
| | Resource Speaker | Training-Workshop on Survey Research and Methodology |
| | Resource Speaker | Empowering Educators: Crafting Learning Materials and Implementing Design- based Action Research |
| Daryl Mae C. Mamon | Resource Person | Training on Content to Context: Advancing Mathematics Teaching Across Grade Levels in SDO Cotabato |

| | | |
|---|---|---|
| | Resource Person | Community-Based Monitoring System (CBMS) Training on Basic Statistics for Local Government Units |
| | Editorial Assistant for Statistics | Journal of Agricultural Research, Development, Extension and Technology (JARDET) |
| | Resource Person | Training on Research Design, Statistics, and Research Design for Social Science |
| | Resource Person | Retooling Faculty Research Advisers on Basic Statistical Techniques |
| | Resource Speaker | Training-Workshop on Survey Research and Methodology |
| Leonard M. Paleta | Resource Person | Research Advisers on Basic Statistical Techniques |
| | Resource Person | Training on Content to Context: Advancing Mathematics Teaching Across Grade Levels in SDO Cotabato |
| | Paper Presenter | 18th Annual Convention of the Mathematical Society of the Philippines Regions 10,12 and BARMM |
| | Paper Presenter | SPARK Conference Series (Scholars Presenting Advanced Research Knowledge) |
| Jonald L. Pimentel | Designated as subject editor | Studies in Natural and Applied Sciences (SNAPS) Journal |
| | Designated as committee member | Committee for Academic matters (CAM) |
| | Resource Speaker | Training-Workshop on Survey Research and Methodology |
| Leorence C. Tandog | Resource Person | Training on Content to Context: Advancing Mathematics Teaching Across Grade Levels in SDO Cotabato |
| | Resource Person | Retooling Faculty Research Advisers on Basic Statistical Techniques |
| | Resource Speaker | Training-Workshop on Survey Research and Methodology |
| | Resource Speaker | Empowering Educators: Crafting Learning Materials and Implementing Design- based Action Research |
| **Debbie Marie B. Verzosa** | Resource Person | Development of the Domain Specific Assessment Framework (Department of Education Central Office - Bureau of Educational Assessment) |
| | Resource Person | Training on Content to Context: Advancing Mathematics Teaching Across Grade Levels in SDO Cotabato |
| | Resource Person | Training on Kindergarten Teachers on Early Literacy and Development Skills and ECCD Checklist Administration cum Basic Literacy and Numeracy (SDO Cotabato) |
| | Resource Person | Regional Training on Enhancing Teachers' Expertise in |

| | | |
|---|---|---|
| | | Mathematics Manipulatives (DepEd SOCCSKSARGEN) |
| | Resource Person | Literacy and Numeracy for Key Stage 1 (Extension Project) |
| | Resource Person | Training on Multigrade Teachers on Early Literacy and Development Skills and ECCD Checklist Administration cum Basic Literacy and Numeracy (SDO Cotabato) |
| | Resource Person | Instructional and Remedial Strategies for Mathematics Education (Mano Amiga Academy, Paranaque) |
| | Resource Person | The 7Es in Teaching Mathematics (DOST-SEI) |
| | Resource Speaker | STEM LINK UP (Mano Amiga Academy) |
| | Resource Person | The 7Es in Teaching Mathematics (DOST-SEI) |
| | Resource Person | Litnum Core Faculty Empowerment (Phase 2): Strengthening Instructional Strategies for Effective Numeracy Teaching (DepEd SOCCSKSARGEN) |
| | Resource Speaker | Empowering Educators: Crafting Learning Materials and Implementing Design-based Action Research (Extension project) |
| | Speaker | 2nd leg of Unlocking the Future: Exploring Careers in STEAM (Philiippine-Americal Academy of Science and Engineering) |
| | Resource Person | Workshop on the Development of Mathematics Teaching and Learning Materials Package in Print and Digital Format for Key Stages 2 and 3 (Department of Education Central Office) |
| | Facilitator | Special Interest Group in Social Justice in Mathematics Education (Philippine Council of Mathematics Teacher Educators, Inc.) |
| | Resource Person | International Webinar-Workshop on Mathematics Teaching in the 21st Century |
| | Resource Person | International Webinar-Workshop on Mathematics Teaching in the 21st Century |
| | Resource Person | National Orientation and Training of Regional Mentors on Mathematical Research Projects in Secondary Schools |
| | Resource Person | Training on Research Design, Statistics, and Research Design for Social Science |
| | Lecturer | 14th International Congress on Mathematical Education (Shanghai, China) |
| | Resource Person | Orientation of Core Team of Mathematical Investigation and Modelling Curriculum (Phase 2) |
| | Resource Person | Seminar-Workshop on Writing Research Findings for Potential Publication |

| | | |
|---|---|---|
| | Resource Person | Orientation of Core Team of Mathematical Investigation and Modelling Curriculum (Phase 1) |
| | Resource Person | Retooling Faculty Research Advisers on Basic Statistical Techniques |
| Rona Jane F. Macalisang | Resource Speaker | Seminar-Workshop on LaTeX |
| | Plenary Speaker | Seminar on Thesis Writing and Workflow |
| Jead M. Macalisang | Resource Speaker | USBAW Lecture Series of the Senior High School - Science, Technology Engineering, and Mathematics (STEM) |
| | Paper Presenter | International Conference on Mathematics, Statistics, and Mathematics Education and the 19th Annual Convention of MSP Regions 10, 12, and BARMM, in collaboration with MSP Region 6 |

The following table presents the list of published scholarly works of the faculty, highlighting their research productivity, academic contributions, and efforts to advance knowledge in their respective fields of specialization.

- □ Published works

| **Research Title** | **Researcher/s** | **Journal** | **ISSN** | **Volume/ Issue No.** | **Date Published** | **Publisher** | **Extent of Circulation** |
|---|---|---|---|---|---|---|---|
| 1. Some Biases in Likert Scaling Usage and its Correction | Jonald L. Pimentel | International Journal of Sciences: Basic and Applied Research | 2307-4531 | 45(1) pp. 183–191 | 18 Apr 2019 | Global Society of Scientific Research and Researchers | International; open access online |
| 2. A Note on the Usage of Likert Scaling for Research Data Analysis | Jonald L. Pimentel | USM R&D Journal | 0302-7937 | 18(2) pp. 109–112 | 2010 | University of Southern Mindanao | Philippine university journal; author copy online; geographic circulation unverified |

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| 3. Modeling Nonignorable Missing Data in Speeded Tests | Cees A. W. Glas; Jonald L. Pimentel | Educational and Psychological Measurement | 0013-1644 (P) 1552-3888 (E) | 68(6) pp. 907–922 | 11 Mar 2008 online; Dec 2008 issue | SAGE Publications | International; subscription / online access |
| 4. Nonignorable Data in IRT Models: Polytomous Responses and Response Propensity Models with Covariates | C. A. W. Glas; J. L. Pimentel; S. M. A. Lamers | Psychological Test and Assessment Modeling | 2190-0493 (P) 2190-0507 (E) | 57(4) pp. 523–541 | 2015 | Pabst Science Publishers | International online availability; full text freely available |
| 5. Fixed Effects IRT Model | Jean-Paul Fox; Jonald Pimentel; Cees Glas | Behaviormetrika | 0385-7417 (P) 1349-6964 (E) | 33(1) pp. 27–42 | Jan 2006 issue; 7 Apr 2006 J-STAGE release | The Behaviormetric Society | International online availability; journal access conditions apply |
| 6. Comparison of Item Difficulty Estimates in a Basic Statistics Test using ltm and CTT Software Packages in R | Jonald L. Pimentel; Marah Luriely A. Villaruz | International Journal of Advanced Computer Science and Applications | 2158-107X (P) 2156-5570 (E) | 11(3) pp. 367–372 | 2020 | The Science and Information Organization | International; open access online |
| 7. Vertex-weighted $(k_1,k_2)$ E-torsion Graph of Quasi Self-dual Codes | Jupiter Pilongo; Leonard Mijares Paleta; Philip Lester P. Benjamin | European Journal of Pure and Applied Mathematics | 1307-5543 (E) | 17(2) pp. 1369–1384 | 30 Apr 2024 | New York Business Global | International; open access online |
| 8. Duality of Codes over a Certain Ring of Order $2^m$ | Jupiter Pilongo; Rowena Alma Betty; Lucky Galvez | Proceedings of the International Conference on ICT Application Research | 2758-9412 (E) | Vol. 2 pp. 27–29 | 15 Nov 2024 | International ICT Application Research Society | International conference proceedings; free access on J-STAGE |

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| 9. Crystallographic Patterns in Philippine Indigenous Textiles | M. L. A. N. De Las Peñas; Agnes Garciano; Debbie Marie Verzosa; Eduard C. Taganap | Journal of Applied Crystallography | 1600-5767 (E) | 51(2) pp. 456–469 | Apr 2018 issue | International Union of Crystallography | International journal; online publisher and repository records |
| 10. Symmetry Groups of the Batak Basketweave Patterns | Ma. Louise Antonette De Las Peñas; Agnes Garciano; Debbie Marie Verzosa; Mark Tomenes | Journal of Applied Crystallography | 1600-5767 (E) | 57(6) pp. 1896–1906 | 1 Dec 2024 issue | International Union of Crystallography | International; subscription / online access |
| 11. Color Symmetry in the Hand Woven Mats of the Jama Mapun | Ma. Louise Antonette De Las Peñas; Agnes Garciano; Debbie Marie Verzosa | Proceedings of Bridges 2014: Mathematics, Music, Art, Architecture, Culture | 1099-6702 | 2014 proceedings pp. 357–360 | 2014 | Tessellations Publishing | International; print distribution and free online archive |
| 12. Mathematics Embedded in Culture: The Weaves of Batak Basketry | M. L. A. N. De Las Peñas; Agnes D. Garciano; Debbie Marie Verzosa | Philippine Studies: Historical and Ethnographic Viewpoints | 2244-1093 (P) 2244-1638 (E) | 69(1) pp. 35–70 | Mar 2021 issue | Ateneo de Manila University | Philippine journal; international online availability |
| 13. Weaving Mat(h)s | Ma. Louise Antonette N. De las Peñas; Agnes D. Garciano; Debbie B. Verzosa | The Mathematical Intelligencer | 0343-6993 (P) 1866-7414 (E) | 36(4) pp. 36–46 | 16 Jul 2014 online; 2014 issue | Springer | International; subscription / online access |
| 14. Convex Roman Dominating Functions in a Graph | Rona Jane G. Fortosa-Macalisang; Sergio R. Canoy, Jr. | European Journal of Pure and Applied Mathematics | 1307-5543 | 16(3), pp. 1705–1716 | July 2023 | New York Business Global | International; open access online |
| 15. Geodetic Roman Dominating Functions in a Graph | Rona Jane G. Fortosa-Macalisang; Sergio R. Canoy, Jr. | European Journal of Pure and Applied Mathematics | 1307-5543 | 16(4), pp. 2368–2383 | 2023 | New York Business Global | International; open access online |

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| 16. Convex 2-Domination in Graphs | Sergio R. Canoy, Jr.; Ferdinand P. Jamil; Rona Jane G. Fortosa-Macalisang; Jead M. Macalisang | European Journal of Pure and Applied Mathematics | 1307-5543 | 17(3), pp. 1539–1552 | July 31, 2024 | New York Business Global | International; open access online |
| 17. Convex Roman Dominating Functions on Graphs under Some Binary Operations | Rona Jane G. Fortosa-Macalisang; Ferdinand P. Jamil; Sergio R. Canoy, Jr. | European Journal of Pure and Applied Mathematics | 1307-5543 | 17(2), p. 1335-1351 | 2024 | New York Business Global | International; open access online |
| 18. Convex Italian Domination in Graphs | Sergio R. Canoy, Jr.; Ferdinand P. Jamil; Rona Jane G. Fortosa-Macalisang | Kyungpook Mathematical Journal | 1225-6951 (print); 0454-8124 (electronic) | 65(1), pp. 149–167 | 2025 | Kyungpook Mathematical Journal | International; journal publication |
| 19. Optimal Vaccination Control for COVID-19 in a Metapopulation Model: A Case of the Philippines | Randy L. Caga-anan; Jead M. Macalisang; John Lemuel M. Dalisay; Michelle N. Raza; Joey Genevieve T. Martinez; Jayrold P. Arcede | Frontiers in Applied Mathematics and Statistics | 2297-8747 | 9, Article 1154634 | May 18, 2023 | 2023Frontiers Media SA | International; journal publication |
| 20. Optimal Control for a COVID-19 Model Accounting for Symptomatic and Asymptomatic | Jead M. Macalisang;ML Caay; Jayrold P. Arcede; Randy L. Caga-anan | Computational and Mathematical Biophysics | 2544-7297 | 8(1), pp. 168–179 | 2020 | De Gruyter | International; journal publication |

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| 21. Star-Induced Geodetic Number of Graphs | Michael E. Subido; Imelda S. Aniversario; Sergio R. Canoy, Jr.; Catherine I. Merca; Fitzmee Ann D. Tamulak | Asia Pacific Journal of Mathematics | 2357-2205 | 13(151), pp. 1–12 | September 21, 2026 | Asia Pacific Academic | International; journal publication |

□ Papers presented relevant to the program within the last 3-5 years.

| Presentor | Title of Research | Activity/Event Where Presented | Date and Place |
|---|---|---|---|
| Jupiter Pilongo | Quasi Self-dual Codes over Sm(F2) | The 11th International Coding Theory Seminar | July 17, 2026 Philippines (Online) |
| Jupiter Pilongo | Duality of codes over a certain ring of order 2^m | The 2nd International Conference on ICT Application Research | Aug 31 - Sept 3, 2024<br>Aomori, Japan |
| Jead Macalisang | Asymptotic Behavior of Fungal Spread with Stochastic Dispersion | International Conference on Mathematics, Statistics, and Mathematics Education and the 19th Annual Convention of MSP Regions 10, 12, and BARMM, in collaboration with MSP Region 6 | October 27-29, 2025<br>Location: Paradise Garden Resort Hotel and Convention Center, Boracay Island, Philippines |

□ Outreach activities of faculty relevant to the Program.

| Titlle/Nature of Outreach Activity | Place and Date | No. of Clientele Served | Faculty Involved |
|---|---|---|---|
| Rise and Thrive: Providing Meals and Materials for Education | Daycare Center, Katidtuan, Kabacan, | 50 | Sandra Nanding |
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## 3. OUTCOMES

The BS Applied Mathematics faculty demonstrate professional performance and scholarly productivity across three documented dimensions: the integration of research into instruction, the sharing of expertise through consultancy and training, and a sustained record of publication.

Faculty incorporate research findings, statistical applications, and updated learning resources directly into their teaching materials. The faculty pair each course with specific ICT resources and instructional materials , Virtual Learning Environment and StatSelect for *Mathematics in the*

*Modern World*, Python for *Mathematical Biology*, LaTeX for *Graph Theory and Applications*, Jamovi and free statistical software for *Applied Statistics*, GeoGebra and Excel Solver for *Comprehensive Mathematics* and *Linear Programming*. Every course listed is supported by a module as its instructional material, showing that the department has moved beyond textbook dependence toward locally developed, technology-supported resources.

Expertise shared beyond the classroom. Faculty serve as consultants, resource persons, facilitators, presenters, and lecturers in their fields of specialization. The engagements reach national agencies and international venues: training on content-to-context mathematics teaching for SDO Cotabato, CBMS statistics training for local government units, a domain-specific assessment framework for the DepEd Central Office, regional training on mathematics manipulatives for DepEd SOCCSKSARGEN, the 7Es in Teaching Mathematics for DOST-SEI, and a lecture at the 14th International Congress on Mathematical Education in Shanghai. Several faculty sit as editorial assistants and subject editors for journals such as JARDET and SNAPS, while others present papers at the annual conventions of the Mathematical Society of the Philippines and the SPARK Conference Series.

Twenty-one published scholarly works are documented, appearing in international journals including *Educational and Psychological Measurement* (SAGE), *Journal of Applied Crystallography*, *European Journal of Pure and Applied Mathematics*, *Frontiers in Applied Mathematics and Statistics*, *Computational and Mathematical Biophysics* (De Gruyter), *The Mathematical Intelligencer* (Springer), *Kyungpook Mathematical Journal*, *Behaviormetrika*, and *Philippine Studies: Historical and Ethnographic Viewpoints* (Ateneo de Manila University). The works carry verified ISSNs and span 2006 to 2026, with every entry circulating internationally in open-access or subscription formats. Jonald L. Pimentel holds the deepest record with six publications, Debbie Marie B. Verzosa has five, and Rona Jane G. Fortosa-Macalisang has five on graph domination theory, including two co-authored with Jead M. Macalisang.




UNIVERSITY OF SOUTHERN MINDANAO
Publication and Printing Unit
USM's Top Researchers
Based on Google Scholar H-index
As of 7 October 2026
Top 6
Jonald L. Pimentel
H-index: 9
Keywords: Mathematics, Biostatistics, Psychometrics, Mathematics Education, Applied Statistics
rpso@usm.edu.ph
USM Publication and Printing Unit


UNIVERSITY OF SOUTHERN MINDANAO
Publication and Printing Unit
USM's Top Researchers
Based on Google Scholar H-index
As of 7 October 2026
Top 3
Debbie Marie B. Verzosa
H-index: 12
Keywords: Mathematics, Mathematics Education
rpso@usm.edu.ph
USM Publication and Printing Unit

4. BEST PRACTICES

## A. Professional Performance

- Performance Evaluation: Regular assessment of faculty performance through IPCR and other institutional evaluation mechanisms.
- Merit-Based Promotion: Implementation of faculty promotion and career advancement in accordance with NBC 461/JC3, CSC policies, and university guidelines.
- Faculty Development Planning: Identification of competency gaps and training needs through assessments and Learning and Development (L&D) Plans.
- Continuing Professional Development: Participation in relevant seminars, conferences, workshops, and professional training.
- Industry Engagement: Involvement of part-time faculty with relevant industry experience to strengthen practical and professional instruction.

## B. Scholarly Works and Research Productivity

- Faculty Research Development: Implementation of the university's Board of Regents-approved Faculty Development Program (2022–2031) to enhance research productivity.
- Research Agenda Alignment: Alignment of faculty research with university priorities, national development goals, and emerging industry concerns.
- Research-Based Instruction: Integration of research findings into classroom discussions and instructional materials.
- Scholarly Publications: Encouragement and support for faculty publication in peer-reviewed and reputable academic journals.
- Research Dissemination: Presentation of research outputs in local, national, and international conferences and academic forums.
- Research Collaboration: Promotion of partnerships among faculty, students, academic institutions, and industry practitioners.
- Student Research Engagement: Involvement of students in faculty research projects and scholarly activities.
- Research Mentoring: Guidance for faculty and students in research design, data analysis, academic writing, and publication.
- Research Capability Building: Conduct of training and workshops on research methods, statistical analysis, and scientific writing.
- Research Funding and Incentives: Promotion of research grant opportunities and recognition of faculty research achievements.

**PARAMETER G. SALARIES, FRINGE BENEFITS AND INCENTIVES**

**1. SYSTEM-INPUTS AND PROCESSES**

- Present relevant national and institutional policies on salaries; compensation and grants of benefits.
- Present the Institution's CSC-approved PRAISE (Program on Rewards and Incentives for Service Excellence) Guidelines including the Institution's Guidelines on the Grant of Performance Based Bonus (PBB).
- Enumerate the Institution's grant of Leave benefits

**A. National and Institutional Policies on Salaries, Compensation, and Benefits**

The institution adopts and implements national government policies on compensation and benefits, ensuring compliance with laws and DBM issuances.

**National Policies:**

• **Salary Standardization Law (SSL)** – provides standardized salary grades for government personnel

• **DBM Budget Circular No. 2024-1** – governs the Uniform/Clothing Allowance (U/CA) grant, including eligibility, rates, and funding sources.

• **DBM Circular on Year-End Bonus and Cash Gift** – mandates the grant of bonuses equivalent to one-month basic salary and ₱5,000 cash gift.

**Institutional Policies:**

• The **USM Code** contains provisions on:

o Personnel benefits and welfare
o Compensation structure
o Incentives and rewards system

• The **Faculty Manual**:

o Benefits, compensation, privileges, and rights of faculty

These policies ensure a **transparent, standardized, and legally compliant** compensation system.

**B. PRAISE and Performance-Based Bonus (PBB)**

The institution adopts the Program on Awards and Incentives for Service Excellence (PRAISE) consistent with Civil Service Commission guidelines. PRAISE aims to:

- o Recognize faculty contributions such as:
- o Research outputs
- o Innovations
- o Publications
- o Outstanding service
- Provide cash incentives and recognition awards
- Encourage excellence, integrity, and productivity in public service

In addition, the institution implements the Performance-Based Bonus (PBB)

- Granted based on performance ratings and institutional targets
- Linked to productivity and service excellence
- Documented through payroll and official releases

**C. Leave Benefits Granted by the Institution**

The institution provides comprehensive leave benefits in accordance with Civil Service rules and institutional policies.

**Leave Benefits Include:**

1. Maternity Leave / Paternity Leave (with pay)
2. Sick Leave
3. Study Leave (with or without pay)
4. Vacation Leave
5. Sabbatical Leave
6. Compensatory Overtime Credit
7. Deloading for Thesis/Dissertation Completion
8. Thesis/Dissertation Aid

These provisions support faculty welfare, professional development, and work-life balance.

**2. IMPLEMENTATION**

• Describe the system of compensating and rewarding the faculty, with specific description of the following:
• basis of the faculty salary rates (Salary Standardization Law);
• other benefits (PERA-Personnel Economic & Relief Allowance; bonuses, etc.);
• mode of overload teaching compensation.

System of Compensation and Rewards

The institution implements a structured and multi-component compensation system:

**1. Basis of Salary Rates**

• Salaries follow the Salary Standardization Law (SSL)
• Faculty are assigned salary grades based on rank, qualifications, and experience
• Adjustments are implemented in accordance with national government issuance

**2. Other Benefits**

Faculty receive statutory and institutional benefits, including:
• PERA (Personnel Economic Relief Allowance)
• Mid-Year Bonus
• Year-End Bonus and Cash Gift
• Clothing/Uniform Allowance
• Anniversary Bonus
• Performance-Based Bonus (PBB)

**3. Mode of Overload Teaching Compensation**

Teaching assignments beyond regular load are compensated through:

- **Overload Pay**
- **Service Credits (monetized or converted to leave credits)**

**B. Fringe Benefits (Last 3–5 Years)**

Fringe Benefit/s
Rice Subsidy (Faculty Assoc.)
Clothing Allowance
Performance-Based Bonus
Anniversary Bonus
Research Honoraria
Housing Privilege
Tuition Fee Discount (Dependents)
Others (e.g., Thesis Aid, Sabbatical Support)

**D. Incentives System for Outstanding Faculty**

**The institution implements a robust incentives system**:

• **Publication Incentives**
o Scopus/Web of Science indexed: up to ₱30,000 or higher
o Incentives distributed among authors
• **Awards and Recognition**
o "Gawad Parangal" awards for outstanding achievements
• **Research Incentives**
o Honoraria for research leadership and outputs
• **Conference Support**
o Subsidies for participation, presentation, and publication These incentives promote:
• Research productivity
• Academic excellence
• Professional growth

System of compensating and rewarding the faculty, with specific description of the following:
o basis of the faculty salary rates (Salary Standardization Law);
o other benefits (PERA-Personnel Economic & Relief Allowance; bonuses, etc.);
o mode of overload teaching compensation.

**3. OUTCOMES**

The BS Applied Mathematics faculty demonstrate positive outcomes in terms of faculty satisfaction, as evidenced by the timely release of salaries, continuous availment of institutional benefits and incentives, active participation in research and publication activities, and recognition of faculty achievements through awards and other forms of acknowledgment.

These reflect the faculty members' satisfaction with their compensation and rewards, contributing to a positive working environment, high morale, motivation, and trust in the institution.

## 4. Best Practices of the BS Applied Mathematics Program

The BS Applied Mathematics Program recognizes the institution's commitment to faculty welfare, professional growth, and performance through the following best practices:

- Compliance with national compensation laws and DBM issuances governing faculty salaries and benefits.
- Implementation of clear institutional policies through the USM Code and Faculty Manual.
- Implementation of the Program on Awards and Incentives for Service Excellence (PRAISE) to recognize outstanding faculty performance and contributions.
- Transparent and performance-based Performance-Based Bonus (PBB) system.
- Timely and regular disbursement of faculty salaries.
- Provision of comprehensive leave benefits to promote faculty welfare and work-life balance.
- Implementation of research incentives, including rewards for scholarly publications.
- Provision of financial assistance for conference attendance and research publication.
- Availability of housing privileges and tuition discounts for qualified faculty and dependents.
- Support for faculty development through study leave, sabbatical leave, and thesis/dissertation assistance.
- Integration of financial and non-financial incentives to encourage faculty productivity and professional development.
- Recognition of faculty achievements through institutional programs such as Gawad Parangal.
- Provision of overload compensation and service credits in accordance with institutional policies.
- Regular dissemination of policies and updates through meetings, memoranda, and official communication channels.
- Alignment of faculty performance, recognition, and rewards with institutional goals and priorities.

These practices demonstrate USM's continuing commitment to maintaining a supportive working environment that promotes faculty satisfaction, productivity, professional advancement, and excellence in the delivery of the BS Applied Mathematics program.

**PARAMETER H – PROFESSIONALISM**

**1. SYSTEM-INPUTS AND PROCESSES**

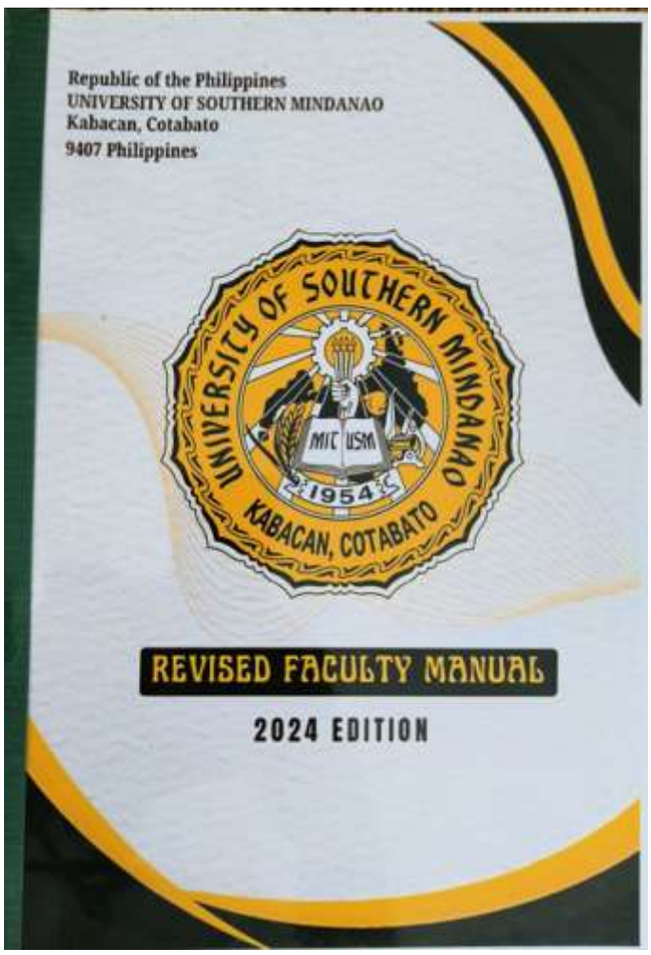
- Present Institution's Guidelines/Policies on Work Ethics, Attendance in Classes, submission of Academic Reports and Decorum.

The university personnel observe the rules implementing the provisions of Section12 of Republic Act 6713, otherwise known as the "Code of Conduct and Ethical Standards for Public Officials and Employees".

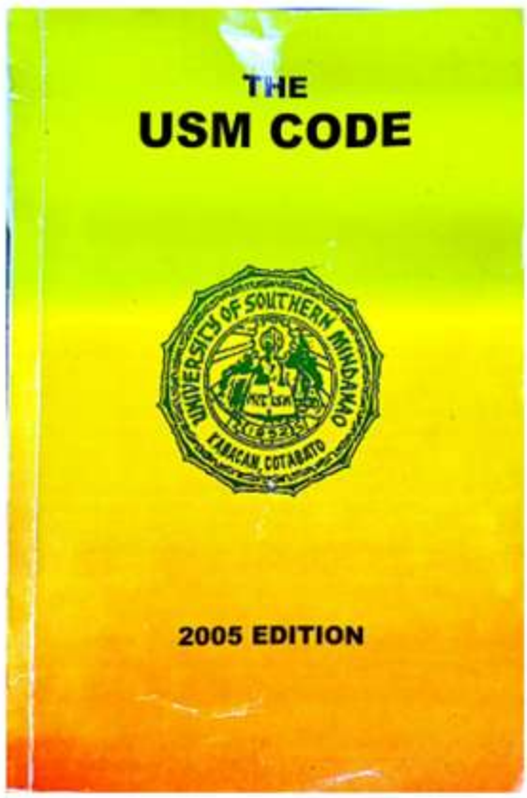
The officials and employees of the University are expected to abide by the policies, rules and regulations adopted by the Board of Regents and the Councils, and the memoranda or orders issued from time to time by the University President and other competent authorities and to discharge their duties and responsibilities in accordance with the vision, mission and objectives of the University.

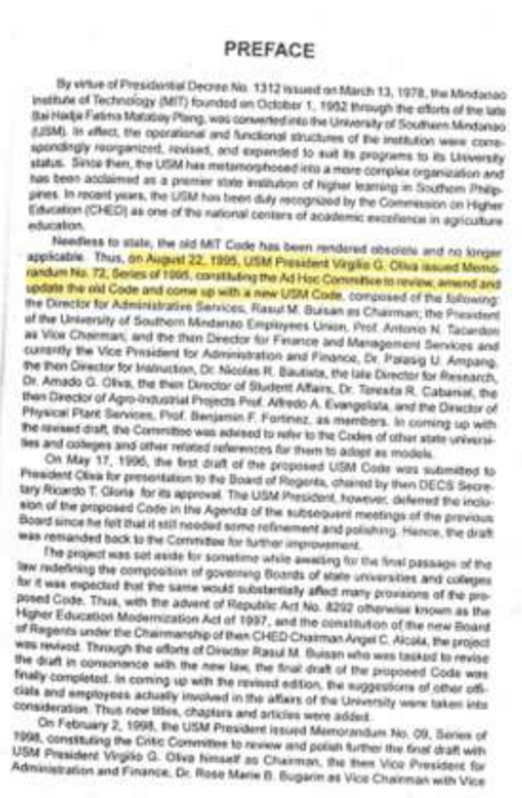
Faculty members render not less than ten hours a day for four days a week, which shall include the actual classroom instruction workload, lesson preparation, correcting papers, student consultation, attendance in committee meetings, and preparation of course syllabi, teaching guides, and other related instructional materials.

It is the duty of the head of department or unit to require all personnel under him to strictly observe the prescribed working hours and accomplish daily time records which shall be submitted to the Human Resource Management Office within five days following the last day of each month.



***Approved USM Code***



PREFACE

By virtue of Presidential Decree No. 1312 issued on March 13, 1978, the Mindanao Institute of Technology (MIT) founded on October 1, 1952 through the efforts of the late Bai Hadja Fatima Matabay Piang, was converted into the University of Southern Mindanao (USM). In effect, the operational and functional structures of the institution were correspondingly reorganized, revised, and expanded to suit its programs to its University status. Since then, the USM has metamorphosed into a more complex organization and has been acclaimed as a premier state institution of higher learning in Southern Philippines. In recent years, the USM has been duly recognized by the Commission on Higher Education (CHED) as one of the national centers of academic excellence in agriculture education.

Needless to state, the old MIT Code has been rendered obsolete and no longer applicable. Thus, on August 22, 1995, USM President Virgilio G. Oliva issued Memorandum No. 72, Series of 1995, constituting the Ad Hoc Committee to review, amend and update the old Code and come up with a new USM Code, composed of the following: the Director for Administrative Services, Rasul M. Buisan as Chairman; the President of the University of Southern Mindanao Employees Union, Prof. Antonio N. Tacardon as Vice Chairman; and the then Director for Finance and Management Services and currently the Vice President for Administration and Finance, Dr. Patasig U. Ampang, the then Director for Instruction, Dr. Nicolas R. Bautista, the late Director for Research, Dr. Amado G. Oliva, the then Director of Student Affairs, Dr. Teresita R. Cabanlar, the then Director of Agro-Industrial Projects Prof. Alfredo A. Evangelista, and the Director of Physical Plant Services, Prof. Benjamin F. Fortinez, as members. In coming up with the revised draft, the Committee was advised to refer to the Codes of other state universities and colleges and other related references for them to adopt as models.

On May 17, 1996, the first draft of the proposed USM Code was submitted to President Oliva for presentation to the Board of Regents, chaired by then DECS Secretary Ricardo T. Gloria for its approval. The USM President, however, deferred the inclusion of the proposed Code in the Agenda of the subsequent meetings of the previous Board since he felt that it still needed some refinement and polishing. Hence, the draft was remanded back to the Committee for further improvement.

The project was set aside for sometime while awaiting for the final passage of the law redefining the composition of governing Boards of state universities and colleges for it was expected that the same would substantially affect many provisions of the proposed Code. Thus, with the advent of Republic Act No. 8292 otherwise known as the Higher Education Modernization Act of 1997, and the constitution of the new Board of Regents under the Chairmanship of then CHED Chairman Angel C. Alcala, the project was revived. Through the efforts of Director Rasul M. Buisan who was tasked to revise the draft in consonance with the new law, the final draft of the proposed Code was finally completed. In coming up with the revised edition, the suggestions of other officials and employees actually involved in the affairs of the University were taken into consideration. Thus new titles, chapters and articles were added.

On February 2, 1998, the USM President issued Memorandum No. 09, Series of 1998, constituting the Critic Committee to review and polish further the final draft with USM President Virgilio G. Oliva himself as Chairman, the then Vice President for Administration and Finance, Dr. Rose Marie B. Bugarin as Vice Chairman with Vice

- Present legal documents that contain policies on professionalism adopted by the Institution 9RA 6713 & Code of Ethics of the Profession).

**RULES ON ATTENDANCE OF CLASSES**

All the colleges and units of the university, including the NSTP, shall observe the rules of attendance prescribed herein. Regular and punctual attendance in all scheduled classes and activities is expected of all students and is regarded as integral to course credit.
In unavoidable circumstances (official representation of the school, death of an immediate family member, sickness, calamities, and other valid reasons), any student who has been absent from class must obtain an excuse slip from the College Dean. Three consecutive absences shall be reported to the College Guidance Counselor for parents/guardian notification. The concerned student shall be responsible for all the lessons covered by the classes during his/her absences. In case of absence due to illness, a medical certificate from the hospital/clinic shall be presented within three days after the absence has occurred. In the absence of a medical certificate, the student may present proof of notice from his/her parent/guardian.

Twenty percent (20%) of the hours for recitation, lecture, laboratory, or any scheduled work in one subject due to absences; such student shall be dropped from the subject. A student is entitled to a make-up missed scheduled test and/or major presentation provided that the absence is due to valid reasons (serious illness, death of an immediate family member, and absences authorized by VPAA due to official purposes).

## Rights of Students

Students of USM shall enjoy the following rights:

- Receive, primarily through competent instruction, relevant quality education in line with the national goals and conducive to full development as persons with human dignity.
- Freely choose a field of study subject to existing admission and retention policies of the university:
- Access guidance and counseling services
- Access own scholastic records
- Receive pertinent papers upon compliance with the requirements set by USM within thirty
- (30) days from the date of request
- Establish student publication and invite resource persons during activities
- Freely express opinions and suggestions and channels of communication with appropriate bodies of USM
- Join, form, establish and participate in organizations and societies recognized by USM
- for development
- Be free from involuntary contributions except as approved by his/her organization/
- societies
- Participate in the formulation and development of policies affecting USM
- Receive reasonable security within USM premises
- Be informed of the rules and regulations affecting him/her
- Participate in relevant curricular and co-curricular activities duly authorized and recognized by USM
- Be given due process of law
- Be assisted by USM through adequate and current information on work opportunities
- Receive medical and dental services as well as first aid services and
- Be exposed to and learn from the operations of the income-generating projects and other available avenues for learning at USM for free, even if this is outside the program, subject to the approval of the project-in-charge/manager

## Student Conduct and Discipline

Every student shall obey the laws of the land, the rules and regulations of USM, the moral and social norms and the hallowed traditions and principles of the academe. The provisions of the Student Conduct and Discipline shall apply to college students of USM for offenses committed within the University campus. A teacher’s responsibility ends where the students' rights begin.

The investigation, disposition, and corresponding sanctions in student disciplinary cases shall follow the procedures set forth in this code and other applicable laws. Every student shall observe his/her pledge of loyalty to USM. The agents of persons in authority that are mandated to enforce and implement policies, rules, and regulations of USM are all USM personnel.

No student of USM shall be subjected to disciplinary action except for just cause as provided in the Code, other laws and regulations, and only after due process. Grounds for students’ disciplinary action with their corresponding penalties are classified into grave, less grave, and light depending on the nature and gravity of their effect. Penalties for these offenses can be suspension for 30 days to one year or expulsion from USM depending on the classification of offences.

The penalty of expulsion shall carry with it the accessory penalty of perpetual disqualification from re-enrolling in USM. When suspension is meted out as a penalty, it shall take effect immediately.

- Special Awards

7.3.1.3.6. Dangal ng Pamantasan

This award shall be granted to an individual who exhibited the eight norms of conduct as provided in RA 6713 (Code of Conduct and Ethical Standards) including Commitment to Public Interest, Professionalism, Justness and Sincerity, Political Neutrality, Responsiveness to the Public, Nationalism and Patriotism, Commitment to Democracy, Simple Living.

**2. IMPLEMENTATION**

- Describe the system of supervision of faculty performance in the following:

  - preparation of instructional materials
  - formulation, updating and enriching of syllabi
  - class preparation
  - testing and evaluation of learning outcomes
  - other faculty-related activities (e.g. OJT, practicum, RLE, off-campus teaching, etc.)

**Preparation of instructional materials**

Faculty members are assigned to develop instructional materials before the semester starts. All of them are involved in the preparation of modules or electronic instructional materials. Faculty members use a learning management system to upload lessons and activities for students.

**Formulating, updating, and enriching syllabi**

Syllabus preparation and revision is a regular function/responsibility of the faculty members spearheaded by the Program Head. The syllabus revision of a particular subject is assigned to a faculty member or group of faculty handling/teaching the subject. The faculty or group of faculty discusses the topics, competencies, and activities/strategies to be included in the syllabus using the CHED minimum standards as a basis. Once the syllabus is finalized using the suggested format, the faculty will submit it to the department chair. A review committee, consisting of the Department Chair, Curriculum Coordinator, and subject expert, reviews and checks the syllabus using a checklist. The syllabus will be returned to the author or the concerned faculty member and revised according to the review committee's suggestions. Upon complying with the revisions, the Dean and the Vice-President for Academic Affairs will approve the use of such syllabus for class by affixing their signatures on the first page as well as the date.

**Class preparation**

Class preparation begins with the giving of teaching loads to the faculty of the department. The basis of the giving of loads is the principle of vertical articulation, where a faculty member is assigned to teach a subject within her/his expertise and training.
The Program Head or the Instruction Coordinator of the department prepares the teaching load assignments of the faculty. Before the start of regular classes, faculty members are informed of their teaching loads to give them ample time to prepare the necessary instructional materials for their assigned load. The faculty then fills out the Time and Location form where their subjects handled, number of students, time schedule, room assignment, and consultation hours are indicated. The accomplished form is then submitted to the Department Chair for checking and verification, and to the Dean and the Vice President for Academic Affairs for approval.

**Testing and evaluation of learning outcomes**

On the first day of classes for the semester, the faculty checks students' attendance, Form 6, and payment of laboratory fees. The Department Chairperson monitors the attendance of faculty to their classes and does class observation. Class observation of faculty members is essential, especially for newly hired and temporary faculty. Before the end of the semester, the Department Chairperson administers performance evaluation of faculty to their students and peers.

The faculty use varied assessment measures to evaluate the performance of students. Some of the testing measures used are oral examinations, written examinations, and practical examinations. Oral Examination is used to measure students' achievement, such as the question-and-answer method in a classroom setting and oral defense for thesis students. Written examination includes formative tests through quizzes and summative tests through the mid-term examination and final term examination. The summative tests are departmentalized and based on TOS. Copies of these examinations are submitted to the Department Chairperson. Practical examination includes moving examination and performing experiments in Biology and Chemistry and other science subjects.

## 3. OUTCOMES

- Abiding by and subscribing to the highest ethical standards set forth by the Civil Service Commission.
- Impartiality and objectivity in performing different functions.
- Coming to class regularly.
- Performing other functions for the University when necessary.
- Wearing prescribed uniforms with ARTA ID's.
- Submitting grades, IPCR, FDTR, ILDP, SALN, and other documents promptly.
- Attending important events in the university
- Following orders given in memoranda by superiors.

## 4. BEST PRACTICES

- Upholding and adhering to the highest ethical standards and principles prescribed by the Civil Service Commission.
- Demonstrating impartiality, fairness, and objectivity in the performance of assigned duties and responsibilities.
- Maintaining regular and punctual attendance in classes.
- Performing additional duties and responsibilities assigned by the University as needed.
- Wearing the prescribed university uniform and displaying the official ARTA identification card.
- Submitting required documents, such as grades, IPCR, FDTR, ILDP, SALN, and other administrative reports, within the prescribed deadlines.
- Actively participating in important university activities, programs, and official events.
- Complying with official directives, instructions, and policies issued through memoranda by university authorities.