

**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.

**CHAPTER 1  
DECLARATION OF POLICY, PRINCIPLES AND OBJECTIVES**

Section 1. In establishing this USM Merit Selection Plan, it is hereby declared to be the policy of the University to adhere 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.

Section 2. The objectives of the USM Merit Selection Plan are as follows:

- a. To establish a well-defined procedure for recruitment, appointment, placement, and promotion of faculty members in the University.
- b. To create and provide opportunities for career advancement of the faculty members who contributed to the organizational performance of the university;
- c. To develop a highly qualified, professional, productive and effective faculty members of the University;
- d. To align faculty members to the strategic directions of the university
- e. To develop highly educated and motivated professional teaching force;

**CHAPTER 2**  
**SCOPE**

Section 3. 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:

<u>Faculty Ranks</u>	<u>Sub-Rank</u>
Instructor	I-III
Assistant Professor	I-IV
Associate Professor	I-V
Professor	I-VI
University Professor	

**CHAPTER 3**  
**DEFINITION OF TERMS**

Section 4. To ensure uniformity of interpretation, the following words or terms used in this System shall be construed to mean as defined:

- a. *Activity Factor* refers to candidate preference to fast-paced, multi-tasking work environments.
- b. *Adaptability Index* refers to the time devoted to learn and adapt new processes in the workplace or even without a formal L&D.
- c. *Allied or related fields or programs to Master’s degree* shall be defined by relevant CMOs of CHED on policies, standards, and guidelines.
- d. *Appointing Authority* - the person or body authorized by law to issue appointments.
- e. *Aspiration* refers critical career management behaviors to understand if an employee will rise to a senior and more challenging position and turn that motivation into career success
- f. *Autonomy factor* - candidate is attracted to roles that allow them autonomy in how they execute their responsibilities.
- g. *Behavioral Actions* refer to actions that individuals take that promote career success



- h. *Career Service* – positions in the civil service characterized by (1) entrance based on merit and fitness to be determined as far as practicable by competitive examination or based on highly technical qualifications; (2) opportunity for advancement to higher career positions; and (3) security of tenure.
- i. *CHED CMO PSG* – refers to Commission on Higher Education (CHED) Memorandum Order on Policies, Standards and Guidelines of a particular academic program
- j. *Closed Career Position* – for this purpose, refers to faculty position.
- k. *Competency Standards* – are observable, measurable and vital knowledge, skills and attitudes that are translations of capabilities deemed essential for organizational success. Knowledge is the understanding acquired through learning; skills are the capabilities acquired through practice; and attitudes are beliefs, feelings and values which predispose people to act in certain ways.
- l. *Current engagement capital* refers to employees' emotional and rational commitment based on their perception of past and present experiences showing discretionary effort and performance.
- m. *Dynamic Candidates Assessment System (DYCAS)* – is a system of assessing the potential and performance of a candidate for a position following the nine-box model of recruitment and succession planning.
- n. *Engagement* refers to whether the employee is committed to the organization and sees as the best place to realize their career goals.
- o. *Faculty* – regular plantilla-based set of people of USM appointed to a faculty rank who are directly engaged in teaching, research and extension services.
- p. *Faculty Rank* - the classification of faculty into Professor, Associate Professor, Assistant Professor, and Instructor, which is further classified into sub-ranks pursuant to applicable laws, rules and regulations.
- q. *Flexibility factor* refers to candidate seeks out work environments that allow them more fluid ways of working.
- r. *FSB* – refers to the Faculty Selection Board. This body shall assist the University President in selecting applicants or candidates for recommendation to the governing board, which shall appoint faculty members to positions/ranks.
- s. *Full Timer* – regular faculty members occupying permanent plantilla positions and rendering an equivalent of forty (40) hours of work a week. The 40 hours may consist of academic full load plus quasi-teaching administrative duties (consultation, preparation of lesson, checking of papers, and research, extension services, resource generation).
- t. *Future engagement capital* refers to employees' emotional and rational commitment based on their expectations of their future employment experience showing intent to stay and retention.
- u. *Governing Board* – refers to the highest policy-making body of a chartered SUC. For USM, it is called the Board of Regents (BOR).
- v. *Immersion Factor* refers to how candidate looks for roles that require a personal commitment above the norm
- w. *Insider* – refers to an employee of USM who is interested in joining the faculty or the members of the faculty who are aspiring for promotion.
- x. *Interest factor* refers to candidate looks for roles and assignments that provide variety and stimulation.

- y. *Learning Agility* refers to a personnel's application or demonstration of competencies learned from learning and development activity.
- z. *Learning Curve Index* refers to the average time a personnel demonstrated competencies learned from formal L&D.
- aa. *Merit System* - a personnel system in which comparative merit or achievement governs the selection, utilization, training, retention and discipline of the faculty in USM.
- bb. *Motivational Factors* refer to the inherent drivers that fuel success.
- cc. *Nine-box/grid* refers to the visualization of an individual's position based on potential plotted on the vertical axis and performance plotted on the horizontal axis.
- dd. *Outsider* – refers to an applicant for a faculty position who is not yet employed by USM.
- ee. *Part Timer* – a teaching staff member who is either occupying a regular plantilla position or hired through a contract of service or a job order, whose work is part-time. (A contract of service or job order part timer is not a government employee, as his/her service is not considered government service.)
- ff. *Personnel Action* - any action denoting the movement or progress of personnel in the civil service.
- gg. *Philippine Association of State Universities and Colleges (PASUC)* - the CHED-recognized organization of all chartered SUCs.
- hh. *Power factor* refers to candidate wants the opportunity to exercise, influence and shape how things are done.
- ii. *Qualification Standards* – is a statement of minimum qualifications for a position, which shall include education, experience, training, and physical characteristics and personality traits, required for the performance of the job or set of duties. The civil service eligibility can be dispensed with for appointment to faculty ranks; however, RA 1080 shall be required if the subjects to be taught are covered by bar/board laws.
- jj. *Rank* – refers to academic rank or sub-rank assigned to a member of the faculty after evaluation in accordance with the common criteria and point allocation as may be prescribed from time to time by a duly authorized agency.
- kk. *RDEP* – refers to the research and development, extension, and resource generation function of a faculty member.
- ll. *Reclassification* – involves a change in the classification of a position either as a result of a change in its duties and responsibilities sufficient to warrant placing the position in a different class, or as a result of a reevaluation of a position without a significant change in its duties and responsibilities.
- mm. *Recruitment* - the process of searching for and attracting potential applicants through announcements, assessments and related procedures to select the most qualified applicant for appointment to an appropriate position in the faculty.
- nn. *Selection* - the process of thoroughly screening qualified applicants for certain positions to determine the most qualified among them or to rank them based on their qualifications and professional potentials.
- oo. *SPMS* – or Strategic Performance Management System refers to the performance management system for faculty positions/ranks. It shall be an organized, methodical and standardized system of evaluating the individual performance of faculty members for organizational effectiveness. The Individual Performance and Commitment Rating (IPCR)



- Form shall be the tool used to document and evaluate individual performance.
- pp. *SUC* – refers to chartered state university and college including USM.
  - qq. *The University or USM* – refers to the University of Southern Mindanao (USM) with an original charter. It was formerly MIT created by virtue of R.A. No. 763 on June 12, 1952, which was formally opened as a State College on October 1, 1954 under R.A. No. 998 (Enabling Act) signed on June 10, 1954 and converted into a State University under Presidential Decree 1312 issued on March 13, 1978.
  - rr. *Training Effectiveness* refers to the sustained demonstration of new skills and behavioral indicators attributed from an L&D activity after three months or more.
  - ss. *Upgrading* – involves the reallocation of the salary grade assignment of positions to a higher salary grade without change in its duties and responsibilities. The term upgrading refers to a class of positions and is not applied in individual cases. A class is upgraded in view of its perceived relative worth as compared to other classes of positions with similar salary grade assignments.
  - tt. *Using initiative and taking responsibility behavioral action* refers to a candidate’s willingness to take calculated risks to realize an opportunity and assume positions of responsibility through which they can coordinate and impact on tasks, projects and objectives.

CHAPTER 4

FACULTY RECRUITMENT, SELECTION, AND PLACEMENT SYSTEMS AND STANDARDS

I. QUALIFICATION STANDARDS

- Section 5. 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.
- Section 6. 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
<u><b>INSTRUCTOR I TO II</b></u>
<b>Education</b> : Masters’ Degree in the area of specialization or its allied/related fields

CSC MC No. 1, s. 1997 as amended by MC 22 s 2016
<b>Experience</b> : None required
<b>Training</b> : None required
<b>Eligibility</b> : None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>INSTRUCTOR III</u></b>
<b>Education</b> : Master’s Degree in the area of specialization or its allied/related fields as shown in relevant CMO
<b>Experience</b> : 1 year of relevant experience
<b>Training</b> : 4 hours of relevant training
<b>Eligibility</b> : None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>ASSISTANT PROFESSOR I</u></b>
<b>Education</b> : Master’s Degree in the area of specialization or its allied/related fields as shown in relevant CMO
<b>Experience</b> : 1 year of relevant experience
<b>Training</b> : 4 hours of relevant training
<b>Eligibility</b> : None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>ASSISTANT PROFESSOR II – IV</u></b>
<b>Education</b> : Master’s degree in the area of specialization or its allied/related fields as shown in relevant CMO
<b>Experience</b> : 2 year of relevant experience
<b>Training</b> : 8 hours of relevant training
<b>Eligibility</b> : None required RA 1080 (For courses requiring Bar or Board eligibility)



CSC MC No. 1, s. 1997 as amended by MC 22 s 2016	
<b><u>ASSOCIATE PROFESSOR I – III</u></b>	
<b>Education</b>	: Master’s degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO PSG
<b>Experience</b>	: 2 years of relevant experience
<b>Training</b>	: 8 hours of relevant training
<b>Eligibility</b>	: None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>ASSOCIATE PROFESSOR IV TO V</u></b>	
<b>Education</b>	: Master’s degree in the area of specialization or its allied/related fields as shown in relevant CHED CMO PSG
<b>Experience</b>	: 3 years of relevant experience
<b>Training</b>	: 16 hours of relevant training
<b>Eligibility</b>	: None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>PROFESSOR I</u></b>	
<b>Education</b>	: Master’s degree in the area of specialization or its allied/related fields as shown in relevant CMO
<b>Experience</b>	: 4 years of relevant experience
<b>Training</b>	: 24 hours of relevant training
<b>Eligibility</b>	: None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>PROFESSOR II – III</u></b>	
<b>Education</b>	: Master’s degree in the area of specialization or its allied/related fields as shown in relevant CMO
<b>Experience</b>	: 5 years of relevant experience
<b>Training</b>	: 32 hours of relevant training
<b>Eligibility</b>	: None required RA 1080 (For courses requiring Bar or Board eligibility)

CSC MC No. 1, s. 1997 as amended by MC 22 s 2016
<b><u>PROFESSOR IV – VI</u></b>
<b><i>Education</i></b> : Relevant doctorate degree
<b><i>Experience</i></b> : 5 years of relevant experience
<b><i>Training</i></b> : 32 hours of relevant training
<b><i>Eligibility</i></b> : None required RA 1080 (For courses requiring Bar or Board eligibility)
<b><u>UNIVERSITY PROFESSOR</u></b>
<b><i>Education</i></b> : Relevant doctorate degree
<b><i>Experience</i></b> : 5 years of relevant experience
<b><i>Training</i></b> : 32 hours of relevant training
<b><i>Eligibility</i></b> : None required RA 1080 (For courses requiring Bar or Board eligibility)

- Section 7. 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.
- Section 8. 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.
- Section 9. 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.

Section 10. 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 the HRMDO or authorized official from the government or private sector and verified by the HRMDO.

Section 11. Training obtained from external providers maybe credited provided appropriate documentations are presented and verified by the HRMDO. Training acquired from external providers must be relevant to instruction, research, extension, resource generation or to the administrative designations of the candidate and aligned with the strategy map or development goal of the university.

Section 12. USM-initiated or in-service training/learning and development intervention may be considered for purposes of meeting the training requirement of positions. In-service training/ learning and development activities should be registered in the Linang Tao Academy. The equivalent number of hours shall be certified by the Chief Learning Architect.

Section 13. Attendance to annual agency planning sessions/workshops/ conferences as a requirement for operations and/or services rendered as facilitator/ resource person in seminars/workshops/trainings shall not be considered for meeting the training requirements.

Section 14. Eligibility for faculty positions refers to the result of passing a merit and fitness test which may be determined as far as practicable by competitive examination, or based on highly technical qualifications or other tests of merit and fitness conducted by the Civil Service Commission, Professional Regulation Commission (for Board Eligibilities), Supreme Court (for Bar Eligibility).

Section 15. The National Budget Circular (NBC) pertaining to compensation and position classification plan for faculty positions in SUCs shall govern the compensation and position classification of faculty positions in USM.

Section 16. The Faculty Selection Board may, for promotion purposes, shall review and recommend revision to the promotion indicators and metrics to fully utilize available data that corresponds to the criteria promulgated herein.

Section 17. Evaluation for recruitment and promotions shall be guided by the competency framework for faculty members. The HRMDO shall develop, periodically review and enhance the competency standards for faculty members subject to the approval of the BOR.

## **II. FACULTY SELECTION BOARD**

Section 18. USM shall create a "Faculty Selection Board" herein referred to as the FSB. This body shall assist the University President in selecting applicants or candidates for recommendation to the governing board, who shall confirm the appointment of faculty members to positions/ranks.

Section 19. The regular members of the FSB of the University/College are the following:

- a. The Vice President for Academic Affairs as Chairman;
- b. The Director of the Human Resource Management and Development Office (HRMDO) as the FSB Secretary,
- c. The President of the USM Faculty Association, Incorporated (USMFAI);
- d. Any of the University Professors chosen by the University President;
- e. In addition, other members may be added, to wit:
  1. The Director for Instruction if the position is for Teaching and Learning Pathway
  2. The Director of Research and Development Office if the position is for the Research Pathway
  3. The Director of Extension Services Offices if the position is for the Extension Pathway
  4. The Director of Business Development Center or Human Resource Development and Training for Production Pathway
  5. The Director Administrative Services for Leadership Pathways
  6. The Dean/Director of the College/Unit where the vacancy exists;
  7. Chairman of the department to which the appointee will be assigned;
  8. Highest ranking faculty member of the department

Section 20. The HRMDO Director being the FSB Secretary shall continuously make an inventory of all vacant positions and coordinate with the department chairman/head in determining qualified insiders who may be considered for appointment. He/She shall keep records of the proceedings of the FSB, maintain all records or documents, and keep the same available for inspection and audit by the Civil Service Commission. He/she is likewise tasked to coordinate with the Director for Instruction in the projection of faculty manpower needs per department.

Section 21. The FSB shall make its activities and decisions as transparent as possible.

## **III. RECRUITMENT, SELECTION AND APPOINTMENT**

### **A. RECRUITMENT AND APPOINTMENT**



Section 22. Recruitment shall be limited to those who meet the minimum requirements prescribed for the rank.

Section 23. 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.

Section 24. 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.

Section 25. The statuses of appointment for the members of the faculty are the following:

- a. **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.
- b. **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.

- c. 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.

- d. 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.

- e. **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.

Section 26. **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.



Section 27. The University shall recruit and appoint its faculty in accordance with the following procedures:

- a. The HRMDO shall periodically assess the manpower requirements for each academic department. A five year manpower projection shall be prepared by each department chairperson and to be submitted to the HRMDO for consolidation.
- b. The HRMDO shall coordinate with the Planning and Development Office in identifying the human resource needs to support the strategic directions of the University. Priority academic program shall be identified based on the human resource need of the region. In addition, the academic departments that support the research and extension of the region shall also be given the priority.
- c. The strategic directions of the university and the manpower needs assessment form the basis of the USM President for declaring, matching, and allocating vacant items to various departments/ specialization. If the available items are limited, the need for faculty members shall be satisfied by COS faculty.
- d. The HRMDO shall call for talent banking a semester before the filling up of vacant faculty positions. Men and women and from diverse backgrounds are encouraged to apply.
- e. The HRMDO shall conduct a preliminary evaluation of the qualifications of all candidates. The preliminary evaluation includes the applicants’ educational background, training, and appropriate eligibility.
- f. The HRMDO shall notify all applicants of the outcome of the preliminary evaluation. Those candidates who passed the preliminary evaluation shall be invited to undergo the SINTIDO 1.0 Boot Camp or equivalent.
- g. The HRMDO and Linang Tao Academy shall facilitate digital recruitment through workplace simulation and competency demonstration exercises allowing the candidates to showcase their potential and performance.
- h. The result of the assessment shall be uploaded to the Dynamic Candidates Assessment System (DYCAS) which shall serve as a talent bank for candidates for further selection process.
- i. The FSB shall refer to the faculty manpower needs as determined in step c to generate comparative matrix of candidates using the data from DYCAS.
- j. 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

- k. 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 of candidates in the nine-box potential-performance matrix giving emphasis on the high potential - high performance star candidates.
- l. 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 their being a PWD, Solo Parent, and Indigenous Peoples groups (IPs).
- m. 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.
- n. 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.

- o. 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.
- p. Instructor I to Instructor III, Assistant Professor I to IV shall be appointed by the USM President and to be confirmed by the Board of Regents. University Professor, Professor I to VI, and Associate Professor I to V shall be appointed by the Board of Regents.
- q. 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.
- r. 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.
- s. The President may appoint faculty members in meritorious cases (e.g. board exam toppers, etc.) from Instructor I to Assistant Professor IV provided vacant positions exist and the minimum requirements are adhered to.

## **B. PROMOTION**

Section 28. 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.

Section 29. 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.

Section 30. 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.

Section 31. 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.

Section 32. Promotion within six (6) months prior to compulsory retirement shall not be allowed except as otherwise provided by law.

Section 33. Faculty positions are exempted from the three-salary grade limitation on promotion.



Section 34. 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.

Section 35. 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.

Section 36. 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.

Section 37. 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.

Section 38. The procedures for promotion are as follows:

- a. 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.
- b. 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 Ulihan sa Serbisyong Mahusay (Gawad USM) from January to December of the year prior to the promotional ranking.
- c. The HRMDO Data Analytics team shall generate DYCAS scores using the following criteria:

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

d. The possible upward movement through ranks shall be dependent on the DYCAS scores of the evaluation year as follows:

		Sub-rank steps					
Potential Score	76-90	3	4	4	5	5	6
	61-75	3	3	4	4	5	5
	46-60	2	3	3	4	4	5
	31-45	2	2	3	3	4	4
	16-30	1	2	2	3	3	4
	0-15	0	1	2	2	3	3

0-15	16-30	31-45	46-60	61-75	76-90
Performance Score					

- e. Candidates, who upon DYCAS evaluation reached the professorial ranks shall be subject to PROFESS accreditation on the different career pathways of his choosing: (i) Teaching and Learning, (ii) Research and Discovery, (iii) Extension and Service Engagement, (iv) Innovation and Industry Practice, (v) Institutional Leadership, (vii) Knowledge Integration.
- f. Those who did not pass the PROFESS accreditation shall be considered for Associate Professor V or Professor VI, as the case maybe for Professors and University Professor items respectively.
- g. The Faculty Selection Board shall rank the candidates based on the DYCAS and PROFESS scores and submit the results to the University President/ Board of Regents for decision. The ranking shall be normalized according to current salary grade, target salary grade, and DYCAS steps using the following formula:

$$\text{Normalized rank} = (\text{Current SG} + \text{DYCAS steps})/\text{Target SG}$$

- h. Candidates are informed of the results of the evaluation through the HRMDO after the appointment is made by the President or Board of Regents, as the case maybe.
- i. Promotional appointments to Instructor II to Instructor III, Assistant Professor I to IV shall be done by the USM President and to be confirmed by the Board of Regents. Promotional appointments to University/ College Professor, Professor I to VI, and Associate Professor I to V shall be done by the Board of Regents.
- j. All promotional appointments of positions/ranks, shall be posted in conspicuous places throughout the USM to enable aggrieved parties to file their protest within fifteen (15) days from the date of notice of the promotion.

C. RECLASSIFICATION

Section 39. Reclassification is a form of staffing modification and/or position classification action which is applied only when there is substantial change in the regular duties and responsibilities of the position. This may result in a change in the regular duties and responsibilities of the position attributes: position title, level and/or salary grade. A faculty member may be considered for reclassification to a higher faculty rank/sub-rank on the basis of the minimum requirements set forth by Department of Budget and Management (DBM) and Commission on Higher Education (CHED) or other competent authorities.

Section 40. The filing and pendency of an administrative case against a faculty member shall not constitute a disqualification from reclassification.

Section 41. A faculty member who is on local or foreign scholarship or training grant or on maternity leave or on secondment may be considered for reclassification. If considered for reclassification, the effectivity date of the upgrading appointment, except those on secondment, shall be effective upon the approval of the Notice of Organization, Staffing, and Compensation Action (NOSCA) by the Department of Budget and Management (DBM). In the case of secondment, the effectivity shall be upon resumption of duty at USM.

Section 42. The manner reclassification shall conform to the process as stipulated in the Joint Circular 3 series of 2022 of DBM and CHED.

## CHAPTER 5 DATA-DRIVEN RECRUITMENT, SELECTION, AND PLACEMENT SYSTEMS

### I. DYNAMIC CANDIDATES ASSESSMENT SYSTEM (DYCAS)<sup>1</sup>

Section 43. The university shall establish the Dynamic Candidates Assessment System (DYCAS) employing the two-dimensional nine-grid/ box assessment and selection criteria of candidates for recruitment and promotion considering the potential and performance assessments of an individual.

Section 44. The HRMDO Data Analytics<sup>2</sup> team shall develop a web-based platform to integrate the entries in the Learning and Performance (LEAPER) Journal, Individual Performance Commitment Rating (IPCR), and Office Performance Commitment Rating (OPCR), learning and development activities, SINTIDO 1.0 Boot Camp, behavioral event interviews, and the Gawad Ulihan sa Serbisyong Mahusay (Gawad USM) data to generate the relative position of a candidate on the DYCAS.

Section 45. A candidate's potential shall be monitored, evaluated, and assessed based on three components: Ability, Engagement, and Aspiration<sup>3</sup>.

Section 46. Ability shall be assessed for future technical, managerial and leadership ability to know whether personnel have the competencies required for success in more senior and challenging roles. Ability shall be categorized into competency assessment and learning agility and other indicators that the FSB may propose hereinafter.

- a. Competency assessment shall be done based on the learning and performance journal entries or from the competency self-assessment in the SINTIDO 1.0 Boot Camp as validated by the FSB.

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<sup>1</sup> The initial indicators and metrics of the DYCAS is presented in Annex A. The faculty career journey map indicating DYCAS is also presented in Annex C.

<sup>2</sup> HR Analytics is one of the strategic thrusts of HR per RSP Framework as presented in Annex B.

<sup>3</sup> SHL. 2014. The HR Guide to Identifying High Potentials. Accessed online from the University of California Office of the President website: <https://www.ucop.edu/human-resources/management-development-program/2014/Donna%20Handout.pdf>



- b. Learning Agility shall be derived from training effectiveness, learning curve, and adaptability indices of which the weights shall be determined by the University FSB.
- c. Training Effectiveness shall be derived from the difference of the entries of personal and supervisor on the training effectiveness forms submitted 3 months from each L&D activity participated. The HR Data Analytics team shall develop a web-based data acquisition to gather training effectiveness data.
- d. Learning Curve Index shall be derived from the average time to demonstrate competency as an application of his/her learnings since the end of L&D. This data shall be extracted from the L&D journal of the LEAPER or through behavioral event interviews. The HR Data Analytics team shall develop data acquisition protocols to gather and analyze learning curve data.
- e. Adaptability Index shall account the adaption of new processes through workplace learning or even without formal L&D. Adaptability index shall be derived from the L&D journal of the LEAPER or through behavioral event interviews. The HR Data Analytics team shall develop data acquisition protocols to gather and analyze learning adaptability data.

Section 47. Engagement shall be measured by the current engagement capital and future engagement capital.

- a. Current engagement capital shall be measured, but not limited, by the following indicators:
  - i. Length of Service at USM - this is measured by the number of years in USM including non-regular status
  - ii. Years since last appointment - this is measured by the number of years since last promotion or reclassification as gleaned from the service record.
  - iii. Duty consistency index – Tasks done per week according to salary grade
  - iv. Work-life balance index - This is measured by tracking the use of health and wellness, vacation leaves, and forced leaves.
  - v. Client base interaction index - This is measured by the number of clients interacted in the course of duty.
  - vi. Collaboration factor - This is measured by the number of peers from other office collaborated with to come up with proposals or in the implementation of projects.
  - vii. Idea and Suggestion contribution factor - This is measured by the number of ideas suggested by any employee in the employee suggestion box scheme to improve service delivery and efficiency.
- b. Future engagement capital shall be measured, but not limited, by:
  - i. Projected serviceable years - This refers to the number of years that personnel can serve until retirement.

- ii. Organizational Value alignment - Alignment of ILDP activities and plans to the university's strategic objectives. This will be measured by the career plan of a candidate. This can be gleaned from the Career Futures Triangle for those who have undergone the SINTIDO 1.0 boot camp.
- iii. Leadership L&D hours attended - This pertains to the number of L&D hours attended by the personnel marked by the FTDC as leadership L&D such as the SINTIDO and ASSIST series. This should be reflected in the LEAPER and triangulated in the logs of Linang Tao Academy.
- iv. Untargeted L&D hours - This pertains to the number of L&D hours not programmed under annual individual L&D plan but was endorsed by the FTDC or approved by the University President. This should be reflected in the LEAPER.
- v. Volunteer hours - This accounts for the number of hours devoted to socio-civic activities as a citizen and/or functions beyond what was mandated. This is reflected in the LEAPER Journal.
- vi. Committee hours - This accounts for the number of hours devoted to committee work/ meetings. This should be reflected in the LEAPER JOURNAL.
- vii. Process development - This accounts for hours devoted in the conceptualization of new processes, initiatives enrolled in QMS or approved by the appropriate authorities. This should be reflected in the LEAPER.

Section 48. Aspiration of a candidate shall be assessed by the measuring his/her behavioral actions and motivational factors.

- a. Behavioral actions shall be measured by how a candidate is
  - i. using initiative and taking responsibility, and
  - ii. achieving objectives & pursuing self-development.
- b. Using initiative and taking responsibility behavioral action refers to willingness to take calculated risks to realize an opportunity and assume positions of responsibility through which they can coordinate and impact on tasks, projects and objectives. shall be measured by the following metrics, among others that the HRMPSB may propose hereinafter:
  - i. Number of processes/ initiatives, pioneering work for the university, or new processes enrolled in the quality management systems or approved by university president or by the BOR
  - ii. number of complex, high risk, highly technical tasks done by the candidate as defined in the Ease of Doing Business Act
  - iii. number of committees involved
  - iv. number of volunteer activities involved
- a. Achieving Objectives & Pursuing Self-Development behavioral actions shall be measured by the following metrics, among others that HRMPSB may propose hereinafter:

- i. Percentage of L&D target activities achieved as reflected in the ILDP
  - ii. Technical L&D hours attended as reflected in the LEAPER journal vis-a-vis ILDP
  - iii. Percentage of competency targets achieved as reflected in the LEAPER journal vis-a-vis the ILDP
  - iv. Percentage of the health and fitness goals achieved as reflected in the health and wellness plan
- b. Motivation factors shall be the following, among others that maybe determined hereinafter:
  - i. Immersion factor shall be measured by the highest number of activity lines of similar tasks over the total number activity lines in a year with performing tasks or project with clear outputs.
  - ii. Activity factor shall be measured by number of activities done in a year.
  - iii. Flexibility factor shall be measured by number of non-plantilla or non-mandated tasks annually.
  - iv. Power factor shall be measured by the number team members supervised.
  - v. Interest factor shall be measured by the number of non-plantilla tasks over all tasks in a year.
  - vi. Autonomy factor shall be computed by all tasks in the individual task registry over the number of employees doing similar tasks.

Section 49 Performance shall be assessed through exemplary performance, unit performance contribution, and Individual Performance Commitment Rating (IPCR) scores.

Section 50. Exemplary performance metrics shall include:

- a) Innovation Performance Results or PROFESS Scores
- b) Gawad USM
  - i. Individual Gawad USM Nomination Score
  - ii. Group Gawad USM Nomination Score
- c) Institutional Performance and Awards
  - i. Quality Assurance Status
  - ii. SUC Levelling Status
  - iii. World University Rankings
  - iv. Topnotcher Success Contribution Factor
  - v. School Performance Success Contribution Factor
  - vi. Agency Awards Contribution Factor

Section 51. Performance Contribution shall include the unit or university performance (GAA major final output indicators) attributed to an individual to include but not limited to AO25 preparation, crisis and disruption management, sustainability, complaints and conflict resolutions and other reports for oversight agencies. For outsiders and non-permanent employees, the performance reports shall be analyzed focusing on relevant tasks that have contributed to the previous agency/firm's performance.



- Section 52. IPCR Component Scores shall be extracted from the strategic, routine, support functions of the IPCR as validated by the Performance Management Team (PMT). For outsiders and non-permanent employees, the performance reports prior to USM application shall be analyzed focusing on relevant tasks for the job.
- Section 53. The weights of DYCAS metrics shall be periodically reviewed by Faculty Selection Board (FSB) peculiar to trends and circumstances of faculty needs.
- Section 54. The Data Analytics Team of the HRMDO shall develop a system to automate the HR data acquisition and analysis for DYCAS. The efficiency of the DYCAS as a predictor of the future performance of employees shall also be reviewed periodically and shall serve as input in the system review by the HRMPSB.
- Section 55. The potential and performance scores are plotted into the nine-grid box framework to generate highest possible steps. The top five candidates for each position shall be listed based on the scores. The top five candidates shall be endorsed to the appointing authority. A candidate is considered comparatively at par if they are within the same DYCAS category<sup>4</sup>.

Potential Score	Performance Score	DYCAS category
61 to 90	61 to 90	Star
61 to 90	31 to 60	High Potential
31 to 60	61 to 90	High Performer
31 to 60	31 to 60	Core Player
61 to 90	16 to 30	Potential Gem
16 to 30	61 to 90	Solid Performer
31 to 60	16 to 30	Dilemma
16 to 30	31 to 60	Effective
16to 30	16 to 30	Risk

II. DIFFERENTIATED CAREER PATHWAYS<sup>5</sup>

- Section 56. The university shall develop career pathways to allow him/her to become experts in the components of the knowledge management cycle, to wit:
- a) Teaching and Learning
  - b) Research

<sup>4</sup> The positioning of the DYCAS categories in the nine-box is presented in Annex A.

<sup>5</sup> Differentiate Career Pathways is based on the Boyer’s Model of Scholarship.

- c) Extension
- d) Production
- e) Leadership
- f) Knowledge Integration

Section 57. All instructors shall start with Teaching and Learning and they shall progress to either teaching and learning, research, extension, and production assistant or associate professors.

Section 58. Faculty members along with their unit supervisor through mutual agreement may select what pathway he/she may select in a particular annual evaluation period.

Section 59. Upon approval of the Performance Management Team, the percentage of performance weights and workloads shall be in accordance with his chosen career pathway but not more than two faculty functions.

Section 60. The differentiated career pathways system shall allow horizontal career mobility (transfer or promotion) between faculty and non-teaching workforce through the following equivalent functional groups, to wit:

Faculty Career Pathway	Non-teaching pathway
Teaching and Learning	Academic and Student Support Staff
Research	Research support staff
Extension	Extension support staff
Production	Auxilliary and Resource Generation Staff
Leadership	Administrative Support Staff

Section 61. Non-teaching personnel who passed the Executive Leadership Induction for System Transformation (ELIST) accreditation may be transferred/ promoted to the professorial ranks through PROFESS system of the faculty.

### III. PRODUCTIVITY AND RESULTS ORIENTED FRAMEWORK FOR EVALUATING SUSTAINED AND IMPACTFUL SCHOLARSHIP (PROFESS)

Section 62. The Productivity and Results Oriented Framework for Evaluating Sustained and Impactful Scholarship (PROFESS) shall be established to accredit faculty members into professorial ranks. PROFESS aims to establish a professorial talent bank in the following areas:

- a) Teaching and Learning
- b) Research and Discovery



- c) Extension and Service Engagement
- d) Innovation and Industry Practice
- e) Institutional Leadership
- f) Knowledge Integration

Section 63. The practice or system introduced by the PROFESS candidate shall undergo evaluation based on the following criteria adapted from the Malcolm Baldrige Awards<sup>6</sup>:

Criteria	Operational Definition	Points
A. Leadership	refers to how the candidate guide and sustain the introduced system or practice including how he/she fulfills organizational responsibilities	120 points
B. Strategy	refers to how the candidate develops action plans, implements them, changes them if circumstances require, and measures progress of the system or practice introduced.	80 points
C. Client Engagement	refers to how the candidate and his introduced system engage his/her target client for long term success.	90 points
D. Measurement and Analysis and Knowledge Management	refers how the candidate selects, analyzes, manages, and improves its data, information, and knowledge assets; how it learns, uses review findings to improve the system performance.	90 points
E. Human Resources	refers to how the candidate engages, manages and develop human resources to optimize the governance of the system.	80 points

<sup>6</sup> <https://pqa.dti.gov.ph/criteria.php>

F. Operations	refers to how the candidate designs, manages, improves, and innovate its services and work processes and improves operational effectiveness to deliver client needs while contributing to organizational successes.	90 points
G. Results	refers to systems/practice performance and improvement in operations, human resources, client engagement, and financial resources.	450 points

Section 64. Items A to F shall be assessed through Approach-Deployment-Learning and Integration (ADLI) process scoring as articulated on Annex E.

Section 65. Items A to F shall be assessed through Levels, Trends, Comparison, Integration (LeTCI) process scoring as articulated on Annex E.

Section 66. In order to be admitted into the Professorial Talent Bank, a candidate should have earned at least the following points for first entry to a particular position to wit:

Position	Minimum points
Professor I	250
Professor II	325
Professor III	400
Professor IV	475
Professor V	550
Professor VI	625
University Professor	700

Section 67. The Faculty Selection Board shall organize a Jury of Experts to score the PROFESS portfolio and interview candidates for verification. The Jury of Experts shall be composed of a University Professor as Chair, six Professor VI and an external expert whose field shall be determined based on the discipline or pathway of the applicant or both.

**CHAPTER 6**  
**FINAL PROVISIONS**

**I. PROBATIONARY PERIOD**

Section 68. Faculty Member with permanent appointment shall undergo probationary period for a thorough assessment of performance and character. Probationary period refers to the period of actual service following the issuance of a permanent appointment wherein the appointee undergoes a thorough investigation and assessment of capability to perform the duties of the position as enumerated in the Position Description Form (PDF).

Section 69. The probationary period shall cover the following faculty members:

- a. Faculty members who are issued original appointments under permanent status and who meet all the requirements of the positions;
- b. Faculty members who are temporary appointees who after meeting the eligibility requirements for a permanent appointment are reappointed (change of status to permanent).
- c. Those who are reemployed under permanent status;

Section 70. The probationary period will be one (1) regular semester.

To facilitate the review and monitoring of faculty member performance, the performance targets and work output standards of a probationer shall be set, agreed upon and duly signed by the probationer, the immediate supervisor (rater) and the University President within five (5) days upon appointee's assumption to duty.

Section 71. The appointee's performance during the probationary period shall be reviewed as follows:

- a) The department chairperson (rater) shall regularly gather feedback on the appointee's performance, and conduct feedback sessions to determine appropriate intervention to improve the appointee's performance;
- b) The probationers shall undergo induction program to orient him/her of his duties and responsibilities in instruction, research, extension, and resource generation.
- c) The performance appraisal/ evaluation shall be done at least every six (6) months
- d) The performance review shall be conducted within 10 days before the end of every rating period during the probationary period.
- e) The critical factors to be reviewed shall be based on the performance dimensions indicated in the Strategic Performance Management System (SPMS) and may include competency and job related critical incidents, such as habitual tardiness and continuous absence of work. Student's evaluation and his RDEP performance shall form part of the evaluation. For RDEP performance, the probationer shall select any of the RDEP function to perform.
- f) The performance evaluation report shall be reviewed by the Performance Management Team (PMT).
- g) The probationers shall be furnished with copies of the records of feedback, job-related critical incidents, and performance evaluation



reports with comments on their capability to meet the performance targets and work output standards and/or recommendation for the continuity of the permanent appointment of the probationer. Corresponding copies shall be included in the 201 file of the appointee.

Section 72. The services of the appointee can be terminated for unsatisfactory conduct or want of capacity before the end of the second semester. Unsatisfactory conduct or behavior refers to the failure of the appointee to observe propriety in his/her acts, behavior and human/public relations, and to irregular punctuality and attendance while performing their duties and responsibilities during the probationary period. On the other hand, want of capacity shall refer to the failure of the appointee during the probationary period to perform the duties and responsibilities based on the standards of work outputs agreed upon and reflected in the duly signed performance targets despite the development intervention provided by the immediate supervisor.

Section 73. The appointee shall be issued a notice of termination of service by the University President to the faculty member within fifteen (15) days immediately after it was proven that he/she demonstrated unsatisfactory conduct or want of capacity before the end of the second semester of the probationary period. Such notice shall state, among other things, the reason for the termination of service and shall be supported by the following:

- a) Individual Performance and Commitment Rating (IPCR)
- b) Report of the immediate supervisor on the job-related critical and unusual incidents and on unsatisfactory conduct or behavior of the appointee;
- c) Other valid documents that may support the notice of termination of service such as student evaluation, report of either RDO Director, ESO Director, BDO Director or HRDT Director

The notice of termination of service shall be executory after fifteen (15) days from receipt of the faculty member concerned unless appeal is made by the concerned probationer. If appeal is made, the PMT shall decide on the merit of the appeal.

If no notice of termination of office is given by the University President to the faculty member before the end of second semester of employment, the probationer becomes a regular faculty member of the agency concerned.

## **II. EFFECTIVITY AND SUBMISSION OF APPOINTMENTS**

Section 74. An appointment issued in accordance with pertinent laws and rules shall take effect immediately on the date it was signed by the University President.

Section 75. The appointment of officials or faculty members who are on official leave of absence, training or scholarship grants, shall be effective upon

assumption or upon return from official leave of absence, scholarship or training.

Section 76. An appointment shall be submitted to the Civil Service Commission within thirty calendar days from date of issuance.

Section 77. An appointment issued by the University President may be cancelled if the appointee does not assume office or report within thirty (30) calendar days from receipt of the written notice of the appointment.

Section 78. Other CSC rules on the submission of appointments for closed career position are hereby adopted.

### III. PROTEST

Section 79. Within fifteen (15) days from notice of issuance of an appointment, a qualified next-in-rank faculty member who is competent and qualified, or a candidate with superior qualifications, who feels aggrieved by the promotion or appointment of another, may file his protest in the manner prescribed in the grievance procedure in the University under the following conditions:

- a. Non-compliance with the selection process.
- b. Discrimination on account of age, sex, sexual orientation and gender identity, civil status, disability, pregnancy, religion, ethnicity or political affiliation, and other personal attributes of the individual.
- c. Other violations of the Merit Selection Plan.

### IV. PROHIBITIONS

Section 80. No faculty member shall hold any other office or employment in the government unless otherwise allowed by law.

Section 81. A person who lost in an election, except Barangay election, shall not be eligible for appointment or reemployment to any faculty position in USM within one year following such election.

Section 82. A faculty member shall be considered *ipso facto* resigned from his/her office upon filing of the certificate of candidacy. He/she must vacate the same at the start of the day of the filing of the certificate of candidacy with the COMELEC, even if later on disqualified or has withdrawn the certificate for candidacy.

Section 83. A faculty member who resigned from the government service during the three (3)-month period before any election to promote the candidacy of another shall not be reemployed during the six-month period following such election.

Section 84. No detail or reassignment shall be made within three (3) months before any election unless with the permission of the COMELEC.

Section 85. Faculty appointments are exempted from the rule of nepotism. However, the rules of nepotism apply to designation to administrative positions.

Section 86. The University President/ Board of Regents shall not withdraw or revoke an appointment already accepted by the appointee. Such appointment shall remain in full force and effect until disapproved/invalidated by the Commission. However, in case an appointment is void from the beginning due to fraud on the part of the appointee or because it was



issued in violation of law, the University President may request the Commission for its withdrawal or revocation. Provided, that if a protest on the appointment is filed, the Rules on Protest under the 2017 RACCS shall apply.

Section 87. No person who has been dismissed or perpetually excluded/disqualified from government service shall be appointed or reemployed unless he/she has been granted executive clemency by the President of the Philippines upon recommendation of the Commission.

Section 88. No person who has reached the compulsory retirement age of 65 years can be appointed to any faculty position unless provided by law.

The extension of service of a person who will reach the compulsory retirement age of 65 years may be allowed for a period of six (6) months and in meritorious circumstances may be extended for another six (6) months. The request for extension shall be made by the University President with concurrence by the Board of Regents. Conditions for the grant of requests for service extension, along with the agency head's justification of the need for the service, include completion of a program or project identified as a priority of the agency; deployment in services that have an impact on national security, safety, and national or local emergency as declared by the appropriate authority; and provision of highly technical expertise not readily available in the agency. The same shall be filed with the Civil Service Commission not later than three (3) months prior to the date of the faculty member compulsory retirement. Services rendered during the period of extension shall no longer be credited as government service.

However, for one who will complete the fifteen (15) years of service required under the GSIS Law, a maximum period of two (2) years may be allowed. Services rendered during the period of extension shall be credited as part of government service for purposes of retirement. The faculty member, may file the request of extension of service.

The request shall be submitted to the Commission with the following documents:

- a) Request for extension of service signed by the University President or the employee in case of extension to complete the 15- year service required under the GSIS Law, containing the justifications for the request;
- b) Certification by a licensed government physician that the employee subject of the request is still mentally and physically fit to perform the duties and functions of his/her position.
- c) Certified true copy of the employee's Certificate of Live Birth;
- d) Clearance of no pending administrative case issued by the CSC, Office of the Ombudsman and agency concerned;
- e) Service record of the employee, if the purpose of the extension is to complete the 15-year service requirement under the GSIS law;
- f) Certification from the GSIS on the Total Length of Service (TLS) of the employee for those who are completing the 15-year service requirement;
- g) Certified true copy of the updated Plantilla of Personnel issued by the agency HRM Officer; and
- h) Proof of payment of the filing fee.

The only basis for Heads of Offices to allow a faculty member to continue rendering service after his/her 65th birthday is a Commission Resolution



granting the request for extension. In the absence of such resolution, the said faculty member shall not be authorized to perform the duties of the position and his/her salaries shall be the liability of the official responsible for the continued service of the employee.

During the period of extension, the faculty member on service extension shall be entitled to salaries and salary increases, allowances, and other remunerations that are normally considered part and parcel of an employee's compensation package subject to the existing regulations on the grant thereof, except step increments. The faculty member shall also be entitled to 15 days vacation and 15 days sick leave annually, provided that the same are not commutative and cumulative.

Section 89. No COS faculty shall be designated to positions exercising control or supervision over other faculty members and other regular and career employees.

Section 90. No discrimination shall be exercised, threatened or promised against or in favor of any person examined or to be examined or employed by reason of his/her political or religious opinions or affiliations, sex, sexual orientation and gender identity, civil status, age, disability, or ethnicity.

Section 91. A person with dual citizenship shall not be appointed as a faculty member unless he/she renounces his/her foreign citizenship pursuant to the provisions of Republic Act No. 9225. However, even if he/she has renounced his/her foreign citizenship, but continues to use his/her foreign passport in travelling after renunciation, he/she shall not be considered for faculty appointment. This rule shall not apply to Filipino citizens whose foreign citizenship was acquired by birth.

Section 92. The right to be appointed to any faculty position in the Philippines cannot be exercised by, or extended to, those who are candidates for or are occupying any public office in the country of which they are naturalized citizens and/or are in active service as commissioned or non-commissioned officers in the armed forces of the country of which they are naturalized citizens.

## **V. TRANSITORY PROVISIONS**

Section 93. Except as otherwise provided in this Merit Selection Plan, rights vested or acquired under established system prior to the effectivity of this System shall be respected.

Section 94. The Faculty Selection Board shall provide mechanism to convert points earned during the NBC 461 8<sup>th</sup> cycle and JC 3 s 2022 if not fully implemented to be included in the DYCAS points system.

Section 95. Professors accredited under NBC 461 and JC3 s 2022 is automatically enrolled in PROFESS Talent Bank.

## **VI. RESPONSIBILITY**

Section 96. The President, the Board of Regents, the Vice-President for Academic Affairs, the deans, the directors, the heads of departments/units, and the

Human Resource Management and Development Office (HRMDO) shall be responsible for the implementation and maintenance of this Merit Selection Plan. The initiative and active participation of the HRMDO shall be expected in the proper implementation of this Merit Selection Plan.

#### **VII. AMENDMENT**

Section 97. This Merit Selection Plan shall be subject to automatic amendment/revision by any DBM National Compensation Circulars, DBM National Budget Circulars, CHED Circulars, and Civil Service Commission rules and regulations.

#### **VIII. EFFECTIVITY**

Section 98. This Merit Selection Plan shall take effect upon approval of the USM Board of Regents.

#### **IX. COMMITMENT**

Section 99. The University of Southern Mindanao represented by the USM President hereby commits to implement and abide by the provisions of this Strategic Merit Selection Plan for Faculty Members. It is understood that the USM Merit Selection Plan shall be the basis for expeditious approval of appointments.

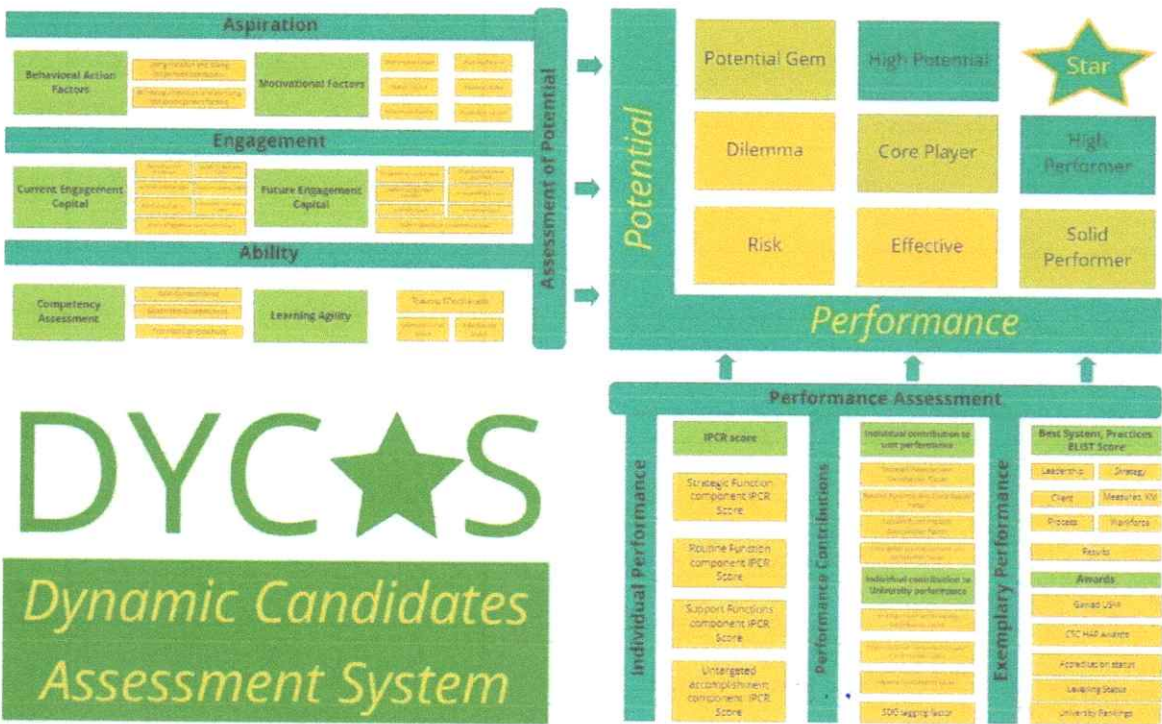
Approved by the Board of Regents on April 25, 2024.

  
FRANCISCO GIL N. GARCIA, PhD  
SUC President IV

Dynamic Candidates Assessment System (DYCAS)

Dynamic Candidates Assessment System (DYCAS) is a two-dimensional assessment of personnel for his/her potential and performance in a given evaluation period. For the purposes of this merit selection plan, the evaluation period shall be twelve-month period prior to the filling up of positions. Appropriate indicators and metrics are presented to hasten digital transformation of the DYCAS process.

The DYCAS framework is shown below:



A total of 90 points is allocated to Potential and Performance, to wit:

Potential Assessment Criteria:

- a) Aspiration – 30 pts
- b) Ability – 30 pts
- c) Engagement – 30 pts

Performance Assessment Criteria:

- a) Individual Performance (IPCR Scores) – 30 pts
- b) Performance Contribution – 30 pts
- c) Exemplary Performance – 30 pts



### Assessment of Candidate’s Potential

A candidate’s potential is monitored and evaluated based on three components: Ability, Engagement and Aspiration.

#### Aspiration Assessment

Aspiration and critical career management behaviors is assessed to understand if a faculty will rise to a senior and more challenging position and turn that motivation into career success. Aspiration is assessed through motivational and behavioral factors. Criteria include:

Aspiration Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Motivational Drivers (15 points max)					
Immersion	candidate looks for roles that require a personal commitment above the norm	Immersion factor  = 5.0* <i>highest number of activity lines of similar task/total number of activity lines in a year</i>	LEAPER; accomplishment reports	Immersion factor  <i>SINTIDO login hours per week/10)</i>	Behavioral Event Interviews; Customized CV in Jobs Application Portal; SINTIDO Boot Camp login
Activity	candidate prefers fast-paced, multi-tasking work environments	Activity Factor  = 5.0* <i>minimum (1, average number of activity lines per year/800)</i>	LEAPER, Task Registry	Activity Factor  = 2.5* <i>minimum (1, average number of tasks per week/20, SINTIDO hits per week/200)</i>	Behavioral Event Interviews; Customized CV in Jobs Application Portal; SINTIDO Boot Camp login
Flexibility	candidate seeks out work environments that allow them more fluid ways of working	Flexibility factor  = 5.0* <i>minimum (1, number of non-plantilla tasks performed/200)</i>	IPCR, LEAPER, Task Registry	Flexibility factor  = 2.5* <i>minimum (1, number of non-plantilla or outside job description tasks/5)</i>	IPCR or equivalent; Behavioral Event Interviews; Customized CV in Jobs Application Portal
Power	candidate wants the opportunity to exercise, influence and shape how things are done	Power factor  = 5.0 * <i>minimum (1, number of team members supervised/10)</i>	Special Orders of Designation/ Task registry	Power factor  = 2.5 * <i>minimum (1, number of team members supervised/10)</i>	Special Assignment Orders; Behavioral Event Interviews; Customized CV in Jobs Application

Aspiration Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
					Portal
Interest	candidate looks for roles and assignments that provide variety and stimulation	Interest factor  $= 5.0 * \text{minimum (1, non-plantilla tasks/all tasks)}$	LEAPER	Interest factor  $= 2.5 * \text{minimum (1, number of hours of non-mandated tasks in prior work/400, number of SINTIDO non-graded activity tasks per week/5)}$	Behavioral Event Interviews; Customized CV in Jobs Application Portal; SINTIDO Boot Camp login
Autonomy	candidate is attracted to roles that allow them autonomy in how they execute their responsibilities	Autonomy factor  $= 5.0 * \text{summation (all tasks in the individual registry/number of employees with similar task)}$	IPCR, LEAPER entries, Yamang Tao Task Registry	Autonomy factor  $= 2.5 * \text{number of SINTIDO tasks completed per module without reminder emails; Average completion time; analysis of VUCA coping strategies}$	SINTIDO Boot Camp logs
<i>Behavioral Drivers (15 points max)</i>					
Using Initiative & Taking Responsibility	candidate is willing to take calculated risks to realize an opportunity and assume positions of responsibility through which they can coordinate and impact on tasks, projects and objectives.	$= 4 * \text{number of processes or initiatives introduced and approved}$  $= 4 * \text{number of complex or highly technical tasks (EODB classification)}$  $= 2 * \text{number of committees involved/4}$  $= 2 * \text{number of volunteer organizations participated/2}$	Special Orders, LEAPER activity entries; notes or resolution of approval by appropriate authorities	$= 3.75 * \text{number of SINTIDO learning team meetings attended/10}$  $= 3.75 * \text{rubrics quality of work processes introduced in the SINTIDO ideation workshops}$	SINTIDO 1.0 Boot Camp
Achieving Objectives & Pursuing Self-Development	candidate pushes for results and are willing to invest	$= 3 * \% \text{ of L\&D target activities achieved}$	ILDP, LEAPER entries, training effectiveness forms	$= 7.5 * 2 / \text{completion time in months of SINTIDO}$	SINTIDO 1.0 Boot Camp

Aspiration Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
	in their personal development	= 4* number of technical L&D hours/ 176  = 2* % of competency targets achieved  = 2*% of health and fitness goals achieved			

Ability is assessed for future managerial and leadership ability to know whether the personnel has the competencies required for success in more senior and challenging roles.

Ability Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Competency Demonstration(15 points max)					
Core	The basic competencies that a university employee possesses	5* core competency score/4	LEAPER, Competency Self Assessment	5*core competency assessment score/4	Competency Self Assessment; BEI
Leadership	the competencies needed for leading and managing people in the workplace	5* leadership competency score/4	LEAPER, Competency Self Assessment	5*leadership competency assessment score/4	Competency Self Assessment; BEI
Technical Competencies	the technical competencies needed for the position (whether instruction, research, extension, production of faculty)	5*technical competency score/4	LEAPER, Competency Self Assessment	5*technical competency assessment score/4	Competency Self Assessment in SINTIDO 1.0 Boot Camp; BEI
Learning Agility (15 points max)					
Training Effectiveness	the demonstration of new skills derived from an L&D activity	Average competency improvement after training based on difference of supervisor and self	Training Effectiveness survey analysis through Linang Tao Academy	S-Curves; TLA Strategic Canvass maps; RDEP proposals	SINTIDO Boot Camp



Ability Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
		<i>rating (Maximum of 5 pts)</i>			
Learning Curve Index	average time to demonstrate competencies learned from formal L&D	<i>10*LCI LCI: &lt; 90 days = 1 &gt; 90 days = 90/number of days</i>	LEAPER, Learning Journal	<i>Submission time of S-curves; TLA Strategic Canvass maps; RDEP proposals</i>	SINTIDO Boot Camp
Adaptability Index	new processes adopted even without formal L&D	<i>Number of activity lines in doing new processes/ 100 (maximum of 10)</i>	LEAPER, Learning Journal	<i>Rubrics score of Bago to ah; VUCA assessment responses</i>	SINTIDO Boot Camp

Engagement is evaluated to know whether the candidate is committed to the organization and sees the organization as the best place to realize their career goals.

Engagement Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Current Engagement Capital (15 points max) - Employee's emotional and rational commitment based on their perception of past and present experiences					
Length of Service at USM	Number of years served at the university (including non-regular status)	Service Factor  = 3* number of years/25	Service Record; Certificate of Employment	= 3* Number of years in the previous agency or firm/30	Service Record; Certificate of Employment
Years since last appointment	Years of service in USM since last movement	= 3*Number of years since last appointment	Plantilla; Service Record; Certificate of Employment	= 3* Number of years since last promotion/3	Service Record; Certificate of Employment
Duty consistency index	Tasks done per week according to salary grade	Duty consistency index  = 3*Average number of activity lines per week divided by salary grade	LEAPER	= 3*Number of SINTIDO tasks done per week/20 Or = Average number of tasks per week divided by salary grade (if COS)	SINTIDO Boot Camp

Engagement Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Work-life balance	Performance of duty with time for vacation	<i>Work-life balance index</i> = <i>3*Number of days of vacation leaves availed/5</i>  <i>= 3*health and wellness hours /2.2</i>	Leave records	<i>= 3*Ikigai Assessment</i>	SINTIDO Boot Camp
Client base interaction	Clients served and interacted with	<i>=3*Average number of clients served/700</i>	LEAPER	<i>Number of offices interacted with the support network exercise</i>	SINTIDO 1.0 Module 3 exercises
Collaboration factor	Refers to interaction with peers, supervisor, and subordinates in projects and system development	<i>=3*Average number of peers from other office collaborated per week/3</i>	Committee/ Project Reports; LEAPER	<i>= Number of SINTIDO forum interactions per week/10</i>	SINTIDO 1.0 Boot Camp
Idea and Suggestion Factor	Idea and Suggestion for Top Management	<i>=Number of ideas accepted and developed (1 pt per idea, max of 3)</i>	Suggestion form from PACD and other sources	<i>= number of ideas evaluated in the competency workshops (1 pt per idea, max 3)</i>	SINTIDO 1.0 Boot Camp
<i>Future Engagement Capital (15 points max)- Employee's emotional and rational commitment based on their expectations of their future employment experience</i>					
Projected serviceable years	Number of serviceable years	<i>=2*(65 - current age)/40</i>	Service Record	<i>=2*(65 - current age)/40</i>	Service Record
Organizational Value alignment	Alignment of activities and plans to the university's strategic objectives	<i>=3*Rubrics score ILDP Plan Assessment/ 100</i>	ILDP	<i>=3*Career Plan Assessment; Career Futures Triangle/ 1 00</i>	SINTIDO 1.0 Boot Camp
Leadership L&D attended	Attendance to learning and development tagged as Leadership (e.g. SINTIDO 2.1, 3.1, 4.1)	<i>= 3*Number of Leadership L&amp;D hours attended/ 13</i>	LEAPER Learning Journals; Linang Tao Academy	<i>=3*Number of Leadership L&amp;D hours attended/ 25</i>	Behavioral Event Interviews; Customized CV in Jobs Application Portal
Untargeted L&D	Attendance to any learning and development	<i>=1*Number of Untargeted L&amp;D hours attended/ 26</i>	LEAPER learning journals; Linang Tao Academy	<i>=1*Number of L&amp;D hours attended/ 25</i>	Behavioral Event Interviews; Customized CV in Jobs Application Portal



Engagement Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Volunteer hours	Engagement to socio-civic activities as a citizen	=2*Number of socio-civic activity lines participated in a year / 10	LEAPER	=2*Number of hours devoted to volunteer work or to functions beyond the mandated functions/ 100	Behavioral Event Interviews; Customized CV in Jobs Application Portal
Committee engagement	Engagement in committee works and meetings	=1*Number of committee-related activity lines/ 10	LEAPER	=1*Number of hours devoted to learning team discussion/ 100	SINTIDO 1.0 Boot Camp
Process development	developing new processes, initiatives	=3*Number of activity lines related to development of a process/10	LEAPER	=3*Number of hours in developing journey mystery; ideation workshops	SINTIDO 1.0 Boot Camp

Assessment of the Candidates Performance

There are three dimensions in the assessment of performance of candidate: Individual Performance, Contributions to Unit Performance, and Exemplary Performance.

Individual Performance is assessed through IPCR Scores on Strategic Function component; routine function component; support function, and untargeted accomplishment

Individual Performance Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Strategic Function Component	Success indicators tagged as strategic	= 15*average strategic SI score/5	IPCR	=15* average rubric score on modules 1 and 5 or =15* average strategic SI score/5 =15*cos faculty eval/5	SINTIDO Boot Camp; IPCR of prior agency
Routine Function component	Success indicators tagged as mandated by plantilla or core	= 10* average routine SI score/5	IPCR	=10* average rubric score on module 2 or = 5* average routine SI score/5	SINTIDO Boot Camp; IPCR of prior agency



Individual Performance Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Support Function	Success indicators tagged as support	= 5* average support SI score/5	IPCR	=5* average rubric score on module 3 and 4 or = 5* average support SI score/5	SINTIDO Boot Camp; IPCR of prior agency
Untargeted accomplishment	unplanned Success indicators	= 5* average untargeted SI score/5	IPCR		

Individual’s Contribution to Organizational Performance shall be assessed on the candidate’s contribution to the unit’s performance and to the university’s organizational performance.

Performance Contribution Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
Percentage of Unit performance attributed to individual (15 pts max)					
Strategic Function Unit Contribution Factor	OPCR strategic success indicators attributed to individual	=7*average score of all Sis tagged as contributed by an individual/ all strategic SI of the OPCR	IPCR, OPCR	=7*Module 1&5 Discussion boards score/5*number of unit members/number of contributors	SINTIDO 1.0 Boot Camp
Routine Function unit contribution Factor	OPCR strategic success indicators attributed to individual	=5*average score of all Sis tagged as contributed by an individual/ all routine SI of the OPCR	IPCR	=5*Module 2 Discussion boards score/5*number of unit members/number of contributors	SINTIDO 1.0 Boot Camp
Support Function unit contribution Factor	OPCR strategic success indicators attributed to individual	=3* average score of all Sis tagged as contributed by an individual/ all routine SI of the OPCR	IPCR	=3*Module 3 and 4 discussion board score/5*number of unit members/number of contributors	SINTIDO 1.0 Boot Camp
Untargeted accomplishments	OPCR strategic success indicators	=2* average score of all Sis tagged as	IPCR	N/A	

Performance Contribution Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
unit contribution factor	attributed to individual	<i>contributed by an individual/ all routine SI of the OPCR</i>			
Percentage of University Performance attributed to individual (max 20 points)					
AO25	Task done by the candidate for the AO25 documentation	<i>= number of AO25 tasks registered in the LEAPER journal (max 7)</i>  <i>Tasks include those tagged and are related to process results of critical services and financial results;</i>	AO25 report; LEAPER Journal	<i>= number of AO25 tasks registered in the LEAPER journal (max 5)</i>	AO25 report of prior agency
Crisis and Disruption Management Factor	Tasks done by candidate related to disaster management, emergency, etc.	<i>= number of CDM tasks registered in the LEAPER journal (max 2)</i>	LEAPER Journal	N/A	
Complaints and Conflict Resolution Factor	Task done by candidate in resolving conflicts in workplace or addressing complaints (e.g. CCB)	<i>= number of CCR tasks registered in the LEAPER journal (max 2)</i>	LEAPER Journal	N/A	
SDG Tagging Factor	Task done to achieve SDG indicators as defined by Times Higher Education Impact Rankings	<i>= number of tasks tagged as SDG per THE Impact Rankings (max 7)</i>	LEAPER Journal; Times Higher Education	N/A	
Licensure Examination Success Contribution Factor	Number of units taken by the passer and taught by the faculty member	<i>=10*units taught/total number of units taken by the topnotcher</i>			

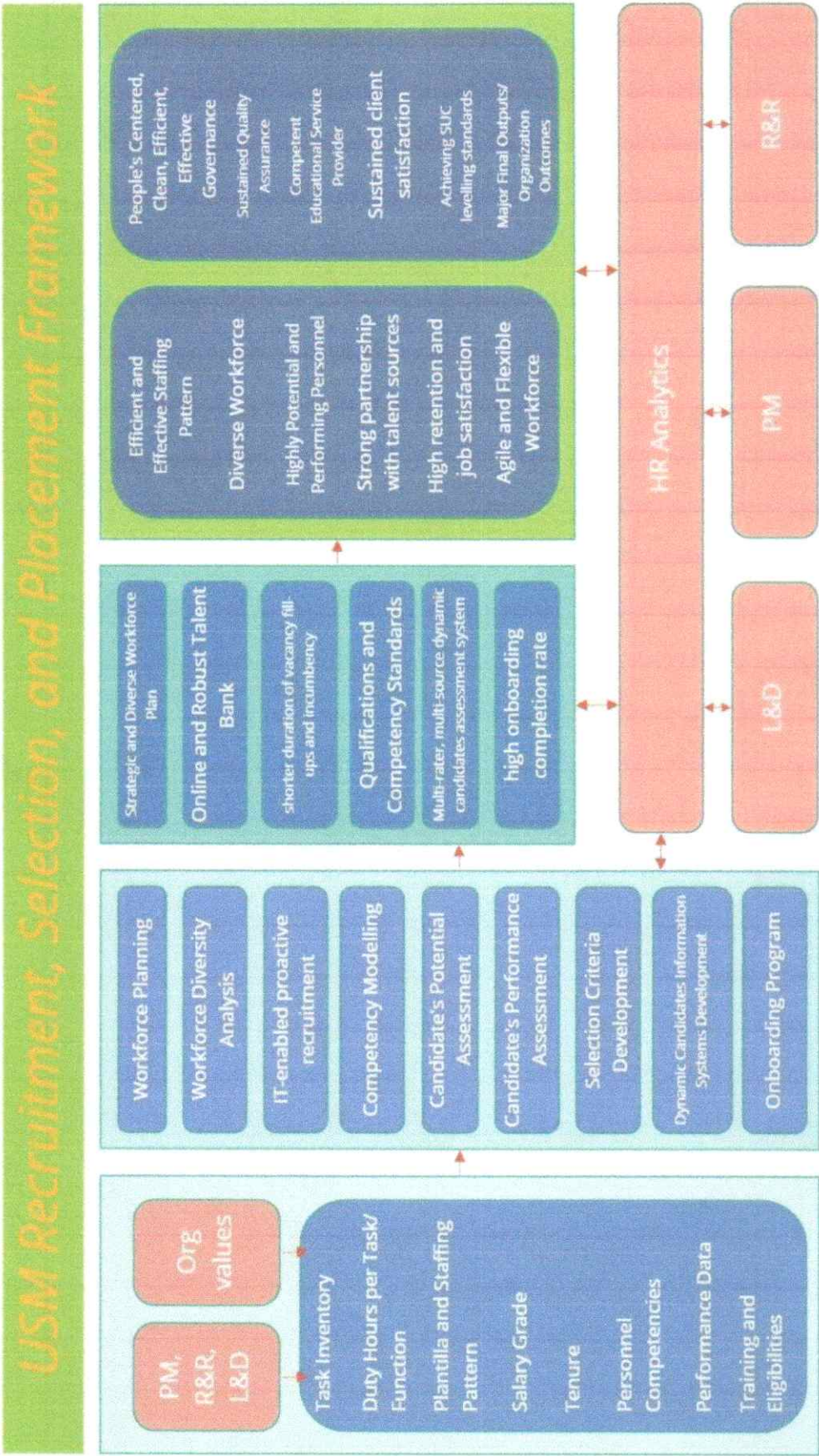
Exemplary Performance shall be assessed by the PROFESS scores and awards received by the candidate and the organization the candidate is affiliated with.

Exemplary Performance Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
PROFESS maximum points rubrics: Leadership = 120; Strategy = 80; Client = 90; KM and Measurements= 90; Human Resource = 80; Operations = 90; Results = 450; Total of 1000					
Performance Results (PROFESS Scores)	Performance of the best practice and/or systems introduced by the candidate	=15*PROFESS total rubrics score/1000	PROFESS Screening database; SINTIDO 4	=15*PROFESS rubrics score/100 based on prior agency engagement	Behavioral Event Interviews; Jobs Applications Portal
Awards (15 pts max)					
Individual Gawad USM	Individual Ulirang Kawani Nomination score	=7*average nomination scores of all Ulirang Kawani as generated by PRAISE Data Analytics team	PRAISE Awards database	= 7*number of PRAISE Major awards received =3* number of minor awards from previous agency	Certificates or Plaques; PRAISE Awards database; Behavioral Event Interviews; Jobs Applications Portal
Group Gawad USM Award	Group Ulirang Sangay Nomination Score	= 5* average nomination scores of all Ulirang Sangay as generated by PRAISE Data Analytics team	Certificates or Plaques; PRAISE Awards database	= 5*number of major group awards received from previous agency	Certificates or Plaques; PRAISE Awards database; Behavioral Event Interviews; Jobs Applications Portal
Quality assurance status	Status of the university in quality assurance	=5*number of months employed while the university is granted such accreditation/12	Certificates from the award giving body	=1*number of months employed while the university is granted such accreditation/12	Certificates from the award giving body
University SUC Levelling status	Status of the university in SUC levelling	=2* (level/highest level) *number of months employed while the university is granted such accreditation/12	Certificates from the award giving body	=1* (level of prior agency/highest level) *number of months employed while the university is granted such accreditation/12	Certificates from the award giving body
University Rankings	Status of university in recognized rankings	=5*(ratings/highest possible World rating)* number of months employed while the university is	Certificates from the award giving body	=1*(ratings of prior agency/highest possible World rating)* number of months employed while the university	

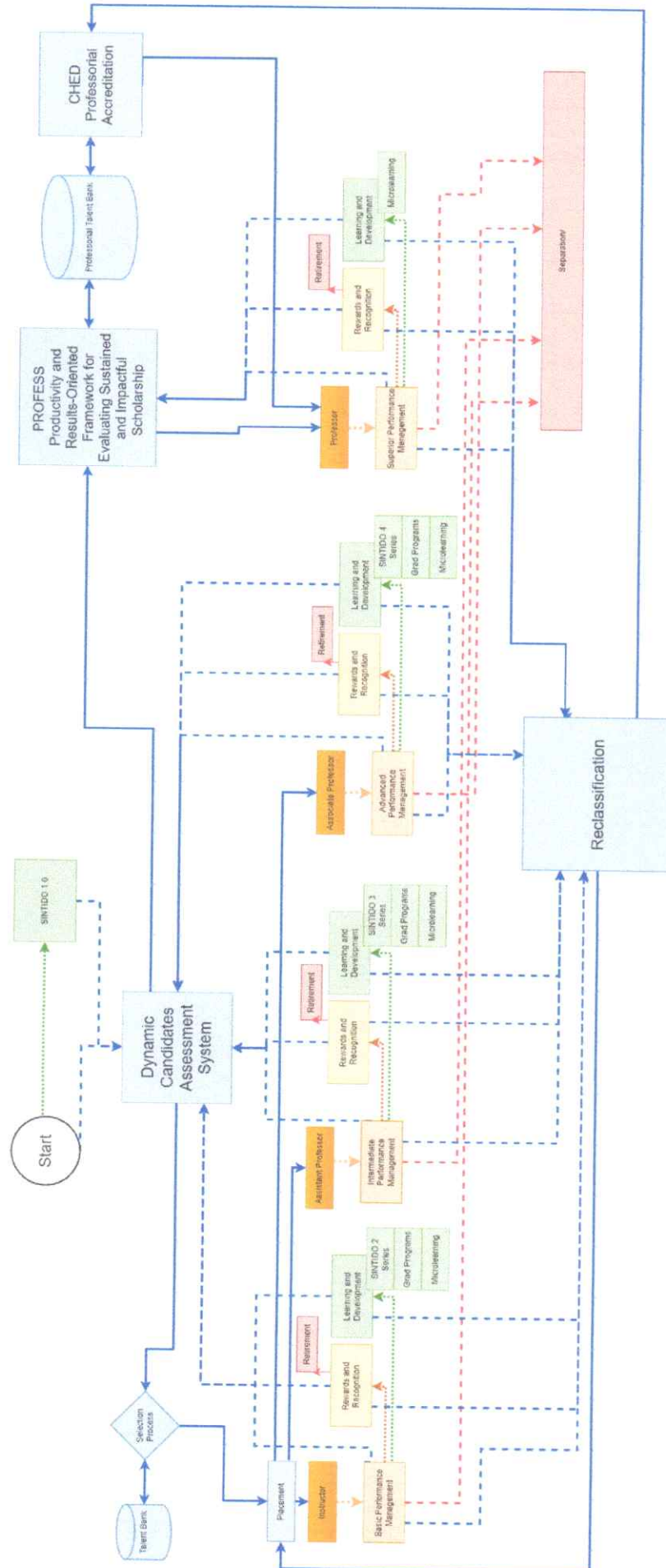


Exemplary Performance Assessment Criteria	Operational Definition	Promotion		Recruitment/ Transfer	
		Indicators and metrics	Source of Evidence	Indicators and metrics	Source of Evidence
		<i>granted such accreditation/12</i>		<i>is granted such accreditation/12</i>	
Topnotcher Success Contribution Factor	Number of units taken by the topnotcher taught by the faculty member	<i>=5*units taught/total number of units taken by the topnotcher (premium on top of passer contribution factor)</i>	TOR; ARO data	<i>=5*units taught/total number of units taken by the topnotcher</i>	<i>=5*units taught/total number of units taken by the topnotcher</i>
School Performance Success Contribution Factor	Passing percentage above the national passing rate	<i>=5*percentage of national passing</i>	PRC official announcements	<i>=5*percentage of national passing</i>	PRC official announcements
Agency Awards Contribution Factor	Contribution of candidate to awards	<i>=number of task done to achieve awards (max 5)</i>			

The criteria, indicators, and metrics above shall be reviewed by the FSB annually.

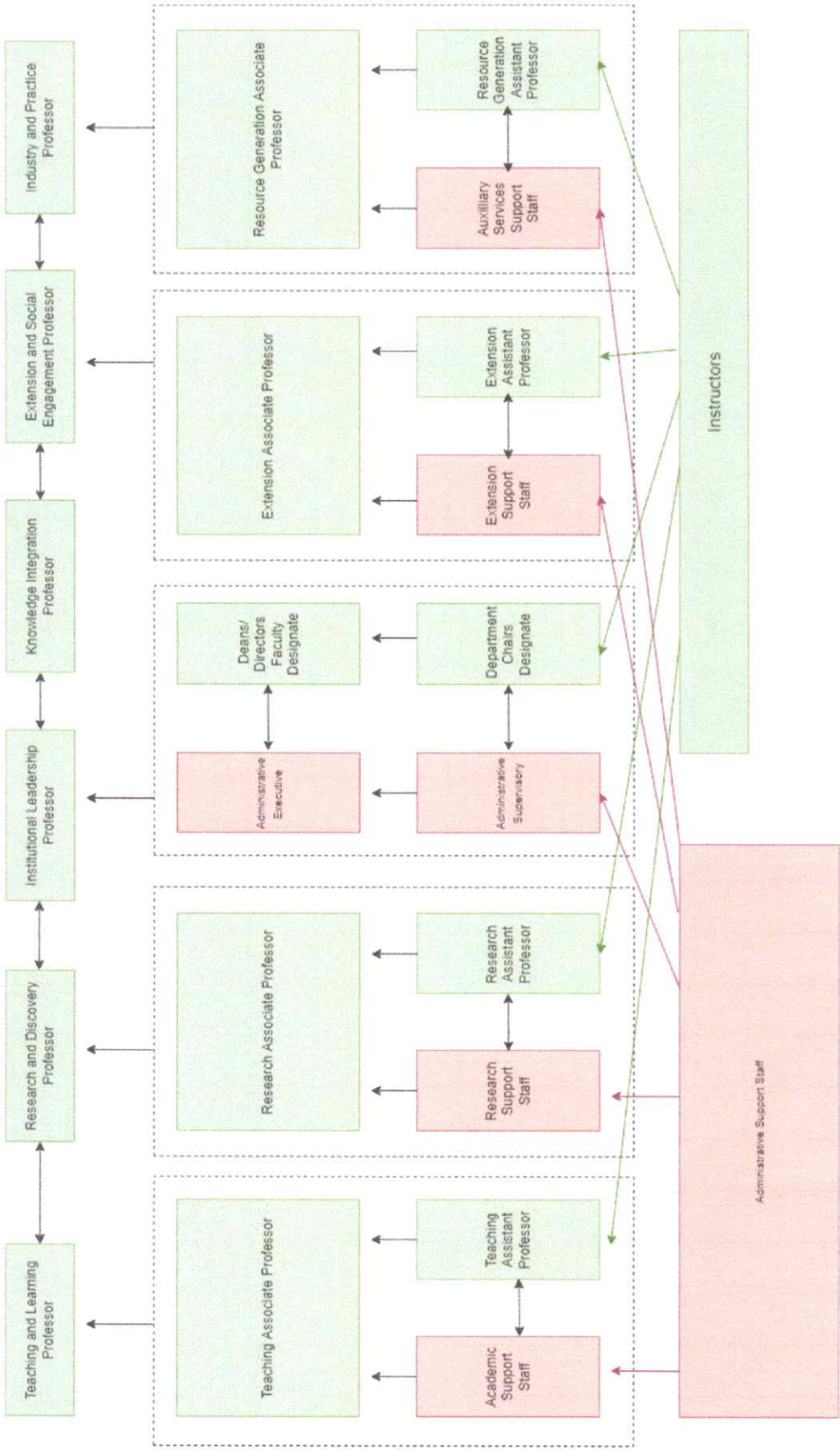


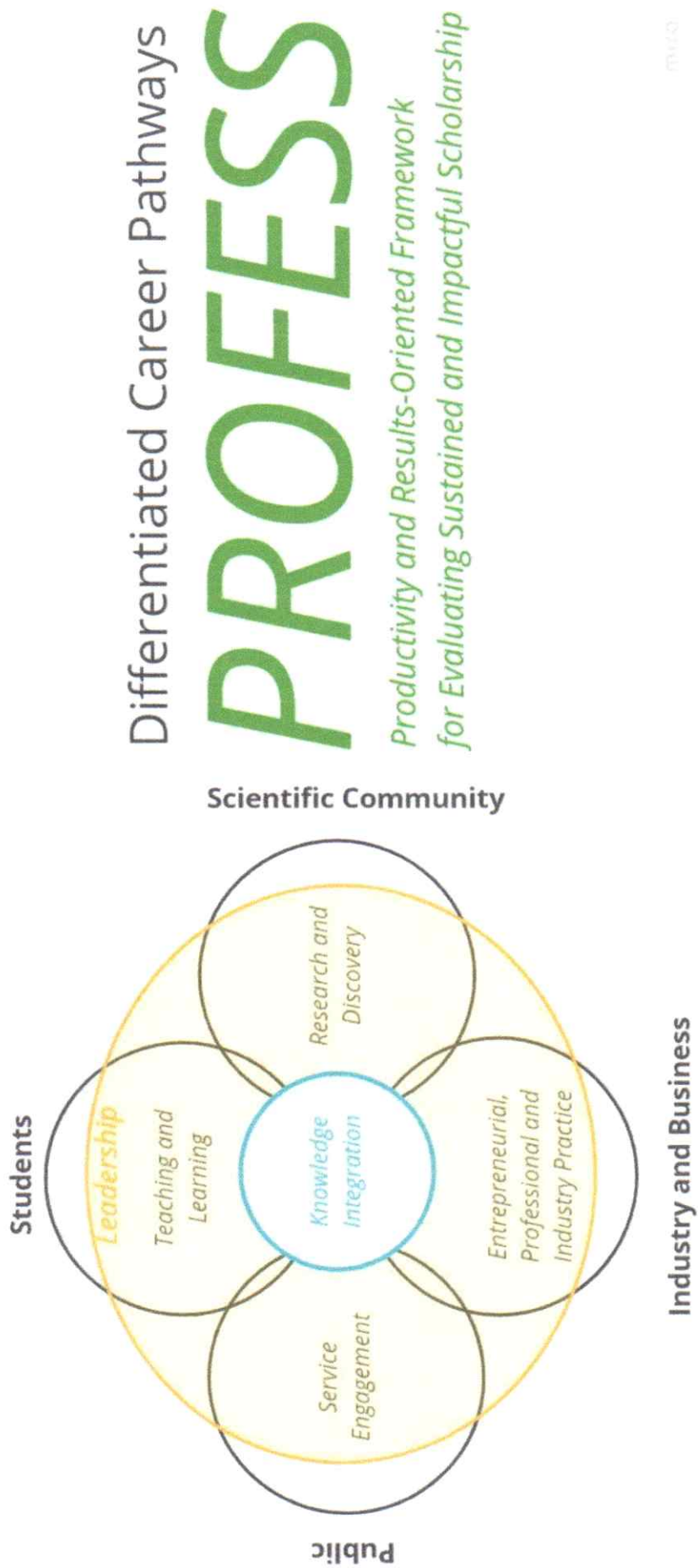
Annex B





Differentiated Career Pathways





Differentiated Career Pathways

# PROFESS

*Productivity and Results-Oriented Framework  
for Evaluating Sustained and Impactful Scholarship*

PROFESS Categories, clients and intended results

Professor Pathway	Innovations/Practices	Expected Clients	Intended Results
Teaching and Learning	Innovative practices in teaching, learning and assessment, instructional materials development; student support and engagement, student mobility; and curriculum development	Students and early career alumni	Achievement of the program outcomes (POs) and program educational objectives (PEOs); improvement of licensure examinations; employment status of early career alumni
Research and Discovery	Basic research; Knowledge generation for use in teaching and learning, and engaged knowledge management	Fellow academics	utilization of generated knowledge with collaborators; derivative application of basic research by other academics; other metrics as defined in the San Francisco Declaration of Research Assessment (DORA)
Extension and Service Engagement	Use of knowledge from basic research or co-generation of knowledge with community through participatory approaches; branding and promotion;	local community and/or local government units	Improved capacities and socio-economic conditions of local communities and/or LGUs; improved reputation of USM in the community
Innovation and Industry Practice	Use of knowledge products (patents, etc) for business and industry; technology incubation; collaborate with industry and professionals for resource generation	Business, professionals, industry	improved capacities of professionals; improved productivity of industry; improved income for the university
Institutional Leadership	Lead in the instituting change in the university's processes; effective management of crisis and disruptions; builds up resilience and sustainability; provides enabling growth for academic and knowledge exchanges	University and its offices and units	improved productivity and efficiency in the workplace; resilience and sustainability indices improved (SDG contribution); improved infrastructure for growth
Knowledge Integration	facilitate transdisciplinary research; facilitate knowledge management continuum from generation to utilization; application of knowledge from one discipline to another	any two or more client groups mentioned above	USM as a leader in the development of new and emerging disciplines; wider influence and new audiences as building blocks of impact of DORA



## PROFESS Scoring Guidelines (adapted from Malcolm Baldrige Awards)

### Process Scoring Guidelines

Score	Approach	Deployment	Learning	Integration
90%, 95% or 100%	An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)	The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D)	Fact-based, SYSTEMATIC evaluation and improvement and program LEARNING through INNOVATION are KEY Program-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the Program.	The APPROACH is well INTEGRATED with your current and future program needs as identified in response to the Program Profile and other process items.
70%, 75%, 80%, or 85%	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A)	The APPROACH is well DEPLOYED, with no significant gaps. (D)	Fact-based, SYSTEMATIC evaluation and improvement and program LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of program-level ANALYSIS and sharing. (L)	The APPROACH is INTEGRATED with your current and future Program needs as identified in response to the Program Profile and other process items. (I)
50%, 55%, 60%, or 65%	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A)	The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D)	A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some program LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L)	The APPROACH is ALIGNED with your overall program needs as identified in response to the Program Profile and other process items. (I)
30%, 35%, 40%, or 45%	An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A)	The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D)	The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L)	The APPROACH is in the early stages of ALIGNMENT with the basic Program needs identified in response to the Program Profile and other process items. (I)
10%, 15%, 20%, or 25%	The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A)	The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D)	Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)	The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
0% or 5%	No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A)	Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D)	An improvement orientation is not evident. Improvement is achieved by reacting to problems. (L)	No Program ALIGNMENT is evident; individual areas or work units operate independently. (I)

### Results Scoring Guidelines

Score	Level	Trends	Comparison	Integration
90%, 95% or 100%	Excellent Program PERFORMANCE LEVELS are reported, fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le)	Beneficial TRENDS have been sustained over time in practically all areas of importance to the accomplishment of your Program's OBJECTIVES. (T)	Practically all trends and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or benchmarks and many comparisons show industry and benchmark. (C)	Program PERFORMANCE RESULTS and PROJECTIONS are reported for practically all KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
70%, 75%, 80%, or 85%	Good-to-excellent program PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le)	☑ Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your Program's OBJECTIVES. (T)	Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C)	Program PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
50%, 55%, 60%, or 65%	Good program PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le)	☑ Beneficial TRENDS are evident in areas of importance to the accomplishment of your Program's OBJECTIVES. (T)	Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C)	Program PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
30%, 35%, 40%, or 45%	Good program PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le)	Some TREND data are reported, and most of the TRENDS presented are beneficial. (T)	Early stages of obtaining comparative information are evident. (C)	RESULTS are reported for many areas of importance to the accomplishment of your Program's OBJECTIVES. (I)
10%, 15%, 20%, or 25%	A few program PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le)	Some TREND data are reported, with some adverse TRENDS evident. (T)	Little or no comparative information is reported. (C)	RESULTS are reported for a few areas of importance to the accomplishment of your Program's OBJECTIVES. (I)
0% or 5%	There are no program PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le)	TREND data either are not reported or show mainly adverse TRENDS. (T)	Comparative information is not reported. (C)	RESULTS are not reported for any areas of importance to the accomplishment of your Program's OBJECTIVES. (I)