AREA II

FACULTY

PARAMETER E:

FACULTY DEVELOPMENT

S.3

S.3 Policies on faculty academic recognition and grant of scholarships/fellowships and awards are implemented accordingly.

Chapter 6

6. FACULTY LEARNING AND DEVELOPMENT

6.1. General Policy

These programs encompass training with foreign and local scholarships, training grants, on-the-job experiential learning, coaching, mentoring, and other HRD interventions. The goal is to cultivate a gritty, agile, competent, high-potential, high-performing, and highly valued workforce aligned with the university's strategic goals. This system, known as the Linang Tao Learning and Development Management System (Linang Tao LDMS), applies to all faculty members. Temporary and co-terminus employees in mission-critical positions are also included due to the critical nature of their competency development for their tasks. Competency gaps for these employees must be identified and documented through needs analysis. Non-permanent personnel may participate in in-house L&D programs if their tasks are crucial to agency and project deliverables. Additionally, candidates for recruitment or graduating university students may avail of pre-entry L&D programs to facilitate a smooth transition into the workforce.

6.2. Policies

- USM promotes and upholds the value of equality and impartiality in Learning and Development by instituting the Equal Opportunity Principle (EOP).
- USM establishes local and international linkages to encourage teaching and non-teaching personnel to pursue relevant local and foreign-assisted training, scholarships, seminars, conferences, workshops, or related HRD programs.
- USM develops, reviews, and updates competency standards for its human resources, aligned with its strategic goals. These standards will form the basis for crafting L&D plans.
- The selection of participants for L&D programs shall be based on relevance, actual and forecasted needs for specialization, enhancement of competence, performance of learning service providers, and alignment with organizational priorities and strategic goals.
- L&D interventions are considered relevant if they address individual performance and competency gaps, vertical articulation in the case of faculty, the unit's L&D trajectory, and policy and industry trends.
- Preference is given to candidates with permanent appointments. Non-permanent personnel may be considered for short-term and in-house L&D programs subject to specific guidelines.
- Unit heads and the HRMDO ensure that each employee has access to at least one L&D intervention per year.

- Recipients of the Gawad USM award are given priority in L&D interventions.
- USM crafts guidelines for accrediting, managing, and evaluating learning service providers to ensure efficient and effective L&D services aligned with the university's strategic goals.
- USM strives to provide L&D opportunities through the 70:20:10 model, where 70% of learning occurs on the job, 20% through interaction and collaboration, and 10% through formal learning interventions such as classroom training and digital curricula.
- The impact of L&D initiatives is continuously measured using key performance indicators (KPIs), focusing on alignment with mandated functions and priorities, learning excellence (behavior and performance change), and operational excellence (investment and resource utilization).
- The L&D curriculum includes enhancing personnel potential and performance, serving as input to the Dynamic Candidates Assessment System (DYCAS), which is central to recruitment, selection, and placement at USM.
- Coaching, mentoring, and other L&D activities are considered in the selection of Gawad USM awardees andl form part of the success indicators for supervisors and leaders under the Strategic Performance Management System (SPMS).
- USM integrates the L&D platform into the Yamang Tao Human Resource Information System to allow individuals to plan and monitor their L&D targets.
- USM establishes a digital learning management system to allow employees to undergo competency enhancement while on the job.
- USM establishes mechanisms for industry or community immersions, secondments, sabbatical leaves, post-doctoral fellowships, faculty exchange programs, and other off-campus L&D interventions in partnership with international bodies, government agencies, and non-government organizations.
    - All faculty or staff participating in or receiving training/scholarships or fellowship grants must execute a contract with USM, submit a completion report, and furnish the HRMDO with proof of completion for their personnel file.
    - All personnel must record their L&D activities in their enhanced daily time record (EDTR) learning journals. Personnel on study leave shall register their graduate studies and activities online for HRMDO monitoring, though these entries need not comply with the 40-hour workweek rule.

The Faculty Training and Development Committee (FTDC) is responsible for the planning and monitoring of scholarship and the learning and development of the Faculty members.

The UFTDC is composed of:

- Vice-President for Academic Affairs as Chairperson
- Vice-President for Administration and Finance as Vice Chairperson
- Director for Instruction as member
- President of the USM Faculty Association, Incorporated (USMFAI) as member
- Director, Human Resource Management and Development Office (HRMDO) as member
- Dean of the college/institute supervising the candidate as provisional member
- Chairperson of the department supervising the candidate as provisional member

The UFTDC shall:

- Develop, adopt and implement a judicious screening process and criteria in selecting nominees/ candidates to ensure equitable distribution of scholarship and training and development opportunities among faculty members
- Periodically review existing policies, processes, guidelines, and procedures relevant to the committee functions and concerning to learning and development and other human resource development programs of the university and recommend improvements herein.
- Ensure that all faculty members, regardless of age, gender, civil status, disability, religion, ethnicity, or political affiliation, receive at least one (1) Learning and Development intervention annually.
- Review and approve the list of needs-based faculty training programs prepared by the HRMDO or other units of the university performing L&D functions.
    - Develop the faculty competency framework.
    - Prescribe the competency standards as the basis for the curriculum development of the System Initiative for Nurturing Teaching and Learning Innovation and Development of Knowledge (SINTIDO) courses or other courses through the LinangTao Academy.
    - Prescribe the selection criteria for participation to short-term trainings, seminars, microlearning courses as basis for the HRMDO or other units to evaluate and recommend to the University President the most qualified nominees and recipients, except if concerned recipient(s) had been explicitly identified by the University President in the exigency of the service and/or direct identification of trainees/recipients by the inviting parties.
    - Prescribe the selection criteria for graduate study permits, study load credits, scholarships, thesis support, and subsidies.
    - Evaluate and deliberate on the qualifications of candidates/ nominees to:
        i. USM scheme including graduate study support, thesis support, study permits, study load credits, etc.

ii. Foreign scholarships and trainings
iii. Secondment to international bodies or government agencies
iv. Industry or community immersions v. Post-doctoral or research fellowships vi. Faculty exchange program
v. Sabbatical leave
vi. Microlearning

- Review the quarterly monitoring report of the HRMDO pertaining to the L&D activities of the university and recommend measures for its enhanced implementation.
- Prescribe guidelines on non-formal experiential and social learning to provide a holistic L&D experience.
- Review the effectiveness and efficiency of L&D activities and recommend enhancement thereof.
- Recommend budget allocation and expenditures of the faculty and staff development fund in coordination with the SSDC to ensure equitable distribution among faculty and non-teaching personnel.
- Other functions that the President may designate.

6.2.1. Qualification of Learners

To qualify for the Learning and Development programs/interventions, learners must meet the hereunder basic qualifications set forth by the FTDC, ensuring equitable access and distribution of opportunities across all faculty members.

L&D Intervention	Basic Qualifications of Learner
	provided, that the study load credits does not necessitates hiring additional faculty.
Secondment	• Permanent status of at least Assistant Professor I or equivalent; • Justification from department chairperson that the schedule and duration does not adversely affect the workload; • Compensation package by the host can cover the salary and benefits of the personnel in secondment; • At least 0.5 average unit expected competency improvement after secondment; • Very Satisfactory IPCR in the rating period immediately prior the application; • Relevance of services to the academic program or strategic direction of the university.
Industry or community immersion	• Permanent status of at least Associate Professor I or equivalent; • Justification from department chairperson that the schedule and duration does not adversely affect the workload; • The expected benefits because of the innovation can cover the investment cost in the long run; • Very Satisfactory IPCR in the rating period immediately prior the application; • Less than Php 200,000.00 per unit competency improvement subject to changes due to inflation upon recommendation of the UFTDC/ USSDC; • Relevance of services to the academic program or strategic direction of the university.

Post-doctoral fellowship	• Permanent status of at least Assistant Professor I or equivalent; • Justification from department chairperson that the schedule and duration does not adversely affect the workload; • Very Satisfactory IPCR in the rating period immediately prior the application; • Less than Php 200,000.00 per unit competency improvement subject to changes due to inflation upon recommendation of the UFTDC.
Sabbatical Leave	• Has rendered continuous service in USM as permanent for not less seven (7) consecutive years immediately preceding the application; • A holder of rank of Professor I or its equivalent; • Justification from department chairperson that the schedule and duration does not adversely affect the workload; • The expected benefits because of the generation of intellectual products can cover the investment cost in the long run. This includes the potential of learning that peers can avail in the future; • Outstanding IPCR in the rating period immediately prior the application
Faculty Exchange	• A holder of rank of Associate Professor I or its equivalent; • The counterpart exchange faculty is known expert of a field the university is currently deficient or currently developing; • Outstanding IPCR in the rating period immediately prior the application
Microlearning courses	• Permanent status; • Very Satisfactory IPCR in the rating period immediately prior the application; • Less than Php 200,000.00 per unit competency improvement subject to changes due to inflation upon recommendation of the UFTDC.