SAMAR COLLEGES, INC.
Catbalogan City, Samar

Learning and Development Manual

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A. Core L&D Areas

1. Onboarding and Orientation

- Institutional mission, vision, and core values
- Policies, procedures, and code of conduct
- Departmental and role-specific orientation

2. Professional Development

- Faculty: pedagogy, curriculum design, student assessment
- Non-teaching: office management, customer service, ICT training

3. **Leadership and Management**
    - Supervisory skills
    - Strategy planning and leadership development
    - Coaching and mentoring
4. **Research and Academic Advancement**
    - Research capability-building
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    - Continuing education support
5. **Soft Skills and Personal Development**
    - Communication and collaboration
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6. **Compliance and Regulatory Training**
    - Data Privacy Act orientation
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7. **Values Formation and Institutional Culture**
    - Servant leadership
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I. SAMAR COLLEGE VISION AND MISSION STATEMENTS

Vision

We are the leading center of learning in the island of Samar. We take pride in being the school of first choice by students, where they can fully attain academic and personal achievement through affordable education, excellent instruction, and state-of-the-art facilities in a values-driven education.

Mission

Samar College is a community-based, privately-owned learning institution that provides quality, basic, tertiary, and graduate education to students of Samar Island and its neighboring communities. We commit to help our students improve their quality of life by delivering affordable, values-driven, industry-relevant curricular programs that produce globally-competitive, innovative, service-oriented, and God-fearing citizens who contribute to the progress of the society.

Objectives

Samar College intends to:

1. adhere to the highest standards of work and personal ethics;
2. provide avenues for advancement and give due recognition and reward for individual and collective contribution;
3. work for the greater good of all who belong to the community we operate in by going beyond the call of duty;
4. help find meaning in life through education.

Core Values

- Integrity and Honesty
- Respect and Concern for Others
- Passion for Excellence
- Dedication to Service
- God-fearing and Principle-centered

Mantra

- Focus and Rise in Samar College

II. LEARNING & DEVELOPMENT (L&D) MANUAL

Introduction

At Samar Colleges, Inc., we recognize that our people are our most valuable asset. As an educational institution, our mission extends beyond student learning; it also includes the continuous growth and professional development of our employees. This Learning and Development (L&D) Manual serves as a guide in cultivating a culture of lifelong learning, excellence, and service among our faculty, staff, and administrators. It ensures that all members of the institution are equipped with the necessary knowledge, skills, and values to fulfill their roles effectively and contribute meaningfully to the school's mission and vision.

The manual provides a structured framework for training, capacity-building, and competency enhancement. It outlines policies, procedures, and programs designed to address the professional and personal development needs of employees, while also ensuring compliance with educational standards, regulatory requirements, and institutional goals. Through the L&D program, Samar College affirms its commitment to invest in its people, foster innovation, and sustain an environment where both employees and students can thrive.

Objectives

1. To provide opportunities for continuous professional growth and personal development.
2. To align employee skills with institutional goals and academic standards.
3. To enhance teaching effectiveness, administrative efficiency, and leadership capacity.
4. To comply with statutory, regulatory, and training requirements.
5. To foster a culture of lifelong learning within the institution.

Policies

1. All L&D programs shall be aligned with the School's Vision, Mission, Core Values, and objectives for academic excellence and operational efficiency.

2. All employees, regardless of rank, employment status, or function, shall be given equitable opportunities to participate in learning and development programs, subject to identified training needs, institutional priorities, and specific eligibility requirements.

3. L&D activities shall be based on the Training Needs Assessment (TNA) results, annual performance evaluations, and institutional requirements.

4. Mandatory trainings required by government agencies (CHED, DOLE, PRC, ISO, etc.) shall be prioritized and scheduled accordingly.

5. Faculty and staff shall be encouraged to pursue continuous professional and personal development, with the School supporting activities that enhance competencies, teaching effectiveness, leadership, and research.

6. The Enhanced Faculty Development Program (EFDP) shall be open to regular full-time faculty members who have rendered at least two (2) years of continuous and exemplary service records. It provides scholarships for advanced studies (Master's or Doctorate), in support of the institution's mission of academic excellence. Beneficiaries shall comply with the provisions of the signed Memorandum of Agreement (MOA), including return-of-service, and payback conditions.

7. L&D activities shall be implemented within the approved budget allocation, ensuring cost-effectiveness while maximizing learning impact.

8. All L&D programs shall be monitored and evaluated to assess effectiveness, participant satisfaction, and impact on work performance.

9. Employees who successfully complete L&D programs and demonstrate effective application of the acquired knowledge and skills in their work shall be duly recognized and given priority consideration for career advancement and other opportunities for professional growth.

10. All L&D activities shall be properly documented through attendance sheets, training reports, evaluation summaries, and certificates of participation/completion.

11. The Human Resource Management Department, (HRMD) in coordination with the Department Heads, shall oversee the

implementation of the L&D program, while participants are expected to engage and apply their respective roles actively.

Scope

This manual covers all employees of Samar Colleges, Inc.

- Teaching Faculty
- Administrative Staff
- Support Personnel
- Supervisors and Managers

III. Learning and Development Framework

A. Core L&D Areas

1. Onboarding and Orientation

Component	Details
Objectives	To integrate new employees into the institution by orienting them on the school's history, mission-vision, values, policies, and job expectations.
Target Participants	All newly hired faculty, staff, and administrators.
Activities	Orientation program; ▪ HR briefing on policies/benefits; ▪ Department-level Orientation; ▪ Campus tour; ▪ Assignment of mentor/buddy.
Frequency	Within the first week (initial orientation by HR department) of employment, refresher orientation at the start of every academic year.
Responsible Office/Person	Human Resource Department, in coordination with Department Heads.

Monitoring & Evaluation	Attendance, post-orientation feedback survey, and acknowledgment form.
Documentation	Orientation attendance, and signed policy acknowledgement.

2. Professional Development

Component	Details
Objectives	To enhance faculty and staff competencies in their respective fields and support continuous learning.
Target Participants	Faculty members, academic staff and selected non-teaching staff.
Activities	In-service training, seminars, workshops, conferences, postgraduate studies support, webinars, and certification courses. This includes the Enhanced Faculty Development Program (EFDP), which grants qualified faculty scholarships and study privileges to pursue master's and doctoral degrees to support their academic and professional advancement.
Frequency	At least once per semester; opportunities provided as available.
Responsible Office/Person	Academic Affairs, HR, Department Heads
Monitoring and Evaluation	Training evaluation forms, classroom observation results, and performance appraisal.
Documentation	Certificate of participation, enrollment forms, training reports, MOA and other HR Records.

3. Leadership and Management

Component	Details
Objective	To strengthen the leadership and supervisory

	skills of administrators and potential leaders.
Target Participants	Deans, Program Heads, Supervisors, and identified high-potential staff.
Training Activities	Leadership workshops, management training, coaching and mentoring, and succession planning sessions.
Frequency	Annual leadership training; coaching/mentoring quarterly.
Responsible Office/Person	Office of the President/SVPs, HR, Senior Administrators
Monitoring & Evaluations	A comprehensive assessment, performance evaluations, and training feedback.
Documentation	Leadership training reports, certificates, HR development file.

4. Research and Management

Component	Details
Objective	To develop research skills, promote academic inquiry, and improve research management capacity.
Target Participants	Faculty and selected staff involved in research.
Training Activities	Research proposal workshops, ethics training, journal publication support, data analysis seminars.
Frequency	At least once a year, aligned with the institutional research agenda.
Responsible Office/Person	Research Office / Academic Affairs.
Monitoring & Evaluations	Number of research outputs, publications, and presentations, and feedback forms.
Documentation	Training attendance, research project, records, publications.

5. Soft Skills and Personal Development

Component	Details
Objective	To enhance interpersonal, communication, and emotional intelligence skills for professional growth.
Target Participants	All employees
Training Activities	Communication skills workshops, stress management, conflict resolution, teamwork, and collaboration sessions.
Frequency	At least once per year
Responsible Office/Person	HR, Guidance Office, Department Heads.
Monitoring & Evaluations	Training feedback, supervisor assessment, and behavioral observations.
Documentation	Certificates, feedback, HR files.

6. Compliance and Regulatory Training

Component	Details
Objective	To ensure compliance with laws, regulations, and accrediting body requirements.
Target Participants	Faculty, staff, administrators (depending on topic).
Training Activities	Data privacy training, fire/safety drills, DOLE-mandated seminars, CHED/DepEd regulatory briefings
Frequency	As required by law/regulations, at least annually
Responsible Office/Person	SVPs, Directors, Unit Heads and Safety Officer
Monitoring & Evaluations	Attendance records, compliance checklists, audit results.

Documentation	Certificates, compliance reports, and regulatory.

7. Values Formation and Institutional Culture

Component	Details
Objective	To instill and strengthen the values, mission, and culture of the institution among all employees.
Target Participants	All employees, especially new hires.
Training Activities	Values formation seminars, team building, spiritual formation (if applicable), and institutional celebrations.
Frequency	Semi-annual or as part of institutional activities
Responsible Office/Person	SVP for Cultural Affairs, HR, and Student Affairs Services,
Monitoring & Evaluations	Participation rates, employee engagement survey, and feedback forms
Documentation	Attendance, activity reports, photos, HR records.

B. Learning & Development Cycle

1. Training Needs Analysis (TNA) – conducted annually by HR in coordination with department heads.

2. L&D Planning – formulation of the annual L&D plan based on TNA, institutional goals, and budget.

3. Implementation – delivery of programs (in-house training, external seminars, online courses, workshops, coaching).

4. Monitoring and Evaluation – post-training evaluation impact, assessment, and feedback collection.

5. Continuous Improvement - integration of evaluation results into future programs.

IV. Learning and Development Modalities

- In-house Training/Workshops (led by internal or external trainers)
- Seminars and Conferences (local and international)
- Coaching and Mentoring Programs
- Scholarships/Study Leave for higher studies
- Online Learning (Webinars, Massive Open Online Courses (MOOCs, LMS modules)
- Team-building Activities

V. Roles and Responsibilities

A. Human Resource Department / L&D Unit

- Conduct Training Needs Analysis
- Develop and update the Annual L&D Plan
- Coordinate with training providers and facilitators
- Document and monitor employee participation
- Evaluate program effectiveness

B. Department Heads

- Recommend the training needs of their staff
- Support implementation and encourage participation
- Monitor post-training application of skills

C. Employees

- Actively participate in L&D activities
- Apply learned skills to their work functions

- Provide feedback on L&D programs

D. School Management

- Provide budget allocation for L&D
- Approve major programs and training opportunities
- Recognize and reward employee development achievements

VI. Evaluation and Monitoring

- Pre- and Post – Training Assessment
- Training Evaluation Forms
- Annual L&D Report prepared by HR/L&D Office
- Employee Development Records maintained in personnel files

VII. Budget and Resource Allocation

A portion of the school's annual budget will be allocated for L&D activities including:

- Training fees and honoraria
- Materials and supplies
- Travel and participation in external seminars
- Technology and e-learning platforms

VIII. Rewards and Recognition

Employees who successfully complete L&D programs and demonstrate application of learned skills will be recognized through:

- Certificates of participation/completion
- Performance Evaluation points
- Promotion and career advancement opportunities

IX. Review and Revision

This manual will be reviewed every two years, or as necessary, by the HR Department and Senior Vice Presidents (SVPs). Any revisions shall be endorsed for approval by the School President and the Board of Directors to ensure relevance and alignment with institutional goals and external standards.

X. Statement of Commitment

Samar Colleges, Inc. believes that the growth of the institution is deeply connected to the growth of its people. Through this Learning and Development Manual, the school affirms its dedication to providing meaningful opportunities for continuous learning, professional advancement, and personal enrichment for all employees.

We commit to nurturing a culture of excellence, integrity, and service that empowers our faculty, staff, and administrators to fulfill their duties with competence and passion. By investing in our people, we ensure that Samar College remains steadfast in its mission to provide quality education, uphold high academic and operational standards, and contribute to nation-building.

Transition Note

Building on the policies and guidelines outlined in the L&D Manual, the following sections present the school's specific programs and initiatives that operationalize its commitment to continuous professional growth. These components translate the framework into practice through structured activities and strategic interventions.

The succeeding parts include:

- L&D Annual Program, CY 2025 – outlining planned learning and development activities for the year, and
- Enhanced Faculty Development Program – providing long-term opportunities for faculty members to pursue advanced graduate studies.

Together, these programs complement the L&D Manual and embody Samar College holistic approach to employee development.

XI. LEARNING AND DEVELOPMENT (L&D) ANNUAL PROGRAM

CY 2025

I. Samar College Vision and Mission Statements

Vision

We are the leading center of learning in the island of Samar. We take pride in being the school of first choice by students, where they can fully attain academic and personal achievement through affordable education, excellent instruction and state-of-the-art facilities in a values-driven education.

Mission

Samar College is a community-based, privately-owned learning institution that provides quality, basic, tertiary and graduate education to students of Samar Island and its neighboring communities. We commit to help our students improve their quality of life by delivering affordable, values-driven, industry-relevant curricular programs that produce globally-competitive, innovative, service-oriented and God-fearing citizens who contribute to the progress of the society.

Objectives

Samar College intends to:

5. adhere to the highest standards of work and personal ethics;
6. provide avenues for advancement and give due recognition and reward for individual and collective contribution;
7. work for the greater good of all who belong to the community we operate in by going beyond the call of duty;
8. help find meaning in life through education.

Core Values

- Integrity and Honesty
- Respect and Concern for Others
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- Dedication to Service
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Mantra

- Focus and Rise in Samar College

Rationale

The learning and Development (L&D) Annual Program 2025 serve as a roadmap for implementing targeted capacity-building initiatives for faculty and non-teaching personnel. While the L&D Manual outlines the long-term framework and institutional policies that govern employee development, this annual plan translates those principles into concrete programs and activities scheduled for the year 2025.

Through this program, Samar Colleges, Inc., ensures that professional growth opportunities are both timely and responsive to institutional priorities. It highlights the specific training interventions, wellness programs, and competency-building activities that will be undertaken to strengthen academic delivery, enhance administrative support, and promote employee well-being.

By focusing on the unique needs of faculty and staff, this program reaffirms the school's commitment to continuous improvement and positions its workforce to meet the evolving challenges of higher education.

Objectives

The objectives of the L&D Annual Program 2025 are to:

1. Implement targeted faculty and staff development programs that respond to current instructional, administrative, and support service needs.

2. Strengthen competencies in teaching, leadership, teamwork and service delivery through structured training and capacity-building activities.

3. Promote employee well-being by integrating wellness and mental health programs that enhance productivity and job satisfaction.

4. Support institutional priorities such as quality instruction, effective management, and compliance with regulatory and accreditation requirements through relevant L&D initiatives.

5. Evaluate and sustain the impact of L&D interventions by establishing mechanisms for monitoring, feedback, and continuous improvement.

Priority Program, Projects, and Activities (PPAs)

The L&D Program 2025 focuses on activities under the following key areas:

- **Instructional Innovation and Pedagogy** – Training for faculty to adopt inclusive, student-centered, and technology-driven approaches to teaching.

- **Leadership, Teamwork, and Service Excellence** – Programs that strengthen collaboration, communication, and administrative efficiency for non-teaching personnel.

- **Employee Wellness and Resilience** – Initiatives that promote mental health, stress management, and overall well-being in the workplace.

- **Continuous Professional Development** – Opportunities for faculty and staff to pursue advanced training seminars, or certifications aligned with institutional goals.

    - This includes the Enhanced Faculty Development Program (EFDP), which grants qualified faculty scholarships and study privileges to pursue master's and doctorate degrees in support of their academic and professional advancement.

Learning & Development Activities 2025

The Learning & Development (L&D) Activities 2025 demonstrates Samar Colleges commitment to building a competent, motivated, and well-supported workforce. By addressing faculty and staff development needs, the College ensures that its programs are not only responsive to present challenges but also forward-looking in preparing its employees for future opportunities. The succeeding sections outline the corresponding resource requirements and the monitoring and evaluation framework to guarantee the effective implementation of this plan.

CY 2025

Title of Activity	Objective	Participants	Schedule	Status	Responsible Office	Proposed Budget Allocation
"From Local Beginnings to Global Leadership: Navigating the Future of Technology and Humanity" (Symposium)	To strengthen leadership and innovation through exploring global trends in technology and humanity	Executive Committee, Faculty, MISTS Dept., and Student-Leaders	January 14, 2025	Planned	PDQA Office & Campus Communication and External Services	P 53,050
ISO 9001:2015 Orientation Seminar	To equip key officials with the knowledge and understanding necessary to support and lead the ISO certification process	Management and Executive Committee, Office Heads	January 16-17, 2025	Planned	PDQA Office	P 103,200
Orientation on the Implementation of the Basic Incubation Zone Laboratory (BIZLAB)	To empower students with the skills, mindset, and resources needed to thrive in the dynamic world of entrepreneurship	BSBA and SHS-ABM students	January 22, 2025	Planned	Basic Education Department	P 10,000
Beyond Chalk and Talk: Transforming Teaching through Innovation and Inclusion Seminar Workshop: 1. Crafting Outcomes – Based Syllabi and Lesson Plans 2. Redesigning of Syllabi and Lesson Plans	Enhance faculty capacity to adopt innovative, inclusive, and student-centered pedagogies	Faculty and Executive Committee.	June 11-13, 2025	Planned	HRMD, PDQA and Academic Affairs	883,710
Training on the Implementation of the Document Tracking System	To equip the designated UDCs from various offices with the necessary knowledge and skills to support the implementation of the centralized Document Control Center	Office Heads and Unit Document Controllers (UDCs)	July 3, 2025	Planned	Administration/ PDQA	P 3,000
Learning Management System (LMS) Orientation	To introduce the LMS as a tool for enhancing digital teaching and learning and to familiarize the faculty with its features for effective use	Basic Education (Elementary, Junior High, Senior High) Department	August 2, 2025	Planned	PDQA and Basic Education Dept.	P 15,000
Instructional Workshop on	To equip the faculty/educators	College of Information	August 6, 2025	Planned	PDQA and CITAS	P 10,000

Code to Curriculum: Structuring Syllabi for IT Education Workshop/ Orientation: 1. Learning Management System (LMS) 2. Unified OBE-aligned Syllabus The Fundamentals of the World's Universities with Real Impact (WURI)	to design outcomes-based, industry-aligned instruction for the digital era	Technology and Allied Sciences (CITAS) Faculty Members				
Building Better Tests: A Comprehensive Training Workshop on Sustainable Board Test Development and Evaluation (Seminar)	To improve assessment processes and equip the faculty with the tools and knowledge to design more accurate and equitable assessments	College of Criminal Justice Education (CoCJE) Faculty Members	August 7, 2025	Planned	CoCJE	P 15,000
Aligning Instruction and Assessment: Effective TOS and Test Construction for Quality Learning Orientation: Learning Management System (LMS)	To enhance the faculty's test construction skills and align their instruction for the achievement of the Intended Learning Outcomes (ILOs)	College of Education (CoEd) Faculty Members	August 8, 2025	Planned	CoEd and PDQA	P 10,875
Learning Management System (LMS) Orientation	To introduce the LMS as a tool for enhancing digital teaching and learning and to familiarize the faculty with its features for effective use	College of Business and Managemen t (CBM) Faculty Members	August 8, 2025	Planned	PDQA and CBM	P 5,000
Empowering Excellence: Leadership, Teamwork, and Service for Non-Teaching Personnel Training and Team building: 1. Leadership, Teamwork and Service 2. Conflict Management and Handling Complaints	Strengthen collaboration, service orientation, and leadership among staff	Non-Teaching Personnel	August 15-17, 2025	Planned	HRMD/Administration	565,930
Learning Management System (LMS) Orientation	To introduce the LMS as a tool for enhancing digital teaching and learning and to	College of Criminal Justice Education	August 29, 2025	Planned	PDQA and CoCJE	P 10,685

	familiarize the faculty with its features for effective use	(CoCJE) Faculty Members				
Learning Management System (LMS) Orientation	To introduce the LMS as a tool for enhancing digital teaching and learning and to familiarize the faculty with its features for effective use	College of Liberal Arts and Sciences (CLAS) Faculty Members	Septembe r 16, 2025	Planned	PDQA and CLAS	P 10,000
Learning Management System (LMS) Orientation	To introduce the LMS as a tool for enhancing digital teaching and learning and to familiarize the faculty with its features for effective use	College of Graduate Studies (CGS) Faculty Members	Septembe r 20, 2025	Planned	PDQA and CGS	P 10,000
Institutional Research on "Predictors of the College of Education Students' Performance on the Licensure Examination for Teachers"	To provide a data-driven approach to improve licensure examination results by examining key predictors across multiple domains	IRISE, Research Ethics Review Committee, and CoEd	Septembe r 2025 to January 2026	Planned	IRISE and CoEd	P 211, 715
Institutional Research on "Predictors of the College of Education Students' Performance on the Criminologist Licensure Examination"	To provide a data-driven approach to improve licensure examination results by examining key predictors across multiple domains	IRISE, Research Ethics Review Committee, and CoCJE	Septembe r 2025 to January 2026	Planned	IRISE and CoCJE	166,310
Fostering Mental Wellness: Strengthening Mental Health in the Workplace	Equip employees with practical strategies to manage stress, promote mental wellness, and build resilience.	Faculty & Staff	October, 2025	Planned	HR /Guidance	195,160
Proposal Writing for Research and Community Engagement	Equip faculty/staff with skills to develop proposals that can be funded from external sources	Faculty & Staff	November , 2025	Planned	IRISE Office	300,000
Total						P 2,578,638
Miscellaneous Expenses - 5% of the Proposed Budget						128,931
TOTAL PROPOSED BUDGET						**P2,707,569**

Budgetary Requirements

Budget allocations for the L&D Annual Program 2025 will be sourced from institutional funds. Detailed costing will be based on the approved L&D Activities and will cover expenses such as honoraria, training kits, meals, venue, resource materials and other related logistical needs.

Monitoring and Evaluation (M&E) Framework

The implementation of the L&D Annual Program will be closely monitored to ensure alignment with institutional priorities and responsiveness to employee needs. The HR Department, in coordination with Department /heads, will:

- Track participation and completion rates.
- Collect feedback from participants through evaluation forms.
- Assess the effectiveness of each activity in addressing intended learning outcomes.
- Recommend actions to improve future training programs and address identified gaps.
- Prepare a consolidated annual report to inform planning for the next cycle.

Conclusion

The Learning and Development (L&D) Annual Program 2025 translates Samar Colleges long term commitment to professional growth into specific actions for the year. By implementing carefully designed training programs for both faculty and non-teaching personnel, the school ensures that its workforce is well-equipped to address emerging academic and administrative challenges.

Beyond skills enhancement, the program underscores the importance of collaboration, adaptability, and employee well-being as integral components of institutional growth. The outlined activities, supported by a clear monitoring and evaluation framework will not only strengthen individual competencies but also contribute to the collective advancement of the school.

With this program, Samar Colleges, Inc., reaffirms that investing in its people is central to sustaining quality education and responsive services, paving the way for continued excellence in higher education.

XII. ENHANCED FACULTY DEVELOPMENT PROGRAM (EFDP)

Introduction

The enhanced Faculty Development Program (EFDP) of Samar Colleges, Inc., is a strategic initiative to strengthen faculty qualifications and institutional academic excellence. The program grants scholarships and privileges to qualified faculty pursuing Master's and Doctorate degrees, ensuring alignment with CHED standards and the school's vision of producing competent and globally competitive graduates.

Objectives

1. Support faculty in pursuing advanced studies (Master's/Doctorate).
2. Strengthen faculty capacity in teaching, research, and community engagement.
3. Enhance institutional performance in accreditation and quality assurance.
4. Build a pool of academic leaders and subject matter experts within the College.

Coverage and Eligibility

To qualify for the Enhanced Faculty Development Program (EFDP), a faculty member must:

1. Be a regular full-time faculty member of Samar Colleges, Inc., with an exemplary service record.
2. Have rendered at least two (2) years of continuous and satisfactory service in the institution prior to application.
3. Be formally recommended by the Department Head and the Faculty and Staff Development Committee (FSDC).
4. Demonstrate commitment to complete the graduate program and comply with the return service obligation stated in the Memorandum of Agreement (MOA).

Privileges

- Financial assistance for tuition and related fees as stipulated in the Memorandum of Agreement (MOA).
- Study Leave (as approved) to support uninterrupted graduate study.
- Academic and professional development support.

Obligation of Grantees

- Maintain good academic standing.
- Submit proof of enrollment and progress reports.
- Render return service to the institution as per (MOA).

Expected Outcomes

- Increased number of faculty with advanced degrees.
- Improved academic quality and institutional competitiveness.
- Stronger pool of faculty leaders and researchers.

The enhanced Faculty Development Program reflects Samar Colleges, Inc., dedication to academic excellence by investing in the professional growth of its faculty members. Through this program, the school ensures that its teaching force remains highly qualified, research-driven, and responsive to the higher education.

All beneficiaries are expected to uphold the values of the institution and to contribute to its long-term development. The detailed privileges, obligations, and responsibilities of the scholars are stipulated in the accompanying **Memorandum of Agreement (MOA),** which forms an integral part of this program.

MEMORANDUM OF AGREEMENT

This **Memorandum of Agreement** is made and entered by and between:

_____, of legal age, a regular/probationary employee under the _____, and applicant for the scholarship grant provided by the **SAMAR COLLGES, INC.** under its **ENHANCED FACULTY DEVELOPMENT PROGRAM**, with principal address at _____ and herein referred to as **FIRST PARTY**.

SAMAR COLLEGES, INC., a juridical entity duly organized and existing in accordance with laws of the Republic of the Philippines, with principal address at Mabini Avenue, Catbalogan City, Western Samar, represented in this act by its President and Chairman of the Board of Directors, _____, hereinafter referred to as the **SECOND PARTY.**

WITNESSETH:

WHEREAS, the First party and the Second Party are keen to strengthening and sustaining the efficiency of its faculty's performance in achieving the Schools' vision, mission, and goals;

WHEREAS, the First Party and the Second Party are committed to improve the educational qualifications of the faculty assigned or detailed in the different colleges/departments as required by the CHED and DepEd Memorandum orders per department;

WHEREAS, both PARTIES believe that there is a need to inculcate upon the members of the faculty in the different colleges/departments, a strong sense of school pride and dedication to SAMAR COLLEGES, INC., as an institution for higher learning and basic education;

WHEREAS, the First Party has signified and proposed to the Second Party that he/she be granted a school-sponsored scholarship in order that he/she may achieve the professional development that the institution requires and support, in keeping with the intention of the school to achieve and maintain a high level of academic professionalism among all its school faculty. The Second Party, on the other hand, has accepted such proposal and shall grant the proposed school-sponsored scholarship, subject to the terms and conditions of this Agreement;

NOW THEREFORE, premises considered, both PARTIES agree to the following:

DUTIES AND RESPONSIBILITIES

1. The **FIRST PARTY** shall be obligated to do the following:

    1.1 He/She must be able to present to the College President, the following documents before the scholarship grant will be approved:

        1.1.1 **Application Letter**, promising his/her commitment to stay in Samar Colleges Inc. for at least one (1) Academic Year for every semester of the scholarship grant under the **Enhanced Faculty Development Program** of the School**;**

        1.1.2 **Memorandum of Agreement,** signed between the school and the faculty concerned, duly notarized, stating the responsibilities of the school and the grantee, together with the specific privileges, sanctions and penalties as stipulated in the 5-year **ENHANCED FACULTY DEVELOPMENT PROGRAM.**

    1.2 He/She must be able to identify the particular graduate or post-graduate program and school that he/she intends to enroll in and which must be related to his/her field of specialization/major and which shall contribute to his/her position or work in the School;

    1.3 He/She must be able to submit to the **Human Resource** Office pertinent documents relating to the progress of his/her studies, such as Report on Grades stating all the subjects enrolled in per semester/summer of his/her enrolled study program and maintaining a passing mark;

    1.4 He/She must be able to assure the school that he/she will successfully finish the graduate/post-graduate program on time and before the end of implementation of the **ENHANCED FACULTY DEVELOPMENT PROGRAM;**

    1.5 He/She must be able to subscribe to the penalties enumerated in the **ENHANCED FACULTY DEVELOPMENT PROGRAM** once he/she fails to graduate or post-graduate program on time and before the end of the implementation of the above-mentioned program.

2. The **SECOND PARTY** shall be obligated to do the following:

    2.1 Scrutinize and evaluate, through the Human Resource Office, the authenticity of the documents submitted to it by the First Party applying for the scholarship grant under its **ENHANCED FACULTY DEVELOPMENT**

    PROGRAM; including those documents submitted to it during the duration of the study;

2.2 Coordinate with the First Party on the priority graduate or post-graduate program he/she may enroll in;

2.3 Provide the financial assistance and other privileges stipulated in the **Enhanced Faculty Development Program;**

2.4 Conduct supervision and evaluation on the progress of the applicant herein referred to as the First party in his/her study by requiring him/her to submit his/her Report of Grades per semester (or summer) of his/her enrolled study program as basis for the continuation of the scholarship grant and other related privileges given to him/her;

2.5 Require the First Party to present the following documents before the scholarship grant will be approved:

2.5.1 **Application Letter,** promising of his/her commitment to stay in Samar Colleges Inc. for at least one (1) Academic Year for every semester of the scholarship grant under the **Enhanced Faculty Development Program;**

2.5.2 **Memorandum of Agreement,** signed between the school and the faculty concerned, duly notarized, starting the responsibilities of the school and the grantee, together with the specific privileges, sanction and penalties as stipulated in the **Enhanced Faculty Development Program;** and

2.5.3 **Proposed budget** (per semester of study), based on the provisions stipulated in the **Enhanced Faculty Development Program.**

2.6 Implement the penalties stipulated in the **Enhanced Faculty Development Program** once the First Party fails to graduate from the graduate or post-graduate program he/she has been enrolled at on time or before the end of implementation of the above-mentioned program; and

2.7 Terminate this Memorandum of Agreement once the First Party fails to satisfy the requirements set-forth by the school concerning the **Enhanced Faculty Development Program** and/or that there has been a question of trust and confidence on the part of the school commitment of the First Party to comply with the said requirements.

FINANCIAL ASSISTANCE AND OTHER PRIVILEGES

The following shall be the percentage of financial assistance and other privileges that the qualified faculty may avail for Plans A(1) and A(2):

1. **For those Studying Outside Region VIII**
   (Like Manila, Cebu and down South in Mindanao)

The following financial assistance and other privileges shall be enjoyed by qualified faculty or those who have been recommended by their respective Deans/Heads through the Senior Vice-president Academic Affairs:

1.1 **For Those Enrolling to get Doctoral Degrees, A (1)**

1.1.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;
1.1.2 Thirty Percent (30%) financial loan will be advanced by the school which is in addition to the seventy percent (70%) financial assistance making the grantee receive a total 100% of the school fees upon enrollment.
1.1.3 book allowance worth P500.00 per semester;
1.1.4 transportation allowance per month, as billed;
1.1.5 financial aid amounting to P15, 000.00 during dissertation writing; and
1.1.6 monthly allowance of P4, 0000.00 per month or P1,000.00 allowance per week.

1.2 **For those Enrolling to get Masteral Degrees A(2)**

1.2.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;
1.2.2 Thirty Percent (30%) financial loan will be advanced by the school which is in addition to the seventy percent (70%) financial assistance making the grantee receive a total of 100% of the school fees upon enrollment.
1.2.3 book allowance worth P500.00 per semester;
1.2.4 transportation allowance per month, as billed;
1.2.5 financial aid amounting to P10, 000.00 during thesis writing; and
1.2.6 monthly allowance of P4, 000.00 per month or P1, 000.00 allowance per week;

2. **For Those Studying Within Region VIII**
(Like Tacloban and Catarman Except Catbalogan)
The following benefits shall be enjoyed by the faculty recommended for Plan A(1) and A(2):

2.1**For Those Enrolling to get Doctoral Degrees or Plan A(1)**

2.1.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;

2.1.2 Thirty Percent (30%) financial loan will be advanced by the school which is in addition to the seventy percent (70%) financial assistance making the grantee receive a total of 100% of the school fees upon enrollment.
2.1.3 book allowance worth P500.00 per semester;
2.1.4 transportation allowance per month, as billed;
2.1.5 financial aid amounting to P15, 000.00 during dissertation writing and
2.1.6 monthly allowance of P4, 000.00 per month or P1,000.00 allowance per week;

2.2 **For Those Enrolling to get Masteral Degrees or Plan A (2)**

2.2.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;
2.2.2 Thirty Percent (30%) financial loan will be advanced by the school which is addition to the seventy percent (70%) financial assistance making the grantee receive a total of 100% of the school fees upon enrollment.
2.2.3 book allowance worth P500.00 per semester;
2.2.4 transportation allowance per month, as billed;
2.2.5 financial aid amounting to P10, 000.00 during dissertation writing and
2.2.6 monthly allowance of P4, 000.00 per month or P1,000.00 allowance per week.

3. **For Those Studying in Catbalogan City (Especially in Samar College)**
The following benefits and privileges shall be enjoyed by those faculties who qualify or those recommended by their respective deans/heads through the Vice-President for Academic Affairs:

3.1 **For Those Enrolling to get Doctoral Degrees or Plan A (1)**

3.1.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;
3.1.2 Thirty Percent (30%) financial loan will be advanced by the school which is in addition to the seventy percent (70%) financial assistance making the grantee receive 100% of the school fees upon enrollment.
3.1.3 book allowance worth P500.00 per semester;
3.1.4 transportation allowance per month, as billed;
3.1.5 financial aid amounting to P10, 000.00 during dissertation writing and;
3.1.6 monthly allowance of P4, 000.00 per month or P1,000.00 allowance per week.

3.2 **For Those Enrolling to get Masteral Degrees or Plan A (2)**

3.2.1 Seventy percent (70%) financial assistance from the school covering all approved school fees per semester such as: tuition and miscellaneous fees;
3.2.2 Thirty Percent (30%) financial loan will be advanced by the school which is in addition to the seventy percent (70%) financial assistance making the grantee receive 100% of the school fees upon enrollment.
3.2.3 book allowance worth P500.00 per semester;
3.2.4 transportation allowance per month, as billed;
3.2.5 financial aid amounting to P10, 000.00 during dissertation writing and;
3.2.6 monthly allowance of P4, 000.00 per month or P1,000.00 allowance per week.

CONDITIONS, PENALTIES AND SANCTIONS

The following conditions have to be satisfied before any faculty is admitted to the program or before faculty can enjoy the benefits derived from the Enhanced Faculty Development Program as herein outlined together with the penalties and sanctions in the event of violation of any of the terms and conditions set forth in this Agreement, to wit:

1. **FACULTY/GRANTEE UNDERTAKING TO PAY THE FINANCIAL LOAN**. It is hereby clarified that the school share in the school fees shall be at 70% only; and the 30% which shall be released upon enrollment is considered and understood to be a loan. The grantee or First Party has the obligation to pay back the said amount (30%) to the school in an installment basis and must be fully paid within the duration of his/her service contract obligation with the school.

2. The faculty applicant shall agree to render service to the school equivalent to **ONE (1) YEAR IN SERVICE FOR EVERY SEMESTER OF STUDY** and shall not exceed **SIX (6) YEARS IN SERVICE for those enrolled for THREE (3) YEARS OF STUDY**. This obligation shall start from the time of graduation of the First Party from the study program to which he/she has enrolled in.

3. The faculty-applicant **SHALL PAY BACK** to the school the **TOTAL AMOUNT GRANTED TO HIM/HER FOR THE PERIOD COVERED,** if the concerned faculty-applicant **FAILS TO FINISH THE MASTERAL OR DOCTORAL HE/SHE has ENROLLED IN** on or before the end of the implementation of the **Enhanced Faculty Development Program;** and

4. However, if in case a faculty-applicant fails to finish his/her master's degree program on the expected time, as outlined in the **Enhanced Faculty**

5. **Development Program,** a **SECOND CHANCE MAY BE GIVEN** to him/her; provided that, there will be a strong recommendation from his dean/head and the Vice-President for Academic Affairs.

6. The First Party/Grantee shall also be obligated to pay back in full the total amount received as financial assistance under this Agreement or the Enhanced Faculty Development Program, if he/she fails to render the required year of service per semester enrolled.

This **MEMORANDUM OF AGREEMENT** shall take effect immediately upon signing by all parties concerned and shall remain in force unless terminated by mutual consent.

IN WITNESS WHEREOF, parties of the agreement hereunto affix their signatures this _____ day of _____, in the year of our Lord _____ at Catbalogan City, Samar, Philippines.

FIRST PARTY **SECOND PARTY**

_____ _____

Faculty Applicant President and Chairman of the Board of Directors

SIGNED IN THE PRESENCE OF:

_____ _____

Witness Witness

A C K N O W L E D G E M E N T

REPUBLIC OF THE PHILIPPINES)
CITY OF CATBALOGAN)

BEFORE ME, a Notary Public for Catbalogan City, personally appeared on _____

The following persons, with their respective identification details indicated below:

NAME	**Government-Issued ID NO.**	**DATE AND PLACE ISSUED**
_____	_____	_____
_____	_____	_____

Known to me, to be the same persons who executed the foregoing instrument, denominated as a Memorandum of Agreement consisting of 6 pages, including this page upon which this Acknowledgment appears, signed on each and every page by the parties and their instrumental witnesses, having acknowledge the same before me as their own free and voluntary act and deed.

WITNESS MY HAND AND SEAL, this ____ day of _____, _____ at Catbalogan City, Samar, Philippines.

_____
NOTARY PUBLIC

Doc. No. _____
Page No. _____
Book No. _____
Series of 20___

Annexes

To ensure that the Learning and Development (L&D) interventions for 2025 are responsive and evidence-based, the school will conduct a Training Needs Identification (TNI) and Training Needs Assessment (TNA) process across all sectors. The following annexes contain the supporting documents that will be used in the planning, implementation, and monitoring of L&D programs.

Onboarding / Orientation Forms:

- **Annex "A" –** Employee Acknowledgement Form

Annual L&D Annual Program Forms:

- **Annex "B"** - Training Needs Identification (TNI) Guidelines
- **Annex "C**" - TNI Form - Tertiary Faculty
- **Annex "D"** - TNI Form – Basic Education Faculty
- **Annex "E"** - TNI Form – Administrative Personnel
- **Annex "F**" - Training Needs Assessment (TNA)

Enhanced Faculty Development Program (EFDP) Forms

- **Annex "G"** - Letter of Endorsement
- **Annex "H"** - Letter of Recommendation from the Department Head

Annex A

SC ONBOARDING

EMPLOYEE ACKNOWLEDGMENT FORM

I, _____ (full Name), an employee of Samar Colleges, Inc. herby acknowledge that I have attended the Employee Onboarding Program and have been oriented on the following:

1. The vision, mission, core values and organizational structure of Samar Colleges, Inc.

2. The policies, rules, and regulations governing, workplace conduct and use of school resources.

3. The Code of Conduct and Discipline, including standards of professionalism, ethical behavior, and disciplinary measures.

4. Health, safety and security protocols within the school premises.

5. Employee benefits, privileges, and responsibilities.

I confirm that I have received, read, and understood the policies and guidelines discussed, and I hereby agree to abide by them at all times. I further understand that failure to comply with the said policies may result in disciplinary action in accordance with school regulations.

I also understand that this acknowledgment form will be placed in my 201 personnel file for record-keeping purposes.

Employee Information:

_____
Name

_____
Position/Department

_____
Date Hired

Employee's Signature:

_____

_____
Date

HR/Facilitator's Signature:

_____ Date: _____

Annex B

TRAINING NEEDS IDENTIFICATION (TNI)

A. Introduction:

The Training Needs Identification (TNI) is a systematic process of identifying and analyzing the skills, knowledge and competency gaps within an organization. It helps determine the specific training requirements needed to improve employee performance and achieve organizational goals.

B. Rationale:

The rationale for conducting a TNI is to:

- Align training with organizational objectives: Ensure training programs directly support strategic goals and initiatives.
- Maximize return of investment (ROI): Optimize training investments by focusing on areas with the most significant impact.
- Identify knowledge gaps: Pinpoint specific or knowledge deficiencies to develop targeted training interventions.
- Boost employee morale and retention: Empower employees with relevant training, leading to increased job satisfaction and retention.
- Stay ahead of industry changes: Anticipate and adapt to evolving industry trends and technological advancements.
- Optimize resource allocation: Make informed decisions about training investments based on identified needs.

C. Methodology:

1. Review of Documents: Analyze existing documents such as job descriptions, performance appraisals, strategic plans and previous training records to identify recurring skill deficiencies or areas needing improvement.
2. Surveys: Distribute questionnaires to faculty and non-teaching personnel to gather their perspectives on their current skill levels, training needs and desired areas of development.
3. Interview: Conduct individual or group interviews with key personnel, department heads and supervisors to gain in-depth insights into specific training needs and challenges.
4. Observations: Observe staff in their work environments to identify areas where training could improve efficiency, productivity, or adherence to best practices.
5. Focus Groups: Organize focused group discussions to facilitate open dialogue and collaborative identification of training needs.

D. Data Collection Tools:

1. Job Description Analysis Form: A structured form to analyze job descriptions and identify required skills and competencies.

2. Performance Appraisal Review: Review existing performance appraisals to pinpoint areas needing improvement.

3. Training Needs Survey Questionnaire: A questionnaire to assess staff's self-perceived training needs.

4. Interview Guide: A structured guide for conducting interviews with staff and supervisors.

5. Focus Group Discussion guide: A guide for facilitating focus group discussion.

Annex C

Training Needs Identification (TNI)
Tertiary Department

Name: _____Date: _____
Position:_____Age : _____
College:_____
Dean _____

I. Current Duties and Responsibilities

(Kindly list your current key duties and responsibilities)

1. _____
2. _____
3. _____
4. _____
5. _____

(for more duties & responsibilities, write at the back or in a separate sheet of paper)

II. Skills and Competency Assessment

(Kindly rate your proficiency in the following areas)

Skills/Competencies	Excellent	Good	Fair	Needs Improvement	Not Applicable
Professional Development					
1.Lesson/Module Planning & Syllabus Development					
2.Differential Instruction (adapting to diverse learners)					
3.Classroom Management & Student engagement (including online)					
4. Educational Technology (e.g., LMS blended/online teaching)					
5. Curriculum Development and Outcome-based Education (OBE)					
6. Assessment Design & student evaluation.					
7. Compliance with Academic Policies and quality assurance standards.					
Personal Development					

1. Research & Academic writing					
2. Advising, Mentoring & Student Consultation					
3. Communication & Presentation Skills					
4. Stress Management & teacher well-being					
5. Self-awareness					
Social Development					
1.Collaboration & Teamwork					
2.Diversity and Inclusion					
3.Respect & Empathy					
4.Social Responsibility					

III. Identified Training Needs

(Based on your self-assessment and duties and responsibilities, what are your top three areas for professional development? Please rank them 1-3 (1 being the most important)

1. _____
2. _____
3. _____
4. _____
5. _____

IV. Preferred Training Method

(Select your preferred mode of training method)

___ In-house Workshop
___ Online Training/Webinar
___ External/Face-to-Face Seminar/Trainings
___ On-the-Job Coaching
___ Self-paced Learning Materials
___Others:
_____
_____

V. Additional Comments

(Please provide any additional comments or suggestions regarding your training needs)

_____
_____
_____
_____
_____

_____
Signature over printed name

Annex D

Training Needs Identification (TNI)
Basic Education

Name:_____Date:_____
Position:_____ Age_____
Department:_____
Principal:_____

I. Current Duties and Responsibilities
(Kindly list your current key duties and responsibilities)

1. _____
2. _____
3. _____
4. _____
5. _____

(for more duties & responsibilities, write at the back or in a separate sheet of paper)

II. Skills and Competency Assessment
(Kindly rate your proficiency in the following areas)

Skills/Competencies	Excellent	Good	Fair	Needs Improvement	Not Applicable
Professional Development					
1.Lesson Planning & Preparation					
2. Differentiated Instruction for diverse learners.					
3. Use of Educational Technology /ICT in Teaching (using LMS & online resources)					
4. Communication & Interpersonal skills.					
5. Knowledge of curriculum standard & policies.					
6. Curriculum Framework Development.					

Classroom Management					
1. Classroom Management & Discipline					

2. Advising, mentoring & Student Consultation.					
3. Guidance & mentoring for students					
Assessment & Feedback					
1. Assessment & Evaluation of student learning.					
2.Formative Assessment practices					
3. Providing constructive Feedback.					
4. Analyzing student Feedback					

III. Identified Training Needs
(Based on your self-assessment and duties and responsibilities, what areas do you need training in?)

1. _____
2. _____
3. _____

Preferred Training Method
(Select your preferred mode of training method)

___ In-house Workshop
___ Online Training/Webinar
___ External/Face-to-Face Seminar/Trainings
___ On-the-Job Coaching
___ Self-paced Learning Materials
___Others:
_____
_____

IV. Professional Development Goals
(What are your professional development goals?)
_____
_____
_____

_____
Signature over printed name

Annex E

Training Needs Identification Form
Administrative Personnel

Name:_____ Date: _____
Position:_____ Age :_____
Department:_____
Department Head:_____

VI. Current Duties and Responsibilities

(Kindly list your current key duties and responsibilities)

1. _____
2. _____
3. _____
4. _____
5. _____

(For more duties & responsibilities, write at the back or in a separate sheet of paper)

VII. Skills and Competency Assessment

(Kindly rate your proficiency in the following areas)

Skills/Competencies	Excellent	Good	Fair	Needs Improvement	Not Applicable
1. Communication (Oral, Written & Interpersonal)					
2. Computer Skills (MS Office, etc.)					
3. Organization & Time Management					
4. Records Management (Filing and Archiving)					
5. Problem Solving & Decision Making					
6. Customer Service					
7. Teamwork & Collaboration					
8. Knowledge on Organizational Procedures					
9. Data Privacy & Confidentiality Compliance					

10. Compliance with ISO Certification or Regulatory bodies					
11. Stress Management					

VIII. Identified Training Needs
(Based on your self-assessment and duties and responsibilities, what are your top 3 areas for Professional Development? Please rank them 1 – 3, 1 being the most important)

1. _____
2. _____
3. _____
4. _____
5. _____

IX. Preferred Training Method
(Select your preferred mode of training method)

___ In-house Workshop
___ Online Training/Webinar
___ External/Face-to-Face Seminar/Trainings
___ On-the-Job Coaching
___ Self-paced Learning Materials
___ Others:
_____
_____
_____
_____
_____

X. Additional Comments
(Please provide additional comments or suggestions regarding your training needs)
_____
_____
_____
_____
_____

_____
Signature over printed name

Annex F

TRAINING NEEDS ASSESSMENT (TNA)

A. Purpose:

To analyze the training needs identified in the TNI phase and prioritize training initiatives based on their impact, feasibility, and cost-effectiveness.

B. Analysis:

1. Prioritization Matrix: Use a matrix to prioritize training needs on factors such as:

    - Importance: How critical is the skill gap to the school's success?
    - Urgency: How quickly does the training need to be addressed?
    - Feasibility: How realistic is it to implement the training?
    - Cost: What are the estimated costs of the training?

2. Gap analysis: Compare the required skills and competencies (from job descriptions) with the existing skills and competencies (from TNI data|) to identify specific skill gaps.

3. Resource Allocation: Determine the resource allocation (budget, time, personnel) required for each training initiative.

4. Output: A prioritized list of training needs, including:

    - Training Topic: Specific skill or knowledge area to be addressed
    - Target Audience: Faculty, non-teaching staff or specific departments.
    - Training Objectives: Measurable outcomes of the training.
    - Training Methods: Appropriate training methods (workshops, online courses, mentoring)
    - Training Resources: Required resources (trainers, materials, budget)
    - Timeline: Projected start and end dates for the training.
    - Evaluation Plan: Methods for evaluating the effectiveness of the training.

C. Report and Recommendations

The final report should summarize the findings from the TNI and TNA, prioritize the list of training needs, and provide recommendations for implementing the initiatives.

Annex G

OFFICE OF THE SENIOR VICE-PRESIDENT FOR ACADEMIC AFFAIRS (OSVPAA)

LETTER OF ENDORSEMENT
(_____)
Date

Respectfully forwarded the herein application to study under the Enhance Faculty Development Program (Academic Year _____) of (Mr./Ms./Mrs.) _____, a _____ (Full-time Permanent or Full-time Probationary), assigned in the _____, as recommended by the Dean of the _____ Under Plan _____ to Chairman of the Board of Directors & College President for approval.

The undersigned similarly recommends to your office this application to study of (Mr./Ms./Mrs.) _____ for him/her to avail of the financial assistance and other privileges specified in the **Enhanced Faculty Development Program.**

_____
Department Head

Approved:

_____
President and Chairman of the Board of Directors

Annex H

LETTER OF RECOMMENDATION FROM THE DEPARTMENT HEAD

The undersigned respectfully recommends Mr./Miss/Mrs. _____, a _____, assigned in the Office of _____, to go on a special and privileged study under the **Enhanced Five-year Faculty Development Program (Academic Year _____) Plan** ____ of Samar College.

The undersigned further recommends the above-mentioned faculty member to study the _____ at _____, in _____ from the _____ Semester of Academic Year _____ to the Semester of Academic Year _____.

Furthermore, the faculty member herein specified is similarly recommended to avail of all the privileges enumerated in Plan _____ of the **Enhanced Five-year Faculty Development Program** of Samar College. Concomitantly, the said faculty member shall be subject to the penalties if, in case, he/she fails to comply with the provisions stipulated in the said **Faculty Development Program**.

Appended herewith are the pertinent documents that will justify his/her qualifications for Plan ____ of the **Enhanced Five-Year Faculty Development Program.**

Recommended by:

_____
Department Head

Conforme:

_____
Faculty-Applicant

References:

1. Republic Act No. 7722 – Higher Education Act of 1994

   Provides the framework for quality higher education and mandates institutions to promote professional development of faculty and staff.

2. Commission on Higher Education (CHED) Memorandum Orders (CMOs)

   Relevant CMOs on faculty qualifications, professional development, and institutional quality assurance (e.g., policies on outcome-based education, continuing professional development, and institutional sustainability).

3. Department of Labor and Employment (DOLE) – Labor Code of the Philippines

   Provisions on employee rights, welfare, and training obligations of employers.

4. Philippine Qualifications Framework (PQF)

   Serves as a guide in aligning training programs with national competency standards and lifelong learning goals.

5. Civil Service Commission (CSC Memorandum Circular No. 21, s. 2004 – Policies on Training and Development

   While intended for the government sector, this was used as a reference framework for the learning & Development cycle, evaluation, and competency-building process, adapted to the context of a private higher education institution.

6. ISO 9001:2015 – Quality Management Systems
   Specifically, Section 7.2 on competence, training, and awareness,

Acknowledgment and Approval

This Learning and Development (L&D) Manual has been reviewed, endorsed, and is hereby approved and adopted:

Prepared by:

LYDIA A. GONZALES, D.M.
Head, Human Resource Management Department

Recommending Approval:

LETECIA R. GUERRA, Ph.D.
SVP for Basic Education

MELDRITO B. VALLES, Ph.D.
SVP for Student Cultural & External Affairs

MARILYN D. CARDOSO, Ph.D.
SVP Programs Development & Quality Assurance

PEDRITO G. PADILLA, Ph.D.
SVP for Academic Programs

FIDENCIA P. ORAL
SVP for Finance

MANUELILDA ROSARIO A. TORREVILLAS, LLB, MPM
SVP for Administration/School Administrator

APPROVED:

RHETT CAESAR L. PICZON
President & Chairman of the Board